1982-3

ANNUAL REPORT
on
AFFIRMATIVE ACTION

Prepared for

MICHIGAN STATE UNIVERSITY
BOARD OF TRUSTEES

DEPARTMENT OF HUMAN RELATIONS
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TABLE OF CONTENTS

I. Introduction 1
II. Compliance with Legal Requirements. 4
III. Academic Personnel System 5
IV. Employment of Executive Management Staff 29
V. Non-Academic Personnel System 32
VI. Student Recruitment Efforts 37
VII. Student Enrollment. 39
Affirmative Action Graduate Financial Assistance Program 63
Employment Trends of MSU Undergraduates 67
VIII. Campus Environment. 71
IX. Affirmative Action in Procurement Program 72
X. Other Activities 75

APPENDICES

I-A. President's 1983 Letter on Affirmative Action 79
I-B. Mission Statement, Department of Human Relations. 83
I-C. Workforce Summary by Major Administrative Unit. 86
(Academic Plus Non-Academic)

II-A. Letter of Agreement to the U.S. Department of Labor, Office for Federal Contract Compliance Programs (December 1983) . . . 121
II-B. Index for 1983-84 Affirmative Action Plan for the Office of Federal Contract Compliance Programs. 122

III-A. Interim Goal Achievement Analyses 127
III-B. Academic Personnel Problem Areas. 136
III-C. Memorandum from Office of the Provost to Council of Deans Regarding Staff Consultants 157
III-D. Interactions of the Office of the Provost with the Council of Deans. 161
III-E. Performance Review of Unit Administrators 166
III-F. Cooperative Extension - CES 169
III-G. Salary Cohort Analysis 1982-83. 178

V-A. Net Change in Non-Academic Workforce, 1982-83 183
V-B. Goal Achievement for Non-Academic Personnel System. 194
V-C. Non-Academic Personnel Problem Areas 232

VII-A. Persistence Rates for Domestic Undergraduate Students 238

X-A. Examples of Academic Staff Development 263
X-B. Examples of Non-Academic Staff Development 271
X-C. Examples of Instructional Activities 281
X-D. Examples of Public Service Activities for the General Public. 296
X-E. Examples of Research Activities/Programs 317
X-F. Examples of Student Support Services/Extra-Curricular Activities . . . 325

DEPARTMENT OF HUMAN RELATIONS
REPORT FOR THE BOARD OF TRUSTEES

I. INTRODUCTION

This annual Report for the Board of Trustees describes the activities undertaken during the past academic 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 1983 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.

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 professional ranks. Progress in enrollment 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 non-academic 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 non-academic 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 non-academic workforce, it is useful to look at the total employment pattern of each major administrative unit. Such a summary is contained in Appendix I-C 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 IX 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 are not the sole objectives 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 the recent years, the most recent having been concluded Fall 1983, 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 Section II of the report.

This is the second Annual Report on Affirmative Action coordinated by the Department of Human Relations. The current mission statement of the Department is attached as Appendix I-B. Data have been provided by the Office of Planning and Budgets, the Office of Personnel and Employee Relations, the Office of the Assistant Provost for Academic Personnel, and the academic units. 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, irrelevant physical or mental characteristic, or appearance, and age can be steadily reduced.

DEPARTMENT OF HUMAN RELATIONS

REPORT FOR THE BOARD OF TRUSTEES

II. 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 orgin, 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.

The Office of Federal Contract Compliance Programs (OFCCP) of the United States 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. The contents of the 1983-84 Plan are kept at the University and they are accessible in the Department of Human Relations during normal business hours to any interested party.

In October 1983, the OFCCP conducted an on-site Pre-Award Review of Compliance with the requirements of Executive Order 11246 as amended, and OFCCP regulations, 41 CFR 60-1, 41 CFR 60-2, 41 CFR 60-3, and 41 CFR 60-20.

The Pre-Award Review was confined to a determination of acceptability of Michigan State University's 1983-84 Affirmative Action program and good faith efforts to implement that program in accordance with the regulations. The letter of agreement regarding this review can be found in Appendix II-A. The index of the 1983-84 Affirmative Action Plan is Appendix II-B.

DEPARTMENT OF HUMAN RELATIONS
REPORT TO THE BOARD OF TRUSTEES

III. ACADEMIC PERSONNEL SYSTEM

The reporting categories within the academic personnel system are tenure system faculty, temporary faculty, continuing staff and temporary staff. Tenure system faculty includes instructors, assistant professors, associate professors, and full professors on continuing appointments. Temporary faculty hold the same ranks as tenure system faculty but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Continuing staff members include individuals appointed as specialists, librarians, and field staff of the Cooperative Extension Service in the applicable continuing appointment system. Temporary staff members hold the same types of appointments, plus other titles, but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Academic administrators, including those who hold faculty appointments, are included within the system.

The 14-Step Planning and Hiring Procedures for Academic Personnel assure equal opportunity and enhance 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 Procedures are permitted for short-term temporary appointments, unpaid adjunct/clinical faculty/staff, and in extraordinary and limited 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 for opportunities for affirmative action.

Vigorous leadership initiatives by the Office of the Provost, in cooperation with the various deans of colleges and major programs, resulted in substantial progress during 1982-83 regarding the appointment of women and minorities in the Academic Personnel System, especially within the tenure system. As shown in Figure III-1 (page 13), representation of minorities in the total academic personnel system increased from 8.9% (328) in 1981 to 9.4% (332) in 1982 and to 10.3% (373) in 1983 (Figure III-2, page 14). Women constituted 25.9% of academic personnel in Fall 1983, a slight increase from the 25.2% last year (Figure III-3, page 15), and their numbers increased from 893 to 937 (Figure III-4, page 16); their representation increased from 24.9% (800) to 25.5% (826) among non-minority academic personnel system personnel and from 28.0% (93 women) to 29.8% (111) of minorities appointed in the academic personnel system in the past two years.

Pages 86 and 87 show the percentage and numerical work force distribution within categories of the academic (as well as non-academic) 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 from 3.6% (128/3,548) in 1982 to 3.8% (138/3,615) in 1983 (Figure III-5, page 17) due to a net gain of ten persons (Figure III-6, page 18). The number of Blacks in the tenure system--64--is an increase of four individuals over last year. Asian/Pacific Islanders increased their representation from 4.8% to 5.3% of academic personnel (from 172 to 192 individuals) Figures III-7, page 19, and III-8, page 20). Representation of Hispanics rose slightly from 0.7% to 1.0% (Figure III-9, page 21), and total Hispanic appointments increased from 26 to 36 (Figure III-10, page 22). The number of Hispanics in the tenure system increased from fifteen to seventeen, and Hispanics on continuing staff appointments rose from 5 to 6 (0.9% to 1.0%). Native Americans remained at the same percentage level of 0.2%, but showed an increase of one person (Figures III-11, page 23, and III-12, page 24). Appendix III-A (page 127) summarizes the distribution of minority and non-minority women and provides some details for each of the categories of the academic personnel system for the past three years.

The percentage of minorities in the tenure system has increased steadily over the past three years from 7.6% (166 individuals) in Fall 1981 to 7.8% (165) in Fall 1982 and 8.4% (175) last Fall. Women also made gains in the past year, rising from 18.2% to 20.0% among minority tenure system faculty (and increasing in numbers from 30 to 35) and stayed about the same (15.1%) for non-minority tenure system faculty (but decreased numerically from 295 to 289); thus, in Fall 1983 women had an overall representation of 15.6% in the tenure system (being 324 of the 2,083 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. In October 1983 women comprise 31.7% (112/353) of assistant professors (31.6%--119/376--one year earlier), and 19.7% (108/547) of associate professors (20.2%--110/545--in 1982) and 8.7% (102/1,179) of full professors compared to 7.8%--93/1,197--last year). Minority representation within the full professor group increased from 5.8% (69/1,197) in Fall 1982 to 6.1% (72/1,179) in Fall 1983. Associate professors increased to 11.2% (61/547) in 1983 compared to 10.1% (55/545) in 1982. The percentages of minorities among assistant professors was 11.9% (42/353) in Fall 1983, an increase from 10.9% (41/376) last year; representation percentages of all racial/ethnic groups increased in all ranks. This pattern of increasing, but lower proportions, of representation at each higher rank reflects the fact that most additions of women and minority faculty in the tenure system occur at the assistant professor rank--as the case for most hires.

As shown in Figures III-13 (page 25) and III-14 (page 26), the proportion of minorities among new tenure system hires rose dramatically from 6.6% (6 of 91) in 1981-82 to 22.2% (20 of 90) in 1982-83. Eight Black, eight Asian/Pacific Islander, three Hispanic, and one Native American faculty members were appointed in 1982-83. The proportion of women among new appointments dropped slightly from 28.6% in 1981-82 to 27.8% in 1982-83, although the absolute number of women hired (25) was almost the same as the number hired the previous year (26). (On a

non-duplicative count basis, 38 individuals, or 42% of the total appointments in the tenure system, were members of protected groups.) A significant reason for the modest percentage drop in women appointed in the tenure system is that 48% of all new appointments last year were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, and Veterinary Medicine, all of which generally have low availability of women. Appendix III-A (page 127) compares tenure system hiring rates by gender and ethnic identification for the past three years.

Page 127 summarizes goal achievement for tenure system faculty and continuing staff. The tenure system includes faculty at the rank of professor, associate professor, assistant professor, instructor, and continuing appointments. For the three-year period which ended September 30, 1983 the goal for adding women to the tenure system was exceeded by 15% (goal of 61 positions; 70 women added), and the goal for minorities also was exceeded by 10% (goal of 32 positions; 35 minorities added). Similar progress has been achieved in the 1981-84 and 1982-85 goal periods. Results of measures taken in 1982-83 to improve goal attainment for minorities by increasing both hiring and retention rates are described later in this section.

The hiring goal achievement rates for temporary faculty and continuing staff continue to be excellent for women and minorities. Goals in these areas are set on the basis of projected continuation of the historic pattern of replacing approximately one-third of temporary faculty and staff each year. Appendix III-A (page 127) contains interim goal achievement analyses for tenure system faculty in each college and the University totals for the other categories in 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 women and minority tenure system faculty members in comparison with salary levels and increases of non-minority male colleagues. Patterns of promotions also are reviewed annually to assess the status of minorities and women compared with non-minority male faculty members. In review of the analyses of promotions in 1982-83 and the 1983-84 salary increases, 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. Appendix III-G (page 178) contains the Salary Cohort Analysis for 1982-83.

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 four 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. In the total academic work force analysis 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 246 in 1981 to 232 in 1983. Figure III-15 (page 27) shows the percentages of minorities and women who were academic administrators

as of October 1981, 1982, and 1983, and Figure III-16 (page 28) contains the numbers of people in these positions for the same time period. The representation of women among this group has increased over the past three years from 12.6% (31 women) in 1981 to 14.7% (34) in 1983, and minority academic managers increased to 10.3% in October 1983 from last year's percent of 9.6% and rose in number to 24, 2 greater than the numbers employed in this category in 1982. It is important to note that among the newly hired minority faculty members are included three Black chairpersons in the Departments of Family Medicine, Audiology and Speech Sciences, and Psychiatry (this latter appointment has an effective date of January 1, 1984). Until these appointments, Michigan State University had no Black chairpersons and only one Black director of a school. In addition, a Black male, who currently serves as an assistant dean in the College of Education, was appointed as Acting Dean of Urban Affairs Programs effective September 1, 1983.

Comparison of current employment patterns with the estimated availability of minorities and women, according to the guidelines approved by the Office of the Federal Contract Compliance Programs (OFCCP), showed that, of the 95 individual units involved in hiring faculty and academic staff during the past year, minorities are underrepresented in 54 units (57%) and women are underrepresented in 76 units (80%). Last year women were underrepresented in 78 of the 92 hiring units, or 85%, and minorities were underrepresented in 57 units, (62%). The number and percentage of underutilizing units has remained relatively constant over the years despite the achievement of many hiring goals because of limited hiring opportunities and the use of new data each year which shows increasing availability of women and minorities in many disciplines.

On-going detailed analyses, both quantitative and qualitative, and continuing monitoring of the University's affirmative action efforts have led to the identification of ten separate "problem areas" in the Academic Personnel System which may be divided into two general categories.

The first general category identifies particular colleges which underutilize women and/or minority faculty 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 272 new tenure system faculty members, 13% of the total of tenure system faculty, during 1982 through 1985. If the State's fiscal difficulties of the last few years return and result in budget reductions for the University, the number of openings are likely to be smaller. Further, about two-thirds of the projected vacancies (177 of 272) 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, Arts and Letters, Business, Engineering, Natural Science, and Osteopathic Medicine continue to be identified as problem areas in the 1983-84 Affirmative Action Plan.

The College of Arts and Letters and James Madison College were identified as problem areas of the Affirmative Action Plan for the first time 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. The specific unit of the College of Arts and Letters cited in previous years, the Department of Theatre, successfully completed a national recruiting effort with a tenure system appointment of a Black woman faculty member who specializes in Black Theatre. The Department is now able to offer Black Theatre courses and productions on a regular basis. Additional efforts undertaken in that Department to better serve the minority community are discussed in Appendix X-C - Instructional Activities (page 281). The College had a total of 5 tenure system openings available in the 1982-83 academic year; 4 of these were filled by minority faculty. In addition, the College increased representation of minority faculty through establishment of a joint tenure system appointment with Urban Affairs Programs of a Black faculty member and through participation in the Visiting Racial Minority Faculty Program under which a Black woman joined the Department of Music as a visiting assistant professor. Thus, with only 5 tenure system openings, the College of Arts and Letters added a total of 5 minority faculty members, 2 of whom are women. Units in the College of Arts and Letters in which women are underrepresented continue to make special efforts to recruit women faculty members for the few openings projected.

James Madison College engaged in an aggressive affirmative action faculty recruitment campaign last year. Within the regular searches and in the context of additional special search, applications from minority candidates were solicited through special contacts with graduate faculty, professional minority caucuses, and public sector agencies. As a result of these efforts, a Black faculty member was hired for a newly-defined faculty position, authorized by the Provost's Office. Minority students in the College, represented by the Madison Minority Alliance and the Student Advisory Committee, played an active role in the recruitment process. They participated in candidates' seminar presentations and had the opportunity to interview all candidates. Efforts to identify promising minority and women candidates for potential openings are proceeding on a continuous basis.

The second category of academic problem areas includes functional topics which cross college lines. Last year, in response to the problem of minimal representation of non-foreign racial minorities among research associates, the University increased the stipends for the Affirmative Action Postdoctoral Fellowship Program to a level to allow more success in the recruitment of minorities. This program specifically targeted the sciences and veterinary medicine in an effort to increase minority access to academic careers in these specialized fields. In the 1983-84 academic year, 9 minority postdoctoral fellows--4 males and 5 females, 7 Blacks and 2 Hispanics--have been appointed in the Departments of Biochemistry, Food Science & Human Nutrition, Large Animal Clinical Science, Microbiology and Public Health, Pharmacology & Toxicology, Small Animal Clinical Science, and Zoology. The success of this

program during the past year is hoped to be replicated in the coming year; and, if this program succeeds over time, Michigan State will have helped increase the number of highly qualified minority faculty in these professions and also will have expanded contacts for the recruitment of minority faculty.

The Department of Human Relations and the Office of the Provost are developing and have conducted programs to improve the retention of minority faculty members, including 1) an Exit Interview Program for both women and minority faculty--soon to be conducted through an improved interview instrument--and redesigned 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; 2) workshop programs for deans, directors, and chairpersons to assist them in developing more effective annual faculty evaluations and in fulfilling their responsibility to encourage professional development of minority and women tenure system faculty, especially non-tenured members. Workshops on these topics were arranged for more than 125 academic administrators during the Spring of 1983; and 3) on a regular basis, the applicable dean/unit administrator is to maintain contact with women and minority faculty members on leaves of absence from Michigan State University in order to ensure that return to the University is encouraged and facilitated as appropriate.

As noted in the 1982-83 Report to the Board of Trustees, two modifications were made in the 14-Step Hiring Procedures for Academic Personnel during 1981-82: 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 efforts to ensure such representation has been advanced by special Department of Human Relations programs with selected departments to develop more active recruitment stances regarding affirmative action, and 2) a system for waiving the 14-step procedures was established to assist in attracting or 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 hiring of individuals who could further advance progress toward affirmative action goals, and such waivers have continued to be used successfully on a limited basis.) During the 1982-83 academic year, special waivers for spouses of individuals whose appointment or retention served University affirmative action goals were approved in four cases, two of which resulted in the retention of women tenure system faculty at Michigan State University. In the other two cases, the candidates decided to accept appointments at other universities. Appendix III-C (page 136) contains the complete statement of academic problem areas for the annual Affirmative Action Plan required under applicable Federal and State laws and regulations.

Several other initiatives have been taken to increase the employment of women and minorities in the Academic Personnel System, to increase the visibility of protected groups on campus and to improve the racial environment. All of these initiatives have been the result of leadership exercised by the Office of the Provost and will continue to

be utilized as part of an on-going, aggressive program to achieve University affirmative action objectives. For example, the Office of the Provost has agreed to accelerate position allocations to designated academic units to permit the appointment of minority faculty in high priority program areas. During 1982-83 this initiative has resulted in the appointment of 2 males and 2 females, 3 Blacks and 1 Hispanic. Normally the funding support is provided on a temporary basis until funds become available in the applicable department. Another initiative involved the establishment of a Visiting Racial Minority Faculty Program through which MSU invites minority individuals from other colleges and universities to accept visiting professorships at Michigan State. In the 1983-84 academic year three apppointments have been arranged in the Colleges of Natural Science, Communication Arts and Sciences, and Arts and Letters, including a Black male and 2 Black females. The College of Nursing also has arranged a 10% visiting appointment of a Black female currently employed by the Michigan Department of Health. Finally, following the recommendation by the Office of the Provost last year that deans and separately reporting directors reinstitute the practice of designating one or more staff members to be responsble for "...regular and systematic advice and consultation to the dean or separately reporting director on matters of concern to women and minorities" all colleges have instituted such efforts, using a variety of mechanisms involving the designation of a particular individual as a consultant, establishment of special committees or regular consultation with individual women and minority faculty and staff members. Other special efforts by the Office of the Provost regarding efforts relating to women and minorities in the Academic Personnel System are discussed in Section X - Other Activities (page 75).

University policy on the employment of individuals with handicaps requires an affirmative action commitment to employ, advance in employment, and otherwise treat qualified handicappers at all levels of employment and in all employment practices without discrimination based on an individual's physical or mental handicap. For faculty and acaemic staff the Office of the Provost, in conjunction with the Department of Human Relations, has the responsibility for the policy's implementation and monitoring. All academic personnel position descriptions are reviewed prior to posting so that job requirements do not limit inappropriately employment opportunities for handicappers. Regular post-employment surveys of faculty and academic staff allow self-identification of handicapper status and related requests for reasonable employment accommodations. Requests for reasonable employment accommodations, not addressed satisfactorily at the department or school level, are reviewed by the Assistant Provost for Academic Personnel Administration and the Director and staff of the Department of Human Relations. These reviews involve consultation with the applicable college dean(s) in efforts to resolve the matter. Reasonable accommodations for handicappers are determined on a case-by-case basis, depending on the individual's circumstances, and have included various cost effective alterations, adjustments, or changes in the work environment or terms and condition of employment which have enabled an otherwise qualified handicapper to perform the particular job successfully.

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

University's commitment to affirmative action/equal opportunity which has provided the framework for the implementation of the policies by each of the vice presidents. The Provost, as indicated above, has given substance and leadership to the implementation of these policies in cooperation with the deans and other academic administrators. Deans of all six 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 of strategies for the recruitment of minority faculty members, on the recruitment and support of minority and women graduate and undergraduate students and on improving the general quality of the academic environment experienced by faculty, staff, and students who belong to underrepresented groups. Deans work with chairpersons and directors of their units on specific plans for implementation of policies and strategies. Appendix III-E (page 166) lists examples of special affirmative action efforts made by individual units with and/or for their academic personnel.

In summary, a number of initiatives were taken during 1982-83 to increase the hiring and retention of women and minorities throughout the Academic Personnel System. As indicated previously, these efforts have achieved considerable success, although with limited opportunities to hire, much more progress needs to be made. There is a renewed commitment to continue efforts to move Michigan State University toward a more results-oriented affirmative action stance with respect to faculty and academic staff.

Pro07/BdRpt

Figure III-1

Michigan State University
Composition of the Workforce 1981-83
Percent Minorities

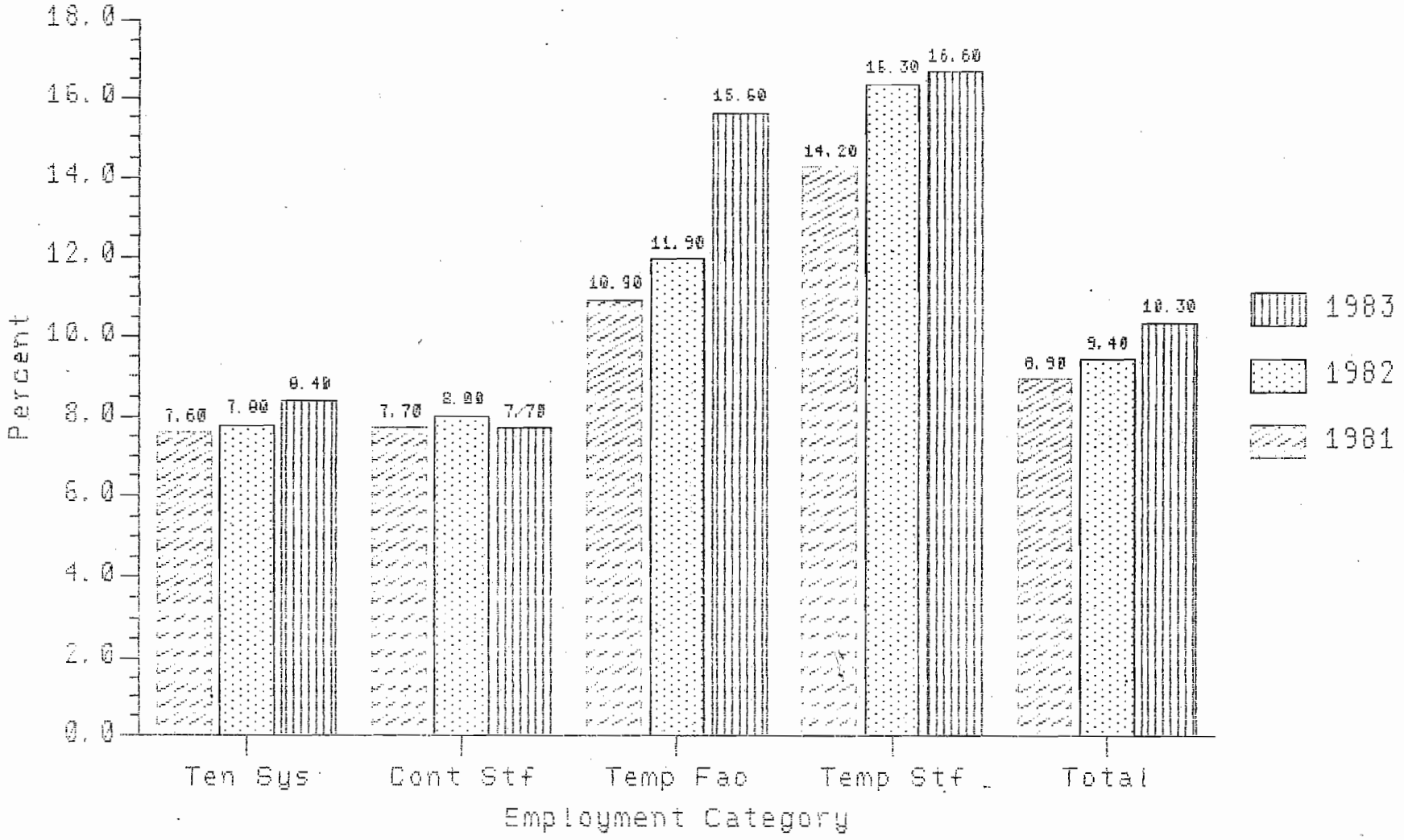


Figure III-2

Michigan State University
Composition of Academic Workforce, 1981-83
Number of Minorities

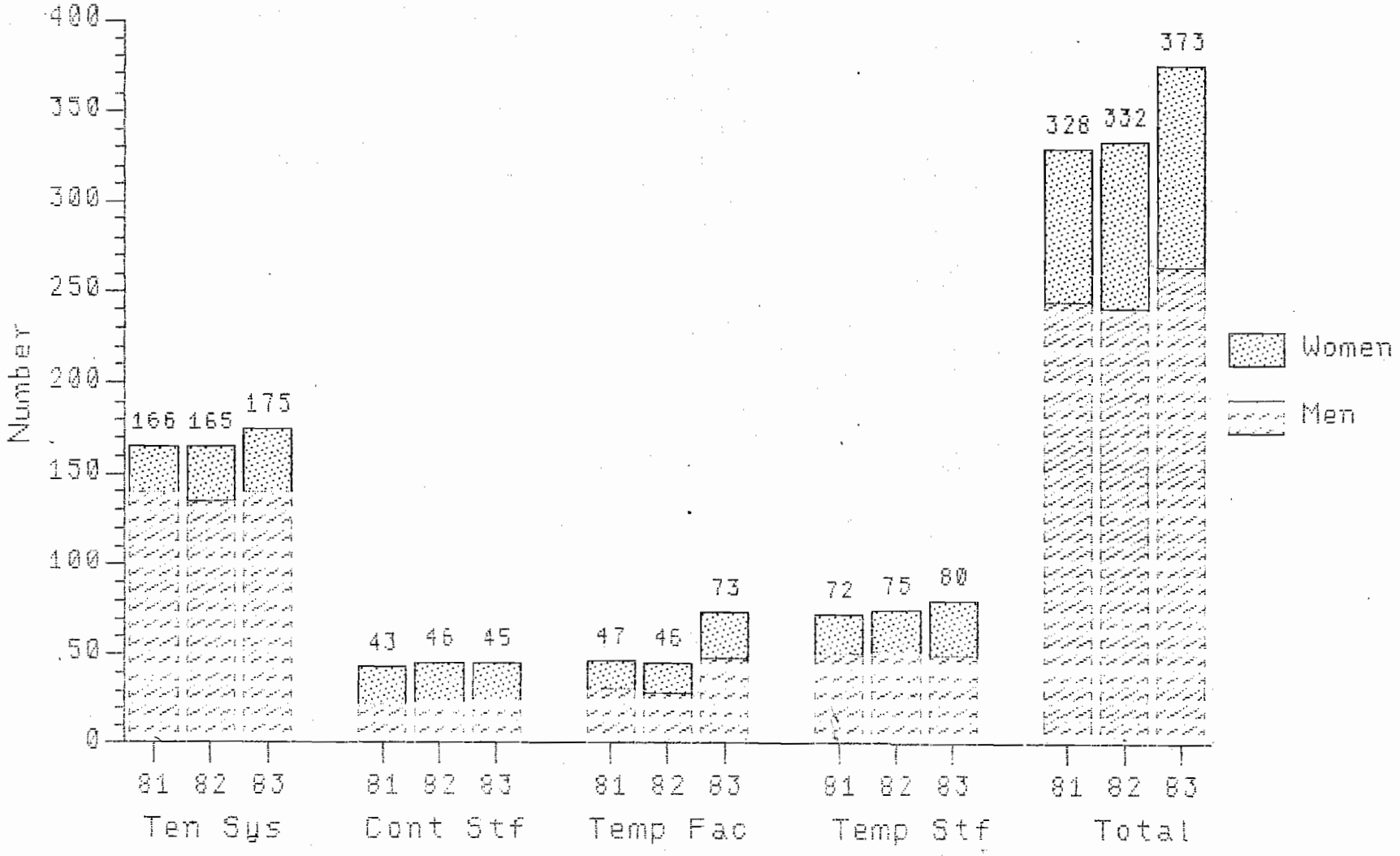


Figure III-3

Michigan State University
Composition of the Academic Workforce, 1981-83
Percent Women

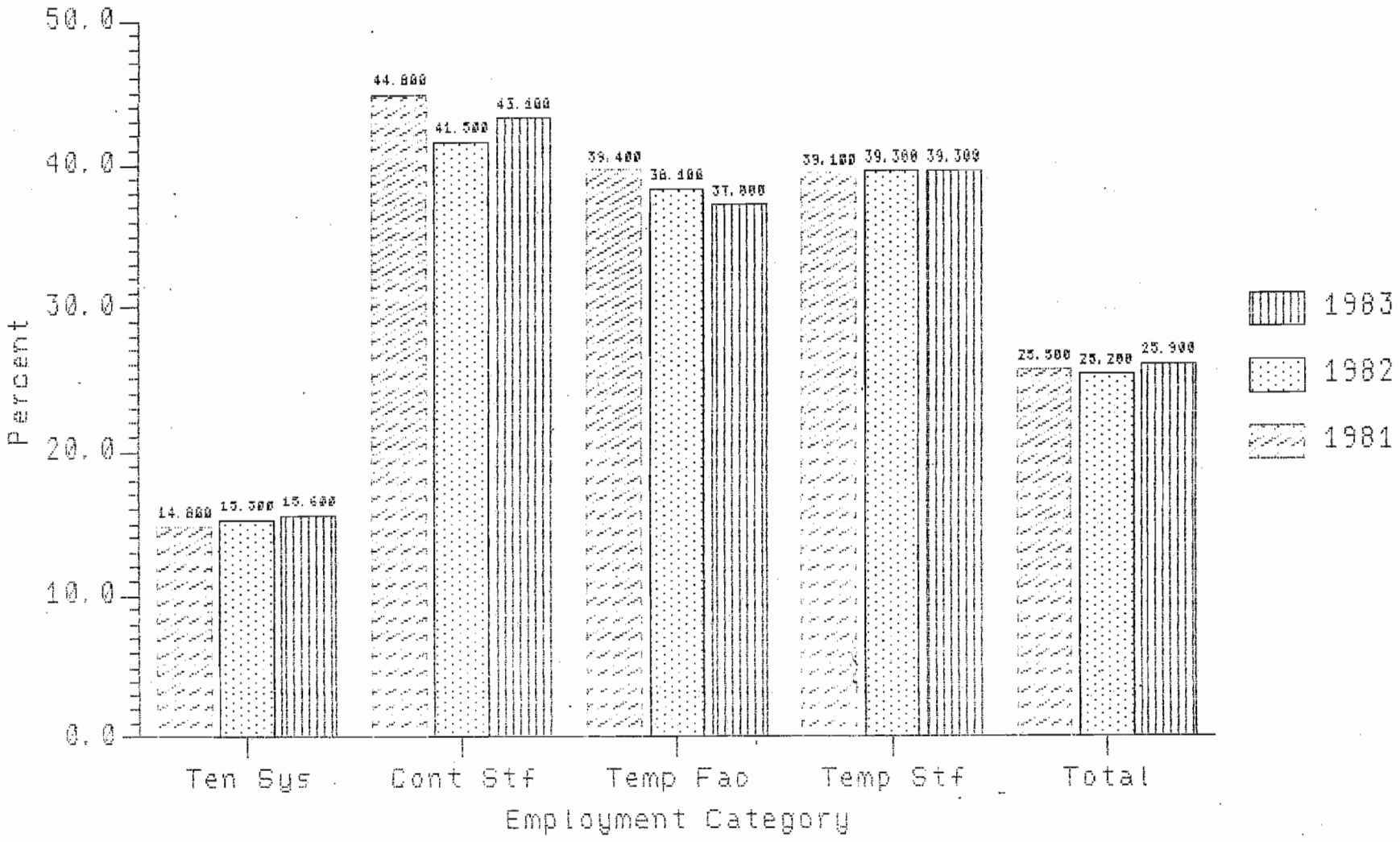


Figure III-4

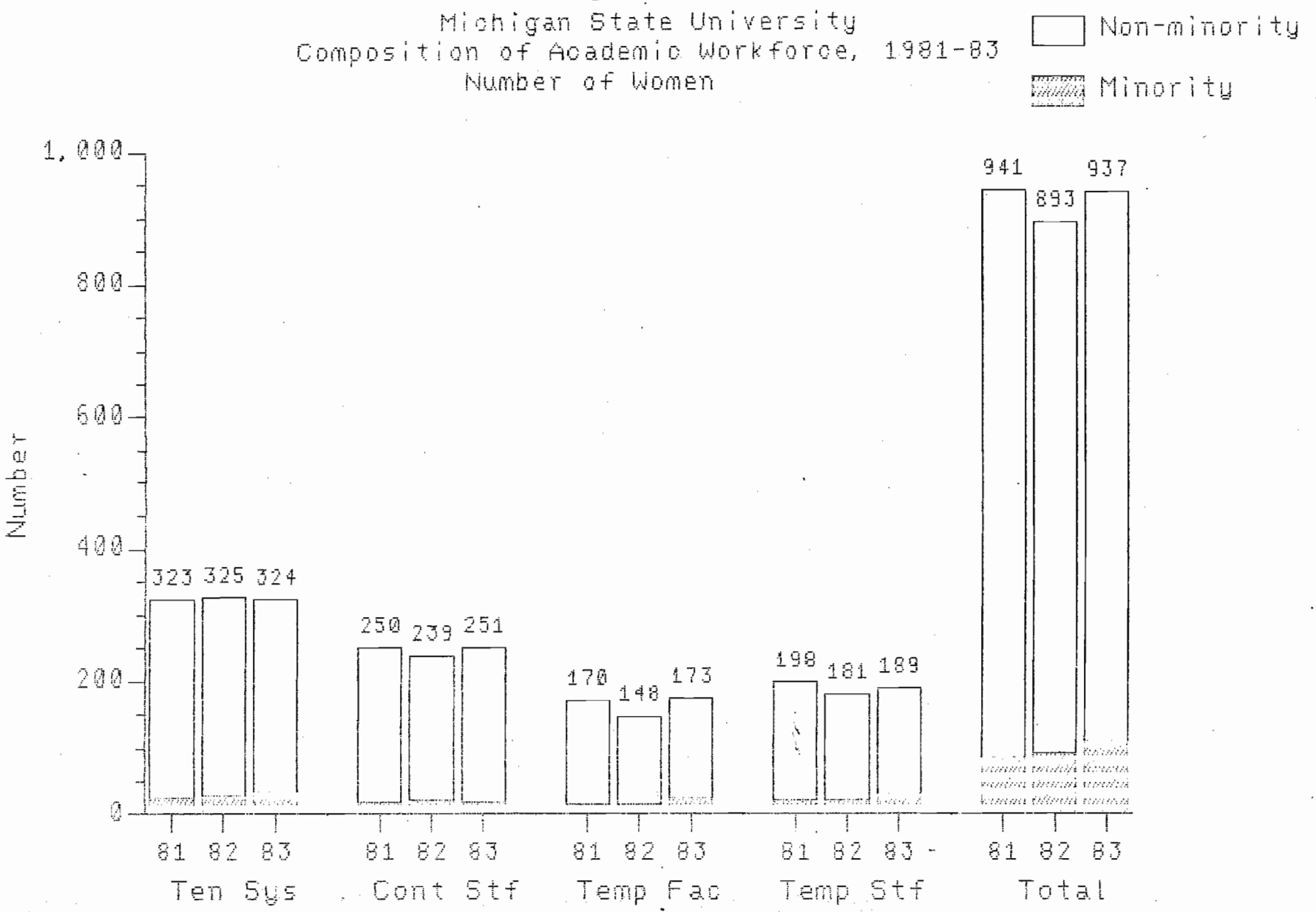

Michigan State University
Composition of Academic Workforce, 1981-83
Number of Women
Non-minority
Minority
Number
1,000
800
600
400
200
0
323 325 324
250 239 251
170 148 173
198 181 189
941 893 937
81 82 83
Ten Sys
Cont Stf
Temp Fac
Temp Stf
Total

Figure III-5

Michigan State University
Composition of Academic Workforce, 1981-83
Percent Black

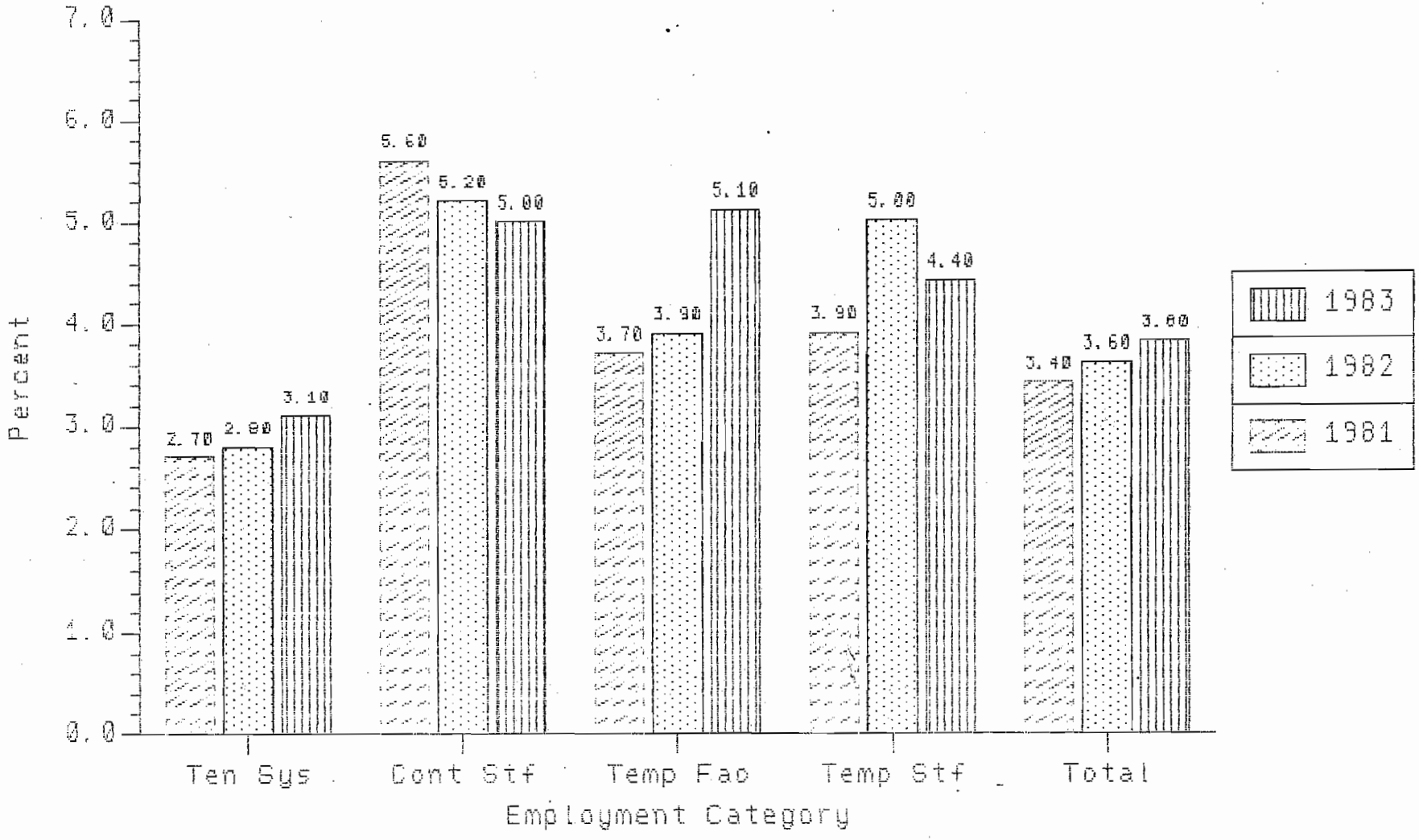


Figure III-6

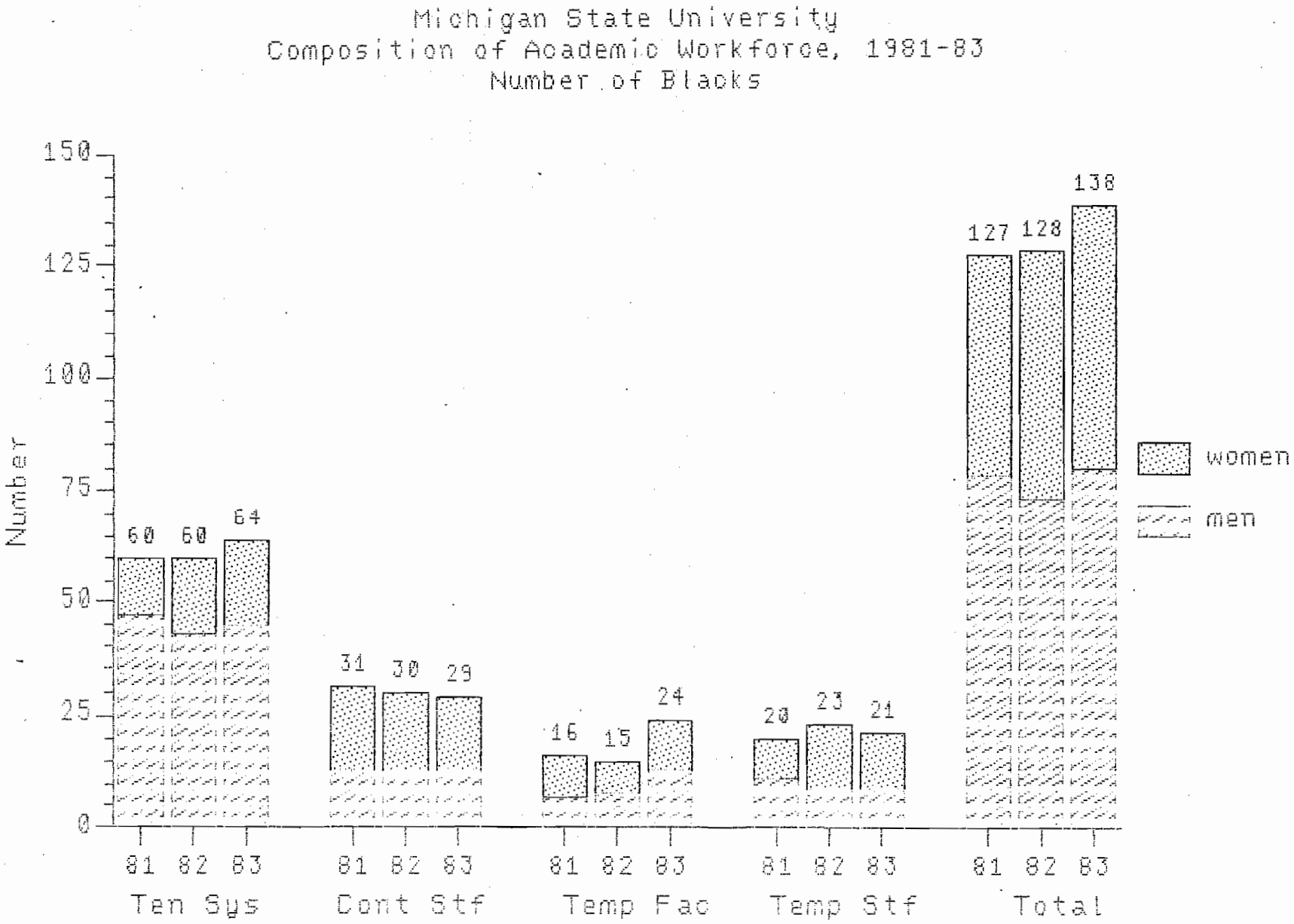

Michigan State University
Composition of Academic Workforce, 1981-83
Number of Blacks
Number
150
125
100
75
50
25
0
60 60 64
31 30 29
16 15 24
20 23 21
127 128 138
81 82 83
Ten Sys
Cont Stf
Temp Fac
Temp Stf
Total
women
men

Figure III-7

Michigan State University
Composition of the Academic Workforce, 1981-83
Percent Asian/Pacific Islander

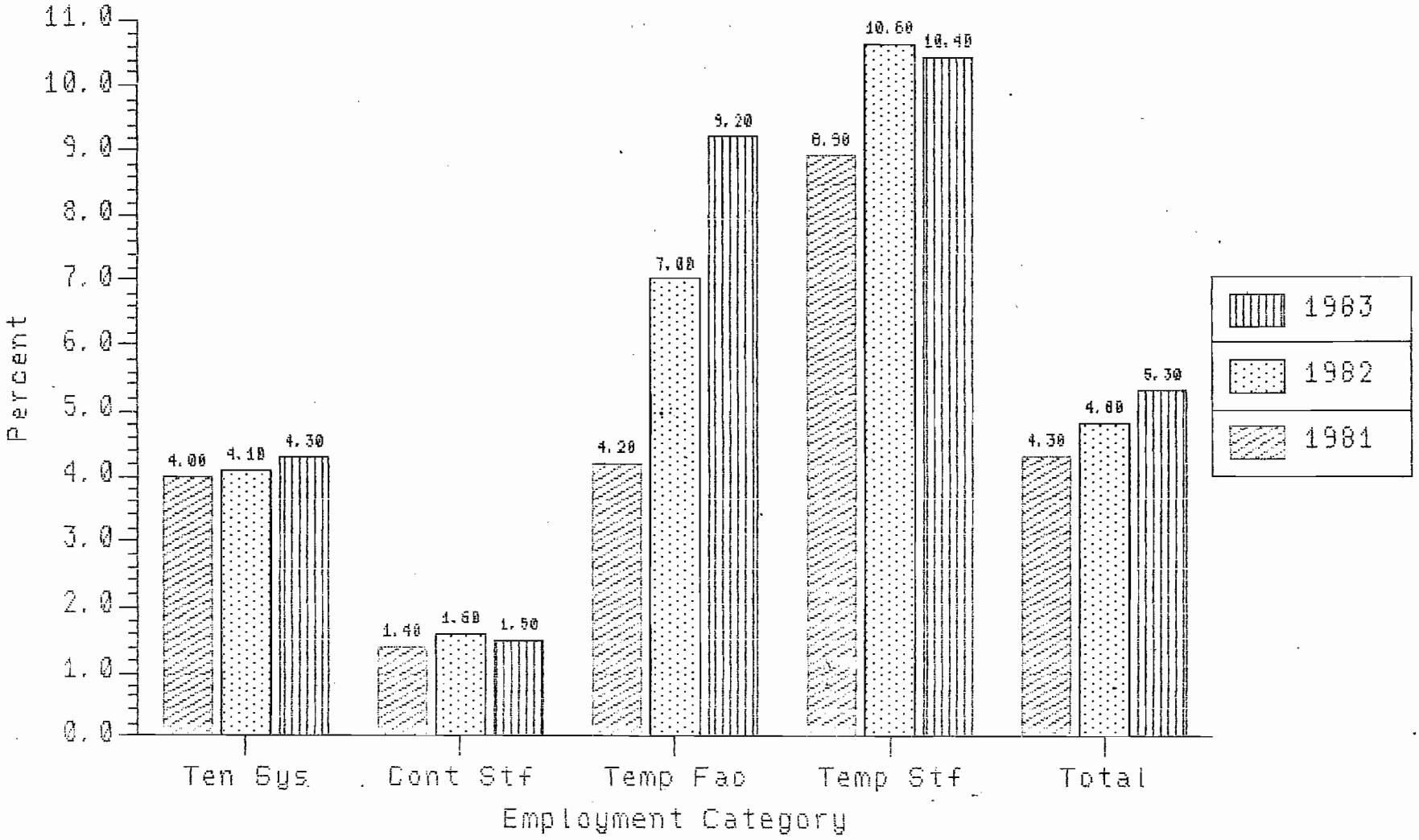


Figure III-8

Michigan State University
Composition of the Academic Workforce, 1981-83
Number of Asian/Pacific Islanders

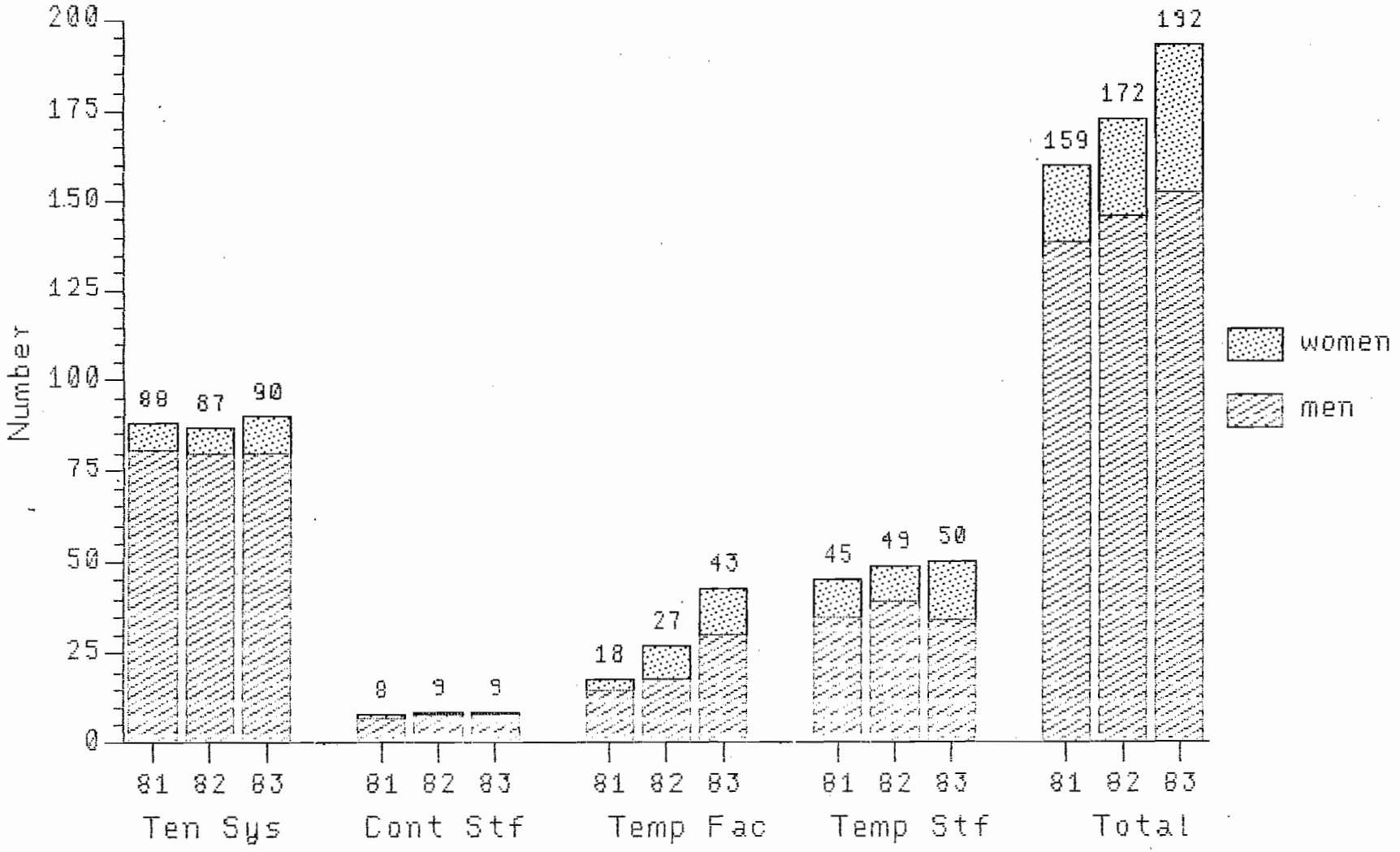


Figure III-9

Michigan State University
Composition of Academic Workforce, 1981-83
Percent Hispanics

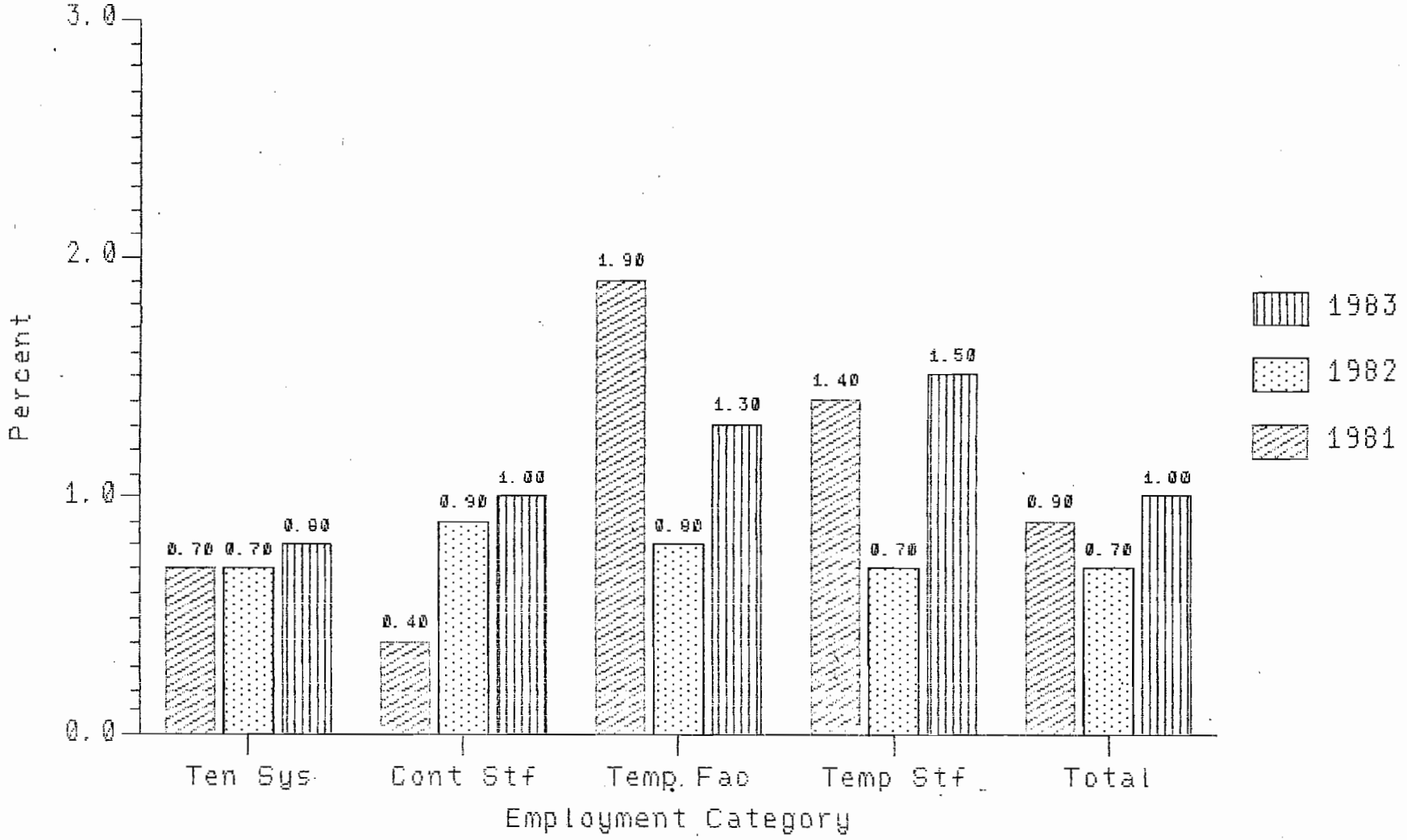


Figure III-10

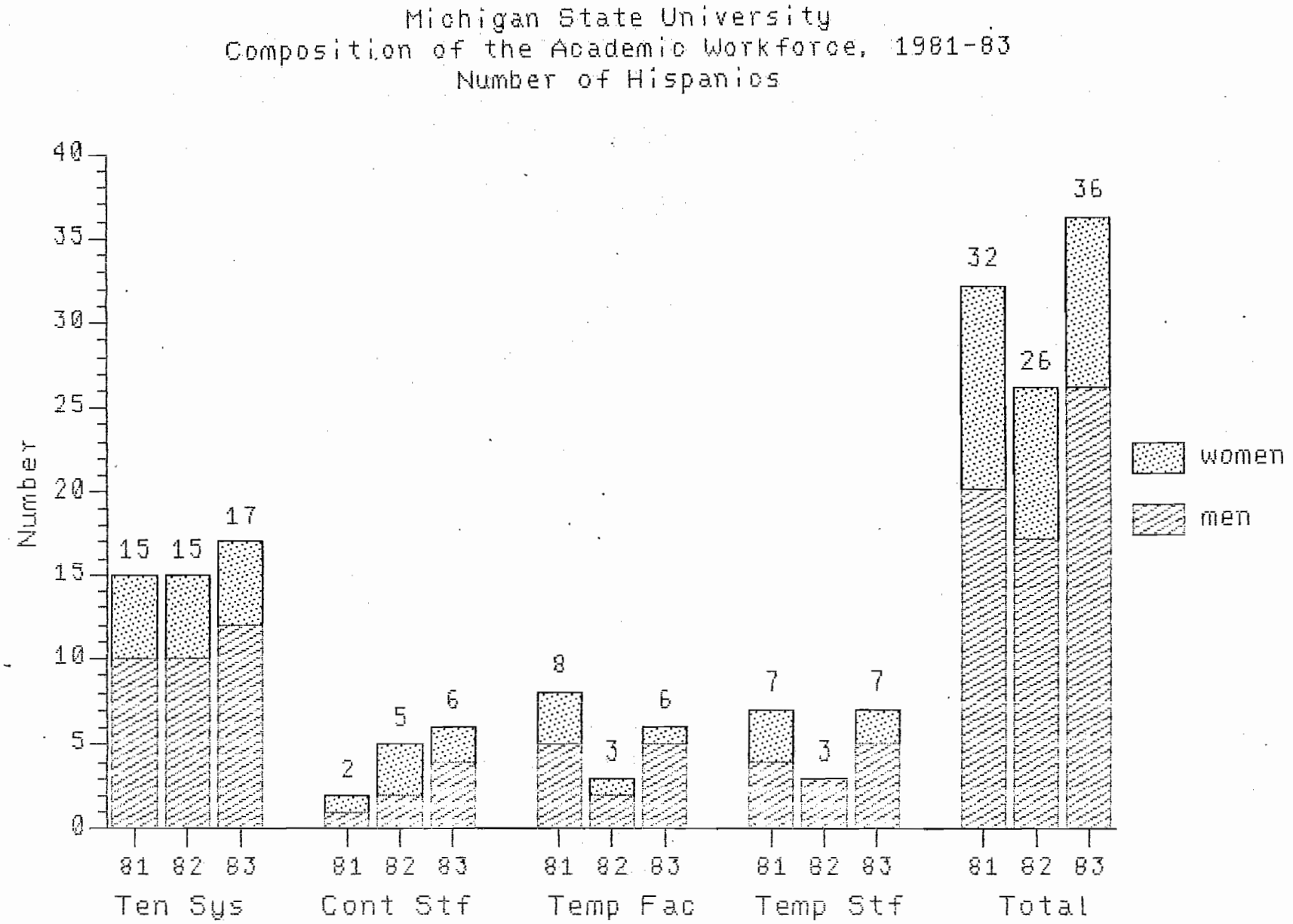


Figure III-11

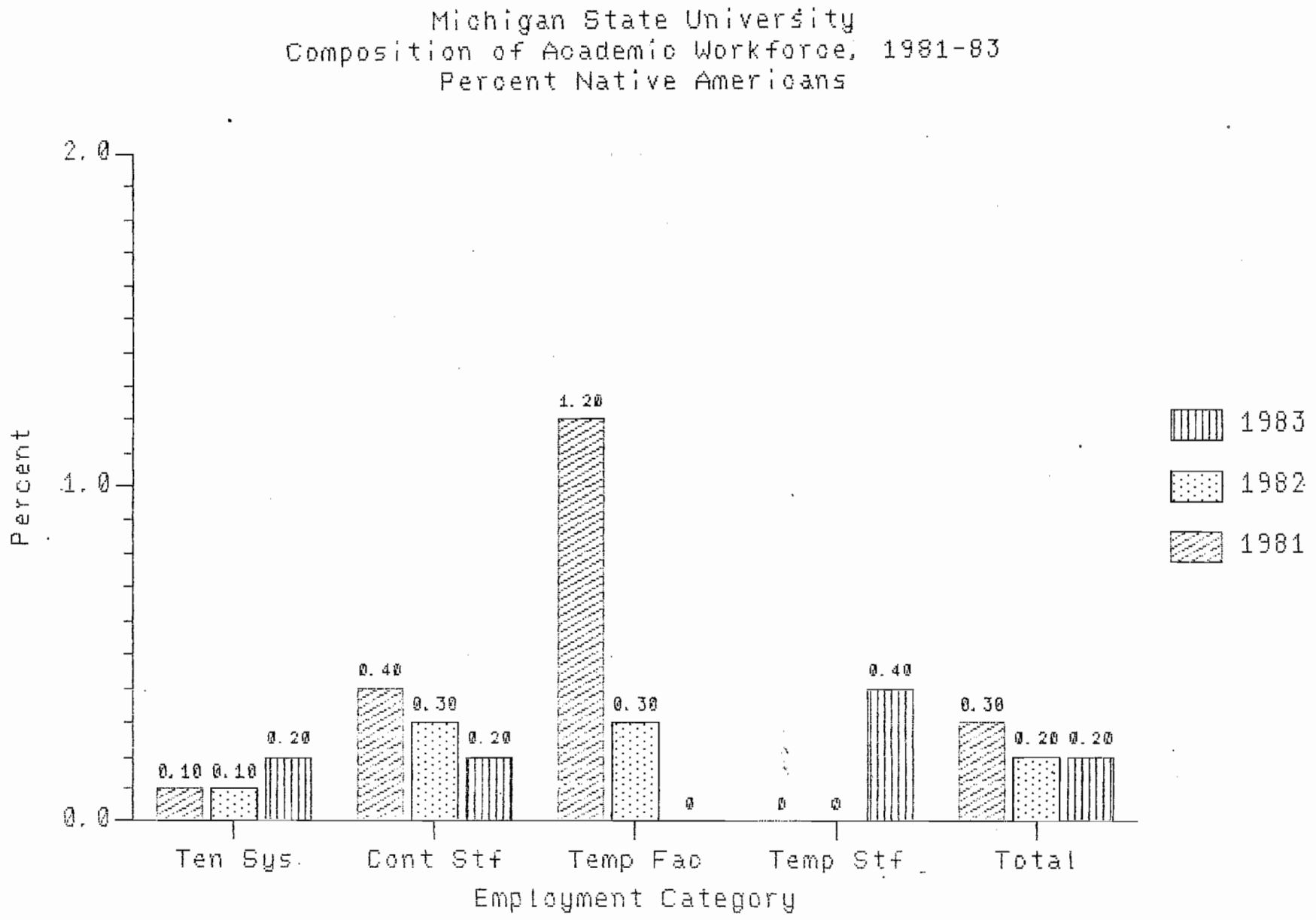


Figure III-12

Michigan State University
Composition of the Academic Workforce, 1981-83
Number of Native Americans

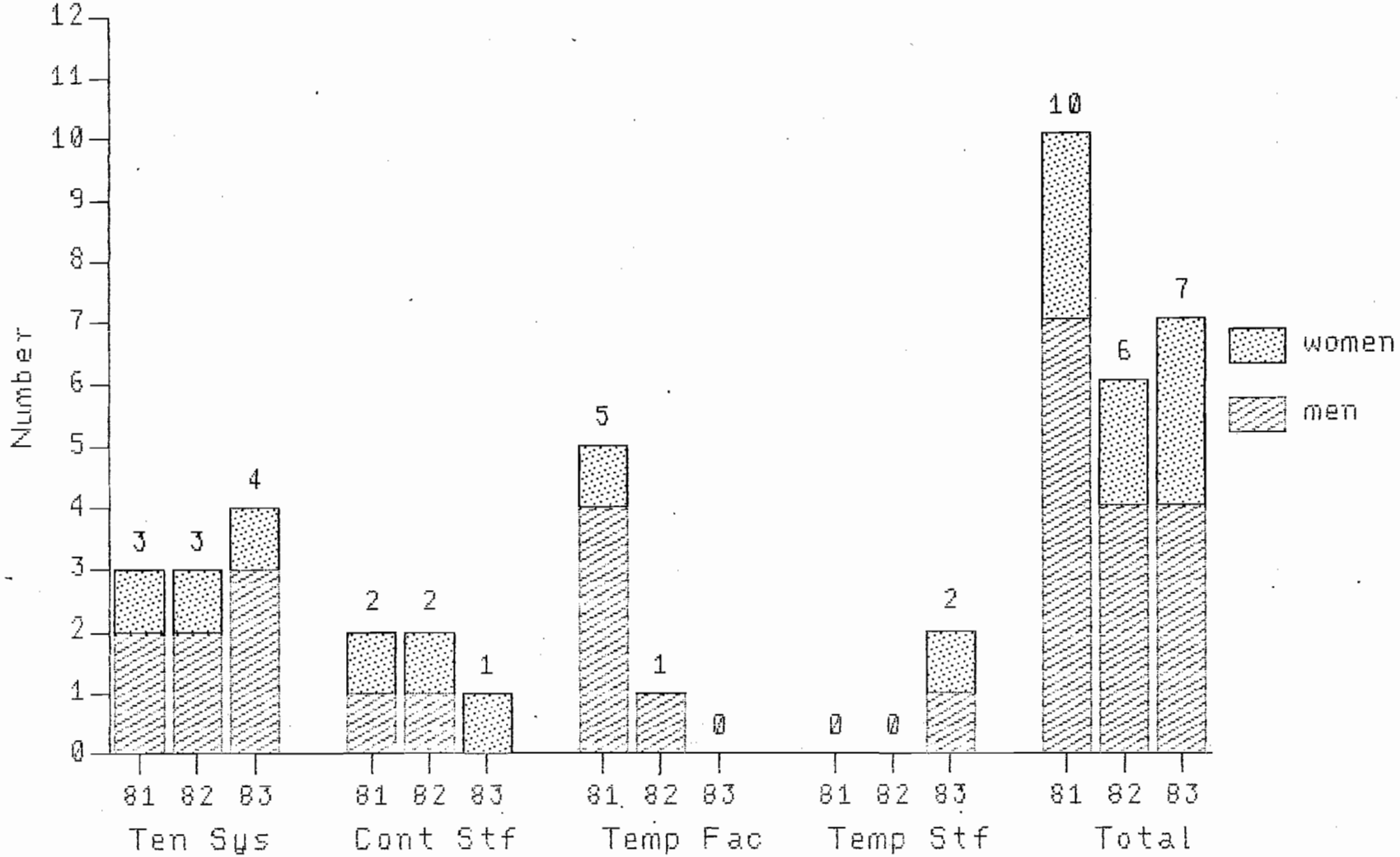


Figure III-13

Michigan State University
Tenure System Hiring Rates for Minorities and Women
1980-81 through 1982-83

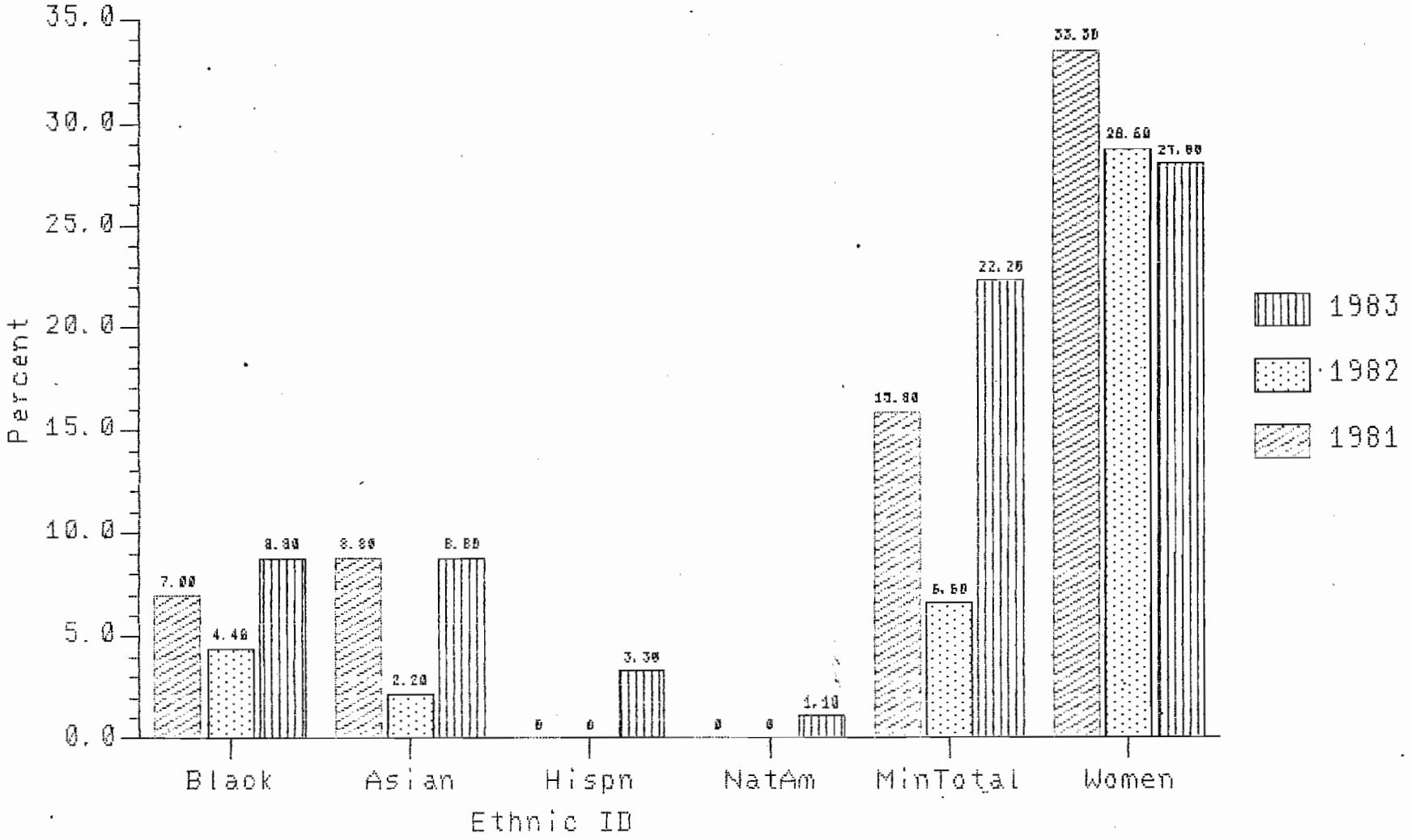


Figure III-14

Michigan State University
Tenure System Hiring Rates for Minorities and Women
1980-81 through 1982-83

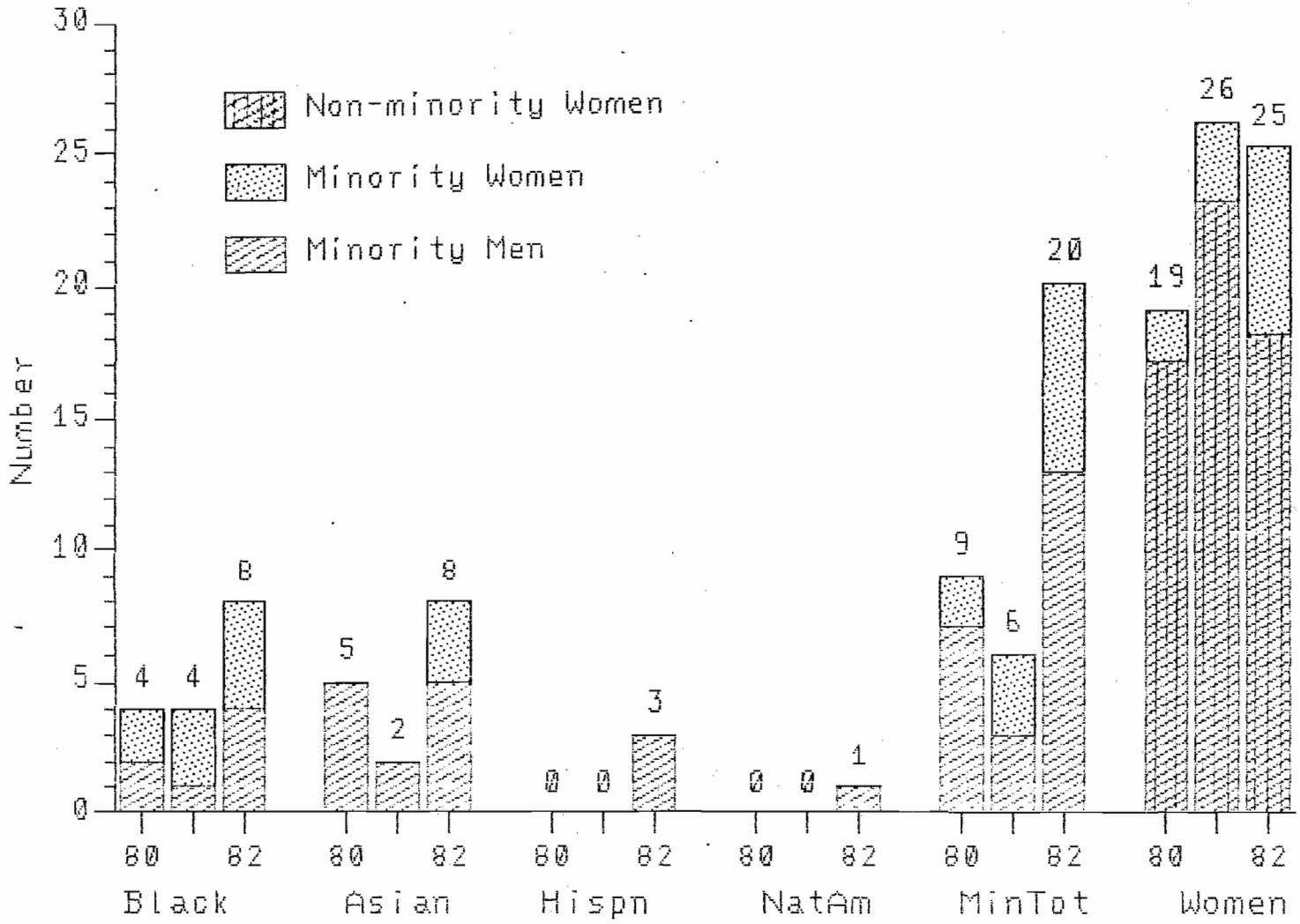


Figure III-15

Michigan State University
Composition of the Academic Workforce, 1981-83
Percent of Administrators Who Are Minorities and/or Women

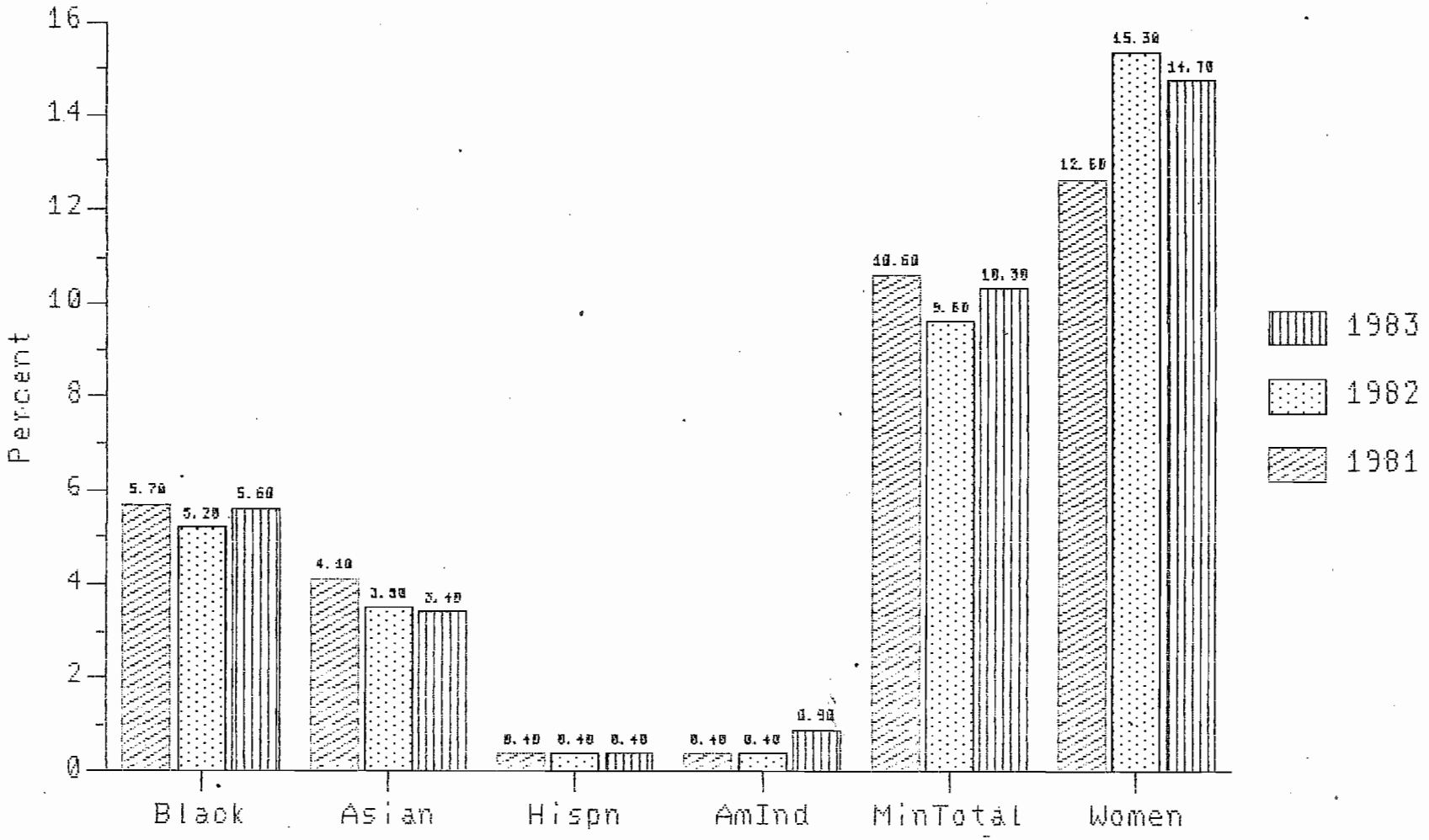
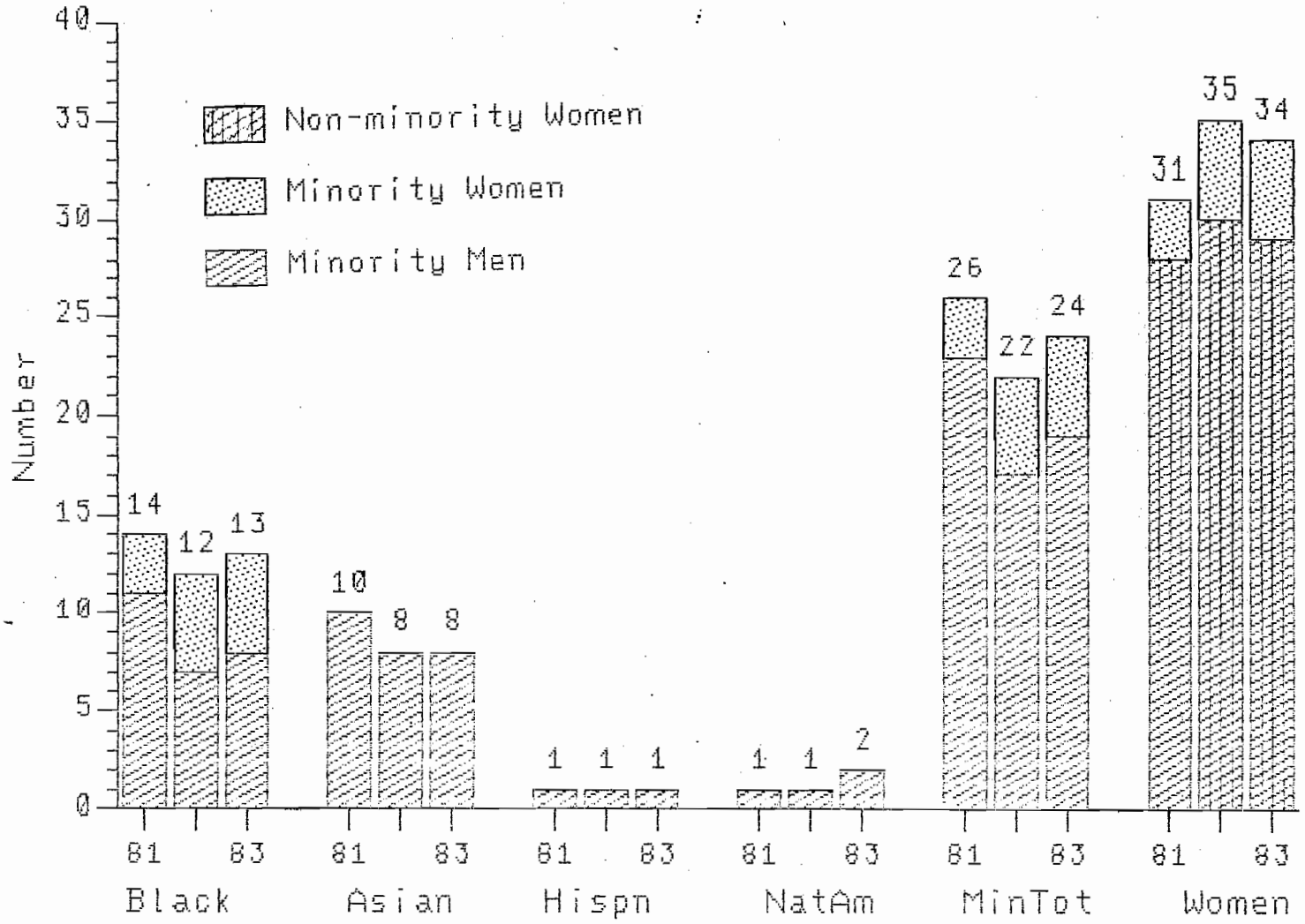


Figure III-16

Michigan State University
Composition of Academic Workforce, 1981-83
Number of Administrators Who Are Minorities and/or Women



Employment of Executive Management Staff

DEPARTMENT OF HUMAN RELATIONS
REPORT FOR THE BOARD OF TRUSTEES

IV. EXECUTIVE/MANAGEMENT

The May 1981 action by the Board of Trustees designated Executive/Management positions as those with the titles 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 Secretary of the Board, plus other specifically designated director and other administrative titles, a total of 58 positions. The recordkeeping responsibilities for Executive/Management positions are located in the Office of the Provost.

There were three new Executive/Management appointments effective during the October through September 1982-83 Affirmative Action Plan year. These were:

Director, Admissions and Scholarships	2-1-83	Non-minority male
Director, Personnel Administration	5-16-83	Non-minority female
Associate Provost	9-1-83	Non-minority male

The number of appointees in Executive/Management positions as of October 1, 1983 is 55 incumbents. Of these, eight (14.5%) are non-minority females, and six (10.9%) are minority males. Of the minority males, four (7.3%) are Black, one (1.8%) is Asian/Pacific Islander, and one (1.8%) is Hispanic. The total representation of members of protected classes is fourteen (25.5%), an increase of one over and up from 22.8% as of October 1, 1982.

Figure IV-1 displays the three-year trend data for numbers of members of protected classes in Executive/Management positions. Figure IV-2 shows these people as percents of the Executive/Management work force over the same period; the drop in representation of women between 1981 and 1982 is because the positions transferred to Executive/Management status by Board action in May 1981 (see last year's report) were held predominantly by men. It should be noted that prior to October 1979 no women or minority held the title of Vice President. Now one non-minority woman and one minority male hold titles of Vice President.

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Figure IV-1

Michigan State University
Composition of the Academic Workforce 1981-83
Number of Minority and Women Executive Managers

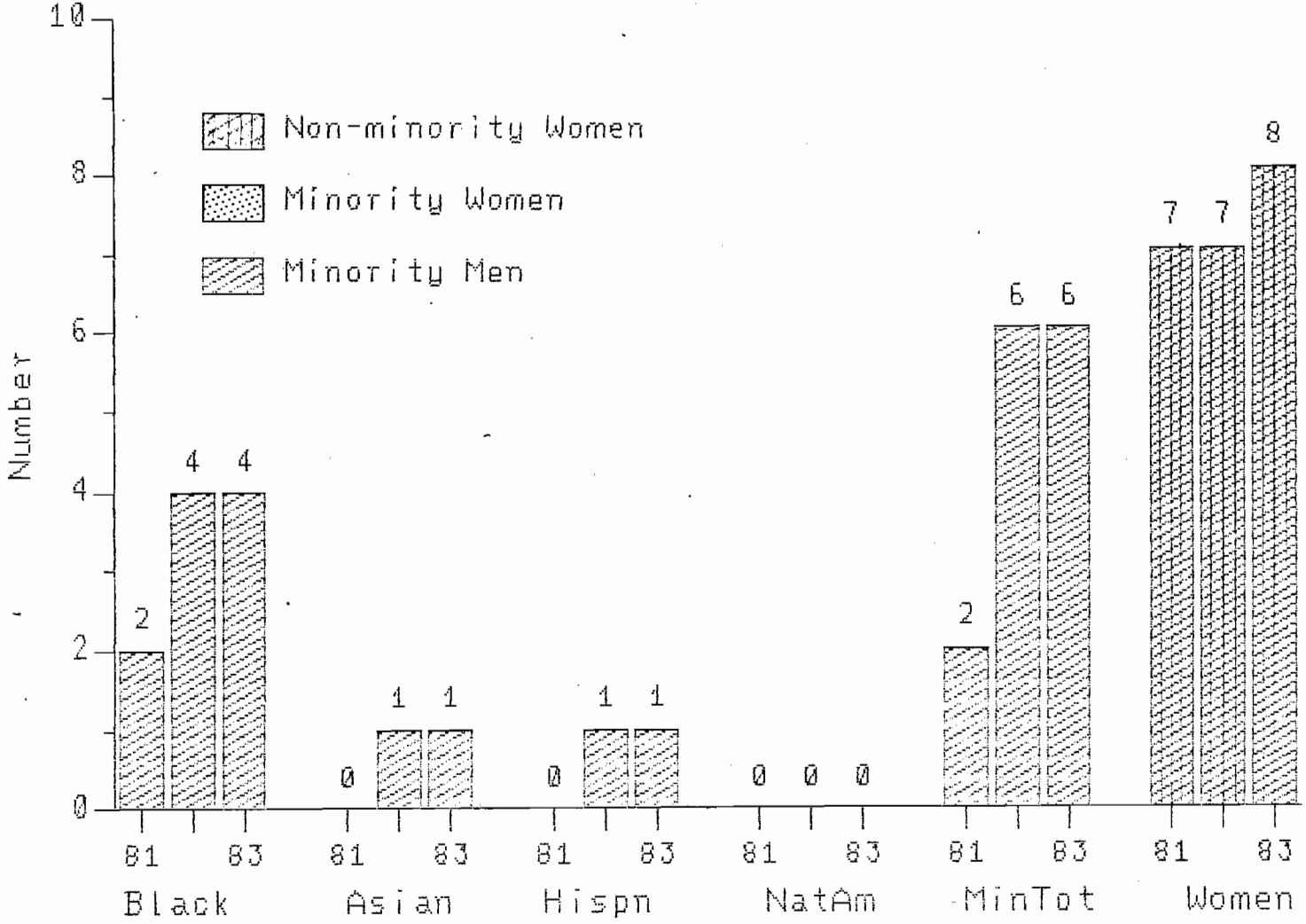
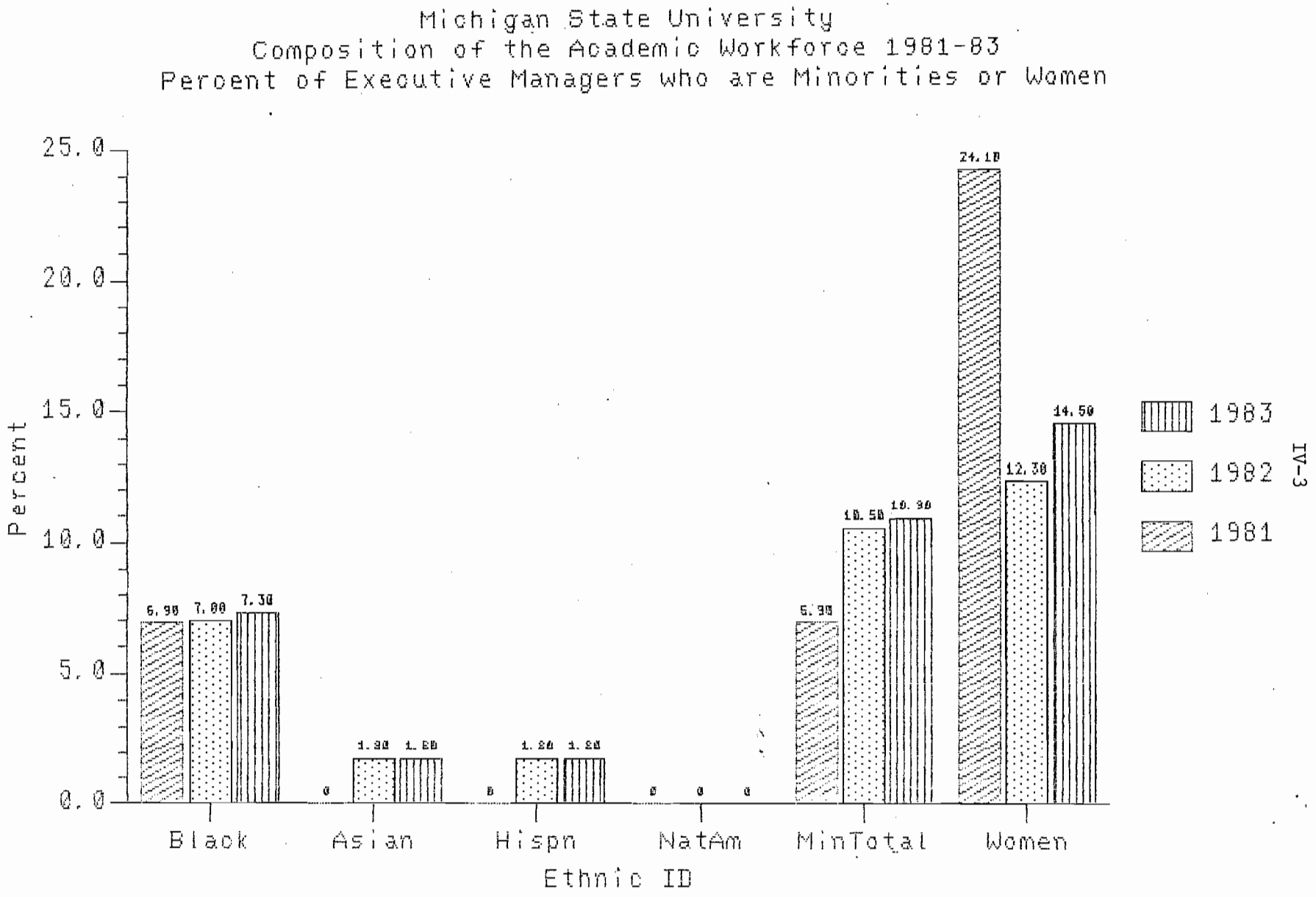


Figure IV-2


Michigan State University
Composition of the Academic Workforce 1981-83
Percent of Executive Managers who are Minorities or Women
Percent
25.0
20.0
15.0
10.0
5.0
0.0
6.90
7.00
7.30
0
1.80
1.80
0
1.20
1.20
0
0
0
5.30
10.50
10.80
24.10
12.30
14.50
Black
Asian
Hispn
NatAm
MinTotal
Women
Ethnic ID
1983
1982
1981
IV-3

DEPARTMENT OF HUMAN RELATIONS
REPORT TO THE BOARD OF TRUSTEES

V. NON-ACADEMIC PERSONNEL SYSTEM

The classifications within the non-academic 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 United States Department of Labor and approved by the Office of Federal Contract Compliance.

Workforce Composition

For the affirmative action year October 1982 through September 1983, there was a slight reduction in the non-academic workforce. The total number of employees decreased from 4,847 to 4,802 (0.9%). The absolute number of minority employees increased from 590 to 621 (5.3%). This represents 13% of the workforce, an increase of 0.9% above last year. The absolute number of women employees decreased from 3,203 to 3,167 (1.1%). This represents 65% of the workforce, a decrease of 1% from last year. The absolute number of minority women increased from 434 to 460 (6.0%). Appendix V-A details the net change in the non-academic workforce.

Figures V-3 through V-17 are graphs which display the number and percent by reporting category, for total minorities, each race/ethnic group, and non-minority women during 1981, 1982, 1983.

The proportion of minorities in the non-academic workforce has continued to increase since 1981 (1981 - 11.9%, 1982 - 12.2%, 1983 - 13.0%) although the workforce has declined from 5,102 to 4,802 (5.9%). During 1982-83, minority representation increased in the administrative-professional (1.4%), clerical-technical (1.1%), supervisory (0.9%), skilled trades (1.6%) and cooperative extension (0.5%) categories. Minority representation decreased in the service maintenance (0.7%) and public safety (0.2%) categories. All minority categories experienced an increase in the absolute number of minority employees. Black representation increased from 387 to 405 with gains being made in the administrative-professional (by 12), clerical-technical (by 17), and skilled trades (by 2) categories. The total number of Asian/Pacific Islanders increased from 44 to 53 with gains in the categories of administrative-professional (by 2) and supervisory (by 1) categories. The total number of Hispanics increased from 136 to 137 with gains in the categories of clerical-technical (by 1) and skilled trades (by 1) and a loss in the category of service maintenance (by 1).

incorporated. These training sessions will continue although economic pressures will increase.

(5) Targeted Areas of Underutilization. The history of certain job groups shows a continual problem of underutilization. These targeted job groups realized an increase in women and minority utilization during 1982-83. The increase is directly related to the University's efforts in bypass, recruitment, training, and monitoring. With the incorporation of the 1980 census data, the targeted job groups are expected to undergo radical change.

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 non-academic personnel. These efforts are cataloged in Appendix X-B.

Table V-1

Non-Academic Hiring Statistics (Now)
Cumulative Comparison: Numerical
October-September

	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
TEMPORARY																					
1980-81	381	423	804	51	61	112	29	33	62	6	5	11	10	18	28	4	5	9	330	362	692
1981-82	201	312	513	34	33	67	21	19	40	7	4	11	5	4	9	1	6	7	167	279	446
1982-83	378	393	771	93	102	195	63	68	131	7	11	18	15	17	32	8	6	14	285	291	576
REGULAR																					
1980-81	155	464	619	22	67	89	17	48	65	2	6	8	2	12	14	1	1	2	133	397	530
1981-82	155	391	546	13	60	73	7	38	45	1	6	7	4	14	18	1	2	3	142	331	473
1982-83	177	403	580	29	80	109	16	52	68	6	10	16	6	14	20	1	4	5	148	323	471
ON-CALL																					
1980-81	90	153	243	10	6	16	7	4	11	0	1	1	2	0	2	1	0	1	80	147	227
1981-82	73	119	192	7	3	10	0	2	2	3	2	5	0	2	2	0	1	1	70	112	182
1982-83	86	160	246	3	8	11	2	4	6	1	1	2	0	2	2	0	1	1	83	152	235

	TOTAL			TOTAL MINORITIES			BLACK			ASIAN-AMERICANS			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
TEMPORARY																					
1980-81	47.4	52.6	--	6.3	7.6	13.9	3.6	4.1	7.7	0.7	0.6	1.4	1.2	2.2	3.5	0.5	0.6	1.1	41.1	45.0	86.1
1981-82	39.2	60.8	--	6.6	6.4	13.0	4.1	3.7	7.8	1.4	0.7	2.1	1.0	1.0	2.0	0.0	1.0	1.0	32.6	54.4	86.9
1982-83	49.0	51.0	--	12.1	13.2	25.3	8.2	8.8	17.0	0.9	1.4	2.3	1.9	2.2	4.1	1.0	0.8	1.8	37.0	37.7	74.7
REGULAR																					
1980-81	25.0	75.0	--	3.5	10.8	14.4	2.7	7.8	10.5	0.3	1.0	1.3	0.3	1.9	2.3	0.2	0.2	0.4	21.5	64.1	85.6
1981-82	28.4	71.6	--	2.4	11.0	13.4	1.2	7.0	8.2	0.2	1.1	1.3	0.7	2.6	3.3	0.2	0.4	0.5	26.0	60.6	86.6
1982-83	30.5	69.5	--	5.0	13.8	18.8	2.8	9.0	11.7	1.0	1.7	2.8	1.0	2.4	3.4	0.2	0.7	0.9	25.5	55.7	81.2
ON-CALL																					
1980-81	37.0	63.0	--	4.1	2.5	6.6	2.9	1.6	4.5	0.0	0.4	0.4	0.8	0.0	0.8	0.4	0.0	0.4	32.9	60.5	93.4
1981-82	38.0	62.0	--	3.6	1.6	5.2	0.0	1.0	1.0	1.5	1.0	2.6	--	1.0	1.0	--	0.5	0.5	36.5	58.3	94.8
1982-83	35.0	65.0	--	1.2	3.3	4.5	0.8	1.6	2.4	0.4	0.4	0.8	--	0.8	0.8	--	0.4	0.4	33.7	61.8	95.5

*Percents are independently calculated. Sums are subject to rounding errors.

VI. STUDENT RECRUITMENT

Recruitment of prospective Michigan State University 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.

Two counselors--one Native American female and one Caucasian male--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 and Recruitment Unit within OAS intensified activities aimed at attracting racial and ethnic minorities. Among the activities were school visitations directed toward informing minority students of education opportunities and services; campus days designed to involve specific groups of potential students--Minority Day, a Detroit-Area Campus Day, Native American Pow-Wow, and Chicano Visitation Days; expanded recruiting networks through minority-focused professional, religious, and fraternal organizations; development of a special minority flier and brochure; and continuation and strengthening of the Developmental Program for Admissions (now the College Achievement Admission Program) 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 76 minority and disadvantaged high school youth (62% Black, 18% Caucasian, 16% Hispanic, 3% Asian/Pacific Islanders, and 1% Native 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. For example, this past year the Office of Admissions was a representative on the Supportive Services Advisory Committee to the Assistant Provost for Undergraduate Education. This Committee includes representatives from most colleges and several other supportive services programs on campus serving the minority/disadvantaged student.

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. Thirty Black students, 2 Chicano, 2 Hispanic, 2 Native Americans, and 6 Asian/Pacific Islanders students accepted $300 Academic Excellence awards for Fall 1983.

The pool of new applicants to the University for Fall 1983 declined 1.1% from Fall 1982. Minority freshmen applications increased 6.4% (from 1,098 to 1,173). Applications from Black students increased 7.1% (from 1,171 to 1,260) and admits increased 7.9% (from 743 to 806). Applications for Chicano Hispanics, Native Americans and Asian/Pacific

Islanders and others increased 4.5% (from 450 to 471) and admits increased 4.7% (from 350 to 367). Applications for minority transfer students increased 5.2% (from 441 to 465) and admits increased .06% (from 180 to 181). At the graduate level, minority applications decreased 8.7% (from 348 to 318) and admits decreased 12.2% (from 197 to 173).

Several significant changes in the Office of Admissions and Scholarships this year included addition of a minority admissions officer as coordinator of the Academic Orientation Program for all undergraduate students; continued implementation of scholarship programs with appropriate consideration for affirmative action; and expanded efforts to involve minority students in activitives such as the MSU Open House, special high school visitation programs, and football weekends.

Student Enrollment

VII. STUDENT ENROLLMENT

Michigan State University, as one of the leading land grant institutions in the country, is consciously committed to the elimination of inequities based upon such fundamental characteristics as race, sex, and ethnicity. The university will continue to address those issues and circumstances which contribute to low representation of minority groups and women in various occupations, disciplines, and professions. One of the major indications of such a commitment is reflected in the university's increased involvement in its progressive Affirmative Action Program resulting in increasing enrollment of minority students.

This past Fall 3,430 minority students enrolled at Michigan State University, an increase of 107 students over last year's minority enrollment of 3,323 (Figure VII-1). This is significant considering there was a slight decrease in total student enrollment. The overall student enrollment in Fall 1983 decreased 505 (-1.24%) students from Fall 1982. Minority students make 8.55% of the total student body, compared to 8.18% last year (Figure VII-2). Both the number and the percentage of minority students are now at the highest levels since racial and ethnic statistics were compiled beginning in 1970. Figure VII-2 displays the percentage of minorities enrolled each Fall for the past 13 years.

Black enrollment declined slightly in Fall 1982 to 2,349 students from 2,361 in the Fall of 1981 then increased to 2,396 in 1983 (Figure VII-3), however, their proportion continued the steady rise from 5.15% in Fall 1978 to 5.97% this Fall (Figure VII-4).

The number of Hispanic students rose by 17 to 438, the highest number ever at the university (Figure VII-5). The proportion of Hispanics rose from 1.04% to 1.09% of the student body (Figure VII-6), another peak value. The enrollment of Native American students continues to reverse the pattern of decline observed during 1978-81, rising to 119 students in Fall 1983 (Figure VII-7); the proportional representation, (.30%) was higher than in any of the previous years (Figure VII-8). Asian/Pacific Islander student enrollment reached a new high of 477, continuing their increase in both numerical (Figure VII-9) and proportional (Figure VII-10) representation; comprising 1.19% of total Fall 1983 enrollment.

The number of women students declined slightly both numerically and proportionally in 1983 (Figure VII-11). The decline of 270 women students resulted in a decrease of the proportion of women students from 48.40% in Fall of 1982 to 48.30% in Fall of 1983. Figure VII-12 shows that the proportion of women among all students has remained between 48 and 49% for the past five years, having increased steadily prior to that time. Compiled figures also show that the gains for minority women, although relatively small, have continued without interruption. Minority women now number 1,937 and comprise 10% of female students. Numerical increases for minority women occurred in the Black and Hispanic categories.

At the undergraduate level, minority representation has increased in total numbers as well as percentage over the past three years: 2,648 (7.71%) in 1981, 2,704 (8.20%) in Fall 1982, and 2,809 (8.69%) for Fall 1983. Numerical gains between 1982 and 1983 occurred for all racial/ethnic categories.

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 and Natural Resources, Communication Arts and Sciences, Engineering, and Natural Science, all attained the highest numbers recorded as shown in Table VII-1. Gains occurred for all four groups: Black enrollment increased slightly in Agriculture and Natural Resources and attained new peaks in Engineering and Natural Science (Table VII-2). Hispanic enrollment attained new peak values in Business, Communication Arts and Sciences, and Natural Science (Table VII-3). Native American enrollments increased in Engineering, Osteopathic Medicine, Human Medicine, and Veterinary Medicine (Table VII-5). Table VII-6 displays total university Fall term 1983 enrollments by college for the ten year period, 1974-1983.

Women have also made significant gains in non-traditional fields. Table VII-7 indicates that in Fall 1983 women attained peaks numerically in the College of Communication Arts and Sciences and proportional peaks in Osteopathic and Veterinary Medicine.

Looking separately at graduate students, minority representation increased between Fall 1982 and Fall 1983 at the doctorate and graduate professional levels. Minorities constituted 6.42% of master's students, 8.42% of doctorate students, and 12.36% of graduate professional students (those seeking Doctor of Medicine, Doctor of Osteopathic Medicine, and Doctor of Veterinary Medicine degrees). At the master's level, Blacks made both numerical and proportional gains, increasing slightly in percentage (from 3.48% to 3.71%). Women comprised 49.24% of students at the master's level, minority women being 7.08% of the total women enrolled at the master's level.

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, began yielding results last year when all the racial/ethnic minority groups had increases in both percent and actual numbers in Fall 1982 over the previous year. Total minority doctoral students rose from 198 in Fall 1982 to 199 in Fall 1983. In Fall of 1983 Native American doctoral students decreased from 9 (0.38%) to 6 (0.26%), and Blacks from 107 (4.58%) to 103 (4.40%), Hispanics increased from 42 (1.80%) to 47 (2.01%) and Asian/Pacific Islanders increased from 40 (1.71%) to 43 (1.84%). Women are significant fractions of both minority and non-minority doctoral students; overall, women constitute 33.38% of Fall 1983 doctoral students with minority women representing 11.40% of the total women doctoral students.

Table VII-8 displays total minority graduate student enrollment by college for each of the past five years. Proportionally, minority graduate students reached new levels of representation in Agriculture and Natural Resources, Human Medicine, and Veterinary Medicine.

Trends in minority enrollments by colleges for Fall, 1977, 1981, 1982 and 1983 can be found in Table VII-9.

Michigan State University continues to make significant contributions to increasing the number of minority and women physicians and veterinarians. Current professional student enrollments indicate that this contribution will continue. Over 44 percent of Fall 1983 professional students are women (44.25%), and minority enrollment increased slightly (from 151 the previous year to 157 this fall) resulting in minority representation of 12.36 percent. The gains made by Native Americans are especially noteworthy; their enrollment has risen from 5 in Fall of 1980 (0.40%) to 12 (.96%) in 1982, to 17 (1.34%) in Fall 1983. Asian/Pacific Islanders increased from 30 (2.40%) to 37 (2.91%) in Fall 1983. Both Blacks and Hispanics showed a decrease in number and representation; Blacks from 70 (5.60%) in 1982 to 69 (5.43%) in 1983, Hispanics dropped from 39 in 1982 (3.12%) to 34 last fall (2.68%).

The steady increase in both number and proportion of minority students over the last six years demonstrates Michigan State University's concern for providing educational opportunities to underrepresented groups. Details of the student persistence rates are found in Appendix VII-A.

Figure VII-1

MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENTS
FALL TERMS,
1971-83

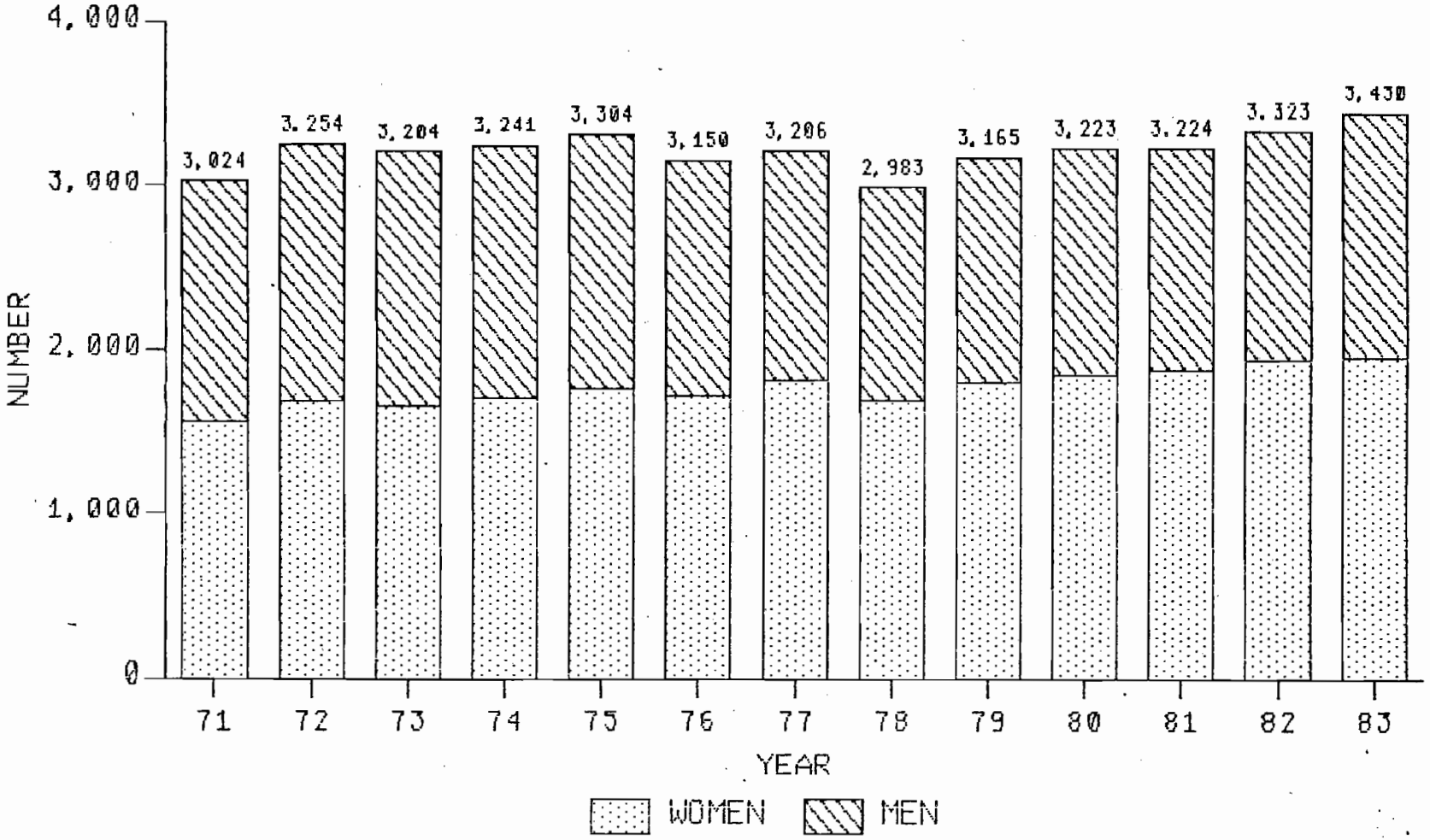
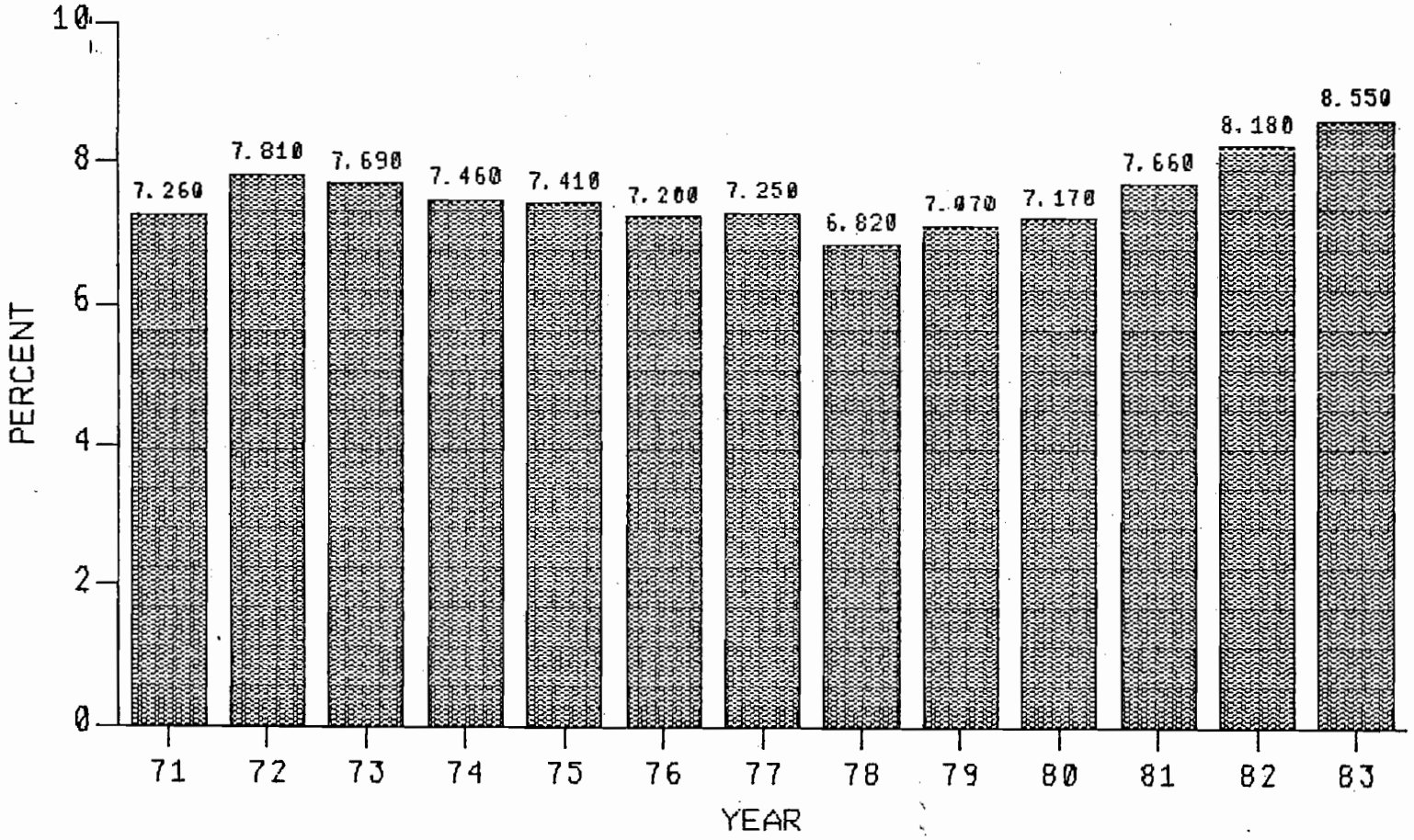


Figure VII-2

MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-83



RPS/OPB/MINTOTpr

Figure VII-3

MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENTS
FALL TERMS
1971-83

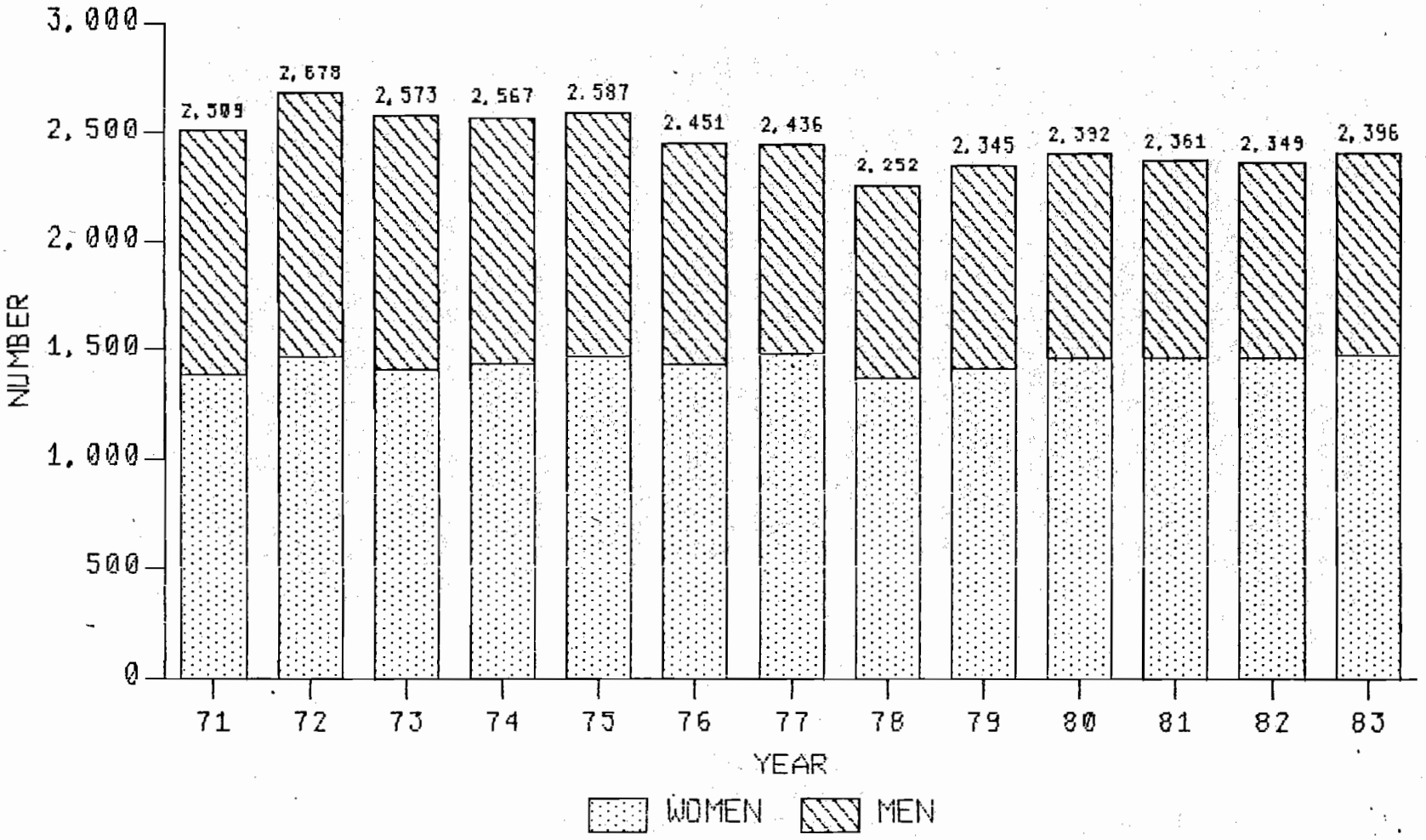


Figure VII-4

MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-83

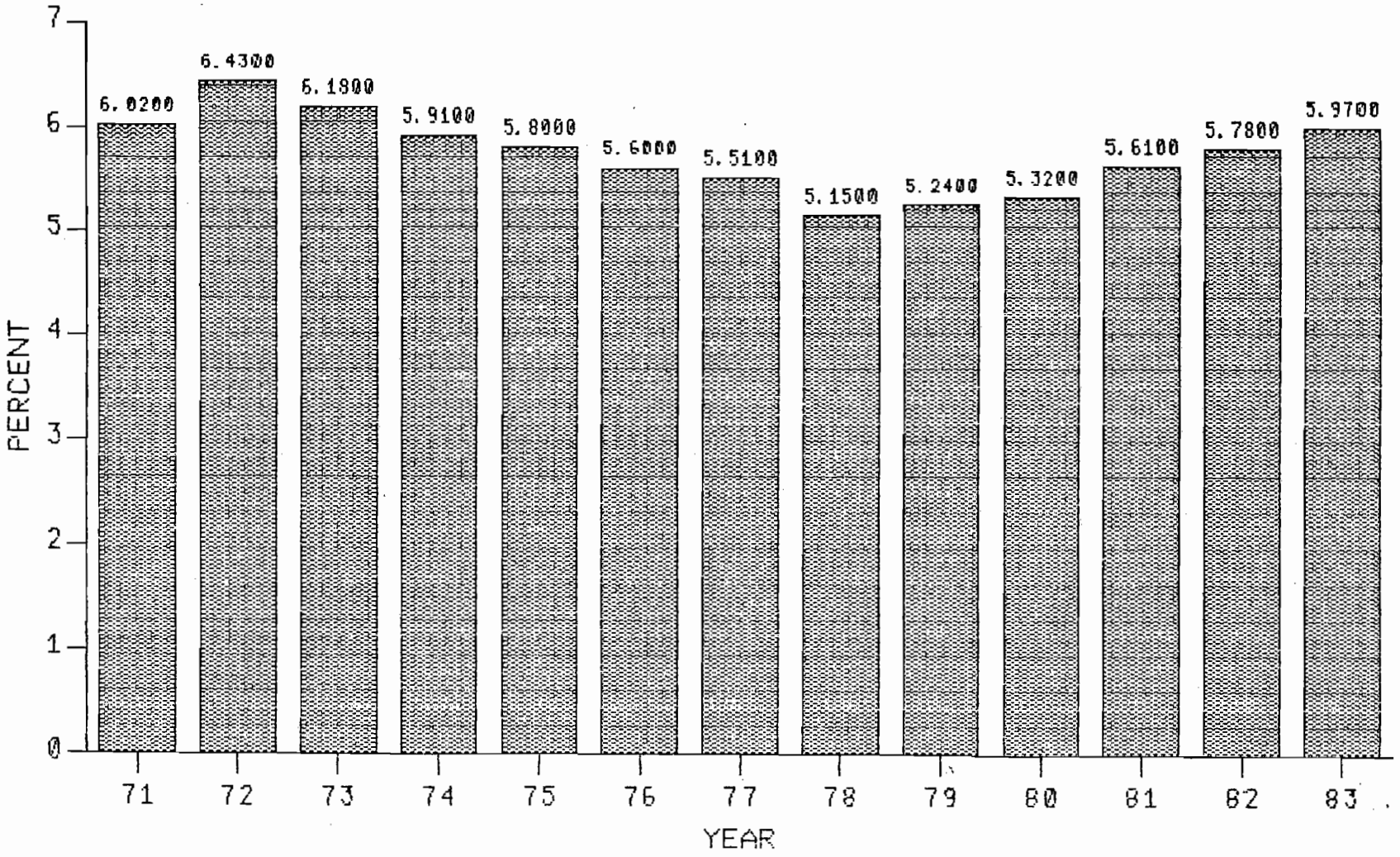


Figure VII-5

MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENTS
FALL TERMS
1971-83

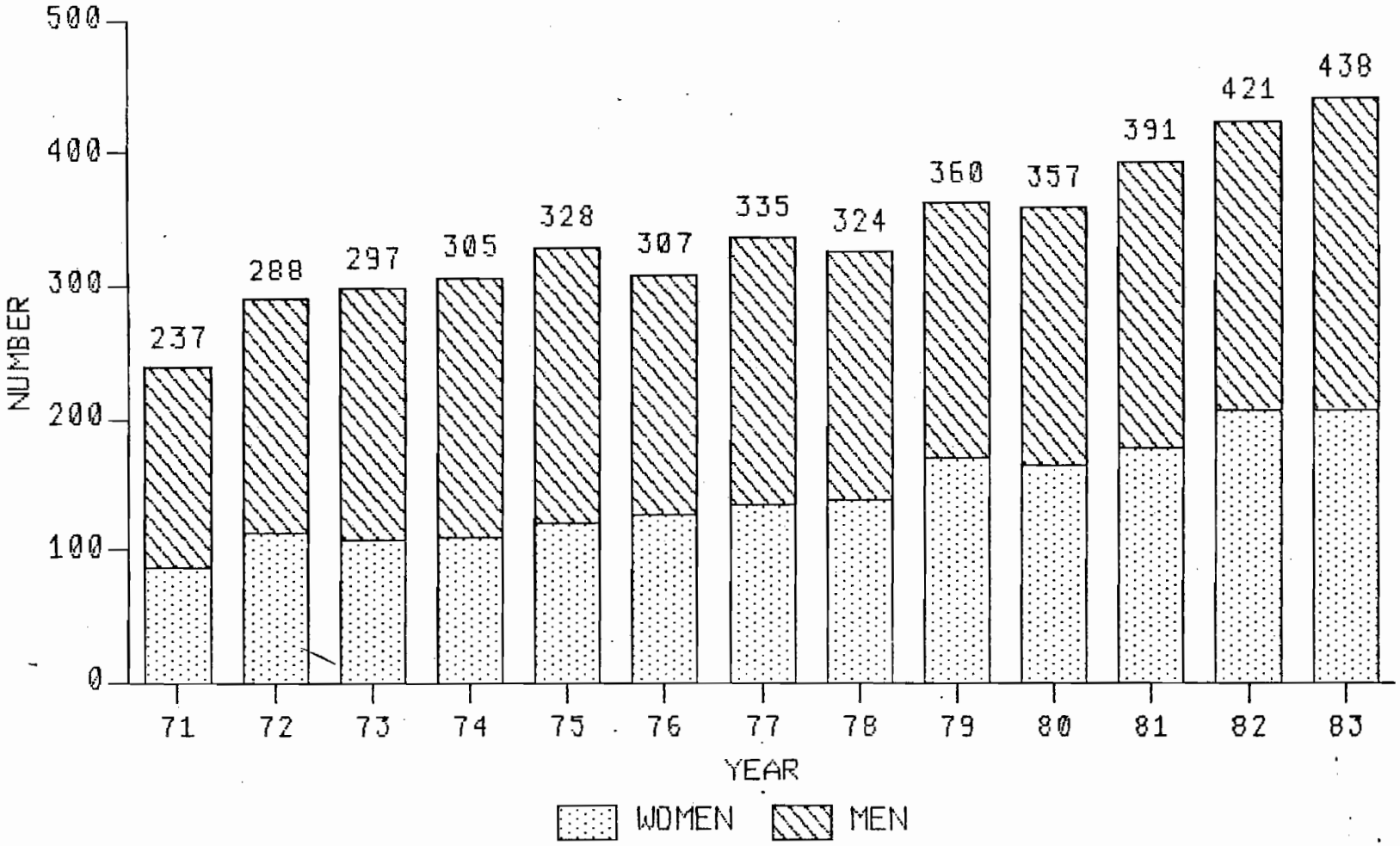


Figure VII-6

MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-83

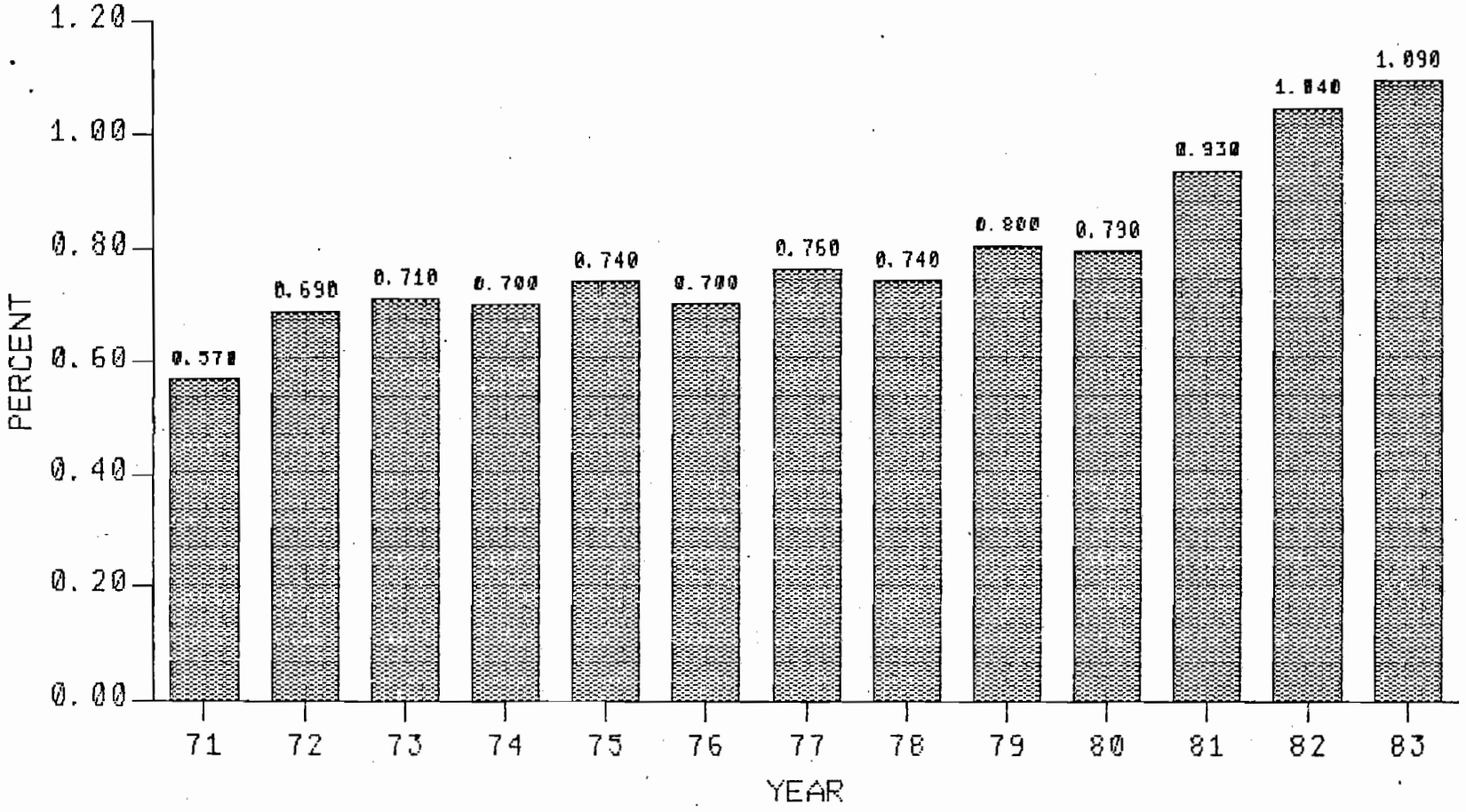


Figure VII-7

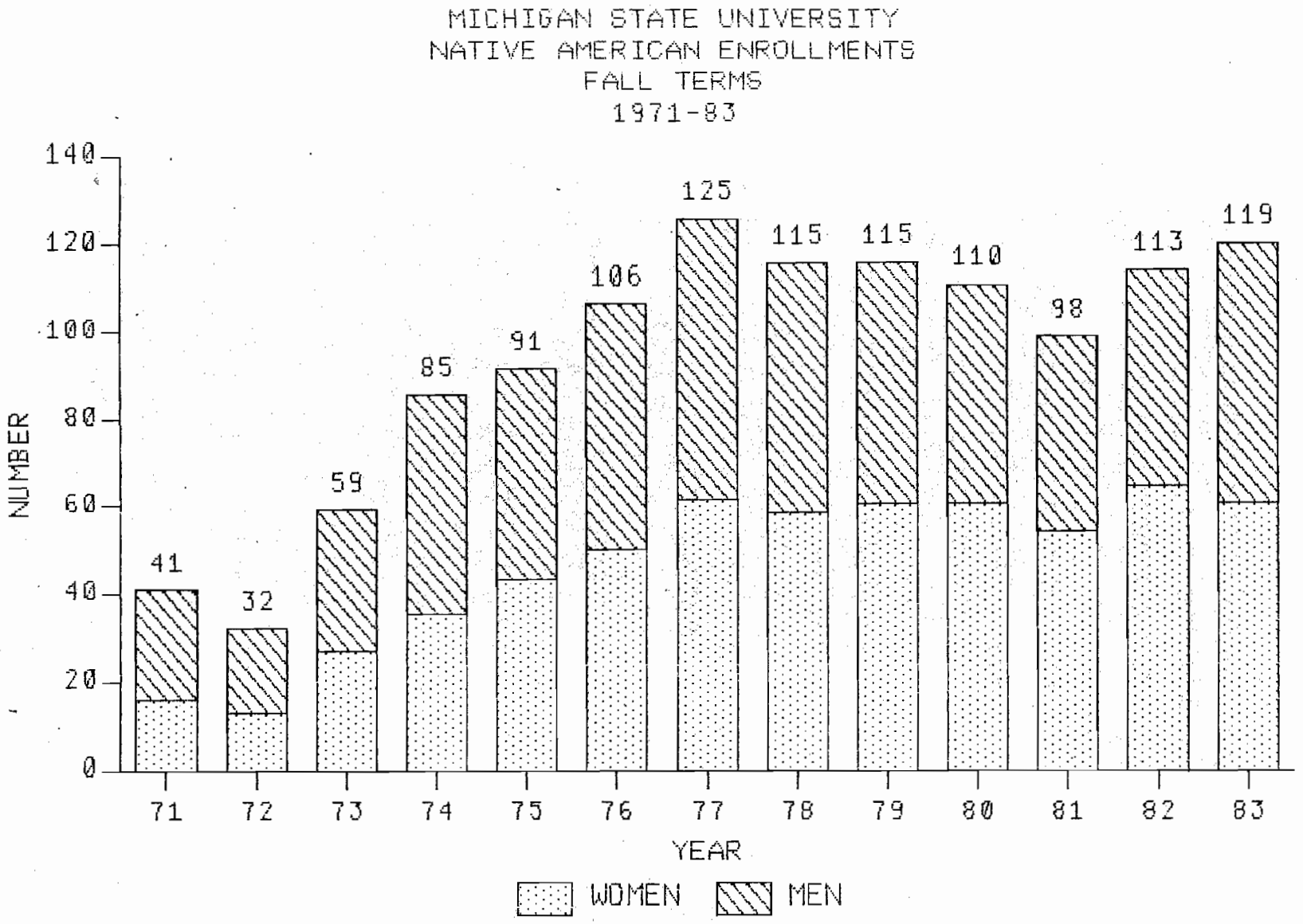

MICHIGAN STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENTS
FALL TERMS
1971-83
NUMBER
140
120
100
80
60
40
20
0
41
32
59
85
91
106
125
115
115
110
98
113
119
71
72
73
74
75
76
77
78
79
80
81
82
83
YEAR
WOMEN
MEN

Figure VII-8

MICHIGAN STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
1971-83

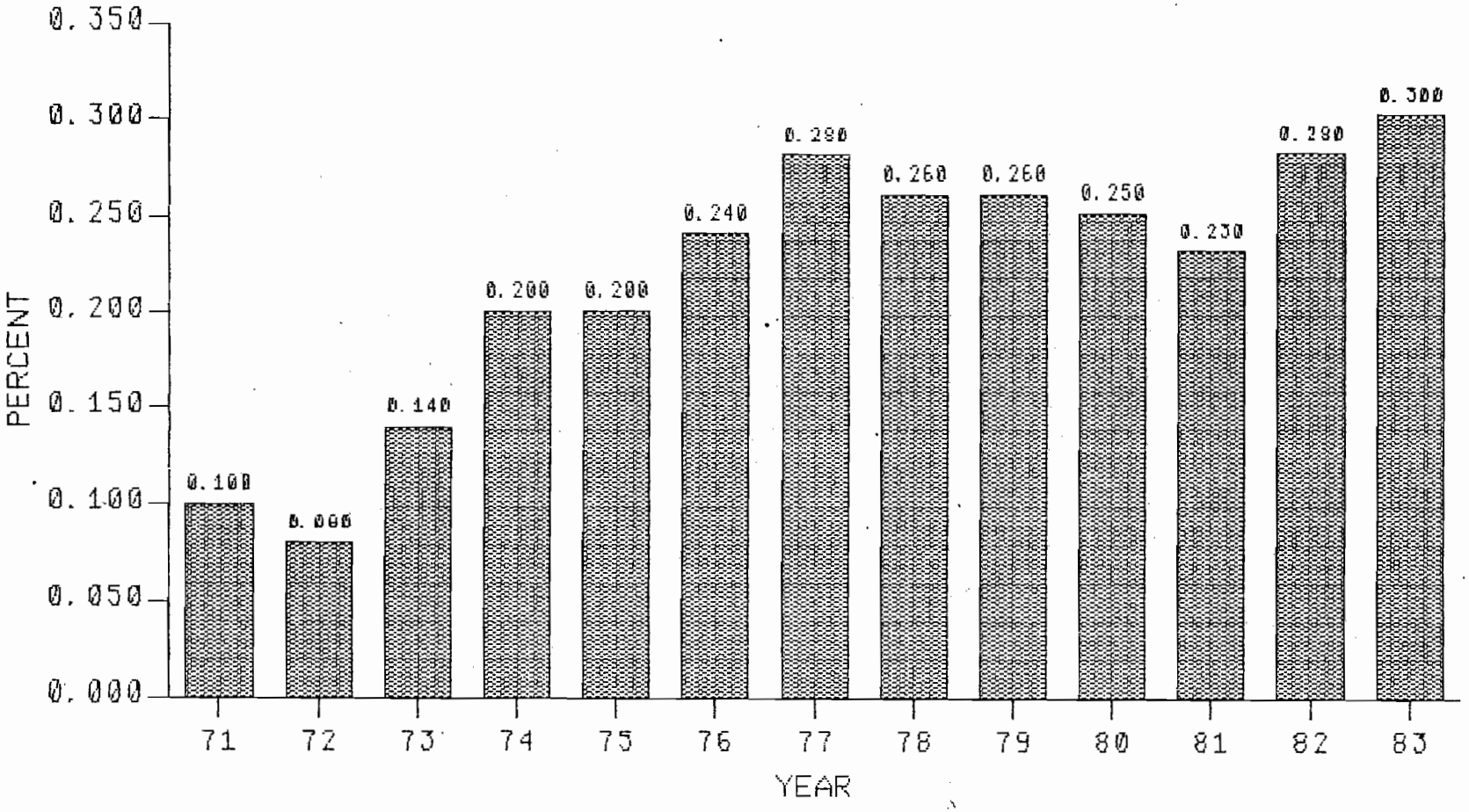


Figure VII-9

MICHIGAN STATE UNIVERSITY
ASIAN/PACIFIC ISALANDER ENROLLMENTS
FALL TERMS
1971-83

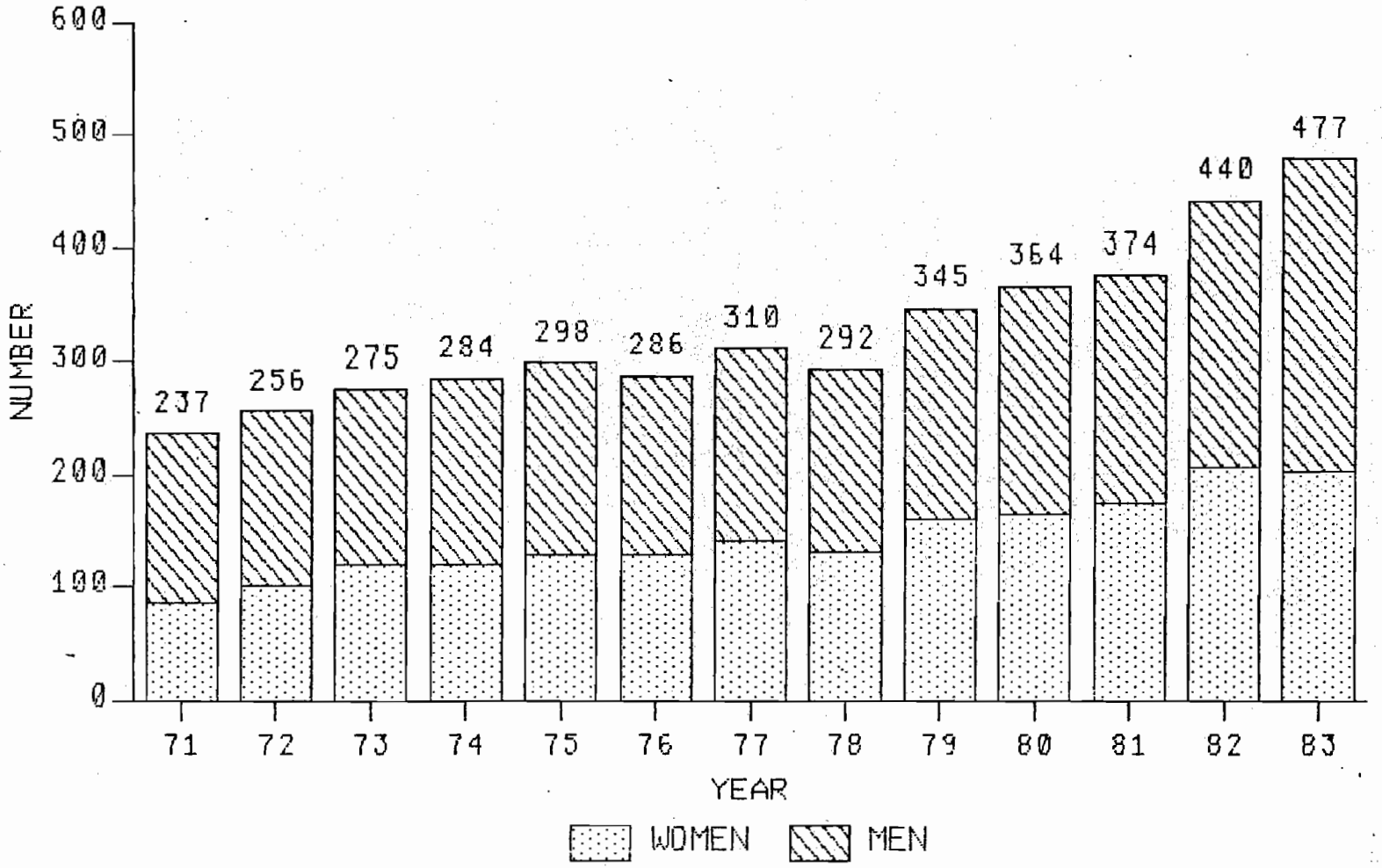


Figure VII-10

MICHIGAN STATE UNIVERSITY

ASIAN/PACIFIC ISALANDER ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT

FALL TERMS

1971-83

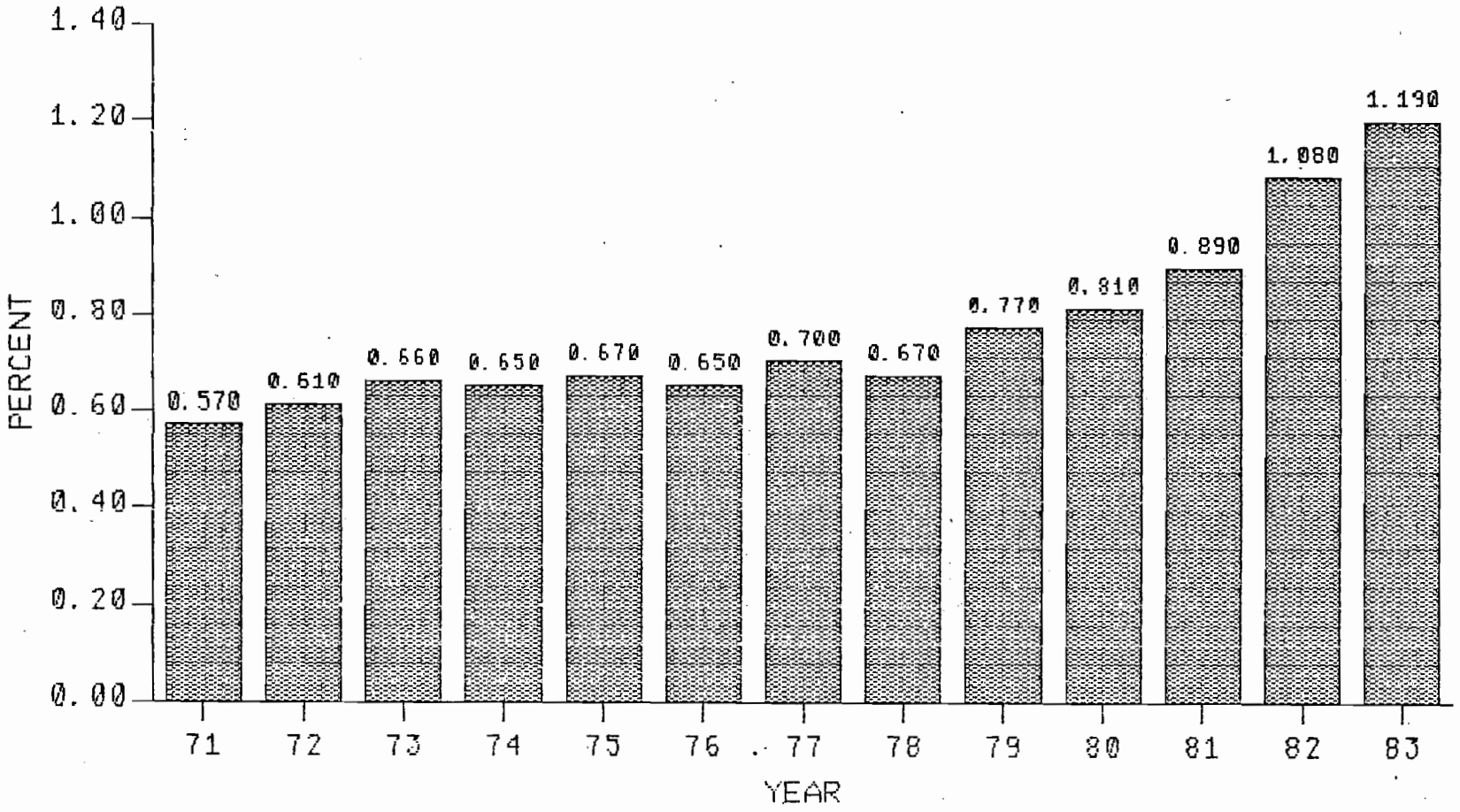


Table VII-1

MICHIGAN STATE UNIVERSITY

TOTAL FALL MINORITY ENROLLMENT BY COLLEGE*[1]

	1974	%	1975	%	1976	%	1977	%	1978	%	1979	%	1980	%	1981	%	1982	%	1983	%
Ag. & Nat. Resources	111	3.4	125	3.8	111	3.5	115	3.6	106	3.6	127	4.0	163	5.0	179	5.6	183	5.5	184	5.4
Arts & Letters	231	7.1	224	6.8	190	6.0	180	5.6	164	5.5	147	4.6	155	4.8	144	4.5	138	4.1	122	3.6
Business	295	9.1	298	9.0	261	8.3	314	9.8	317	10.6	426	13.5	455	14.1	433	13.4	417	12.5	418	12.2
Comm. Arts & Sciences	206	6.4	224	6.8	232	7.4	302	9.4	269	9.0	284	9.0	285	8.8	304	9.4	341	10.3	368	10.7
Education	546	16.8	540	16.3	486	14.9	400	12.5	333	11.2	297	9.4	247	7.7	238	7.4	214	6.4	192	5.6
Engineering	138	4.3	193	5.8	218	6.9	270	8.4	279	9.4	321	10.1	342	10.6	408	12.7	447	13.4	502	14.6
Human Ecology	171	5.3	162	4.9	158	5.0	157	4.9	133	4.5	117	3.7	116	3.6	124	3.8	125	3.8	126	3.7
Human Medicine	113	3.5	121	3.7	136	4.3	144	4.5	143	4.8	133	4.2	142	4.4	138	4.3	72	2.2	82	2.4
James Madison	53	1.6	45	1.4	30	1.0	36	1.1	34	1.1	40	1.3	50	1.5	62	1.9	69	2.1	68	2.0
Justin Morrill	31	1.0	28	0.8	23	0.7	23	0.7	14	0.5	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	53	1.6	54	1.6	55	1.7	48	1.5	51	1.7	67	2.1	66	2.0	73	2.3	-	-	-	-
Natural Sci.	331	10.2	351	10.6	340	10.8	337	10.5	307	10.3	321	10.1	268	8.3	260	8.1	449	13.5	509	14.8
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	88	2.7	78	2.4	82	2.5	81	2.4
Osteo. Medicine	32	1.0	45	1.4	52	1.7	61	1.9	59	2.0	72	2.3	63	2.0	56	1.7	70	2.1	64	1.9
Social Science	557	17.2	539	16.3	486	15.4	454	14.2	436	14.6	460	14.5	468	14.5	453	14.0	428	12.9	416	12.1
Urban Affairs Program[2]	68	2.1	78	2.4	82	2.6	86	2.7	70	2.3	79	2.5	75	1.3	43	1.3	10	.3	1	-
Vet. Medicine	19	.6	21	0.6	40	1.3	32	1.0	30	1.0	43	1.4	43	1.3	48	1.5	55	1.7	54	1.6
No Preference	286	8.8	256	7.8	268	8.5	247	7.7	237	7.9	219	6.9	185	5.7	165	5.1	204	6.1	221	6.4
Unclassified - LLE	-	-	-	-	-	-	-	-	-	-	12	0.4	22	0.7	18	0.6	19	0.6	22	0.6
TOTAL	3241	100.0	3304	100.0	3150	100.0	3206	100.0	2982	100.0	3165	100.0	3223	100.0	3224	100.0	3323	100.0	3430	100.0

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

[1]Student enrollments are reported according to the college of their respective majors. Some changes in minority enrollment may be attributed to the transfer of programs from one college to another.

[2]College of Urban Development prior to Fall 1982.

OPB/13Jan84/Minority/Percent/College

Table VII-2

MICHIGAN STATE UNIVERSITY

BLACK FALL ENROLLMENT AND PERCENT BY COLLEGE*[1]

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	#	%[2]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	68	61.3	75	60.0	65	58.6	67	58.3	66	62.3	75	59.1	116	71.2	128	71.5	128	69.9	130	70.7
Arts & Letters	156	67.5	153	68.3	123	64.7	109	60.6	105	64.0	89	60.5	97	62.6	92	63.9	85	61.6	76	62.3
Business	240	81.4	235	78.9	211	80.8	254	80.9	251	79.2	332	77.9	336	73.9	322	74.4	303	72.7	287	68.7
Comm. Arts & Sciences	179	86.9	196	87.5	206	88.8	273	90.4	238	88.5	242	85.2	248	87.0	260	85.5	284	83.3	303	82.3
Education	432	79.1	444	82.2	386	82.5	313	78.3	248	74.5	204	68.7	174	70.5	175	73.5	141	65.9	131	68.2
Engineering	99	71.7	142	73.6	157	72.0	194	71.9	214	76.7	246	76.6	252	73.7	292	71.6	308	68.9	335	66.7
Human Ecology	146	85.4	138	85.2	131	82.9	129	82.2	105	79.0	93	79.5	90	77.6	90	72.6	94	75.2	94	74.6
Human Medicine	70	62.0	81	66.9	88	64.7	92	63.9	94	65.7	80	60.1	90	63.4	81	58.7	32	44.4	37	45.1
James Madison	49	92.4	40	88.9	26	86.7	29	80.6	20	58.8	26	65.0	36	72.0	48	77.4	53	76.8	51	75.0
Justin Morrill	23	74.2	19	67.9	15	65.2	12	52.2	10	71.4	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	40	75.5	39	72.2	42	76.4	32	66.7	35	68.6	49	73.1	48	72.7	51	69.9	-	-	-	-
Natural Sci.	254	76.7	266	75.8	254	74.7	243	72.1	207	67.4	226	70.4	165	61.6	159	61.2	278	61.9	321	63.1
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	76	86.4	68	87.2	70	85.4	64	79.0
Osteo. Medicine	24	75.0	25	55.6	31	59.6	27	44.3	32	54.2	35	48.6	33	52.4	27	48.2	36	51.4	30	46.9
Social Science	465	83.5	436	80.9	384	79.0	355	78.2	346	79.4	352	76.5	358	76.5	348	76.8	326	76.2	232	77.6
Urban Affairs Program[3]	65	95.6	74	94.9	79	96.3	79	91.9	65	92.9	74	93.7	71	94.7	40	93.0	9	90.0	1	100.0
Vet. Medicine	13	68.4	10	47.6	28	70.0	15	46.9	17	56.7	28	65.1	28	65.1	31	64.6	33	60.0	31	57.4
No Preference	244	85.3	214	83.6	225	84.0	213	86.2	198	83.5	186	84.9	160	86.5	138	83.6	157	77.0	170	77.0
Unclassified - LLE	-	-	-	-	-	-	-	-	-	-	8	66.7	14	63.6	11	61.1	12	63.2	12	54.5
TOTAL	2567		2587		2451		2436		2251		2345		2392		2361		2349		2396	

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

[1]Student enrollments are reported according to the college of their respective majors. Some changes in minority enrollment may be attributed to the transfer of programs from one college to another.

[2]The percentages indicate the percent of Black enrollment relative to total minority enrollment within each college (Table I). Percentage figures indicated in Tables II-IV will total to 100% for each college.

[3]College of Urban Development prior to Fall 1982.

OPB/12Jan84/Minority/Percent/College

Table VII-3

MICHIGAN STATE UNIVERSITY

HISPANIC FALL ENROLLMENT AND PERCENT BY COLLEGE*[1]

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	#	%[2]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	11	9.9	12	9.6	10	9.0	9	7.8	8	7.5	13	10.2	14	8.6	18	10.1	25	13.7	25	13.6
Arts & Letters	43	18.6	46	20.5	41	21.6	40	22.2	33	20.1	28	19.1	21	13.5	21	14.6	24	17.4	21	17.2
Business	20	6.8	22	7.4	13	5.0	21	6.7	31	9.8	44	10.3	46	10.1	48	11.1	39	9.3	49	11.7
Comm. Arts & Sciences	11	5.3	17	7.6	15	6.5	13	4.3	17	6.3	21	7.4	21	7.4	24	7.9	35	10.3	48	13.0
Education	69	12.6	61	11.3	48	10.3	60	15.0	45	13.5	47	15.8	44	17.8	34	14.3	40	18.7	34	17.7
Engineering	9	6.5	14	7.2	11	5.0	16	5.9	8	2.9	15	4.7	19	5.6	37	9.1	45	10.1	43	8.6
Human Ecology	5	2.9	6	3.7	12	7.6	11	7.0	10	7.5	8	6.8	9	7.8	10	8.1	10	8.0	12	9.5
Human Medicine	20	17.7	17	14.0	25	18.4	29	20.1	33	23.1	34	25.6	34	23.9	37	26.8	24	33.3	24	29.3
James Madison	3	5.7	2	4.4	1	3.3	3	8.3	6	17.7	8	20.0	11	22.0	8	12.9	9	13.0	9	13.2
Justin Morrill	4	12.9	5	17.9	4	17.4	5	21.7	3	21.4	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	1	1.9	2	3.7	2	3.6	1	2.1	3	5.9	4	6.0	7	10.6	10	13.7	-	-	-	-
Natural Sci.	22	6.7	26	7.4	29	8.5	34	10.1	40	13.0	31	9.7	40	14.9	44	16.9	69	15.4	74	14.5
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	3	3.4	3	3.8	3	3.7	6	7.4
Osteo. Medicine	4	12.5	11	24.4	12	23.1	14	22.9	8	13.6	16	22.2	9	14.3	11	19.6	11	15.7	8	12.5
Social Science	51	9.2	64	11.9	57	11.7	53	11.7	49	11.2	63	13.7	53	11.3	62	13.7	52	12.1	51	12.3
Urban Affairs Program[3]	2	2.9	1	1.3	1	1.2	3	3.5	3	4.3	2	2.5	-	-	1	2.3	-	-	-	-
Vet. Medicine	1	5.3	3	14.3	3	7.5	9	28.1	6	20.0	8	18.6	10	23.3	11	22.9	14	25.4	9	16.7
No Preference	29	10.1	19	7.4	23	8.6	14	5.7	21	8.9	16	7.3	14	7.6	10	6.1	20	9.8	23	10.4
Unclassified - LLE	-	-	-	-	-	-	-	-	-	-	2	16.7	2	9.1	2	11.1	1	5.3	2	9.1
TOTAL	305		328		307		335		324		360		357		391		421		438	

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

[1]Student enrollments are reported according to the college of their respective majors. Some changes in minority enrollment may be attributed to the transfer of programs from one college to another.

[2]The percentages indicate the percent of Hispanic enrollment relative to total minority enrollment within each college (Table I). Percentage figures indicated in Tables II-IV will total to 100% for each college.

[3]College of Urban Development prior to Fall 1982.

OPB/12Jan84/Minority/Percent/College

Table VII-4

MICHIGAN STATE UNIVERSITY

NATIVE AMERICAN FALL ENROLLMENT AND PERCENT BY COLLEGE*[1]

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	#	%[2]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	6	5.4	9	7.2	11	9.9	13	11.3	8	7.6	11	8.7	11	6.7	10	5.6	10	5.5	10	5.4
Arts & Letters	10	4.3	3	1.3	10	5.3	15	8.3	13	7.9	10	6.8	11	7.1	9	6.2	10	7.2	6	4.9
Business	8	2.7	6	2.0	9	3.5	8	2.5	10	3.1	7	1.6	13	2.9	12	2.8	12	2.9	12	2.9
Comm. Arts & Sciences	9	4.4	6	2.7	5	2.2	4	1.3	3	1.1	3	1.1	5	1.8	8	2.6	10	2.9	8	2.2
Education	20	3.7	16	3.0	12	2.6	11	2.7	17	5.1	20	6.7	11	4.4	13	5.5	11	5.1	7	3.6
Engineering	4	2.9	5	2.6	3	1.4	6	2.2	5	1.8	6	1.9	6	1.7	8	2.0	6	1.3	12	2.4
Human Ecology	2	1.2	2	1.2	-	-	2	1.3	4	3.0	5	4.3	5	4.3	3	2.4	3	2.4	4	3.2
Human Medicine	6	5.3	6	5.1	9	6.6	7	4.9	3	2.1	5	3.8	3	2.1	3	2.2	6	8.3	9	11.0
James Madison	0	0	1	2.2	2	6.7	2	5.6	4	11.8	3	7.5	1	2.0	2	3.2	1	1.5	2	2.9
Justin Morrill	1	3.2	3	10.7	2	8.7	4	17.4	1	7.1	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	1	1.9	0	0	1	1.8	3	6.2	2	3.9	0	0	1	1.5	1	1.4	-	-	-	-
Natural Sci.	2	.6	7	2.0	11	3.2	15	4.4	15	4.9	12	3.7	9	3.4	5	1.9	11	2.4	13	2.6
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	3	3.4	2	2.6	3	3.7	3	3.7
Osteo. Medicine	1	3.1	4	8.9	2	3.8	7	11.5	6	10.2	5	6.9	4	6.3	4	7.1	5	7.1	6	9.4
Social Science	11	2.0	9	1.7	18	3.7	19	4.2	18	4.1	18	3.9	19	4.1	11	2.4	15	3.5	15	3.6
Urban Affairs Program[3]	1	1.5	2	2.6	1	1.2	2	2.3	0	0	1	1.3	2	2.7	1	2.3	1	10.0	-	-
Vet. Medicine	2	10.5	4	19.0	5	12.5	2	6.3	3	10.0	4	9.3	2	4.6	3	6.2	5	9.1	7	13.0
No Preference	1	.4	8	3.1	5	1.9	5	2.0	3	1.3	5	2.3	4	2.2	3	1.8	4	2.0	3	1.4
Unclassified - LLE	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	-	-	2	9.1
TOTAL	85		91		106		125		115		115		110		98		113		119	

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

[1]Student enrollments are reported according to the college of their respective majors. Some changes in minority enrollment may be attributed to the transfer of programs from one college to another.

[2]The percentages indicate the percent of Native American enrollment relative to total minority enrollment within each college (Table I). Percentage figures indicated in Tables II-IV will total to 100% for each college.

[3]College of Urban Development prior to Fall 1982.

OPB/12Jan84/Minority/Percent/College

Table VII-5

MICHIGAN STATE UNIVERSITY

ASIAN/PACIFIC ISLANDER FALL ENROLLMENT AND PERCENT BY COLLEGE*[1]

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	#	%[2]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	26	23.4	29	23.2	25	22.5	26	22.6	24	22.6	28	22.0	22	13.5	23	12.8	20	10.9	19	10.3
Arts & Letters	22	9.5	22	9.8	16	8.4	16	8.9	13	7.9	20	13.6	26	16.8	22	15.3	19	13.8	19	15.6
Business	27	9.1	35	11.7	28	10.7	31	9.9	25	7.9	43	10.1	50	11.0	51	11.8	63	15.1	70	16.7
Comm. Arts & Sciences	7	3.4	5	2.2	6	2.6	12	4.0	11	4.1	18	6.3	11	3.9	12	4.0	12	3.5	9	2.4
Education	25	4.6	19	3.5	22	4.7	16	4.0	23	6.9	26	8.8	18	7.3	16	6.7	22	10.3	20	10.4
Engineering	26	18.8	32	16.6	47	21.6	54	20.0	52	18.6	54	16.8	65	19.0	71	17.4	88	19.7	112	22.3
Human Ecology	18	10.5	16	9.9	15	9.5	15	9.5	14	10.5	11	9.4	12	10.3	21	16.9	18	14.4	16	12.7
Human Medicine	17	15.0	17	14.0	14	10.3	16	11.1	13	9.1	14	10.5	15	10.6	17	12.3	10	13.9	12	14.6
James Madison	1	1.9	2	4.4	1	3.3	2	5.6	4	11.8	3	7.5	2	4.0	4	6.5	6	8.7	6	8.8
Justin Morrill	3	9.7	1	3.6	2	8.7	2	8.7	0	0	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	11	20.7	13	24.1	10	18.2	12	25.0	11	21.6	14	20.9	10	15.2	11	15.1	-	-	-	-
Natural Sci.	53	16.0	52	14.8	46	13.5	45	13.4	45	14.7	52	16.2	54	20.1	52	20.0	91	20.3	101	19.8
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	6	6.8	5	6.4	6	7.3	8	9.9
Osteo. Medicine	3	9.4	5	11.1	7	13.5	13	21.3	13	22.0	16	22.2	17	27.0	14	25.0	18	25.7	20	31.3
Social Science	30	5.4	30	5.6	27	5.6	27	5.9	23	5.3	27	5.9	38	8.1	32	7.1	35	8.2	27	6.5
Urban Affairs Program[3]	0	0	1	1.3	1	1.2	2	2.3	2	2.9	2	2.5	2	2.7	1	1.3	-	-	-	-
Vet. Medicine	3	15.8	4	19.1	4	10.0	6	18.7	4	13.3	3	7.0	3	7.0	3	6.3	3	5.5	7	13.0
No Preference	12	14.2	15	5.9	15	5.6	15	6.1	15	6.3	12	5.5	7	3.8	14	8.5	23	11.3	25	11.3
Unclassified - LLE	-	-	-	-	-	-	-	-	-	-	2	16.7	6	27.3	5	27.8	6	31.6	6	27.3
TOTAL	284		298		286		310		292		345		364		374		440		477	

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

[1]Student enrollments are reported according to the college of their respective majors. Some changes in minority enrollment may be attributed to the transfer of programs from one college to another.

[2]The percentages indicate the percent of Asian/Pacific Islander enrollment relative to total minority enrollment within each college (Table I). Percentage figures indicated in Tables II-IV will total to 100% for each college.

[3]College of Urban Development prior to Fall 1982.

OPB/12Jan84/Minority/Percent/College

Table VII-6

MICHIGAN STATE UNIVERSITY

Office of Planning and Budgets

FALL TOTAL ENROLLMENTS BY COLLEGE*

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Ag & Natural Resources	3944	4495	4714	4783	4530	4477	4538	4314	3910	3458
Arts and Letters	3726	3530	3245	3025	2774	2715	2698	2401	2326	2266
Business	4713	5210	5494	6119	6560	7846	7869	7300	6944	6916
Comm. Arts and Sciences	2147	2340	2354	2662	2829	3112	3219	3297	3749	4034
Education	5448	5501	4969	4553	3978	3771	3626	3100	2428	2210
Engineering	2308	2728	2862	3173	3618	3973	4334	4498	4744	4810
Human Ecology	2193	2188	2138	2127	2003	1937	1725	1619	1484	1449
Human Medicine	1108	1171	1229	1215	1183	1121	1116	1039	489	482
James Madison	519	468	460	653	780	832	890	859	863	819
Justin Morrill	712	541	482	304	216	-	-	-	-	-
Lyman Briggs	1016	941	917	868	836	831	907	873	-	-
Natural Science	4960	4947	4915	4785	4601	4347	3735	3501	4786	4892
Nursing	-	-	-	-	-	-	684	584	608	672
Osteopathic Medicine	235	264	288	316	333	361	410	396	430	461
Social Science	5378	5434	5110	5017	4822	4902	4931	4427	4012	3723
Urban Affairs Program[1]	109	122	120	141	121	129	125	75	16	2
Veterinary Medicine	1357	1319	1246	1237	1205	1329	1260	1111	1008	958
No Preference	3586	3381	3202	3233	3355	2880	2486	2276	2392	2454
Unclassified - LLE - Post Doc.	-	-	-	-	-	193	353	424	438	516
TOTAL	43459	44580	43729	44211	43744	44756	44940	42094	40627	40122

*Includes undergraduate, graduate, and graduate-professional.

[1]College of Urban Development prior to Fall 1982.

OPB/LHP/VV/JB/19Oct83/IPMnC1(2)

Table VII-7

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

TOTAL ENROLLMENT OF WOMEN AND PERCENT BY COLLEGE*
Fall Terms

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
g. & Nat. Resources	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	1,131	32.7
cts & Letters	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	1,372	60.5
usiness	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	3,071	44.4
omm. Arts & Sciences	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	2,331	57.8
ducation	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	1,484	67.1
ngineering	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	1,101	22.9
uman Ecology	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	1,330	91.8
uman Medicine	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	215	44.6
esidential Colleges[1]	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	378	46.2
atural Science	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	1,917	39.2
ursing[2]	-	-	-	-	-	-	-	-	-	-	-	-	660	96.5	567	97.1	588	96.7	656	97.6
steo. Medicine	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	164	35.6
ocial Science	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	53.7	2,076	51.7	1,964	52.8
rban Affairs Program[3]	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	1	50.0
eterinary Medicine	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	558	58.2
reference	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	1,455	59.3
nclassified	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	261	55.3
Total	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	19,389	48.3

ncludes women nonresident aliens.

esidential colleges include James Madison, Justin Morrill and Lyman Briggs for 1973-1978.
ustin Morrill transferred to Social Science in 1979. Lyman Briggs transferred to Natural Science in 1982.
ursing included in Natural Science prior to 1980.
ollege of Urban Development prior to 1982.

B/IHP/JR/21Oct83/IWNCL3

Table VII-8

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Graduate Minority Students
Fall Terms
Number and Percent

College	1979 Mas	Doc	G-P	Total	% Tot	1980 Mas	Doc	G-P	Total	% Tot	1981 Mas	Doc	G-P	Total	% Tot	1982 Mas	Doc	G-P	Total	% Tot	1983 Mas	Doc	G-P	Total	% Tot
Agric. & Nat. Resources	10	22	-	871	3.7	13	19	-	818	3.9	9	15	-	740	3.2	16	22	-	754	5.0	15	29	-	757	5.8
Arts & Letters	20	18	-	579	6.6	21	15	-	525	6.9	23	17	-	501	8.0	19	23	-	550	7.6	22	20	-	558	7.5
Business	22	8	-	759	4.0	25	8	-	820	4.0	28	12	-	809	4.9	37	10	-	787	6.0	36	9	-	823	5.5
Comm. Arts & Sciences	18	4	-	283	7.8	17	5	-	274	8.0	12	4	-	268	6.0	21	5	-	317	8.2	16	4	-	311	6.4
Education	98	91	-	2006	9.4	85	82	-	1849	9.0	79	72	-	1585	9.5	72	75	-	1358	10.8	60	69	-	1302	9.9
Engineering	15	5	-	304	6.6	13	5	-	332	5.4	14	2	-	346	4.6	12	1	-	375	3.5	15	5	-	427	4.7
Human Ecology	9	5	-	268	5.2	11	4	-	217	6.9	10	4	-	188	7.5	10	7	-	186	9.1	9	8	-	187	9.1
Human Medicine	2	3	79	513	16.4	1	2	81	508	16.5	-	4	80	500	16.8	1	2	69	489	14.7	-	3	79	482	17.0
Natural Science	16	15	-	853	2.5	14	16	-	803	3.7	13	15	-	733	3.8	19	22	-	757	5.4	16	25	-	768	5.3
Nursing	N/A	N/A	N/A	N/A	N/A	1	-	-	36	2.8	1	-	-	32	3.1	2	-	-	33	6.1	1	-	-	43	2.3
Osteopatnic Medicine	-	-	72	361	19.9	-	-	63	410	15.4	-	-	56	396	14.1	-	-	70	430	16.3	-	1	63	461	13.9
Social Science	64	34	-	948	10.3	49	26	-	931	8.1	54	24	-	828	9.4	46	27	-	819	8.9	54	22	-	789	9.6
Veterinary Medicine	5	2	7	512	2.7	4	2	8	521	2.7	3	2	10	489	3.1	4	4	12	477	4.2	6	4	15	468	5.3
Total[1]	279	207	158	8257	7.8	254	184	152	8044	7.3	246	171	146	7415	7.6	259	198	151	7332	8.3	250	199	157	7376	8.2

[1]Does not include unclassified/postdoctorals

OPB/IHP/VV/JB/31Oct83/IPGRMI (3)

Table VII-9

TRENDS IN MINORITY ENROLLMENTS, BY COLLEGE
Fall 1977, 1981, 1982 and 1983

	Fall 1977 Enrollment			Fall 1981 Enrollment			Fall 1982 Enrollment			Fall 1983 Enrollment		
	Total	Minority*		Total	Minority*		Total	Minority*		Total	Minority*	
	N	N	%	N	N	%	N	N	%	N	N	%
Agriculture & Nat. Resources	4783	115	2.4	4314	179	4.1	3910	183	4.7	3458	184	5.3
Arts and Letters	3329	203	6.1	2401	144	6.0	2326	138	5.9	2266	122	5.4
Business	6119	314	5.1	7300	433	5.9	6944	417	6.0	6916	418	6.0
Communication Arts & Science	2662	302	11.3	3297	304	9.2	3749	341	9.1	4034	368	9.1
Education	4553	400	8.8	3100	238	7.7	2428	214	8.8	2210	192	8.7
Engineering	3173	270	8.5	4498	408	9.1	4744	447	9.4	4810	502	10.4
Human Ecology	2127	157	7.4	1619	124	7.7	1484	125	8.4	1449	126	8.7
Human Medicine	522	95	18.2	500	84	16.8	489	72	14.7	482	82	17.0
James Madison	653	36	5.5	859	62	7.2	863	69	8.0	819	68	8.3
Natural Science	6014	395	6.6	4913	387	7.9	4786	449	9.4	4892	509	10.4
Nursing	332	39	11.7	584	78	13.4	608	82	13.5	672	81	12.1
Osteopathic Medicine	316	61	19.3	396	56	14.1	430	70	16.3	461	64	13.9
Social Science	5017	454	9.0	4427	453	10.2	4012	428	10.7	3723	416	11.2
Urban Affairs Program	141	86	61.0	75	43	57.3	16	10	62.5	2	1	50.0
Veterinary Medicine	1237	32	2.6	1111	48	4.3	1008	55	5.5	958	54	5.6
No Preference	3154	247	7.8	2276	165	7.2	2392	204	8.5	2454	221	9.0
Unclassified	79	0	0.0	424	18	4.2	438	19	4.3	516	22	4.3
TOTAL	44211	3206	7.3	42094	3224	7.7	40627	3323	8.2	40122	3430	8.6

*Does not include foreign students.

College head counts have been adjusted to reflect the Fall 1983 organizational structure of the University.

Source: Distribution of Student Majors, Fall 1977, 1981, 1982, and 1983, Office of the Registrar.
Office of Planning and Budgets

The Affirmative Action Graduate Financial Assistance Program

The affirmative action plan for graduate and graduate professional students at Michigan State University has been based on a commitment to increase enrollment of women and minorities at the graduate level and provide them with quality education. Adequate financial support is crucial to the success of this commitment since it is often a determining factor in the recruitment of underrepresented students, as well as in their retention and degree completion. Three main categories of graduate financial support are covered under the graduate affirmative action plan. These are 1) departmental/school/college teaching and research assistantships, 2) fellowships and scholarships, and 3) funds which are administered by the Minority Graduate Financial Assistance Program and are specifically targeted for racial/ethnic minorities and women.

The specially targeted funds include the Equal Opportunity Program (EOP), the Minority Competitive Doctoral Fellowships, Programmatic Funding, the Affirmative Action Graduate Assistantships, the Graduate Professional Opportunity Program Fellowships, and the Committee on Institutional Cooperation fellowships. Following is a brief description of each of these programs:

Equal Opportunity Program Fellowships. Equal Opportunity Graduate Fellowships for Disadvantaged and Minority Students were initiated in 1970-71. This program provides fellowship awards based on a needs analysis done by the Office of Financial Aids, with the exact award varying for each student, depending on financial need. Policies and procedures for the selection of EOP Fellows are determined by the Equal Opportunity Program Advisory Committee. EOP recipients must be either racial/ethnic minorities or welfare recipients.

Minority Competitive Doctoral Fellowships. The Minority Competitive Doctoral Fellowship Program was initiated in 1979-80. New racial/ethnic minority doctoral candidates are nominated by participating colleges and brought to campus to participate in an expense-paid visit. Fellows are guaranteed three years of support. They are provided $7,000.00 plus compensation for out-of-state tuition charges the first year, and the difference between $7,000.00 and the income from an assistantship for the second and third years.

Programmatic Funding. Programmatic Funding is based on guidelines developed by the Equal Opportunity Program Advisory Committee for students in programs meeting special requirements. It was initiated in 1979-80 to provide matching funds for graduate students receiving funds, for example, from such sources as the National Institute of Mental Health which for several years contributed matching funds for graduate student enrollees in the Urban Counseling Program.

Affirmative Action Graduate Assistantships. Affirmative Action Graduate Assistantships are another approach to the funding of graduate study in areas where women and/or racial/ethnic minorities are underrepresented. This program was initiated in 1976-77. To encourage recruitment and enrollment, the first year assistantship is paid through a central graduate assistantship fund, i.e., outside the departmental budget, with the department agreeing to continue funding thereafter in accordance with unit procedures for evaluating graduate students.

Graduate and Professional Study Fellowships Grant Program. The Graduate and Professional Study Fellowships Grant Program (formerly Graduate and Professional Opportunity Program) is administered by the U.S. Department of Education to provide support to underrepresented groups. Graduate and professional opportunity grants are awarded annually on the basis of a national competition. Michigan State University has participated in the program since 1979-80. Currently fellowships are provided for graduate students in the Departments of Accounting, Biochemistry, Botany and Plant Pathology, and Mass Media. Each student receives a stipend of $4,500.00 per year, plus a waiver of tuition and fees.

Committee on Insitutional Cooperation Fellowships. The Committee on Institutional Cooperation, composed the "Big Ten" universities and the University of Chicago, sponsor fellowship programs in a number of fields. Fellowships are awarded to increase the percentage of racial/ethnic minority Ph.D. recipients in these areas: the Humanities, the Social Sciences and the Natural Sciences, Mathematics, and Engineering. The award is $5,000.00 plus tuition for four years.

The above program descriptions outline the range of support for women and racial/ethnic minority graduate students at Michigan State University. A summary of budget allocations for those programs funded by the University from 1976-77 to 1982-83 is presented in Table 10. Tables 11-14 include the actual yearly expenditures for those programs, the number of awards each year, and the ethnic/minority-gender breakdowns of those awards.

Table VII-10

Minority Graduate Financial Assistance Program Budget

1976-77 to 1982-83

	1976-77	1977-78	% Change 76-77 to 77-78	1978-79	% Change 77-78 to 78-79	1979-80	% Change 78-79 to 79-80	1980-81	% Change 79-80 to 80-81	1981-82	% Change 80-81 to 81-82	1982-83	% Change 81-82 to 82-83
Equal Opportunity Program - Need Based	$231,504	$221,806	-4.2	$219,546	-1.0	$237,634	8.2	$264,000	11.1	$465,500[a]	76.3[b]	451,760	-2.9
Minority Competitive Doctoral Fellowships	---	---	--	---	--	43,941	--	80,000	82.1	152,000[c]	90.0[d]	126,000	-17.1
Programmatic Funding	---	---	--	---	--	89,022	--	36,000	-59.6	36,000	0.0	135,133	275.0
Affirmative Action Graduate Assistantships	105,420	113,063	7.3	121,543	7.5	130,051	7.0	153,805	18.3	232,805	51.4	271,110	16.4
Total	$336,924	$334,869	-0.6	$341,089	1.9	$500,648	46.8	$533,805	6.6	$886,305	66.0	984,003	11.0

a - Includes one-time additional allocation of $136,500.

b - Percent change in regular allocation (excluding the one-time additional allocation) is 24.6.

c - Of this total, $72,000 was allocated too late for use in MCDF and was placed in Need Based and Programmatic Funding budgets for 1981-82.

d - Percent change in regular allocation (excluding the $72,000 MCDF allocation) is 0.0.

The Affirmative Action Graduate Financial Assistance Program

Table VII-11

Equal Opportunity Graduate Fellowships
(Needs Based)

Year	Total # of Awards	Black (M/F)	Hispanic (M/F)	Asian Amer (M/F)	Native Amer (M/F)	Caucasian & Other (M/F)	Expenditures
1976-77	166	64/60	16/23	6/5	3/0	2/3	$231,504
1977-78	137	51/53	12/6	7/3	2/1	0/2	221,806
1978-79	136	57/50	13/5	3/3	0/2	1/2	219,546
1979-80	128	40/49	20/8	5/3	2/1	0/0	237,634
1980-81	107	34/41	9/10	4/4	0/2	0/3	257,540
1981-82	137	36/55	12/12	5/7	1/3	1/5	380,000
1982-83	181	50/68	19/16	7/8	2/5	1/5	451,760

Table VII-12

Minority Competitive Doctoral Fellowship Program

Year	Total # of Awards	Black (M/F)	Hispanic (M/F)	Asian Amer (M/F)	Native Amer (M/F)	Caucasian & Other (M/F)	Expenditures
1979-80	8	2/1	0/2	0/1	0/0	0/0	$ 43,941
1980-81	6	2/1	0/1	0/2	0/0	0/0	40,116
1981-82	7	1/1	3/1	0/0	0/1	0/0	57,000
1982-83	13	4/6	0/1	0/1	1/0	0/0	127,000

Table VII-13

Programmatic Funding

Year	# of Awards	Expenditures
1979-80	12	$ 89,022
1980-81	20	78,026
1981-82	14	80,000
1982-83	19	136,078

Table VII-14

Affirmative Action Graduate Assistantships

Year	Total # of Awards	Black (M/F)	Hispanic (M/F)	Asian Amer (M/F)	Native Amer (M/F)	Caucasian & Other (M/F)	Expenditures
1976-77	44	6/5	2/2	4/0	0/0	1/24	$105,420
1977-78	54	7/10	3/1	1/2	1/0	1/28	113,063
1978-79	43	7/9	0/1	0/0	0/1	0/24	121,543
1979-80	44	6/9	4/6	0/2	0/0	0/17	130,051
1980-81	44	4/9	4/4	2/2	0/0	0/12	140,460
1981-82	59	3/16	3/4	1/3	2/0	0/27	215,305
1982-83	61	9/14	6/2	1/2	0/1	0/26	277,106

Employment Trends of MSU Undergraduate Students

Minority placement activity has declined in Placement Services somewhat during the last year. Of the minority student enrollment at Michigan State University during 1982-83, 789 registered with Placement Services. The heaviest interviewing activity was experienced by engineering and business graduates. Internships and summer employment schedules were heaviest for business students. This pattern of interviewing is consistent with the labor market demand for technical and business majors.

Unemployment rates for Black bachelor's degree graduates increased 0.8% compared to last year. For 1982-83, Black bachelor's degree graduates experienced an unemployment rate of 22.5%; Native American graduates, 0.0%; Asian/Pacific Islanders graduates, 16.3%; Hispanic graduates, 3.4%; and the all-university average for bachelor's degrees was 13.7%.

Salary offers for minorities were slightly lower than those received by all graduates. Black bachelor's degree graduates received average starting salaries of $16,834; Native Americans, $17,000; Asian/Pacific Islanders, $19,311; Hispanics, $17,458; and all new college graduates with bachelor's degrees received an average of $17,670.

More minority graduates remained in Michigan according to statistics collected by Placement Services. According to these data, the percentages staying in Michigan included the following: Black graduates, 75.0%; Native Americans, 83.3%; Asian/Pacific Islanders, 69.4%; Hispanics, 69.0%; and all bachelor's degree graduates, 64.4%.

These statistics and data compiled for the last five years are listed on Tables VII-15, VII-16 and VII-17. Each year Placement Services at Michigan State University collects these data and shares them with university administrators, faculty and staff on campus. Many decisions about EEO at Michigan State are made with these data as a key consideration.

Table VII-15

MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

% OF BACHELOR'S DEGREE GRADUATES STAYING IN MICHIGAN

COLLEGES	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	66.7%	59.1%	58.9%	60.3%	61.0%
Arts & Letters	69.7	66.5	71.9	65.8	66.0
Lyman Briggs	67.2	52.0	55.4	49.0	60.4
Business	68.4	60.4	60.2	60.9	61.0
Communication Arts & Sciences	75.5	69.7	67.3	74.3	73.3
Education	79.1	79.5	71.2	73.5	70.3
Engineering	51.0	40.7	35.6	38.6	46.9
Human Ecology	70.0	68.7	61.2	63.6	63.3
James Madison	69.0	51.9	53.5	50.0	51.0
Natural Science	71.3	66.4	58.8	61.7	71.7
Nursing	....	....	88.9	79.4	76.3
Social Science	74.7	73.4	72.1	68.7	75.6
Urban Development	74.4	82.9	55.2	83.3	71.4
ALL STUDENTS	70.0	63.9	61.6	63.0	64.4
Female Students	73.9	68.7	67.4	65.6	67.6
Black/Afro-American	75.0	75.0	65.5	66.3	75.0
American Indian	70.0	70.0	64.1	100.0	83.3
Asian/Pacific Islander	75.0	50.0	65.7	60.0	69.4
Hispanic Students	....	....	72.0	56.5	69.0
Teacher Education	78.5	78.5	68.9	70.9	70.4
ADVANCED DEGREES					
Masters	71.1	71.1	64.3	64.9	65.0
Doctorate	45.6	45.6	49.4	45.4	48.3

LPS/mfl

Table VII-16

MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

% OF UNEMPLOYED BACHELOR'S GRADUATES
WITHIN THREE MONTHS AFTER GRADUATION

COLLEGES	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	8.3%	12.3%	18.1%	19.4%	18.1%
Arts & Letters	12.3	9.1	16.3	16.0	8.2
Lyman Briggs	0.0	3.7	8.9	4.1	7.6
Business	7.0	12.6	10.7	16.1	13.3
Communication Arts & Sciences	8.6	11.8	17.3	17.3	16.8
Education	9.7	8.1	17.1	19.4	16.7
Engineering	1.5	3.2	4.6	7.7	9.9
Human Ecology	9.1	8.0	12.0	17.4	15.1
James Madison	5.2	10.1	12.8	10.4	10.4
Natural Science	9.2	10.2	7.9	15.0	10.3
Nursing	...	...	1.6	1.0	2.6
Social Science	11.6	11.2	20.2	15.8	15.7
Urban Development	10.3	9.8	13.8	35.7	35.7
All Students	8.2	9.1	13.2	15.1	13.7
Female Students	9.0	9.5	15.4	16.6	15.5
Black/Afro-American	8.0	10.5	22.8	21.8	22.5
American Indian	10.0	20.0	20.0	28.5	0.0
Asian/Pacific Islander	12.5	3.3	20.0	16.6	16.3
Hispanic Students	...	3.9	16.0	21.7	3.4
Teacher Education	10.1	8.1	14.8	16.3	13.3
ADVANCED DEGREES					
Masters	4.0	2.7	5.9	7.4	7.5
Doctorate	1.7	1.7	2.4	4.1	3.6

LPS/mfl

Table VII-17

MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

STARTING SALARIES FOR BACHELOR's DEGREE GRADUATES

COLLEGES	1978-79	1979-80	1980-81	1981-82	1982-83
Agriculture & Natural Resources	$13,188	$14,849	$15,946	$17,407	$17,743
Arts & Letters	11,136	12,388	13,054	13,793	14,140
Lyman Briggs	13,864	13,726	16,301	18,393	18,602
Business	13,461	14,424	15,756	16,441	17,227
Communication Arts & Sciences	11,451	13,014	13,737	14,601	14,569
Education	11,008	11,915	12,664	13,049	14,141
Engineering	18,121	19,931	22,046	23,943	24,317
Human Ecology	10,982	11,863	12,825	13,024	12,968
James Madison	12,709	12,861	13,734	13,001	15,619
Natural Science	13,834	14,495	15,528	16,260	17,082
Nursing	.....	.....	15,774	18,101	18,766
Social Science	12,324	13,629	14,423	14,284	15,522
Urban Development	11,286	12,241	18,284	14,534	11,900
All Students	13,379	14,866	16,283	17,048	17,670
Female Students	12,355	13,476	14,505	15,433	16,133
Black/Afro-American	13,570	15,575	16,418	17,916	16,834
American Indian	.....	.....	18,635	20,000	17,000
Asian/Pacific Islander	.....	.....	15,701	17,851	19,311
Hispanic Students	.....	.....	16,524	18,040	17,458
Teacher Education	.....	.....	12,540	13,566	13,926
ADVANCED DEGREES					
Masters	.....	.....	18,796	20,544	21,068
Doctorate	.....	.....	21,018	22,045	23,263

LPS/mfl

Campus Environment

VIII. 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. Inter-cultural understanding has been a focus of staff development programs in Student Affairs and Services at both the divisional and departmental levels. Additionally, a high priority has been placed on securing a diverse staff to better serve a widely diverse student population. 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. Of the professional staff now employed within the division (executive management, faculty, administrative/professional and resident directors), 22.7 percent are minorities and 52.6 percent are women. Minority students currently hold 21 percent of the graduate assistantships offered by the division, while 54 percent of the assistantships are held by women. The division also employs a large number of undergraduate assistants (resident assistants and minority aides) of which 17.7 percent are minorities and 49 percent are women.

The appointment of a special assistant to the Vice President for Student Affairs and Services, whose primary responsibility is the coordination of programs to enhance the quality of life for minority students at Michigan State University has been of major importance. A special coordinated minority student orientation program has been initiated, active involvement by minority students in campus life has been encouraged and opportunities have been expanded to enhance their involvement.

Another factor which continues to influence the environment is the concern among students for 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.

Through extensive programming with students, awareness, understanding, and appreciation for individuals of divergent backgrounds and interests has been stressed. As advisors to student groups staff have also been effective in promoting affirmative action efforts. Of particular significance the past year is the development by the Associated Students of Michigan State University Student Government (ASMSU) of an affirmative action plan for the undergraduate All-University Student Government. Safety and security on campus has been of particular concern for women students and increased attention has been given to this important area. Increased attention has also been given to expanding opportunities for handicappers in both the areas of recreation and employment.

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.

IX. 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 in procurement program as reported by the University Services Division.

Personnel

Purchasing's Minority Procurement Coordinator officially oversees and monitors the University's Affirmative Action in Procurement Program. During this past year, the Bookstore, Food Stores, Cyclotron and Library designated an individual from their area to compile and exchange procurement information with the Minority Procurement Coordinator.

Procedures

A University-wide reporting system for minority- and woman-owned business participation is maintained by the Minority Procurement Coordinator. Activity reports are produced monthly, and these reports reflect the total University participation.

Effective April 1, 1983, a minority- and woman-owned business participation clause has been included on Michigan State University's bid documents. This clause encourages the vendor to use protected class subcontractors on construction projects.

Four special techniques have been created for use by campus buyers to expand participation by protected class firms. These techniques are:

1. To extend existing contracts with minority firms, provided the existing contract was awarded on the basis of open competition and that the extension period is reasonable.

2. To require prime construction contractors to award a predetermined dollar or percentage of the contract amount to protected class firms. This procedure is used only on construction contracts of $50,000 or more.

3. To negotiate contracts directly with protected class firms up to a predetermined authorized dollar amount. That authorized dollar amount is currently $1,000.

4. To bid only protected class firms when three or more qualified firms can be identified.

The revision of the University's bid requirements has allowed more protected class businesses to participate in the University's alteration, improvement and small construction projects. Currently, there are no bonding requirements for those construction projects less than $100,000. In addition, the insurance requirements for contractors has been reduced from $2,000,000 to $500,000 on construction contracts under $100,000. These two changes have been very effective in encouraging and improving protected class business with Michigan State University.

Individual department goals for those areas with buying functions were met this past year. Purchasing exceeded their annual 10 percent goal for participation in the construction area, but fell short of the 3 percent goal for the supplies, services and equipment areas because of difficulty in identifying competitive protected class vendors in these areas.

It is important to note that the University's total dollars spent with minority- and woman-owned firms during fiscal 1982-83 exceeded the total dollars for fiscal 1981-82 by 257 percent. This is a significant increase and far exceeds the standards set by Public Act 428.

Michigan State University continues to advertise bids through all known minority sources or agencies. These include the Southeast Michigan Minority Business Center, ICBIF (Inner-City Business Improvement Forum), Association of Minority Contractors, Michigan Minority Business Development Council, and Greater Lansing Minority Business Association. The Minority Procurement Coordinator continues to search for other organizations where opportunities for the minority community can be expanded.

Outreach

During the twelve-month period of October 1, 1982, through September 30, 1983, the Minority Procurement Coordinator made 21 trips to Detroit, 16 trips to Grand Rapids, 6 trips to Kalamazoo, 1 trip to Chicago, 1 trip to Ann Arbor, and 1 trip to Muskegon. These trips included various meetings with minority vendors and/or representing agencies. During this same period of time, the Coordinator met regularly with local vendors, the Greater Lansing Minority Business Association, the Department of Commerce and 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 stimulate more minority vendor participation in University business. The Minority Procurement Coordinator strives to assist in minority business development rather than just increasing the dollars spent with minority vendors.

Michigan State University co-sponsored the Second Annual Southwestern Michigan Minority Business Procurement Dialogue Program, which was held in Lansing on May 19, 1983. The participation in this program far exceeded expectations--over 450 people attended the luncheon meeting. Michigan State

University has also been active in or represented at other trade fairs and conferences, including those sponsored by Western Michigan University, Wayne State, the Detroit Chamber of Commerce and Grand Rapids Chamber of Commerce.

The Minority Procurement Coordinator is Chairperson of the Southwest Michigan Minority Purchasing Council and is also a member of the Board of Directors for the Michigan Minority Business Development Council. His MMBDC activities include Membership Chairperson, member of the Finance Committee, and member of the Certification of Minority Vendors Committee.

Business Activity

The following information is a summary of Michigan State University's minority- and woman-owned business participation. The figures reflect both dollars and percentages for the period October 1, 1982, through September 30, 1983, and for the 1982-83 fiscal year.

	12 Months Ended September 30, 1983	June 30, 1983
Minority-Owned Business		
Potential Dollars	$12,542,241	$12,979,500
Actual Dollars Awarded	$ 1,816,039	$ 1,832,596
Percent Actual of Potential Dollars	14.48%	14.12%
Woman-Owned Business		
Potential Dollars	$ 9,885,488	$ 9,989,215
Actual Dollars Awarded	$ 1,901,616	$ 1,801,452
Percent Actual of Potential Dollars	19.24%	18.03%

It is felt that Michigan State University's Affirmative Action in Procurement Program is successful and provides a role model for other institutions. Much of this success can be attributed to the personal contact and assistance provided through outreach activities, to the various procedures established to promote more protected class business participation, and to the dedicated efforts of those persons affiliated with this program.

DEPARTMENT OF HUMAN RELATIONS
REPORT FOR THE BOARD OF TRUSTEES

X. OTHER ACTIVITIES

Important aspects of Michigan State University's overall affirmative action program are the activities of individual departments and units in support of affirmative action and on behalf of women, minorities, and handicappers. Each year a survey is conducted by the Department of Human Relations to inventory these activities. The Appendices to this section are summaries of the responses of administrators. Data are organized into six categories:

Appendix X-A list examples of academic staff development
Appendix X-B list examples of non-academic staff development
Appendix X-C list examples of instructional courses and programs with content related to or involving members of protected groups
Appendix X-D list public service activities for the general public
Appendix X-E presents research activities and programs
Appendix X-F list examples of student support services/extra-curricular activities

Instructional

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.

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 X-C list courses offered during 1982-83 relevant to women's issues, regarding minorities, and related to handicappers. Also listed in Appendix X-C 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 University offers a variety of support services to enhance the success of students who enroll in the University. Appendix X-F 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 Section VIII.

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 have been jointly supported by the University and federal grants since 1973.

During the 1982-83 academic year, the Office of Programs for Handicapper Students provided a broad range of services to the 218 students who qualified for and required their services (including 39 temporary handicappers). Transportation to and from classes was provided for 77 students (over 23,000 rides), 1,887 hours of recorded materials were prepared by Tower Guard and other volunteer readers, and 4,811 hours of direct reading of texts to students were contributed. The largest single group of students served remains those with mobility characteristics (103); followed by those with visual (28), hearing (17), learning (14), various temporary (39), and other (17) characteristics.

A major focus during the last academic year, which will continue in the current year, has been to interact more closely with units, faculty and departments across campus in order to facilitiate the academic progress of handicapper students. The production of a brochure, guidelines, and other printed information has been disseminated across campus to individuals who are in a position to make affirmative action decisions. To promote affirmative action, OPHS has developed a library of materials to meet the numerous requests during the year from faculty, administrators, students, and the public. In response to the continued increase in the number of handicapper students who need personal assistance care OPHS has published a Personal Assistant manual. In order to provide equal access, five telecommunication devices for the deaf have been added at strategic points on campus.

As a follow through to last year's International Year of the Handicapper, two performances, Children of a Lesser God and The National Theater of the Deaf, were brought to campus and facilitated by OPHS.

Economically disadvantaged students and minority students admitted to the University through the College Achievement Admission Program (CAAP--formally the Developmental Program for Admissions), are provided with academic support services by staff within the Office of Supportive Services. During summer 1982, the Office staff held special academic orientation program sessions with 265 first time freshmen students in order to assist them with the selection and scheduling of classes and to provide them with information on other special services available on campus. A Welcome Week Program for College Achievement Admission Program students was held on September 20, 1982 in order to reinforce the expected use of support services available to the students. The Supportive Services staff also facilitated special orientation sessions for all minority students.

The support services provided to students during the academic year included workshops on financial aid, study skill improvement, time

management, test taking, library skills and leadership. Career orientation for students was facilitated by a resume writing workshop and by visits to work sites--students visited Argonne National Laboratory, Federal Reserve, Burroughs Corporation, Johnsons Publishing Company, Coopers and Lybrand Accounting Firm, Leo Burnett Advertising, Wells-Fargo Bank in Chicago, and Sparrow Hospital in Lansing as well as sites on the MSU campus. Developmental Guidance Specialists gave particular attention to students earning below a 2.0 grade point average. Staff were assisted in contacting students by trained 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 in the College of Natural Science for Tutorial Assistance in Chemistry and (TAC) and mathematics instruction under the Charles Drew Project.

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 the Office of Black Affairs to co-sponsor nineteen (19) special events. Supportive Services Developmental Guidance Specialists assisted with Minority Aide training during Fall Term 1982. Developmental Guidance Specialists also presented skill workshops at dorm caucus meetings and for many dorm floor meetings. The OSS Annual Awards and Appreciation Reception was held on May 24; 3 scholarships were presented to program students and awards were presented to faculty, staff and selected program students.

An Upward Bound program is housed in the Office of Supportive Services. This federally funded program provides academic support, motivation, and enrichment activities to low-income disadvantaged youth who are enrolled in high schools in the greater Lansing area. The goal of the program is to prepare and motivate students to pursue a post-secondary education. Seventy-six (76) students were served by the Upward Bound program during the year. During fall term 1983 these students were distributed among racial/ethnic groups as follows: Blacks (62%), Chicano/Hispanic (16%), Asian-American (3%), Native American (1%), and Caucasian (18%).

The Undergraduate University Division (UUD) provides a broad range of academic support services to all freshmen and sophomores through its four Student Affairs Offices and the Learning Resources Center (LRC). Three of the UUD Student Affairs Offices are located in residence hall complexes and provide individualized assistance to students who live in the complexes. UUD advisers work closely with the advisers in the Office of Supportive Services and the Office of Programs for Handicapper Students in providing direct assistance to disadvantaged, minority, and handicapper students. A close working relationship exsists among the Learning Resources Center staff, the Office of Supportive Services staff, and the Office of Programs for Handicapper Students staff. In addition, an LRC faculty member sits regularly in the OSS staff meetings and both

LRC and UUD Student Affairs have representativies on the Supportive Services Advisory Committee.

The programs cited above continue 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, and Project TAC in the College of Natural Science -- as well as special projects in the College of Engineering, College of Veterinary Medicine, College of Nursing, College of Human Medicine, and the College of Osteopathic Medicine. 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 X-A through X-F. 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 provide 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.

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 1982-83 academic year are abstracted in Appendix X-E.

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 X-D summarizes the activities that occurred during the past year. Missing from such a compilation are huge numbers 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.

APPENDICES

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824-1046

October 13, 1983

MEMORANDUM

To: Members of the Board of Trustees

From: Cecil Mackey

Michigan State University has been an Affirmative Action/Equal Opportunity university for many years. We are strongly committed to policies and practices which are nondiscriminatory and which actualize the principles of affirmative action and equal opportunity. Since 1979, when the University reasserted its commitment in "Human Rights: The University's Commitment" and intensified its activity, we have made substantial progress. Much of this has been reported in the University's annual Affirmative Action Report, at regular Board meetings, and in other occasional communications I have sent to you.

We are beginning to prepare the 1983 annual report which will be presented to you in February, 1984. In the interim, I would like to summarize for you several important achievements. These are many of the same items I discussed several weeks ago with Senator David Holmes during a hearing in his office.

Institutionalizing Affirmative Action.

Besides working for specific results--the improvement, for example, of the University's hiring and procurement records, we are also institutionalizing affirmative action by making important organizational and administrative changes. Without them, MSU would be less able to progress systematically and effectively toward its affirmative action goals.

In the Provost's Office, for example, faculty recruiting practices have been modified. We have established a program of continuous recruitment of minority faculty in all academic units. We have accelerated position allocations to designated academic units to permit the appointment of minority faculty in high priority programs. We have modified the 14-step hiring procedure to assure that initial applicant pools will, if at all possible, include minority candidates. We are facilitating the recruitment of minority faculty members by permitting the waiver of normal hiring procedures and by assisting with the placement of spouses at Michigan State. There have also been important administrative innovations in faculty development programs and in student recruitment and retention by the Provost's Office.

MSU is an Affirmative Action/Equal Opportunity Institution

The University has made equally important changes in other areas. For example, after a detailed review of our procurement practice, we modified a number of procedures to increase the participation of minority firms in purchasing and bidding. We have also made administrators expressly accountable for affirmative action by including it among the criteria for evaluating deans, directors, and chairs. This may be the single most important administrative change we have made.

To be successful, an institutional commitment must be reflected in the daily practices and procedures of the organization. That is our goal, and we have made significant progress.

Faculty Appointments.

Increasing the number of minorities in the tenure system is one of our most important objectives, and I am pleased to report noteworthy progress. During the last year, MSU has hired 14 new minority faculty members into the tenure system. In addition, six minority faculty members were transferred from a temporary to a tenure system appointment. Between October 1, 1982, and September 30, 1983, we added eight Blacks, three Hispanics, eight Asian or Pacific Islanders, and one Native American to the faculty.

I am equally pleased to report that newly hired minority faculty members include three black chairpersons--Dr. Donald H. Williams in the Department of Psychiatry, who will begin his appointment on January 1, 1984; Dr. Barbara R. Lee in the Department of Family Medicine whose appointment started September 1st; and Dr. Ernest Moore of the Department of Audiology and Speech Sciences, who joined us on July 1st. Until these appointments, Michigan State had no Black chairpersons and only one Black director of a school.

We have also appointed Donald Nickerson, a Black male and Assistant Dean of the College of Education, as Acting Dean of Urban Affairs Programs.

Of the 90 new hires in the tenure system through October 11, 20 are minorities (22%)--eight Blacks, three Hispanics, eight Asian or Pacific Islanders, and one Native American; and 25 are females (28%), including four Blacks and three Asian or Pacific Islanders.

Visiting Racial Minority Faculty Program.

As part of the Provost's Faculty recruitment plan, we have begun a Visiting Minority Faculty Program through which MSU invites minority individuals from other colleges and universities to accept visiting professorships at Michigan State. To date, three appointments have been arranged for 1983-84 in the colleges of Natural Science, Communication Arts and Sciences, and Arts and Letters. The College of Nursing has also arranged a 10% visiting appointment of a Black female, currently employed by the Michigan Department of Mental Health.

In some cases, should there be mutual interest, a visitor eventually may wish to consider an appointment at Michigan State. In any event, their visits give us contacts who might assist in recruiting other minority faculty in the future.

Affirmative Action Postdoctoral Fellowships.

Because there are few minority faculty in the sciences and veterinary medicine, we have begun a postdoctoral research program to increase minority access to academic careers in those specialized fields. This year, we will have nine minority postdocs--four males and five females, seven Blacks and two Hispanics. They have been appointed in the Departments of Biochemistry, Food Science and Human Nutrition, Large Animal Clinical Science, Microbiology and Public Health, Pharmacology and Toxicology, Small Animal Clinical Science, and Zoology. If the program succeeds over time, MSU will have helped increase the number of highly qualified minority faculty in the profession. We will also have added to our own contacts for recruiting faculty.

Graduate Financial Aid.

In recent years Michigan State University has substantially increased the General Fund dollars committed to graduate scholarships and fellowships. In 1978-79, for example, the total General Fund budget for graduate scholarships and fellowships was $455,000, a per capita rate of $56. By the fall of 1982, the General Fund amount had been increased to $1,510,580, a per capita rate of $197. Of that 1982-83 total, 39.5% was devoted to equal opportunity fellowships--scholarships and fellowships which advance MSU's affirmative action goals.

Besides the equal opportunity fellowships, the Minority Graduate Financial Aid program also includes Affirmative Action Graduate Assistantships. From 1978-79 to 1982-83, the University more than doubled the amount committed to these. Last year the total financial aid, including fellowships and assistantships, directed specifically to minority and women graduate students, came to almost $1 million. For 1983-84, we are planning further increases.

Enrollment.

Figures on enrollment for the Fall of 1982 have already been reported to you, but I would like to repeat the most important point.

In the fall of 1982, Michigan State enrolled the highest percent of minority students it has ever enrolled in any year since the University began keeping records. During the last few years (except for a decline of one student from 1981 to 1982), the number of minorities enrolled has also increased. In relation to other CIC universities, we are now second in the percent of undergraduate minority enrollment. At a time when the total university enrollment has been declining, we have increased slightly the number of minority students at MSU, and we have certainly improved the percentages of minority enrollments.

Comparable figures for the Fall of 1983 are not yet available.

Procurement.

In 1980, Michigan State identified several obstacles to participation by minorities and women in bidding and purchasing. We removed these by modifying a number of university requirements and practices. For example, the $2 million requirement for contractor liability insurance was lowered to $500,000 for small projects. The bonding requirements for projects under $100,000 were discontinued. The University also raised the dollar requirement for a bid quotation from $500 to $1,000 giving greater discretion to the Purchasing Department to direct smaller orders to minority or female vendors. We have appointed, in addition, a minority procurement coordinator, advertised and solicited more widely so that more minority and female firms would learn about procurement opportunities, and initiated an extensive outreach program. In one year, from 1981-82 through 1982-83, the University increased the amount expended on procurement from minority and female firms by 257%. The percent of the total University expenditure is still not great (the increase was from 1.7% to 4.4%), but the relative increase is striking.

Nonacademic Employment.

During 1982-83, the total work force at Michigan State decreased from 4,908 regular employees to 4,845, a reduction of 1.3%. However, the total number of minority employees increased from 593 to 620, a 4.6% increase in the number and an increase from 12 to 12.7% in the percentage of minorities in the total work force. All reporting categories for nonacademic employment reflected increases in minority employees, except for Extension and Service Maintenance, areas with high minority representation traditionally.

Especially noteworthy was the employment of three minorities in the Department of Public Safety, where there had previously been none. Representation of women in the administrative professional and skilled trades areas increased significantly, even though the general representation of women decreased by .01%.

The annual Affirmative Action Report will include comprehensive and detailed accounts of every aspect of MSU's affirmative action program and achievements.

I am enclosing several recent publications from the Department of Human Relations, as well as an additional copy of "Human Rights: The University's Commitments." In addition to the action and results I have summarized, these publications and statements are also an important part of the University's affirmative action program.

Enclosures

Appendix I-B

Mission Statement, Department of Human Relations
1982-83

APPENDIX I-B

November 1, 1983

DEPARTMENT OF HUMAN RELATIONS

Mission Statement

PREAMBLE

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 or 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 and regulations. 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 discrimination on the grounds of race, color or national origin 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 Federal Rehabilitation Act of 1973 requiring affirmative action in employment and prohibiting discrimination against handicappers; the Vietnam Era Veterans Readjustment Act of 1974 requiring affirmative action in employment and prohibiting discrimination against disabled or Vietnam era veterans, and the Michigan Civil Rights Acts.

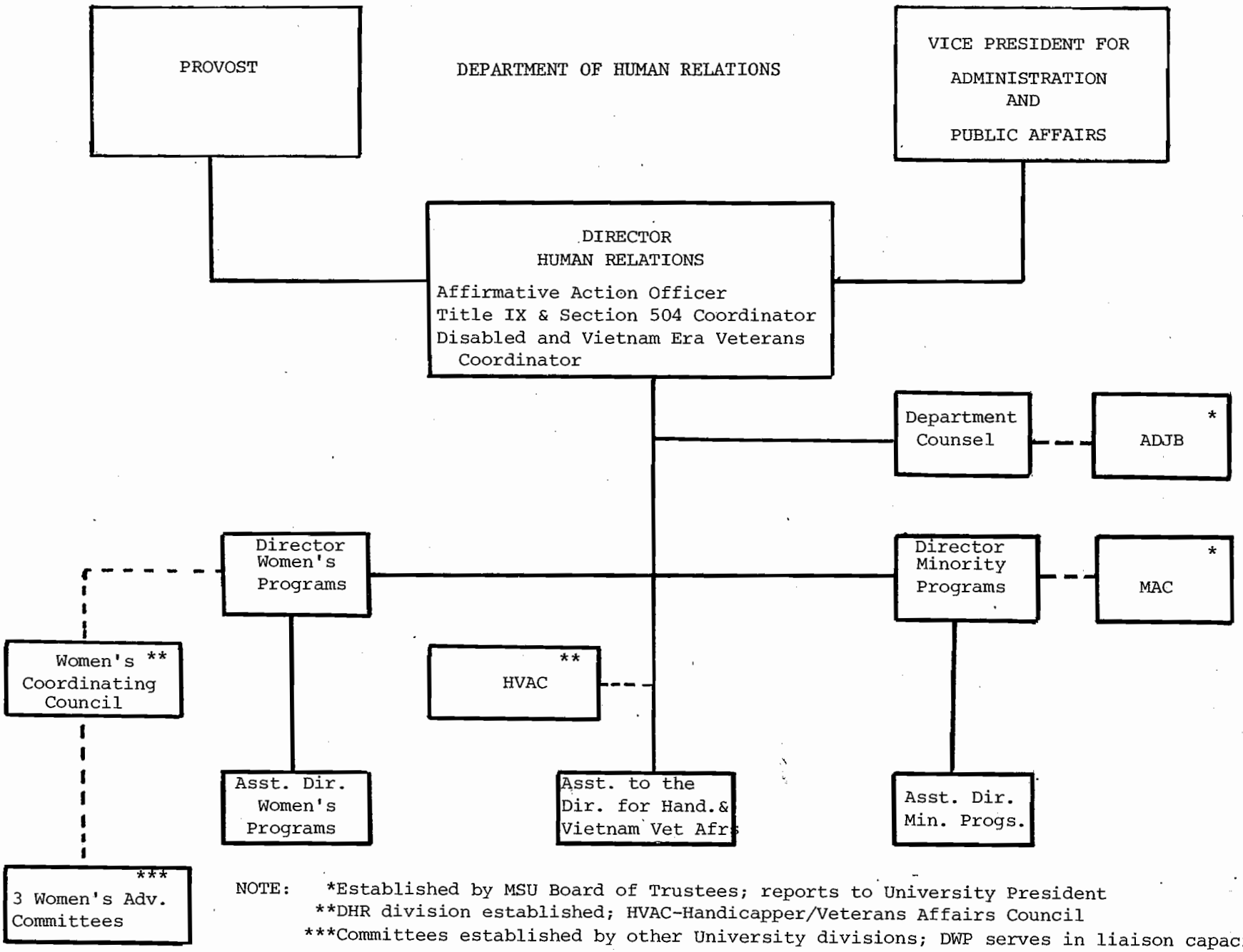
MISSION

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 program 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 Director and staff may be assigned special projects by the Provost and the Vice President for Administration and Public Affairs to further implement the department's mission.

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 Director of the Department of Human Relations reports jointly to the Provost and the Vice President for Administration and Public Affairs. The department has a Division of Minority Programs, a Division of Women's Programs, a Department Counsel, and within the functions of the Director, a Handicapper, disabled and Vietnam era veterans compliance program.



NOTE: *Established by MSU Board of Trustees; reports to University President
**DHR division established; HVAC-Handicapper/Veterans Affairs Council
***Committees established by other University divisions; DWP serves in liaison capacity

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

University Totals - Percentages

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	91.3	8.7	100	5.5	.6	6.1	1.1	.2	1.3	3.8	.2	4.0	.4	.3	.7	.2		.2	85.8	8.1	93.9
Associate Professor	80.3	19.7	100	8,6	2.6	11.2	3.7	1.2	4.9	4.4	.7	5.1	.5	.4	.9		.2	.2	71.7	17.2	88.8
Assistant Professor	68.3	31.7	100	7.9	4.0	11.9	3.4	2.8	6.2	3.1	1.1	4.2	1.1		1.1	.3		.3	60.3	27.8	88.1
Instructor	50.0	50.0	100	0	0	0													50.0	50.0	100.0
TENURE SYSTEM TOTAL	84.4	15.6	100	6.7	1.7	8.4	2.2	.9	3.1	3.8	.5	4.3	.6	.2	.8	.2		.2	77.7	13.9	91.6
Continuing Staff	57.0	43.1	100	4.3	3.4	7.7	2.2	2.8	5.0	1.4	.1	1.5	.7	.3	1.0		.2	.2	52.7	39.6	92.3
Temporary Faculty	63.0	37.0	100	10.3	5.3	15.6	2.8	2.4	5.1	6.4	2.8	9.2	1.1	.2	1.3				52.8	31.6	84.4
Temporary Staff	60.7	39.3	100	10.2	6.4	16.6	1.9	2.5	4.4	7.1	3.3	10.4	1.0	.4	1.5	.2	.2	.4	50.5	32.8	82.4
TOTAL ACADEMIC APPOINTMENTS	74.1	25.9	100	7.2	3.1	10.3	2.2	1.6	3.8	4.2	1.1	5.3	.7	.3	1.0	.1	.1	.2	66.8	22.8	89.6
Administrative Professional	51.2	48.8	100	3.9	5.3	9.1	2.5	3.2	5.7	.7	1.2	1.8	.5	.7	1.2	.1	.2	.3	47.3	43.5	90.9
Clerical Technical	9.9	90.1	100	.9	8.5	9.4	.3	5.7	6.0	.2	.9	1.1	.2	1.4	1.7		.4	.5	9.0	82.0	90.6
Labor	55.4	44.6	100	6.3	14.0	20.3	3.6	10.0	13.6	.4	.1	.5	1.9	3.5	5.4	.3	.3	.6	49.5	30.2	79.7
TOTAL NON-ACADEMIC	34.0	66.0	100	3.3	9.6	12.9	1.9	6.5	8.4	.4	.7	1.1	.9	2.0	2.8	.2	.3	.5	30.7	56.4	87.1

Note: Percentages in each row are percentages of the total percentage of employees of that row.

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — University Totals - Numbers

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	1077	102	1179	65	7	72	13	2	15	45	2	47	5	3	8	2		2	1012	95	1107
Associate Professor	439	108	547	47	14	61	20	7	27	24	4	28	3	2	5		1	1	392	94	486
Assistant Professor	241	112	353	28	14	42	12	10	22	11	4	15	4		4	1		1	213	98	311
Instructor	2	2	4																2	2	4
TENURE SYSTEM TOTAL	1759	324	2083	140	35	175	45	19	64	80	10	90	12	5	17	3	1	4	1619	289	1908
Continuing Staff	332	251	583	25	20	45	13	16	29	8	1	9	4	2	6		1	1	307	231	538
Temporary Faculty	295	173	468	48	25	73	13	11	24	30	13	43	5	1	6				247	148	395
Temporary Staff	292	189	481	49	31	80	9	12	21	34	16	50	5	2	7	1	1	2	243	158	401
TOTAL ACADEMIC APPOINTMENTS	2678	937	3615	262	111	373	80	58	138	152	40	192	26	10	36	4	3	7	2416	826	3242
Administrative Professional	543	518	1061	41	56	97	27	33	60	7	13	20	6	7	13	1	3	4	502	426	964
Clerical Technical	214	1942	2156	20	183	203	7	123	130	6	18	24	6	32	38	1	10	11	194	1759	1953
Labor	878	707	1585	100	221	321	57	158	215	6	3	9	31	55	86	6	5	11	778	486	1264
TOTAL NON-ACADEMIC	1635	3167	4802	161	460	621	91	314	405	19	34	53	43	94	137	8	18	26	1474	2707	4181
GRAND TOTAL	4314	4104	8417	423	571	994	171	372	543	171	74	245	69	104	173	12	21	31	3890	3533	7423

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Agriculture & Natural Resources

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	157	1	158	2		2				2		2							155	1	156
Associate Professor	52	3	55	6		6	1		1	5		5							46	3	49
Assistant Professor	44	5	49	2	1	3	1	1	2	1		1							42	4	46
Instructor		1	1																	1	1
TENURE SYSTEM TOTAL	253	10	263	10	1	11	2	1	3	8		8							243	9	252
Continuing Staff	12	4	16	1		1				1		1							11	4	15
Temporary Faculty	23	1	24	2		2	2		2										21	1	22
Temporary Staff	37	20	57	5	2	7	1		1	4	2	6							32	18	50
TOTAL ACADEMIC APPOINTMENTS	325	35	360	18	3	21	5	1	6	13	2	15							307	32	339
Administrative Professional	52	28	80		2	2					2	2							52	26	78
Clerical Technical	41	181	222	3	9	12		3	3	2	1	3	1	3	4		2	2	38	172	210
Labor	60	8	68	2	2	4	1	1	2	1		1		1	1				58	6	64
TOTAL NON-ACADEMIC	153	217	370	5	13	18	1	4	5	3	3	6	1	4	5		2	2	148	204	352
GRAND TOTAL	478	252	730	23	16	39	6	5	11	16	5	21	1	4	5		2	2	455	236	691

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Agricultural Experiment Station

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	2		2																2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL	2		2																2		2
Continuing Staff																					
Temporary Faculty																					
Temporary Staff	1		1																1		1
TOTAL ACADEMIC APPOINTMENTS	3		3																3		3
Administrative Professional		1	1																	1	1
Clerical Technical		4	4																	4	4
Labor																					
TOTAL NON-ACADEMIC		5	5																	5	5
GRAND TOTAL	3	5	8																3	5	8

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Cooperative Extension

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	1	1	2																1	1	2
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL	1	1	2																1	1	2
Continuing Staff	192	126	318	10	9	19	7	8	15	1		1	2	1	3				182	117	299
Temporary Faculty																					
Temporary Staff	7	8	15																7	8	15
TOTAL ACADEMIC APPOINTMENTS	200	135	335	10	9	19	7	8	15	1		1	2	1	3				190	126	316
Administrative Professional	1	1	2																1	1	2
Clerical Technical		40	40		2	2		2	2											38	38
Labor	6	171	177	1	62	63	1	51	52		1	1		9	9		1	1	5	109	114
TOTAL NON-ACADEMIC	7	212	219	1	64	65	1	53	54		1	1		9	9		1	1	6	148	154
GRAND TOTAL	207	347	554	11	73	84	8	61	69	1	1	2	2	10	12		1	1	196	274	470

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Arts & Letters

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	171	28	199	11	2	13	2		2	7	1	8	1	1	2	1		1	160	26	186
Associate Professor	62	25	87	2	2	4	1		1	1	1	2					1	1	60	23	83
Assistant Professor	24	18	42	6	3	9	2	3	5	1		1	2		2	1		1	18	15	33
Instructor	1		1																1		1
TENURE SYSTEM TOTAL	258	71	329	19	7	26	5	3	8	9	2	11	3	1	4	2	1	3	239	64	303
Continuing Staff	0	5	5																	5	5
Temporary Faculty	16	10	26	2	2	4		1	1	1	1	2	1		1				14	8	22
Temporary Staff	5	3	8																5	3	8
TOTAL ACADEMIC APPOINTMENTS	279	89	368	21	9	30	5	4	9	10	3	13	4	1	5	2	1	3	258	80	338
Administrative Professional	1	4	5		1	1		1	1										1	3	4
Clerical Technical	4	42	46		5	5		4	4					1	1				4	37	41
Labor		3	3		1	1		1	1											2	2
TOTAL NON-ACADEMIC	5	49	54		7	7		6	6					1	1				5	42	47
GRAND TOTAL	284	138	422	21	16	37	5	10	15	10	3	13	4	2	6	2	1	3	263	122	385

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Business

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	60		60	2		2				2		2							58		58
Associate Professor	25		25	3		3	2		2	1		1							22		22
Assistant Professor	27	12	39	3	1	4	1	1	2	2		2							24	11	35
Instructor	1		1																1		1
TENURE SYSTEM TOTAL	113	12	125	8	1	9	3	1	4	5		5							105	11	116
Continuing Staff	2	2	4																2	2	4
Temporary Faculty	19	1	20		1	1		1	1										19		19
Temporary Staff	14	3	17		1	1		1	1										14	2	16
TOTAL ACADEMIC APPOINTMENTS	148	18	166	8	3	11	3	3	6	5		5							140	15	155
Administrative Professional	3	2	5																3	2	5
Clerical Technical		41	41		2	2					1	1		1	1					39	39
Labor		7	7		3	3		1	1								2	2		4	4
TOTAL NON-ACADEMIC	3	50	53		5	5		1	1		1	1		1	1		2	2	3	45	48
GRAND TOTAL	151	68	219	8	8	16	3	4	7	5	1	6		1	1		2	2	143	60	203

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Communication Arts & Sciences

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	18	2	20	1		1	1		1										17	2	19
Associate Professor	13	3	16	2	1	3		1	1	1		1	1		1				11	2	13
Assistant Professor	12	6	18	3	1	4	3	1	4										9	5	14
Instructor																					
TENURE SYSTEM TOTAL	43	11	54	6	2	8	4	2	6	1		1	1		1				37	9	46
Continuing Staff	2	3	5																2	3	5
Temporary Faculty	12	2	14		1	1		1	1										12	1	13
Temporary Staff	6	11	17																6	11	17
TOTAL ACADEMIC APPOINTMENTS	63	27	90	6	3	9	4	3	7	1		1	1		1				57	24	81
Administrative Professional		3	3																	3	3
Clerical Technical	1	21	22	1	3	4	1	3	4											18	18
Labor		5	5																	5	5
TOTAL NON-ACADEMIC	1	29	30	1	3	4	1	3	4											26	26
GRAND TOTAL	64	56	120	7	6	13	5	6	11	1		1	1		1				57	50	107

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Education

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	84	11	95	1		1	1		1										83	11	94
Associate Professor	30	11	41	4	1	5	3	1	4	1		1							26	10	36
Assistant Professor	5	14	19	1	2	3		1	1		1	1	1		1				4	12	16
Instructor		1	1																	1	1
TENURE SYSTEM TOTAL	119	37	156	6	3	9	4	2	6	1	1	2	1		1				113	34	147
Continuing Staff	3	1	4	1		1				1		1							2	1	3
Temporary Faculty	10	16	26		2	2		1	1					1	1				10	14	24
Temporary Staff	4	20	24		1	1		1	1										4	19	23
TOTAL ACADEMIC APPOINTMENTS	136	74	210	7	6	13	4	4	8	2	1	3	1	1	2				129	68	197
Administrative Professional	1	6	7																1	6	7
Clerical Technical		61	61		5	5		4	4					1	1					56	56
Labor		3	3																	3	3
TOTAL NON-ACADEMIC	1	70	71		5	5		4	4					1	1				1	65	66
GRAND TOTAL	137	144	281	7	11	18	4	8	12	2	1	3	1	2	3				130	133	263

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Engineering

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	45		45	6		6				6		6							39		39
Associate Professor	33		33	6		6	1		1	5		5							27		27
Assistant Professor	21	1	22	7		7	1		1	6		6							14	1	15
Instructor																					
TENURE SYSTEM TOTAL	99	1	100	19		19	2		2	17		17							80	1	81
Continuing Staff	1		1	1		1	1		1												
Temporary Faculty	12	3	15	5	1	6				5	1	6							7	2	9
Temporary Staff	5	5	10	1		1				1		1							4	5	9
TOTAL ACADEMIC APPOINTMENTS	117	9	126	26	1	27	3		3	23	1	24							91	8	99
Administrative Professional	1	1	2																1	1	2
Clerical Technical	3	28	31		2	2		1	1					1	1				3	26	29
Labor	5	7	12																5	7	12
TOTAL NON-ACADEMIC	9	36	45		2	2		1	1					1	1				9	34	43
GRAND TOTAL	126	45	171	26	3	29	3	1	4	23	1	24		1	1				100	42	142

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Human Ecology

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	5	12	17																5	12	17
Associate Professor	3	12	15		1	1					1	1							3	11	14
Assistant Professor	2	10	12		1	1		1	1										2	9	11
Instructor																					
TENURE SYSTEM TOTAL	10	34	44		2	2		1	1										10	32	42
Continuing Staff		10	10																	10	10
Temporary Faculty		12	12								1	1								11	11
Temporary Staff	6	10	16		1	1											1	1	6	9	15
TOTAL ACADEMIC APPOINTMENTS	16	66	82		4	4		1	1		2	2					1	1	16	62	78
Administrative Professional	1	4	5																1	4	5
Clerical Technical		34	34		2	2		2	2											32	32
Labor		3	3		1	1														2	2
TOTAL NON-ACADEMIC	1	41	42		3	3		3	3										1	38	39
GRAND TOTAL	17	107	124		7	7		4	4		2	2					1	1	17	100	117

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Human Medicine

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	61	7	68	6	1	7	1		1	4		4	1	1	2				55	6	61
Associate Professor	26	5	31	2	3	5				2	2	4		1	1				24	2	26
Assistant Professor	11	5	16	1	2	3	1		1		2	2							10	3	13
Instructor																					
TENURE SYSTEM TOTAL	98	17	115	9	6	15	2		2	6	4	10	1	2	3				89	11	100
Continuing Staff	1	3	4																1	3	4
Temporary Faculty	74	46	120	17	9	26	1	2	3	14	7	21	2		2				57	37	94
Temporary Staff	24	20	44	9	5	14		1	1	8	4	12	1		1				15	15	30
TOTAL ACADEMIC APPOINTMENTS	197	86	283	35	20	55	3	3	6	28	15	43	4	2	6				162	66	228
Administrative Professional	14	44	58	1	3	4	1	1	2		1	1					1	1	13	41	54
Clerical Technical	9	127	136	1	0	10		7	7	1	2	3							8	118	126
Labor		7	7		1	1		1	1											6	6
TOTAL NON-ACADEMIC	23	178	201	2	13	15	1	9	10	1	3	4					1	1	21	165	186
GRAND TOTAL	220	264	484	37	33	70	4	12	16	29	18	47	4	2	6		1	1	183	231	414

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

James Madison

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor	6	2	8																6	2	8
Assistant Professor	7		7	1		1	1		1										6		6
Instructor																					
TENURE SYSTEM TOTAL	13	2	15	1		1	1		1										12	2	14
Continuing Staff		2	2																	2	2
Temporary Faculty	2	3	5																2	3	5
Temporary Staff		1	1																	1	1
TOTAL ACADEMIC APPOINTMENTS	15	18	23	1		1	1		1										14	18	22
Administrative Professional																					
Clerical Technical		5	5		1	1											1	1		4	4
Labor																					
TOTAL NON-ACADEMIC		5	5		1	1											1	1		4	4
GRAND TOTAL	15	23	28	1	1	2	1		1								1	1	14	22	26

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Natural Science

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	229	13	242	25	2	27	2		2	22	1	23	1	1	2				204	11	215
Associate Professor	59	8	67	5		5	1		1	4		4							54	8	62
Assistant Professor	21	8	29		1	1					1	1							21	7	28
Instructor																					
TENURE SYSTEM TOTAL	309	29	338	30	3	33	3		3	26	2	28	1	1	2				279	26	305
Continuing Staff	15	3	18	1		1				1		1							14	3	17
Temporary Faculty	38	15	53	9	1	10	2	1	3	6		6	1		1				29	14	43
Temporary Staff	69	28	97	15	8	23	3		3	11	7	18	1	1	2				54	20	74
TOTAL ACADEMIC APPOINTMENTS	431	75	506	55	12	67	8	1	9	44	9	53	3	2	5				376	63	439
Administrative Professional	38	28	66	1	1	2				1	1	2							37	27	64
Clerical Technical	34	115	149	3	11	14		7	7	1	2	3	2	2	4				31	104	135
Labor	28	11	39	1	1	2	1	1	2										27	10	37
TOTAL NON-ACADEMIC	100	154	254	5	13	18	1	8	9	2	3	5	2	2	4				95	141	236
GRAND TOTAL	531	229	760	60	25	85	9	9	18	46	12	58	5	4	9				471	204	675

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Nursing

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor		3	3																	3	3
Associate Professor		7	7																	7	7
Assistant Professor		16	16																	16	16
Instructor																					
TENURE SYSTEM TOTAL		26	26																	26	26
Continuing Staff		2	2		1	1		1	1											1	1
Temporary Faculty	1	18	19		2	2		2	2										1	16	17
Temporary Staff		4	4																	4	4
TOTAL ACADEMIC APPOINTMENTS	1	50	51		3	3		3	3										1	47	48
Administrative Professional		2	2																	2	2
Clerical Technical		9	9		1	1		1	1											8	8
Labor																					
TOTAL NON-ACADEMIC		11	11		1	1		1	1											10	10
GRAND TOTAL	1	61	62		4	4		4	4										1	57	58

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Osteopathic Medicine

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	42	5	47	1	1	2		1	1				1		1				41	4	45
Associate Professor	29	8	37	1	1	2		1	1	1		1							28	7	35
Assistant Professor	12	2	14	1		1				1		1							11	2	13
Instructor																					
TENURE SYSTEM TOTAL	83	15	98	3	2	5		2	2	2		2	1		1				80	13	93
Continuing Staff	1	2	3		1	1					1	1							1	1	2
Temporary Faculty	24	11	35	1	2	3					2	2	1		1				23	9	32
Temporary Staff	23	12	35	7	2	9		1	1	6	1	7	1		1				16	10	26
TOTAL ACADEMIC APPOINTMENTS	131	40	171	11	7	18		3	3	8	4	12	3		3				120	33	153
Administrative Professional	14	26	40		3	3		1	1		2	2							14	23	37
Clerical Technical	4	83	87		7	7		3	3					3	3		1	1	4	76	80
Labor		1	1																	1	1
TOTAL NON-ACADEMIC	18	110	128		10	10		4	4		2	2		3	3		1	1	18	100	118
GRAND TOTAL	149	150	299	11	17	28		7	7	8	6	14	3	3	6		1	1	138	133	271

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Social Science

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	109	11	120	4	1	5	2	1	3	1		1	1		1				105	10	115
Associate Professor	48	10	58	3	2	5	2	1	3				1	1	2				45	8	53
Assistant Professor	21	10	31	1		1							1		1				20	10	30
Instructor																					
TENURE SYSTEM TOTAL	178	31	209	8	3	11	4	2	6	1		1	3	1	4				170	28	198
Continuing Staff	3	8	11																3	8	11
Temporary Faculty	23	8	31	3	2	5	3	1	4		1	1							20	6	26
Temporary Staff	13	9	22	3	1	4	1	1	2	1		1	1		1				10	8	18
TOTAL ACADEMIC APPOINTMENTS	217	56	273	14	6	20	8	4	12	2	1	3	4	1	5				203	50	253
Administrative Professional	2	3	5																2	3	5
Clerical Technical	2	69	71		10	10		6	6		2	2		2	2				2	59	61
Labor		8	8																	8	8
TOTAL NON-ACADEMIC	4	80	84		10	10		6	6		2	2		2	2				4	70	74
GRAND TOTAL	221	136	357	14	16	30	8	10	18	2	3	5	4	3	7				207	120	327

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Veterinary Medicine

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	33	1	34	1		1				1		1							32	1	33
Associate Professor	26	1	27	4		4	1		1	3		3							22	1	23
Assistant Professor	23	2	25	1	1	2	1	1	2										22	1	23
Instructor																					
TENURE SYSTEM TOTAL	82	4	86	6	1	7	2	1	3	4		4							76	3	79
Continuing Staff	2	4	6		1	1		1	1										2	3	5
Temporary Faculty	35	22	57	7	1	8	4	1	5	3		3							28	21	49
Temporary Staff	12	6	18	1	3	4		2	2	1	1	2							11	3	14
TOTAL ACADEMIC APPOINTMENTS	131	36	167	14	6	20	6	5	11	8	1	9							117	30	147
Administrative Professional	5	8	13																5	8	13
Clerical Technical	4	53	57	1	4	5	1	2	3		2	2							3	49	52
Labor	1	5	6																1	5	6
TOTAL NON-ACADEMIC	10	66	76	1	4	5	1	2	3		2	2							9	62	71
GRAND TOTAL	141	102	243	15	10	25	7	7	14	8	3	11							126	92	218

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Office of the President

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	2		2																2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff		1	1																	1	1
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	2	1	3																2	1	3
Administrative Professional		1	1		1	1		1	1												
Clerical Technical																					
Labor																					
TOTAL NON-ACADEMIC		1	1		1	1		1	1												
GRAND TOTAL	2	2	4		1	1		1	1										2	1	3

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Provost

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	16	2	18	2		2	2		2										14	2	16
Associate Professor	5	8	13		1	1		1	1										5	7	12
Assistant Professor	1		1																1		1
Instructor																					
TENURE SYSTEM TOTAL	22	10	32	2	1	3	2	1	3										20	9	29
Continuing Staff	33	67	100	6	8	14	3	6	9	2		2	1	1	2		1	1	27	59	86
Temporary Faculty	1		1																1		1
Temporary Staff	4	12	16	1	5	6	1	4	5					1	1				3	7	10
TOTAL ACADEMIC APPOINTMENTS	60	89	149	9	14	23	6	11	17	2		2	1	2	3		1	1	51	75	126
Administrative Professional	54	51	105	9	8	17	5	4	9	2	1	3	2	2	4		1	1	45	43	88
Clerical Technical	39	258	297	3	28	31	1	23	24	1	2	3	1	2	3		1	1	36	230	266
Labor	14	13	27		1	1		1	1										14	12	26
TOTAL NON-ACADEMIC	107	322	429	12	37	49	6	28	34	3	3	6	3	4	7		2	2	95	285	380
GRAND TOTAL	167	411	578	21	51	72	12	39	51	5	3	8	4	6	10		3	3	146	360	506

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Vice President for Administration & Public Affairs

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	2		2																2		2
Associate Professor	2	1	3																2	1	3
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL	4	1	5																4	1	5
Continuing Staff	5	1	6	1		1	1		1										4	1	5
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	9	2	11	1		1	1		1										8	2	10
Administrative Professional	23	27	50	2	4	6	1	2	3				1	2	3				21	23	44
Clerical Technical	5	50	55		8	8		5	5		1	1		2	2				5	42	47
Labor	68	4	72	5		5							5		5				63	4	67
TOTAL NON-ACADEMIC	96	81	177	7	12	19	1	7	8		1	1	6	4	10				89	69	158
GRAND TOTAL	105	83	188	8	12	20	2	7	9		1	1	6	4	10				97	71	168

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Vice President for Finance & Operations & Treasurer

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor	5		5																5		5
Assistant Professor	4		4	1		1	1		1										3		3
Instructor																					
TENURE SYSTEM TOTAL	9		9	1		1	1		1										8		8
Continuing Staff	8	1	9																8	1	9
Temporary Faculty																					
Temporary Staff	28	8	36	4	1	5	3	1	4							1		1	24	7	31
TOTAL ACADEMIC APPOINTMENTS	45	9	54	5	1	6	4	1	5							1		1	40	8	48
Administrative Professional	66	35	101	4	2	6	3	2	5	1		1							62	33	95
Clerical Technical	9	47	56	1	2	3	1	1	2										8	45	53
Labor	36	11	47	4	1	5	2	1	3				2		2				32	10	42
TOTAL NON-ACADEMIC	111	93	204	9	5	14	6	4	10	1		1	2		2		1	1	102	88	190
GRAND TOTAL	156	102	258	14	6	20	10	5	15	1		1	2		2	1	1	2	142	96	238

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Vice President for Health Services & Facilities

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	3		3																3		3
Associate Professor	1		1																1		1
Assistant Professor	1		1																1		1
Instructor																					
TENURE SYSTEM TOTAL	5		5																5		5
Continuing Staff	3		3	1		1							1		1				2		2
Temporary Faculty	1		1																1		1
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	9		9	1		1							1		1				8		8
Administrative Professional	20	75	95	2	9	11	1	4	5	1	3	4		1	1		1	1	18	66	84
Clerical Technical	9	192	201	1	21	22		14	14	1	2	3		4	4		1	1	8	171	179
Labor	11	20	31	1	6	7	1	4	5					2	2				10	14	24
TOTAL NON-ACADEMIC	40	287	327	4	36	40	2	22	24	2	5	7		7	7		2	2	36	251	287
GRAND TOTAL	49	287	336	5	36	41	2	22	24	2	5	7	1	7	8		2	2	44	251	295

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Vice President for Research and Graduate Studies

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	5	2	7																5	2	7
Associate Professor	3		3	1		1	1		1										2		2
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL	8	2	10	1		1	1		1										7	2	9
Continuing Staff	2	1	3																2	1	3
Temporary Faculty																					
Temporary Staff		1	1																	1	1
TOTAL ACADEMIC APPOINTMENTS	10	4	14	1		1	1		1										9	4	13
Administrative Professional	7	9	16																7	9	16
Clerical Technical	1	18	19		1	1		1	1										1	17	18
Labor	9	2	11	1	1	2	1	1	2										8	1	9
TOTAL NON-ACADEMIC	17	29	46	1	2	3	1	2	3										16	27	43
GRAND TOTAL	27	33	60	2	2	4	2	2	4										25	31	56

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Vice President for Student Affairs & Services

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	6	1	7																6	1	7
Associate Professor	4	3	7	3	1	4	2	1	3				1		1				1	2	3
Assistant Professor	2	2	4																2	2	4
Instructor																					
TENURE SYSTEM TOTAL	12	6	18	3	1	4	2	1	3				1		1				9	5	14
Continuing Staff	4	1	5	1		1	1		1										3	1	4
Temporary Faculty		1	1																	1	1
Temporary Staff	1		1																1		1
TOTAL ACADEMIC APPOINTMENTS	17	8	25	4	1	5	3	1	4				1		1				13	7	20
Administrative Professional	28	45	73	8	8	16	6	7	13				2	1	3				20	37	57
Clerical Technical	1	51	52		8	8		6	6					1	1		1	1	1	43	44
Labor		2	2																	2	2
TOTAL NON-ACADEMIC	29	98	127	8	16	24	6	13	19				2	2	4		1	1	21	82	103
GRAND TOTAL	46	106	152	12	17	29	9	14	23				3	2	5		1	1	34	90	123

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Vice President for University Development

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff	3		3																3		3
Temporary Faculty																					
Temporary Staff	1		1																1		1
TOTAL ACADEMIC APPOINTMENTS	4		4																4		4
Administrative Professional	9	10	19	1		1	1		1										8	10	18
Clerical Technical		26	26																	26	26
Labor		1	1																	1	1
TOTAL NON-ACADEMIC	9	37	46	1		1	1		1										8	37	45
GRAND TOTAL	13	37	50	1		1	1		1										12	37	49

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Vice President for University Relations

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff	1	1	2																1	1	2
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	1	1	2																1	1	2
Administrative Professional	10	11	21	1	1	2	1	1	2										9	10	19
Clerical Technical		8	8																0	8	8
Labor																					
TOTAL NON-ACADEMIC	10	19	29	1	1	2	1	1	2										9	18	27
GRAND TOTAL	11	20	31	1	1	2	1	1	2										10	19	29

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

International Studies & Programs

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	4		4	1		1										1		1	3		3
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL	4		4	1		1										1		1	3		3
Continuing Staff																					
Temporary Faculty		3	3																3		3
Temporary Staff	2	3	5																2	3	5
TOTAL ACADEMIC APPOINTMENTS	6	6	12	1		1										1		1	5	6	11
Administrative Professional	2	7	9		2	2		1	1		1	1							2	5	7
Clerical Technical		22	22		2	2		2	2											20	20
Labor		1	1																	1	1
TOTAL NON-ACADEMIC	2	30	32		4	4		3	3		1	1							2	26	28
GRAND TOTAL	8	36	44	1	4	5		3	3		1	1				1		1	7	32	39

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Lifelong Education

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	16	2	18																16	2	18
Associate Professor	3		3	1		1	1		1										2		2
Assistant Professor	3		3																3		3
Instructor																					
TENURE SYSTEM TOTAL	22	2	24	1		1	1		1										21	2	23
Continuing Staff	11	1	12	1		1				1		1							10	1	11
Temporary Faculty	2		2																2		2
Temporary Staff	5	2	7																5	2	7
TOTAL ACADEMIC APPOINTMENTS	40	5	45	2		2	1		1	1		1							38	5	43
Administrative Professional	33	27	60	2	2	4	2	1	3					1	1				31	25	56
Clerical Technical	33	64	97	5	2	7	3		3				1	2	3	1		1	28	62	90
Labor	1	6	7																1	6	7
TOTAL NON-ACADEMIC	67	97	164	7	4	11	5	1	6				1	3	4	1		1	60	93	153
GRAND TOTAL	107	102	209	9	4	13	6	1	7	1		1	1	3	4	1		1	98	98	196

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

National Superconducting Cyclotron Laboratory

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	2		2																2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL	2		2																2		2
Continuing Staff	21	1	22	1		1				1		1							20	1	22
Temporary Faculty	1		1	1		1				1		1									
Temporary Staff	23	3	26	2	1	3				2	1	3							21	2	23
TOTAL ACADEMIC APPOINTMENTS	47	4	51	4	1	5				4	1	5							43	3	46
Administrative Professional	21	7	28	1		1	1		1										20	7	27
Clerical Technical		6	6		2	2		1	1								1	1		4	4
Labor	26		26	1		1	1		1										25		25
TOTAL NON-ACADEMIC	47	13	60	2	2	4	2	1	3								1	1	45	11	56
GRAND TOTAL	94	17	111	6	2	9	2	1	3	4	1	5					1	1	88	14	102

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

Urban Affairs Programs

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor	4		4	2		2	2		2										2		2
Associate Professor	4	1	5	4	1	5	4	1	5												
Assistant Professor		1	1		1	1		1	1												
Instructor																					
TENURE SYSTEM TOTAL	8	2	10	6	2	8	6	2	8										2		2
Continuing Staff		1	1																	1	1
Temporary Faculty	1	1	2	1		1	1		1											1	1
Temporary Staff	2		2	1		1							1		1				1		1
TOTAL ACADEMIC APPOINTMENTS	11	4	15	8	2	10	7	2	9				1		1				3	2	5
Administrative Professional		2	2		1	1		1	1											1	1
Clerical Technical		8	8		3	3		3	3											5	5
Labor																					
TOTAL NON-ACADEMIC		10	10		4	4		4	4											6	6
GRAND TOTAL	11	14	25	8	6	14	7	6	13				1		1				3	8	11

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Financial Operations

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff	3		3																3		3
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	3		3																3		3
Administrative Professional	34	23	57	3	1	4	1	1	2				1		1	1		1	31	22	53
Clerical Technical	3	122	125		10	10		7	7		1	1		2	2				3	112	115
Labor	42	5	47	3		3	1		1				2		2				39	5	44
TOTAL NON-ACADEMIC	79	150	229	6	11	17	2	8	10		1	1	3	2	5	1		1	73	139	212
GRAND TOTAL	82	150	232	6	11	17	2	8	10		1	1	3	2	5	1		1	76	139	215

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Housing & Food Service

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff	2		2																2		2
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	2		2																2		2
Administrative Professional	61	23	84	3	7	10	2	5	7	1	2	3							58	16	74
Clerical Technical	6	133	139	1	22	23		15	15		2	2	1	5	6				5	111	116
Labor	264	314	578	43	102	145	28	76	104	2	2	4	12	22	34	1	2	3	221	212	433
TOTAL NON-ACADEMIC	331	470	801	47	131	178	30	96	126	3	6	9	13	27	40	1	2	3	284	339	623
GRAND TOTAL	333	470	803	47	131	178	30	96	126	3	6	9	13	27	40	1	2	3	286	339	625

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY — Physical Plant

October 1983

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff	1		1																1		1
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	1		1																1		1
Administrative Professional	36	2	38	1		1	1		1										35	2	37
Clerical Technical	5	16	21		1	1											1	1	5	15	20
Labor	302	88	390	38	39	77	20	18	38	3		3	10	21	31	5		5	264	49	313
TOTAL NON-ACADEMIC	343	106	449	39	40	79	21	18	39	3		3	10	21	31	5	1	6	304	66	370
GRAND TOTAL	344	106	450	39	40	79	21	18	39	3		3	10	21	31	5	1	6	305	66	371

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

October 1983

MSU Alumni Association

	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/OTHERS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
TENURE SYSTEM TOTAL																					
Continuing Staff	1		1																1		1
Temporary Faculty																					
Temporary Staff																					
TOTAL ACADEMIC APPOINTMENTS	1		1																1		1
Administrative Professional	2	1	3	2		2	1		1	1		1								1	1
Clerical Technical		5	5																	5	5
Labor		1	1																	1	1
TOTAL NON-ACADEMIC	2	7	9	2		2	1		1	1		1								7	7
GRAND TOTAL	3	7	10	2		2	1		1	1		1							1	7	8

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST
ADMINISTRATION BUILDING
EAST LANSING • MICHIGAN • 48824

December 29, 1983

RECEIVED
JAN 4 1984
OFFICE OF THE PROVOST

Dear Mr. Fisher:

By this letter, I am responding on behalf of the University to the concerns which were brought to our attention as a result of the on-site, pre-award review conducted by your office in October of 1983.

The locker facilities in Jenison Fieldhouse and I.M. Sports West have been assessed by the Department of Intercollegiate Athletics and the Department of Intramural Sports and Recreative Services, and their preliminary analysis indicates that more male faculty and staff members use the Jenison Fieldhouse and I.M. Sports West than female faculty and staff members. It is the intention of the Director of Athletics and the Director of Intramural Sports and Recreative Services to assess the needs for locker space for female members of the faculty and staff by conducting a survey during winter term 1984.

The University intends to accommodate the needs of our female staff and faculty members. If the survey shows that female faculty and staff members are not being appropriately accommodated by our current facilities, we will develop alternative methods to accommodate their needs. Our findings will be reported to your office by April 15, 1984.

The University's Personnel Office shall continue to send vacancy notices to community agencies, and we will be adding information relative to entry level positions in a generic format based upon our anticipation of the vacancies that will become available to non-employees, either through the bypass system(s) or after labor contract commitments are met.

Enclosed, at your request, is a copy of my letter to all deans and unit heads, reemphasizing the University Affirmative Action Program and fairness in all tenure and promotion decisions.

Sincerely,

C. L. Winder
Provost

Mr. George H. Fisher
U. S. Department of Labor
Employment Standards Administration
Office of Federal Contracts
Compliance Programs
Suite 410, Riverview Center
678 Front Street, N.W.
Grand Rapids, MI 49504

Enclosure

MSU is an Affirmative Action/Equal Opportunity Institution

Appendix II-B

Index for 1983-84 Affirmative Action Plan for
the Office of Federal Contract Compliance Programs
1982-83

Tab B Summary of Tenure System Goals by Department and College

Tab C Academic Utilization Analysis and Goal Setting

Volume 5 - Non-academic Utilization Analysis, Goals and Timetables

Tab A Description

Tab B Summary of Goals by Job Group

Tab C Non-academic Utilization Analysis and Goal Setting

Volume 6 - Policy Affirmation, Dissemination, and Implementation

Tab A Summary of Affirmative Action Plan - Revised

Tab B Brochures from Department of Human Relations

Tab C University Brochure on Affirmative Action

Tab D President Mackey's Letters on Affirmative Action

Tab E President Mackey's Letter on Sexual Harassment

Tab F Source - issues to termination plus statement

Tab G Evaluation Forms for Deans, Chairpersons, Directors, and Administrative-Professional Employees

Tab H Department of Human Relations Mission Statement

Volume 7 - Problem Areas and Action Plans

Tab A Academic Problem Areas

Tab B Non-academic Problem Areas

Volume 8 - Monitoring Systems

Tab A 14-Step Monitoring Procedures (Academic)

Tab B 12-Step Monitoring Procedures (Non-academic)

Tab C Research Associate Hiring Procedures

Tab D Executive Management Hiring Procedures

Tab E Hiring Procedures for Academic Administrators

Tab F Evaluation of 14-Step Procedures

Tab G Summary of Data from Affirmative Action Reports (Academic Applicant Flow and Selection Data)

Tab H Evaluation of 12-Step Procedure

Tab I Non-academic Applicant Flow and Selection Data by Job Group (PVR data)

Tab J Selection/Application Ratio Analysis of PVR Data

Tab K Report on Hiring of Research Associates

Tab L Report on Hiring in Executive/Management Positions

Tab M Report on Hiring Academic Administrators

Volume 9 - Reports on Affirmative Action Program

Tab A New Hires - Tenure System Faculty

Tab B New Hires - Temporary Faculty

Tab C New Hires - Continuing Staff

Tab D New Hires - Temporary Staff

Tab E Transfers of Temporary Faculty to Tenure System

Tab F Promotions (Academic)

Tab G Reappointments and Tenure Actions

Tab H Faculty Salary Cohort Analysis

Tab I Analysis of Reappointments of Temporary Staff

Tab J Analysis of Goal Achievement (Academic)

Tab K Comparison of Actual and Projected Opportunities (Academic)

Tab L Analysis of Net Change in Academic Workforce

Tab M Terminations (Academic)

Tab N Compilation of Data on Faculty, Students and Staff

Tab O Non-academic New Hires by Job Group

Tab P Non-academic Promotions by Job Group

Tab Q Non-academic Demotions by Job Group

Tab R Non-academic Transfers by Job Group

Tab S Non-academic Terminations by Job Group (including Worker's Compensation and Layoff Terminations)

Tab T Non-academic Layoffs by Job Group

Tab U Non-academic Leaves of Absence by Job Group

Tab V Non-academic Reclassifications by Job Group

Tab W Non-academic Worker's Compensation by Job Group

Tab X Summary of Personnel Actions by Job Group

Tab Y Comparative Analysis by Job Group (1981 and 1982)

Tab Z Analysis of Non-academic Goal Achievement

Tab AA Summary of Monthly Hiring of New Non-academic Employees by Type

Tab BB Workforce Summary by Major Administrative Unit (Academic and Non-academic)

Volume 10 - Personnel Policies and Procedures

Tab A Faculty Handbook

Tab B Personnel Policies and Procedures Manual

Tab C Staff Benefits Brochure

Tab D Employee Handbook

Volume 11 - Special Efforts

Tab A Memorandum on Affirmative Action Program for Graduate and Graduate-Professional Programs

Tab B Office of Personnel and Employee Relations Recruitment Sources

Tab C Department of Human Relations Report on Special Efforts and Activities

Tab D Report on Academic Internships

Volume 12 - Contracts and Grievance Procedures

Tab A CTU Contract

Tab B MSUSA Contract

Tab C IUOE Local 547 Contract

Tab D FOP Lodge 141 Contract

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

Tab I Union Grievance Procedures

Tab J General University Grievance Procedure

Tab K Interim Faculty Grievance Procedure

Volume 13 - Other AAPs

Tab A AAP for Handicappers

Tab B AAP for Disabled and Vietnam-Era Veterans

Appendix II-B

1983-84 AAP

INDEX

I. Overview

II. Supporting Data

Volume 1 - Organization

Tab A 1975 HEW approval letter

Tab B EEO-6 Reports (1975, 1977, 1979, 1981, 1983)

Tab C OFCCP Conciliation Agreement, 1979

Tab D MSU Letter of Commitment to OFCCP, 1981

Tab E University Organization

Tab F Cooperative Extension Service Annual Report

Tab G Description of Academic Personnel System

Tab H Description of Non-academic Personnel System

Tab I Non-academic Job Group Codes

Volume 2 - Academic Workforce Analysis

Tab A Academic Workforce Analysis, October 1983

Tab B Total Faculty and Staff: October 1983 Headcount

Volume 3 - Non-academic Workforce Analysis

Tab A Non-academic Workforce Analysis by Personnel Classification, October 1983

Tab B Non-academic Workforce Analysis by Job Group, October 1983

Tab C Non-academic Workforce Analysis by Department, October 1983

Tab D List of Non-academic Employees, October 1983

Volume 4 - Academic Utilization Analysis, Goals and Timetables

Tab A Description of Academic Utilization Analysis and Goal Setting

Appendix III-A

Goal Achievement, Academic Personnel System

	Women			Minorities		
	New Hires	Goal	% Goal Attained	New Hires	Goal	% Goal Attained
Tenure System Faculty						
1980-83	70	61	114.8	35	32	109.4
1981-84 *	53	56	94.6	26	31	83.9
1982-85 **	27	63.5	42.5	20	35	57.1
Continuing Staff						
1980-83	30	8	375.0	6	4	150.0
1981-84 *	21	4	525.0	4	5	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.

ACHIEVEMENT OF 1980-83 INTERIM GOALS

Tenure System Faculty

COLLEGE/DEPARTMENT	WOMEN YEAR 1	2	3	Total	Goal	% Goal Attained	MINORITIES YEAR 1	2	3	Total	Goal	% Goal Attained
Agriculture & NR	2	1	1	4	8	50.0	1	2	1	4	9	44.4
Arts & Letters	2	5	1	8	10	80.0	0	1	4	5	3	166.7
Business	2	1	4	7	4	175.0	1	1	1	3	2	150.0
Communication	1	2	2	5	5	100.0	0	0	4	4	2	200.0
Education	3	5	4	12	6	200.0	2	0	2	4	1	400.0
Engineering	0	1	0	1	6	16.7	1	0	3	4	1	400.0
Human Ecology	3	2	1	6	0	-	1	0	0	1	2	50.0
Human Medicine	0	0	4	4	4	100.0	1	0	2	3	1	300.0
James Madison	0	0	0	0	0	-	0	0	1	1	1	100.0
Natural Science	1	2	2	5	5	100.0	1	0	0	1	3	33.3
Nursing	1	2	1	4	0	-	0	0	0	0	2	0.0
Osteopathic Med	1	3	1	5	5	100.0	0	0	2	2	2	100.0
Social Science	3	1	4	8	5	160.0	1	0	0	1	2	50.0
Veterinary Med	0	1	0	1	3	33.3	0	2	0	2	1	200.0
TOTAL	19	26	25	70	61	114.8	9	6	20	35	32	109.4

ACHIEVEMENT OF 1981-84 INTERIM GOALS*

Tenure System Faculty

COLLEGE/DEPARTMENT	WOMEN YEAR 1	2	(3)	Total	Goal	% Goal Attained	MINORITIES YEAR 1	2	(3)	Total	Goal	% Goal Attained
Agriculture & NR	1	1		2	8	25.0	2	1		3	10	30.0
Arts & Letters	5	1		6	8	75.0	1	4		5	4	125.0
Business	1	4	1	6	5	120.0	1	1		2	3	66.7
Communication A&S	2	2		4	5	80.0	0	4		4	2	200.0
Education	5	4		9	0	-	0	2		2	0	-
Engineering	1	0		1	6	16.7	0	3		3	1	300.0
Human Ecology	2	1		3	0	-	0	0		0	0	-
Human Medicine	0	4		4	4	100.0	0	2		2	0	-
James Madison	0	0		0	0	-	0	1		1	1	100.0
Natural Science	2	2		4	6	66.7	0	0		0	3	0.0
Nursing	2	1		3	0	-	0	0		0	1	0.0
Osteopathic Med	3	1		4	3	133.3	0	2		2	2	100.0
Social Science	1	4		5	8	62.5	0	0		0	2	0.0
Veterinary Med	1	0	1	2	3	66.7	2	0		2	2	100.0
TOTAL	26	25	2	53	56	94.6	6	20		26	31	83.9

*NOTE: Goals are set for a 3-year period, October 1981 through September 1984. New hire headcounts are complete for the 2-year period, October 1981 through September 1983. The third year has a partial headcount.

ACHIEVEMENT OF 1982-85 INTERIM GOALS *

Tenure System Faculty

COLLEGE/DEPARTMENT	WOMEN YEAR 1	(2)	(3)	Total	Goal	% Goal Attained	MINORITIES YEAR 1	(2)	(3)	Total	Goal	% Goal Attained
Agriculture & NR	1				10	10.0	1				4.5	22.2
Arts & Letters	1				8	12.5	4				4.5	88.9
Business	4	1			6	83.3	1				3	33.3
Communication	2				5	40.0	4				1	400.0
Education	4				8	50.0	2				3	66.7
Engineering	0				3.5	0.0	3				4	75.0
Human Ecology	1				0	-	0				0	-
Human Medicine	4				6	66.7	2				0	-
James Madison	0				0	-	1				1	100.0
Natural Science	2				5	40.0	0				3	0.0
Nursing	1				0	-	0				1	0.0
Osteopathic Med	1				3	33.3	2				3	66.7
Social Science	4				6	66.7	0				7	0.0
Veterinary Med	0	1			3	33.3	0				0	-
TOTAL	25	2		27	63.5	42.5	20			35		57.1

*NOTE: Goals are set for a 3-year period, October 1982 through September 1985. New hire headcounts are complete for the first 1-year period, October 1982 through September 1983. The second year has a partial headcount.

ACHIEVEMENT OF 1982-83 INTERIM GOALS

Temporary Faculty

COLLEGE/DEPARTMENT	WOMEN YEAR 1982 - 3	Total	Goal	% Goal Attained	MINORITIES YEAR 1982 - 3	Total	Goal	% Goal Attained
Agriculture & NR	1		2	50.0	0		0	-
Arts and Letters	10		0	-	4		0	-
Business	0		0	-	0		1	0.0
Communication A & S	2		1	200.0	1		0	-
Education	5		0	-	0		1	0.0
Engineering	2		0	-	7		1	14.3
Human Ecology	10		0	-	1		0	-
Human Medicine	15		6	250.0	12		0	-
J. Madison	2		0	-	0		1	0.0
Natural Science	3		0	-	6		0	-
Nursing	8		0	-	2		1	200.0
Osteopathic Med	3		2	150.0	1		0	-
Social Science	7		0	-	2		0	-
Veterinary Med	9		1	900.0	5		1	500.0
TOTAL	77		12	641.7	41		6	683.3

ACHIEVEMENT OF 1980-83 INTERIM GOALS

TYPE OF APPOINTMENT / COLLEGE/DEPARTMENT	WOMEN YEAR 1	2	3	Total	Goal	% Goal Attained	MINORITIES YEAR 1	2	3	Total	Goal	% Goal Attained
CONT LIBRARIAN												
All Colleges	2	6	3	11	1	1100.0	0	2	0	2	1	200.0
CONT SPECIALISTS - TEACHING												
Undergrad Univ Div	0	0	0	0	0	-	0	0	1	1	1	100.0
All Other Colleges	4	2	5	11	0	-	1	0	0	1	0	-
TOTAL	4	2	5	11	0	-	1	0	1	2	1	200.0
CONT SPECIALISTS - ADMINISTRATIVE												
All Colleges	3	0	3	6	3	200.0	0	0	1	1	1	100.0
CONT SPECIALISTS - RESEARCH												
All Colleges	0	0	0	0	3	0.0	1	0	0	1	1	100.0
CONT SPECIALISTS - EXTENSION												
All Colleges	0	1	1	2	1	200.0	0	0	0	0	0	-
TEMP LIBRARIANS												
All Colleges	3	0	3	6	0	-	0	0	1	1	0	-

ACHIEVEMENT OF 1981-84 INTERIM GOALS*

TYPE OF APPOINTMENT / COLLEGE/DEPARTMENT	WOMEN YEAR 1	2	3	Total	Goal	% Goal Attained	MINORITIES YEAR 1	2	3	Total	Goal	% Goal Attained
CONT LIBRARIAN												
All Colleges	6	3		9	0	-	2	0		2	2	100.0
CONT SPECIALISTS - TEACHING												
Undergrad Univ Div	0	0		0	0	-	0	1		1	1	100.0
All Other Colleges	2	5		7	0	-	0	0		0	0	-
TOTAL	2	5		7	0	-	0	1		1	1	100.0
CONT SPECIALISTS - ADMINISTRATIVE												
All Colleges	0	3		3	1	300.0	0	1		1	0	-
CONT SPECIALISTS - RESEARCH												
All Colleges	0	0		0	2	0.0	0	0		0	1	0.0
CONT SPECIALISTS - EXTENSION	1	1		2	1	200.0	0	0		0	1	0.0
All Colleges												
TEMP LIBRARIANS												
All Colleges	0	3		3	0	-	0	1		1	0	-

* NOTE: Headcounts are complete for 2 years only--October 1981 through September 1983.

ACHIEVEMENT OF 1982-85 INTERIM GOALS*

TYPE OF APPOINTMENT / COLLEGE/DEPARTMENT	WOMEN YEAR 1	2	3	Total	Goal	% Goal Attained	MINORITIES YEAR 1	2	3	Total	Goal	% Goal Attained
CONT LIBRARIAN												
All Colleges	3				2	150.0	0				1	0.0
CONT SPECIALISTS - TEACHING												
Undergrad Univ Div	0				0	-	1				0	-
All Other Colleges	5				0	-	0				0	-
TOTAL	5				0	-	1				0	-
CONT SPECIALISTS - ADMINISTRATIVE												
All Colleges	3				0	-	1				0	-
CONT SPECIALISTS - RESEARCH												
All Colleges	0				1	0.0	0				1	0.0
CONT SPECIALISTS - EXTENSION	1				0	-	0				1	0.0
All Colleges												
TEMP LIBRARIANS												
All Colleges	3				3	100.0	1				0	-

*Note: Headcount is complete for one year only -- October 1982 through September 1983.

ACHIEVEMENT OF 1982-83 INTERIM GOALS

Temporary

TYPE OF APPOINTMENT COLLEGE/DEPARTMENT	WOMEN YEAR Total	Goal	% Goal Attained	MINORITIES YEAR Total	Goal	% Goal Attained
*TEMP RESEARCH ASSOC						
Agriculture & NR	0	0	-	0	1	0.0
Human Medicine	0	0	-	0	1	0.0
Natural Science	3	0	-	0	1	0.0
Osteopathic Med	2	1	200.0	0	0	-
All Other Colleges	1	0	-	1	0	-
TOTAL	6	1	600.0	1	3	33.3
TEMP SPECIALISTS - TEACHING						
All Colleges	8	0	-	1	1	100.0
TEMP SPECIALISTS - ADMINISTRATIVE						
All Colleges	6	0	-	0	0	-
TEMP SPECIALISTS - RESEARCH						
Agriculture & NR	2	1	200.0	2	0	-
Natural Science	4	1	400.0	3	0	-
Natl Supr Cyc Lab	1	1	100.0	0	0	-
All Other Colleges	5	0	-	2	0	-
TOTAL	12	3	400.0	7	0	-
TEMP SPECIALISTS - EXTENSION	3	0	-	2	0	-
OTHER TEMP	37	5	740.0	12	0	-

* Research Associate headcounts are for U.S. citizens only.

APPENDIX III- B

Volume 7
Tab A

ACADEMIC PROBLEM AREAS

Overview: Affirmative Action in the Academic Personnel System

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

The current academic personnel employment profile in several of the University's departments indicates some degree of underutilization in the employment of women and minorities. The University currently has 95 individual academic 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, 1982 through September 30, 1985, 78 of these units, or 82%, show underutilization for women, and 67, or 70%, show underutilization for minorities. The number and percentage of underutilizing units have remained relatively constant, in spite of progress, because of limited hiring opportunities and the use of new availability data each year which shows increasing availability of women and minorities in many disciplines.

The State's recent fiscal difficulties have abated during the current economic recovery. However, the State of Michigan and this University will continue to experience a very difficult economic environment for the foreseeable future. MSU has very low turnover among its tenure system faculty, as a whole, and, because of severe budgetary limitations, will not be hiring a substantial number of new faculty in the foreseeable future. Therefore, it is not realistic to expect a dramatic modification in the University's academic personnel employment profile for women and minorities in the near future. For example, as a result of vacancies occurring from all sources, academic units only project hiring a total of about 272 tenure system faculty members, or some 13% of the total of tenure system faculty, during the 1982-85 goal period. An analysis of interim affirmative action goals for the 1982-85 goal period (including only units with opportunities to hire) shows that 53, or 68%, of underutilized units will have interim tenure system hiring goals for women, while 36, or 54%, of the underutilized units will have interim hiring goals for minorities. Further, it should be noted that about two-thirds of the projected tenure system vacancies, i.e., 177 of 272, are in seven colleges which represent disciplines in which the current availability of women and minorities is low, i.e., Agriculture and Natural Resources, Business, Engineering, Natural Science, and the Colleges of Human, Osteopathic and Veterinary Medicine. Thus, while the University is committed to vigorous efforts to achieve its ultimate affirmative action hiring goals, its opportunity to do so in the near future will be constrained by the State of Michigan's problematic fiscal environment, the

disciplinary location of open positions, and market competition which will affect opportunities to hire.

In spite of these stark realities, Michigan State University has made and continues to make significant progress in its affirmative efforts to hire women and minorities in the tenure system. With vigorous leadership by the Office of the Provost--various initiatives are described elsewhere in this section--and cooperative efforts by the various colleges, the hiring record during the 1982-83 Affirmative Action Plan Year has been impressive. During the period October 1, 1982 through September 30, 1983 of the 90 individuals appointed in the tenure system, 25, or 28%, were women and 20, or 22%, were minorities; on a non-duplicative basis, 38 individuals, or 42%, were members of protected groups. Michigan State University is committed to efforts to sustain this progress during the 1983-84 academic year and beyond.

Academic Personnel System Problem Areas

In accordance with previous practice, several areas of the academic personnel system have been identified in the 1983-84 AAP as problem areas and grouped in 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 25 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 category, are colleges which were identified as problem areas in previous Affirmative Action Plans. A third group of problem areas includes certain general functional topics which have been previously identified in the assessment of the academic personnel system. For example, one of these problem areas is the lack of U.S.A. national racial minorities in the employment category of research associates. Information on the hiring record of these colleges and on these general functional topics is provided to assess the University's progress in dealing with these previously identified problems over the past year.*

These particular problem areas have been identified as areas of concern about which the University is committed to focus vigorous remedial efforts.

*Several problem areas identified in the 1982-83 AAP are not included in the 1983-84 Plan. James Madison College remained underutilized for women and minorities but only has projected two hiring appointments for 1982-85. The College remains committed to vigorous affirmative action hiring efforts and in 1982-83 did appoint a Black male to a tenure system position (see Vol. 7, Tab A-5, 1982-83 AAP). With regard to adequate data collection for employment appointments for temporary faculty and academic staff, much of the problem has been remedied by a policy change which excluded reappointed individuals with past employment experience as new hires. Total resolution of this problem awaits the full implementation of the Employee Information System which is to occur in several years (see Vol. 7, Tab A-12, 1982-83 AAP).

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

Other Issues

As a result of a commitment with the Department of Labor's OFCCP in December 1981, a procedure was established requiring annual performance reviews of chairpersons and directors, focusing on all activities, including equal opportunity/affirmative action. (A summary of this review procedure appears as Volume 6, Tab G, 1983-84 AAP).

In 1981 the Department of Labor stated that it did not have jurisdiction over the Cooperative Extension Service continuing employment system. However, the University and the Cooperative Extension Service are jointly committed to a vigorous affirmative action commitment. In 1981-82 the Cooperative Extension Service committed to providing annual reports on its affirmative action activities and developed a report format in cooperation with the Department of Human Relations (see Vol 1, Tab F, of the 1981-82 AAP). The CES produced its first progress report during Fall 1982. (The CES progress report for 1983 appears as Appendix III-F.)

In conclusion, as noted in the 1982-83 AAP, several initiatives have been made 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. Many of these initiatives contributed to the affirmative action progress in tenure system hiring described previously. These initiatives are described in several of the problem area action plans (see especially Volume 7, Tabs A-7, 9, and 10). All of these efforts were intended to move the University toward a more results-oriented affirmative action stance program for faculty and academic staff. Based on the success of 1982-83, the University is committed to perfect these approaches to achieve continued progress.

Volume 7
Tab A-1

1. Job Group: The Tenure System -- College of Agriculture and Natural Resources

2. Affirmative Action Program Results: The College of Agriculture and Natural Resources, with a tenure system faculty of 263 individuals, has only 10 women and 11 minorities (8 Asian/Pacific Islanders and 3 Blacks) appointed in the tenure system. Between October 1982 and October 1983 the College appointed 9 persons into the tenure system. There were one female and one minority (Asian/Pacific Islander) in this group.

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/Pacific Islanders but, as noted previously, low availability for Blacks, Hispanics, and Native Americans. Only in recent years have significant numbers of women received bachelor degrees within certain of these departments. With this increase of women at the bachelor's level, it is anticipated that the pool of available individuals will expand. Meanwhile, this College will have difficulty locating significant numbers of women and minority candidates, although the College has made progress in affirmative action in recent years.

4. During the period October 1, 1982-September 30, 1985, the College projects 32 openings in the tenure system. Hiring goals of 10 women and 4.5 minorities have been stated for this period.

   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 again in the special program to recruit minority faculty as visiting professors. 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, 194 women were enrolled in the College's graduate programs. Minorities increased from 27 to 44 between the 1976-77 and the 1983-84 academic years.

Volume 7
Tab A-2

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 329 individuals, has 71 women and 26 minorities (8 Black, 11 Asian/Pacific Islander, 4 Hispanic, 3 Native American). Between October 1982 and October 1983 the College appointed 5 persons into the tenure system. There were 1 woman and 4 minorities in this group. This was well 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 18% to a high of 59%. 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 9%, 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. The College has made substantial progress in recent years regarding the recruitment of women and minorities. In 1982-83, for example, four of the five individuals appointed in the tenure system were minorities, one being a Black woman appointed in the Theatre Department. During the year a Black male was jointly appointed in the Department of History with Urban Affairs Programs. The College's general 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 1982-85 interim goal period. For example, about two-thirds of the openings available during this period occur in four departments (English, History, Music, and Romance and Classical Languages). Thus, only about a third 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, 1982 through September 30, 1985 the College projects 20 openings in the tenure system. Hiring goals of 8 women and 4.5 minorities have been stated for this period.

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 continues to participate in the special recruitment efforts program organized by the Department of Human Relations. The College also was a participant in the Visiting Racial Minority Faculty Program and was successful in appointing a Black woman in the Department of Music. With regard to the enrollment of women and minorities in the College's graduate programs, the number of women declined from 326 to 319 between 1976-77 and 1983-84 and the number of minorities increased by one to 42. However, the figures for 1983-84 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 57%, while that for minorities increased from 6.6% to 7.5%.

Volume 7
Tab A-3

1. Job Group: The Tenure System -- College of Business

2. Affirmative Action Program Results: The College of Business, with a tenure system faculty of 125, has 12 women and 9 minorities. Between October 1982 and October 1983, the College hired 12 persons in the tenure system. There were four women, including one minority in this group.

3. Special Problems: The College of Business continues to face one of the most competitive market for faculty. 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 also has been the result of a tight labor market in industry. It is not expected that the College will be able to achieve rapid progress toward its goals, especially for minorities, in view of the constrained market and the reasonably limited availability in the College's departments of 12.3%-28.3% for women and 8.4%-19.0% for minorities.

4. During the period October 1, 1982-September 30, 1985, the College projects 30 openings in the tenure system. Hiring goals of 6 women and 3 minorities are projected for this time period.

   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 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 also has and will continue to participate in the Visiting Racial Minority Faculty Program; in 1982-83 an offer to a Black woman was made by the Department of Accounting under this program, but their offer was not accepted. The College will also attempt 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 244, and the number of minorities from 23 to 45.

Volume 7
Tab A-4

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 100, has 1 woman and 19 minorities (2 Blacks and 17 Asian/Pacific Islanders). Between October 1982 and October 1983, the College appointed 4 persons in the tenure system. There was one woman and three minorities in this group. In general, facing serious market competition, 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 2.0% to 13.3%.) The College has been reasonably successful in recruiting minority faculty, although most minority faculty appointed in Engineering are Asian/Pacific Islanders.

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, 1982-September 30, 1985, the College projects 26 openings in the tenure system. Interim hiring goals of 3.5 women and 4 minorities are projected for this period. However, with low availability of women Ph.D.s, it will be very difficult to achieve these goals.

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 female candidates. The College participated in the Visiting Racial Minority Faculty Program, but was not able to identify candidates; participation and additional efforts will continue in 1983-84. Since 1976-77 the number of women in graduate programs in the College has increased from 15 to 64. As noted elsewhere, the College is participating in the program to increase the number of Black faculty in the sciences, agriculture, and engineering.

Volume 7
Tab A-5

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 338, has 29 women and 33 minorities (28 of the 33 minorities are Asian/Pacific Islanders). Between October 1982 and September 1983, the College appointed 9 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, 1982 through September 30, 1985.) The same pattern of low availability is true for minorities with availability figures ranging from a low of 2.9 percent to a high of 15.6 percent in the College's units. In addition, most minority availability is for Asian/Pacific Islanders. For example, availability for Black faculty averages 1.2 percent across all the College's units, ranging from a low of 0.5 percent to a high of 1.8 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, 1982-September 30, 1985, the College projects 26 openings in the tenure system, including interim hiring goals of 5 women and 3 minorities. However, 24 of these openings will occur in the Departments of Botany & Plant Pathology, Chemistry, 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/Pacific Islander minorities.

5. Action Plan: The College is commited to vigorous affirmative action efforts to hire women and minorities. The College was successful in recruiting a Black mathematician under the Visiting Racial Minority Faculty Program and is participating in this program for 1984-85. 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 41, this latter figure being applicable for 1983-84. In recent years, the number of female enrollees has increased to above 200, although the total for 1983 is 189.

   The College has achieved some success in its participation in the Affirmative Action Postdoctoral Program (see III-C-15.) 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.

Volume 7
Tab A-6

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 98, has 15 women and 5 minorities. Between October 1982 and September 30, 1983, the College appointed seven individuals in the tenure system; of these, one was a minority woman.

3. Special Problems: There will be difficulty in making substantial affirmative action progress soon, especially in the clinical departments. This is because of a strongly competitive market for D.O.s generated by employment opportunities in other medical schools and in private practice. Affirmative action recruitment activities in this market context are further aggravated by the low availability of women and minorities.

4. The Future: During the period October 1, 1982 - September 30, 1985, the College projects 24 openings in the tenure system, including interim hiring goals of 3 women and 3 minorities. However, 16 of these openings are projected for the Departments of Family Medicine, Internal Medicine, and Osteopathic Medicine, which have low availability for both women and minorities. 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 164, while the number of minorities enrolled as graduate-professional students has increased from 52 to 64. In short, to a modest degree, the College in its clinical departments may be able to "grow its own" faculty. Departments in the College have explored with the relevant national professional associations the question of the improving 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.

Pro07/AcProbAr

Volume 7
Tab A-7

1. Job Group: The Tenure System

2. Problem Area: Retention of Minority Faculty

3. Statement of the Problem: Although much more progress needs to be achieved, the University has had success, especially during the 1982-83 Affirmative Action Plan year, in hiring minorities as members of the tenure system faculty. It is clear, however, that a number of these individuals resign shortly after taking up appointments at the University. Consequently, retention of minority faculty in the tenure system is a special problem for the institution.

4. Plan of Action: Since 1980, the University has reviewed the reasons for resignation of minority faculty, both through the regular resignation/termination process and through an interview program developed by the Department of Human Relations in conjunction with the Assistant Provost for Academic Personnel Administration. This latter approach has involved using a questionnaire schedule focusing on the various aspects of the University's general atmosphere and employment context. As a general matter, these surveys have identified initial salary and possible future salary increase potential as reasons for resignations but also have placed significant emphasis on qualitative factors--caliber of associates, departmental environment and reputation, and interactions with unit administrators. A major problem identified by the Department of Human Relations staff (see 1982-83 Affirmative Action Plan, Volume 7, Tab A-9) was that the procedure for a personal interview with individuals who resigned resulted in a very small survey response rate, because formal notices of resignation were communicated to the Office of the Provost with limited lead time prior to the individual's actual departure from campus. Follow-up with individuals who are no longer on campus has proved difficult.

   Based on recommendations by the Department of Human Relations, and in conjunction with the Associate Dean of the Graduate School, the Assistant Provost for Academic Personnel Administration has developed a mailed questionnaire requiring close-ended responses (but with an opportunity for open-ended comments if individuals choose to provide them), which is to be administered to all individuals, including women and minorities, who resign from tenure system appointments at Michigan State University. The new questionnaire has been used on a pilot basis with a sample of Michigan State University retirees. Implementation of the new questionnaire is planned for the 1983-84 academic year, and, until this is accomplished, the staff of the Department of Human Relations will continue to use the original question schedule to obtain information from women and minorities who resign their appointments at Michigan State University. The Department of Human Relations is also in consultation with the Director of the Library and the Project Leader for Personnel in the Cooperative Extension Service to develop questionnaires applicable to librarians appointed in the librarian continuing

appointment system and to individuals appointed in the Cooperative Extension Service's continuing employment system. (It was determined that the job duties and work environment for these individuals is quite different from tenure system faculty, and,therefore, the development of separate questionnaires for each group is appropriate.) The intent is to develop these questionnaires for implementation during the 1984-85 academic year.

In the Fall of 1982 the Office of the Provost directed deans, directors and chairpersons to develop more effective programs regarding annual evaluation and career and professional advancement for probationary tenure system faculty and women and minority tenure system faculty generally. During the months of May and June 1983 a series of workshops, organized by the Office of the Provost, were held for unit administrators on the annual evaluation process and career and professional development of faculty members. This program had two separate components. The first, on the topic of improving annual performance assessments interviews, was planned and offered in three sessions by staff members from the Departments of Management and Psychology. The second part of the program involved eight workshops, planned and led by the Assistant Provost for Academic Personnel Administration, which included critiques of annual performance evaluation simulations by volunteer unit administrators and panel presentations on and discussions of annual evaluation and career and professional issues from a faculty viewpoint by approximately thirty women and minority faculty members drawn from departments and schools across the University. Approximately 125 academic unit administrators, involving deans, associate and assistant deans, and chairpersons and directors, participated in this program. The participants rated their experience in these programs very positively and, in general, indicated that they learned a good deal about the annual evaluation process generally and about the concerns and perspectives of women and minority tenure system faculty regarding annual evaluation and career and professional development issues. The general intent of this program was to make academic unit administrators more sensitive to the concerns of women and minority tenure system faculty so as to develop an environment within departments and schools to encourage their progress through the tenure system and their career and professional development generally. (Detailed information regarding these training programs for academic unit administrators can be found in Volume 7, Tab A-11, 1982-83 AAP.)

Finally, since the beginning of the 1982-83 academic year the Assistant Provost for Academic Personnel Administration has carefully monitored recommendations for leaves of absence without pay involving women and minority tenure system faculty members. Regular communication has been made with the applicable dean, either by telephone or in writing, urging them to assure that either they or the applicable chairperson/director maintain close contact with the faculty member to ensure, as appropriate, that these individuals will return to Michigan State University after completion of the leave without pay. In some cases, individuals request a leave of absence without pay to explore other employment possibilities, and in those instances in which this interest has been generated by events and experiences within the

college/department or school, contact by the dean or unit administrator creates the possibility for a dialogue through which issues can be identified and problems resolved.

Through all of these efforts the University is seeking both to learn more about the experience of women and minority faculty in the tenure system so that the University environment can be changed to encourage the retention of women and minority faculty and their effective progress through the tenure system at Michigan State University.

Pro07/AdProbAr

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 175-190 individuals as research associates. These individuals are predominantly appointed (80%-plus in 1983-84) 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 postdoctoral fellow is regarded as an expected ingredient of professional development.

   In October 1983, Michigan State University employed 174 research associates, of which 37 (or 21 percent) were women (19 or 21% were U.S.A. nationals) and 47 (or 27 percent) were minorities. However, all minority research associates were Asian nationals except one Asian Pacific Islander, one Black woman, and one Hispanic male. (Fifteen individuals held appointments as research associates without pay.) It should be noted that 47% of the individuals with paid appointments (82 of 174) were non-U.S. nationals and that only three 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, because of low availability, to achieve greater representation of minorities among research associates quickly.

4. Plan of Action: Since 1979 the University has had 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 U.S. national minorities as research associates, since 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 hope that, after the initial postdoctoral fellowship year, the department could make a commitment to appoint such postdoctoral fellows for an additional year or two on grant funds available in the unit. In 1981-82 the 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 minority applicants. In spite of efforts by these departments, these recruitment efforts were not successful.

During the 1982-83 academic year the affirmative action postdoctoral program was made more cooperative by raising stipend levels and the provision of an allowance to support research and related activities. Positions were targeted in departments in the Colleges of Natural Science and Veterinary Medicine, units in which minorities are underrepresented. Considerable success was achieved by 1982-83. Three individuals (2 Black males and 1 Black female) were appointed as postdoctorals in the College of Veterinary Medicine. (In addition, one Black male and two Black females also are being partly supported by the program, with the remaining support being provided by the College of Veterinary Medicine.) In the College of Natural Science two appointments were made (2 Hispanic females). (It should be noted that the Department of Chemistry had two offers--one to an Hispanic and another to a Black--turned down.) In the College of Human Ecology (Food Science and Human Nutrition) a Black male also was appointed to a postdoctoral fellowship. In all, nine individuals are being supported (four males, five females, seven Blacks, and two Hispanics). In 1983-84 the intent is to replicate the success of 1982-83 with efforts again being primarily targeted in the Colleges of Natural Science and Veterinary Medicine.

Pro07/AcProbAr

Volume 7
Tab A-9

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 first stated 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, 1983 there were a total of 15 Black faculty appointed in the tenure system in the Colleges of Agriculture & Natural Resources, Engineering, Human Medicine, Natural Science, Osteopathic Medicine, and Veterinary Medicine (a decrease of one over October 1982). 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 1982, which ranges from an average availability of 1.0% to 2.1%, e.g.:

College	Black Availability Average of Departments	High-Low Black Availability by Department
Agriculture & Natural Resources	2.1%	4.3% - 0.0%
Engineering	1.0%	2.1% - 0.4%
Human Medicine	2.0%	4.1% - 1.2%
Natural Science	1.2%	1.8% - 0.5%
Osteopathic Medicine	1.2%	4.4% - 0.7%
Veterinary Medicine	1.8%	2.4% - 0.6%

4. Plan of Action: After consultation with the relevant deans, the following interim goals for 1982-85 have been established for the following colleges. (The same goals were stipulated for the 1981-84 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.

College	1982-85 Interim Hiring Goals for Black Faculty in the Tenure System
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 Colleges of Human and Osteopathic Medicine have each appointed one Black faculty member. Except for the appointment in Osteopathic Medicine in 1982-83, which achieved this college's goal, these appointments relate to interim goals established under the regular goal-setting procedures.

*Because of very low availability of Black faculty candidates in Engineering, an interim goal period of 1982-87 has been established.

Pro07/AcProbAr-2

Volume 7
Tab A-10

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 and the need for more rapid progress toward affirmative action goals for the hiring of faculty and academic staff.

3. Statement of the problem: As indicated in the 1982-83 Affirmative Action Plan (see Volume 7, Tab A-11), since 1979 a 14-step hiring procedure has been fully utilized in the hiring of faculty and academic staff at Michigan State University. Since 1981 a number of technical refinements have been incorporated into the 14-step hiring procedure to remedy data information gaps and ambiguities. Further, steps have been taken to ensure that academic units utilize the appropriate steps specified by the procedure and provide the information necessary for an adequate monitoring system (see the volume and tab referenced above for the 1982-83 Affirmative Action Plan for information regarding these matters). In general, technical compliance with the 14-step hiring procedures has been high, but, as noted last year, hiring results, especially for minorities appointed in the tenure system, were not outstanding, especially during the 1981-82 Affirmative Action Plan year.

4. Plan of Action: As noted in last year's report, most of the technical difficulties experienced in the 14-step hiring procedure were remedied by the conclusion of the 1981-82 Affirmative Action Plan year. Therefore, the major focus during the 1982-83 Affirmative Action Plan year was to institute a number of initiatives to improve results regarding the hiring of women and minorities, especially in the tenure system. These initiatives were undertaken with vigorous leadership by the Office of the Provost in cooperation with the various college deans and separately reporting directors. As noted in the introduction to the Academic Problem Areas section, considerable success was achieved during the period October 1, 1982 through September 30, 1983 with regard to the recruitment of women and minorities in the tenure system. Enumerated below are the initiatives undertaken during the 1982-83 Affirmative Action Plan year and the results of these initiatives during this period. (Applicable memoranda describing these initiatives appear as attachments to Volume 7, Tab A-11 of the 1982-83 Affirmative Action Plan.)

   Steps have been taken to accelerate position allocations to designated academic units to permit the appointment of minority faculty in high priority program areas. Since October 1982 allocation of funding support has been provided by the Office of the Provost to permit the appointment of minority candidates in various units. In most cases, the funding support provided is on

a temporary basis until funds become available in the applicable academic unit. During the period October 1, 1982 through September 30, 1983, this program has resulted in the appointment of two Black women, one Black male, one Hispanic male, and one Native American male in the Colleges of Arts and Letters, Communication Arts and Sciences, and Education, and James Madison College.

As indicated last year, the 14-step hiring procedure was modified to assure that initial applicant pools will, if at all possible, include women and minority candidates. As indicated in Volume 8, Tabs F and G, representation of women and minorities in initial applicant pools for available tenure system positions has not dramatically changed over the record recorded for the 1981-82 Affirmative Action Plan year, but an analysis of the composition of initial applicant pools, by college, show that the highest concentration of low representation occurs in disciplines in which minority and women and/or minority candidates is low. The colleges in which opportunities to hire exist and the availability of women and minority candidates is reasonable, change has occurred, resulting in the identification of women and minorities in initial applicant pools. Monitoring will continue with regard to the composition of initial applicant pools with the intent of achieving further improvement during the 1983-84 Affirmative Action Plan year.

Last year deans were recommended to consider the establishment of affirmative action committees or consultants regarding their affirmative action responsibilities as line administrators. As indicated in App. III-D eighteen deans and separately reporting directors have initiated programs which involve the designation of affirmative action consultants, committees, or ad hoc involvement with appropriate faculty and academic staff to assist them in their affirmative action responsibilities. These initiatives have resulted in consultation with and advice from faculty and academic staff regarding recruitment of faculty and students and the general improvement of the environment for women and minorities within the applicable college/unit.

An effort has been made to facilitate the recruitment of women and minority faculty members by permitting waivers of normal hiring procedures and by facilitating placement of candidate spouses at Michigan State University. During the 1982-83 Affirmative Action Plan year, general waivers of affirmative action procedures have been approved in four cases in which minority faculty candidates--two Black (one woman), one Hispanic male, and one Native American male--were appointed in units in which the applicable minority group was underrepresented. In addition, special waivers for spouses of individuals whose appointment or retention serve the University's affirmative action objectives were provided in four cases; in two instances, the approval of a special affirmative action waiver resulted in the retention of two women tenure system faculty at Michigan State University, while in the other two cases these initiatives were not successful in recruiting the minority faculty candidate. Waivers of the 14-step hiring procedure continue to be permitted in instances in which women and minorities are underrepresented in the tenure system.

The Office of the Provost also initiated, in cooperation with the various colleges, a Visiting Racial Minority Faculty Program through which MSU invites minority individuals from other colleges and universities to accept visiting appointments at Michigan State. During 1982-83, twelve of the University's colleges participated in this program, and three appointments have been arranged for 1983-84 with three Black visiting professors (one male and two females) in the Colleges of Natural Science, Communication Arts and Sciences, and Arts and Letters. The College of Nursing has also arranged a 10% visiting appointment of a Black female currently employed by the Michigan Department of Mental Health. In addition, it should be noted that the Colleges of Business and Social Science made offers to candidates to participate in this program, but were turned down. Finally, MSU's College of Veterinary Medicine and Tuskegee Institute are engaging in continuing discussions regarding the establishment of a two-way faculty exchange program. (Currently faculty from MSU are participating in visiting short-term appointments at Tuskegee, and the hope is to devise means of encouraging Tuskegee faculty to take up appointments at MSU.) Under the Visiting Racial Minority Faculty Program in some cases, should there be mutual interest, a visitor eventually may wish to consider an appointment at Michigan State. However, the main objective of this program is to provide this University with contacts who might assist us in recruiting other minority faculty in the future and to provide an opportunity for these visitors to develop professionally. Efforts are underway to implement this program once again during this academic year with the involvement of almost all MSU's colleges.

Finally, various academic units also again will be assisted in undertaking more vigorous affirmative action search efforts. As noted in both the 1981-82 Affirmative Action Plan (Volume 7, Tab A-10) and in the 1982-83 Affirmative Action Plan (Volume 7, Tab A-11) a special recruitment program for 15-17 departments was developed by the staff of the Department of Human Relations (DHR). Units were selected based on opportunities to hire, reasonable availability of women and minority candidates, and the extent of current underrepresentation of protected groups. DHR staff interact with unit administrators and appropriate faculty committees to assess the nature of search efforts and to make suggestions to these units so that a more aggressive and effective set of search procedures can be utilized to advance University affirmative action objectives. Indicated below are the departments participating in this program during the 1983-84 Affirmative Action Plan year and the criteria utilized in selecting them as participants.

The following criteria, as selection factors for department visitations, have been developed:

1. Dean's review of openings and concurrence with department.

2. Three (3) or more openings projected for 1983-84.

3. Availability factor of 7% for minorities and/or women.

4. Low utilization of minorities in the department.

5. Low utilization of females in the department.

6. Lack of Blacks, Hispanics and Native Americans in the department.

College	Department
Agric. and Natural Resources	Crop Soil Sci.
Business	Accounting Management Marketing
Education	Couns., Ed. Psyh./Sp. Ed. Teacher Ed.
Human Ecology	Food Sci. Hum. Nutr. (Hum. Nutr. sector)
Natural Science	Chemistry Mathematics
Social Science	Political Science

In general, these intiatives by the Office of the Provost, in cooperation with various deans and separately reporting directors, reflect a more aggressive approach to affirmative action. As previously indicated, hiring results for the tenure system for 1982-83 show a considerable improvement over the 1981-82 Affirmative Action Plan results. The intent in every case is to continue and, as appropriate, institutionalize these initiatives so that Michigan State University continues to make effective progress toward its affirmative action objectives.

Appendix III-C

Memorandum from Office of the Provost to Council of Deans
Regarding Staff Consultants
1982-83

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 Academic Personnel Administration RFB

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;

MSU is an Affirmative Action/Equal Opportunity Institution

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

AFFIRMATIVE ACTION CONSULTATION FOR DEANS

As indicated in memorandum #A/24/82-83, Affirmative Action Consultation for Deans:

> "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." (See attached memorandum.)

In October 1983 the Office of the Provost conducted a survey involving each dean and separately reporting director regarding the specific steps they had taken to further their affirmative action programs through the use of consultants and/or committees and other related activities. Eighteen deans and separately reporting directors have indicated the designation of affirmative action consultants, affirmative action committees, or various arrangements involving regularized contact with individuals or groups regarding college/unit affirmative action efforts. It should be noted that while some colleges/units have during the past year designated consultants, established committees, or utilized various ad hoc involvements of groups and individuals for the first time, in many instances such activities have been part of the college/unit's activities for several years. Although college/unit approaches to this issue cannot be categorized in terms of clear-cut classifications because of variable approaches pursued, the following listing is a general indication of the approach used by each college/unit which responded to this survey.

Formal Affirm. Action Consultant(s)	Establishment of Formal Affirm. Action Committees	Ad Hoc Involvement of Individuals/ Groups
Ag. & Nat. Resources	Engineering	Business
Arts & Letters	Human Ecology	Human Medicine
Comm. Arts & Sci.*	The Library	James Madison
Education		Life. Ed. Prog.
Veterinary Medicine		Natural Sci.
Graduate School		Nursing
		Osteo. Med.
		Social Sci.
		Honors Coll.

*This College has also established an affirmative action committee; its chairperson serves as a consultant to the dean on affirmative action matters.

The colleges/units have involved consultants, formal committees, and individuals/groups on an ad hoc basis in a wide variety of activities.

Such activities have included the recruitment of women/minority candidates for faculty/academic staff positions; the general identification of candidates for such positions; student recruitment, including the identification of candidates for available scholarships; ongoing contact with other schools and other external institutions regarding affirmative action issues; efforts to increase sensitivity of the impact of the university environment on women and minorities (special workshop programs); and special programs to assist minority students regarding academic progress (examples in this regard are: The Drew Laboratory, College of Natural Science, and programs in the Colleges of Engineering and Veterinary Medicine).

Detailed reports from each college/unit who responded to the survey are on file in the office of the Assistant Provost for Academic Personnel Administration.

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Appendix III-D

Interactions of the Office of the Provost with
the Council of Deans
1982-83

APPENDIX III-D

Discussion of Affirmative Action
at Council of Deans Meetings

January 1983 - November 1983

Meeting Date	Discussion
January 5	Affirmative Action Report to Board of Trustees
January 12	Affirmative Action Report to Board of Trustees
January 19	Affirmative Action Report to Board of Trustees
February 2	Admissions - Recruitment and Retention Deans instructed to exercise leadership in affirmative action efforts. Performance/Evaluation Career Development for faculty members
February 23	Supervisor Training Program
March 2	Need for sensitivity to various aspects of discrimination. Provost reminded deans that "chairperson" is the official title at Michigan State University.
March 30	Deans instructed to vigorously review initial applicant pools for tenure system positions to ensure representation of women/minorities.
May 18	Social implications of hiring and other policies and practices of companies selling computer technology to Michigan State University
June 1	Board of Trustees public comments (May 1983 meeting) by Asian/Pacific Islander students, Black Coalition representatives, ASMSU representatives on handicapper accessibility and representatives concerned about the Wharton Center Festival stage being named for Mrs. McGoff

Meeting Date	Discussion
September 27	Review of affirmative action issues (whole meeting) -- undergraduate student recruitment and retention -- graduate student recruitment and retention -- quality of University environment for minority students
October 4	Review of affirmative action issues (continuation of September 27, 1983 discussion) -- Academic Personnel System -- 1982-83 Affirmative Action Activities Report
October 11	Financial Aid -- emphasis on affirmative action implications
October 18	Freshman recruitment plan: 1984-85

Pro07/BdRpt-2

Follow-up to Council of Deans Meeting
Regarding Affirmative Action

January - November 1983

Date Sent	Date of Meeting	Description
1-6-83	1-5-83	Item number 2 - Affirmative Action Report to Board of Trustees
1-13-83	1-12-83	Item number 2 - Affirmative Action Report to Board of Trustees
1-21-83	1-19-83	Item number 3 - Affirmative Action -- Waiver of 14-Step Procedure
1-26-83	1-26-83	Item number 2 - Affirmative Action _ Review Sexual Harrassment Statement with College Administrative/Governance Groups
2-4-83	2-4-83	Item number 2 - Affirmative Action - Responsibility of each member of MSU community
3-2-83	3-2-83	Item number 2 - Affirmative Action - "Chairperson" official University title
3-31-83	3-30-83	Item number 4 - Affirmative Action - Composition of Initial Applicant Pools
10-7-83	9-27-83	Item number 2 - Affirmative Action - Deans reminded that affirmative action is high institutional priority
10-7-83	10-3-83	Item number 3 - Affirmative Action -- Affirmative Action Activities Report
11-11-83	11-8-83	Item number 7 - Review of programs in Student Affairs and Services

Pro07/BdRpt-2

Memoranda Sent to the Council of Deans
Regarding Affivmative Action

January 1983 - November 1983

Date	Memo Number	Description
1-12-83	69	Visiting Racial Minority Faculty Program: Request for Additional Responses
1-17-83	70	Affirmative Action: Student Affairs and Services
1-20-83	73	Affirmative Action Report
1-26-83	74	Performance Evaluation/Career Professional Development of Faculty Member: Workshops for Academic Administrators
2-24-83	91	Non-Academic Affirmative Action Reports
4-4-83	117	Historical Summary of Faculty and Academic Staff Fall 1974 through Fall 1982
4-13-83	120	Performance Evaluation/Career and Professional Development of Faculty Members: Workshops for Academic Administrators
5-23-83	134	Performance Evaluation/Career and Professional Development of Faculty Members: Workshops for Academic Administrators - Session 2
8-8-83	12	Annual Evaluation of Chairpersons/ Directors
8-17-83	13	Change in Name of Developmental Program for Admissions
10-5-83	35	Visiting Racial Minority Faculty Program - 1984-85 Academic Year

Date	Memo Number	Description
10-24-83	42	Affirmative Action Consultants to Deans
10-24-83	44	Affirmative Action
11-2-83	50	Aging (Gerontology) Program(s)
11-18-83	56	Affirmative Action Graduate Financial Assistance Program (AAGFAP)

Pro07/BdRpt-2

APPENDIX III-E

Annual Evaluation of Chairpersons/Directors

As indicated in the 1982-83 Affirmative Action Plan (see Volume 6, Tab G), since the beginning of the 1981-82 academic year an annual performance evaluation program for chairpersons/directors in all colleges and separately reporting units has been in effect. All aspects of performance, including equal opportunity/affirmative action, are to be addressed in these performance evaluations. (As noted in the 1982-83 Affirmative Action Report, deans have been covered by an annual evaluation program since the late 1970s; further, these annual reviews of deans, chairpersons, and directors are in addition to the five yearly reviews mandated by the Bylaws for Academic Governance, Article 2.1.4.)

Annual evaluation procedures are described in Council of Deans memo #D/11/81-82 (attached) and issues regarding equal opportunity/affirmative action which are to be taken into account in these evaluations are described in Council of Deans memo #D/93/81-82 (attached). By autumn 1983 the deans reported that annual evaluations of chairpersons/directors had been completed. Most colleges/units once again used the Office of the Provost evaluation guidelines either in its original version or in a slightly adapted form. Lifelong Education Programs utilizes its own set of evaluation instruments and the College of Engineering, while using the Office of the Provost evaluation guidelines during the past year, is undertaking the development of a new evaluation instrument which, in its judgment, will be a more effective instrument for use in this college.

Pro07/AcProBar

Affirmative Action/Equal Opportunity Topics for the Evaluation of the Unit Administrators

1. Recruitment of tenure system faculty and continuing staff, temporary faculty and staff, and non-academic employees

   A. Numbers of women/minorities hired in each category relative to numbers of hiring opportunities and unit/University interim hiring goals

   B. Aggressive and effective good faith recruitment efforts

      1. Special efforts in the search process to recruit women/minorities

         a. Special contacts and postings

         b. Appointment of women and minorities as consultants to search committees

         c. Non-acceptance of initial applicant pools which do not include adequate representation of protected class individuals

         d. Building a network of contacts on a continuing basis to identify talented minority members of the discipline or profession

2. Retention and encouragement of the professional development of women/minority faculty currently employed

   A. Annual performance reviews and/or special meetings with women and minority faculty to evaluate progress, to encourage professional development, and to ensure two-way communication

      1. Encourage opportunities for: membership in informal and formal research groups, committee assignments, research program activities, assignment of graduate students, and research assistantships and other critical opportunities in the unit.

3. Student issues

   A. Recruitment record regarding women/minority graduate students

      1. Evidence of special recruitment efforts

      2. Number of minority and women graduate students enrolled

   B. Number of minority and women graduate students on graduate assistantships and receiving financial assistance administered by the unit

      1. Good faith efforts to appoint women/minorities as graduate assistants and as recipients of financial assistance

C. Record of meeting individually or in groups with women/minority students to discuss issues and/or complaints

1. Willingness to take appropriate action after necessary deliberation and consultation

D. Monitor effectiveness of academic support/retention programs and individual efforts

1. Special tutorial programs

2. Quality of academic advising

3. Other programs and individual efforts

4. Handicapper issues

A. Knowledge of University policy

B. Efforts to assure access and reasonable accommodations for handicapper employees

C. Efforts to assure access and reasonable accommodations for handicapper students

5. Dissemination of information about and efforts to insure implementation of University policies on equal opportunity/affirmative action, racism, and sexism, including sexual harassment

A. Knowledge of University policies

B. Special efforts and programs

1. Special department brochures regarding policies

2. Special departmental meetings to discuss implementation of policy

3. Special programs using outside groups, e.g., Department of Human Relations

6. Curriculum and academic programs

A. Involvement of women/minorities as adjunct professors and/or guest speakers to provide protected class presence and perspective in the unit academic programs

B. Incorporation of women and minority issues within curriculum, as appropriate

7. Participant in University programs on affirmative action/equal opportunity, racism and sexism

Appendix III-F

Cooperative Extension Service-CES
1982-83

E. EQUAL EMPLOYMENT OPPORTUNITY AFFIRMATIVE ACTION PLAN

Accomplishments and data relative to progress made to achieve equal employment opportunities for minorities and women:

1. Employment Goals

Effective December 1, 1976 goals were established for the employment of minorities under the recommended formula provided by the USDA-ECOP Civil Rights Task Force. Goals were established for state level positions, professional field staff positions, county clerical and paraprofessional support staff positions. The MCES Personnel and EEO Report (Refer to Attachment A) indicates minority employment goals for professional positions and the status of staff by race and sex as of September 30, 1983. The following data reflects changes in the percent of minority and female staff and progress toward the attainment of minority employment goals in FY-83 compared to FY-82.

MINORITY STAFF (%)	1982	1983	CHANGE
State Professional	3.0	3.6	(+)0.6
Field Professional	5.0	4.8	(-)0.2
Total Professional	4.2	4.3	(+)0.1
Paraprofessional	38.0	37.8	(-)0.2
Clerical	5.2	6.3	(+)1.1
Total	12.4	11.8	(-)0.6

FEMALE STAFF (%)			
State Professional	24.4	24.5	(+)0.1
Field Professional	37.6	39.7	(+)2.1
Total Professional	32.3	33.6	(+)1.3
Paraprofessional	97.3	97.0	(-)0.3
Clerical	100.00	100.0	0.0
Total	57.7	56.9	(-)0.8

Percent of Minority Employment goals attained			
State Professional	50.0	58.3	(+)1.3
Field Professional	58.3	58.3	0.0
Total Professional	55.6	58.3	(+)2.7

Goals for the employment of minorities for county clerical and paraprofessional support staff positions have been established on a county-by-county basis. All counties have reached their minority employment goals for these position categories.

2. Section II: Affirmative Action Plan for Progress, Equal Employment Opportunity Program

A. Administration

- The EEO Advisory Committee, established for the purpose of evaluating progress, effectiveness and shortcomings of the EEO Program, bringing to the attention of administration minority employment problems and concerns and making positive recommendations toward the achievement of EEO Program objectives, met two times during the report period. This six-member committee is made up of a cross-section of Extension staff of which five are female and three are minority.
- EEO Program and Affirmative Action efforts are continuously shared and discussed with Michigan State University officials.
- Civil Rights training activities are described in Section H of this report.

B. Recruitment

- Vacancy announcements for Extension positions are disseminated to in-state institutions as well as appropriate institutions in other states per the minimum recruitment areas identified for state and field staff positions by the USDA-ECOP Civil Rights Task Force guidelines. In addition, recruitment contacts are made with other organizations, agencies and groups which are potential sources of minority and women candidates.
- Extension staff are continually encouraged to provide names of minorities known to them who may be potential candidates for Extension employment and appropriate individual contacts are made with those who have been identified.
- Current minority and female employees are continually encouraged to help with recruitment efforts in identifying potential candidates for employment.
- Recruitment contacts are continually made with all 1890 institutions in an effort to identify minority candidates for employment.
- Recruitment publications designed specifically to encourage exploration of and preparation for an Extension career are continually distributed to state colleges and universities, institutions in other states and organizations which are potential sources of minority and female candidates. They are also sent to Michigan high schools, community colleges and libraries to be included in their career information centers. Extension field staff often use these recruitment publications as they participate in local career awareness programs.
- Employment recruitment slide tape programs used to describe CES career opportunities pictorially show minorities as employees and as participants in programs.
- MCES participated in "Future Fest", a career awareness program sponsored by the Michigan State University College of Agriculture and Natural Reosurces to encourage both male and female students to explore Extension career opportunities. Three hundred (300) students of which 150 were female and 15 were minority attended the event.
- To identify and increase the awareness of the availability of careers in Agriculture among minority groups and to build a pool of future candidates for MCES employment in agriculture, the MCES initiated a Summer Intern Program. This past summer 22 minority interns participated and worked on special projects under the supervision of Extension staff members. Through the program, these interns are provided a positive work experience in the field of Agriculture and an opportunity to gain valuable on-the-job experience.

C. Employee Skills Utilization/Opportunity to Enhance Skills

- Performance appraisal reviews are conducted on an annual basis with all professional, paraprofessional and clerical staff in an effort to assess employee strengths and to identify areas in need of improvement.
- Through the department Agricultural and Extension Education, Extension staff are eligible and are encouraged by their supervisors to participate in in-service training programs which are designed to improve competencies and/or to assume greater responsibility. Career and professional development counseling is also provided by the AEE department.
- Of the current off campus CES paraprofessional employees 38% are minority and 97% are women. A special Staff Development Opportunity Program has been initiated to accommodate the attainment of academic credit toward a baccaluareate degree which can potentially lead to future professional level MCES employment. Currently five females of whom three are minority are participating in this program which offers flexible work scheduling, released time and financial assistance.
- Reassignment and promotions are reviewed periodically to assure that minority and women employees are given adequate consideration. In addition, positions are redesigned as appropriate to better utilize the skills of incumbents.

D. Staff Recognition

- In 1975, an annual Equal Opportunity Awards Program was established to recognize Extension workers who have made outstanding contributions in the area of equal opportunity. This awards program not only recognizes contributions "on-and-above" the satisfaction of minimum Civil Rights requirements, but also provides a basis for sharing affirmative action success stories with Extension staff across the state. This year six staff members were honored with this award. The recipients included four women and two minorities.

E. Evaluation

Evaluation of the EEO Program was carried out in the following ways:

- The effectiveness of the recruitment program in relation to its ability to attract qualified candidates, particularly minorities and women is reviewed and evaluated periodically.
- The effectiveness of selection procedures in relation to placing and maintaining competent and qualified staff is reviewed and evaluated periodically.
- Onsite visits of Extension offices by Regional Supervisors are performed to evaluate the effectiveness of the program at the county level.
- EEO complaint procedures are reviewed and evaluated periodically in relation to their expeditious and satisfactory resolutions.
- A personnel and EEO Report is prepared on a periodic basis and is used to analyze progress in the employment of minorities and women (Refer to Attachment A). This report is reviewed with administrative, supervisory and program staff members.

F. Complaint Processing

- During this report year, five employment related complaints were filed against MCES on the basis of race. One was conciliated with EEOC, one is pending investigation by EEOC, one was dismissed by the Michigan Department of Civil Rights, and two are pending investigation by the Michigan Department of Civil Rights.

3. Employment of Minorities and Women

New Staff Employed from 10-1-82 to 9-30-83										
	Minority			Other			Total			*
	M	F	T	M	F	T	M	F	T	
Adm./Program Staff	0	0	0	0	1	1	0	1	1	0
Specialist Staff	0	0	0	2	2	4	2	2	4	0
Field Staff	0	1	1	11	13	24	11	14	25	0
Program Assistants	1	2	3	1	12	13	2	14	16	2
Campus Clerical	0	2	2	0	10	10	0	12	12	0
County Clerical	0	0	0	0	1	1	0	1	1	0
ENP Aides	0	5	5	0	5	5	0	10	10	0
TOTAL	1	10	11	14	44	58	15	54	69	2

(* Number of minorities employed in positions previously held by minorities.)

Total Current Staff as of 9/30/83									
	Minority			Other			Total		
	M	F	T	M	F	T	M	F	T
Adm./Program Staff	2	2	4	22	18	40	24	20	44
Specialist Staff	2	1	3	122	27	149	124	28	152
Field Staff	7	7	14	169	109	278	176	116	292
Program Assistants	1	16	17	4	56	60	5	72	77
Campus Clerical	0	7	7	0	94	94	0	101	101
County Clerical	0	0	0	0	10	10	0	10	10
ENP Aides	0	45	45	0	42	42	0	87	87
TOTAL	12	78	90	317	356	673	329	434	763

4. Staff Promotions by Race and Sex

	Staff Promotions during FY 83								
	Minority			Other			Total		
	M	F	T	M	F	T	M	F	T
Admin./Program Staff	0	0	0	0	1	1	0	1	1
Specialist Staff	0	0	0	3	3	6	3	3	6
Field Staff	1	0	1	7	4	11	8	4	12
Program Assistants	0	0	0	0	2	2	0	2	2
Campus Clerical	0	0	0	0	5	5	0	5	5
County Clerical	0	0	0	0	0	0	0	0	0
ENP Aides	0	1	1	0	0	0	0	1	1
TOTAL	1	1	2	10	15	25	11	16	27

5. Blacks promoted who were demoted through merger process and the preferential hiring of blacks

Not applicable to the Michigan Cooperative Extension Service as it was not involved with the merger process.

6. Adjustments in job descriptions and position assignments of professional and clerical staff which require them to work with all racial groups.

Adjustments were not necessary.

7. Providing secretarial assistance, office space and facilities on a non-discriminatory basis.

In reviewing all Extension office operations, disciminatory practices do not exist relative to the assignment and/or use of secretarial assistance, office space, facilities, educational materials and equipment.

F. PUBLIC NOTIFICATION

Through Civil Rights Compliance Reviews, on-site county visits, annual report and plan of work preparation instructions and through training programs, all county offices are continually reminded of MCES's policy relative to the development and implementation of a Public Notification Plan. This is done to assure that specific actions be taken to advise minorities, women and handicappers of program availability and of the protection against discrimination. The provisions of the MCES Public Notification Plan, are consistent with federal regulations and guidelines contained in Administrative Regulations, Equal Opportunity, Title 9, USDA; 7CFR Part 15a-Nondiscrimination on the Basis of Sex; and 7 CFR Part 15b-Nondiscrimination on the Basis of Handicap and include the following actions:

1. Development of a list of local organizations and providing each with information related to Extension programs, activities and events. A listing of state organizations cooperating with MCES has been provided to all county offices.

2. A prominent display of the non-discrimination poster "And Justice for All" in all Extension offices in the county and as feasible, at sites where Extension programs are conducted on a routine basis.

3. All informational material and announcements of program offerings released to the public to include a statement that programs or activities are open to all without regard to race, color, national origin, sex or handicap. This statement is to be placed within the body of the written material. Letterheads also include the statement and appear on mailings by MCES. A revised letterhead in 1980 added the statement, "MSU is an Affirmative Action/Equal Opportunity Institution".

4. Analysis of local mass media audiences statistics and use of appropriate media to reach minority groups in promoting Extension programs, activities and events.

5. Submission of Affirmative Action "success" stories to local newspapers and other mass media. One example of this was news releases regarding the recipients of the annual Equal Opportunity Award. These were disseminated to newspapers and media in respective counties of awardees and provided expanded visibility for affirmative action efforts.

6. Where appropriate, use of photos and other graphics which illustrate minority and sex-neutral involvement in Extension programs to convey the message of equal opportunity in all MCES sponsored activities.

At the state level, a special newspaper supplement was prepared for the Michigan State University News Bulletin which summarizes MCES's progressive programming approaches and staff development activities in the area of affirmative action. (See attachment B)

G. COMPLIANCE REVIEWS

In FY 1983 MCES continued its plan to conduct on-site Internal Civil Rights Compliance Reviews in 25 percent of Michigan counties each year so that each county would be reviewed every four years. The review process and procedures include the following:

- Each county scheduled for a compliance review completes a Civil Rights Compliance Review Report which is incorporated with their county annual report.
- Reports are reviewed by a Civil Rights Compliance Review Committee appointed by the Director of Extension to determine compliance with Civil Rights guidelines.
- The Civil Rights Compliance Review Committee reports review results to Regional Supervisors of the six Michigan supervisory regions.
- Regional Supervisors conduct on-site visits to discuss the committee's report and to review all related matters regarding Civil Rights.
- Following on-site reviews, supervisors correspond with the counties in their region to provide them with appropriate instructions and recommendations relative to the findings of their review.
- Counties respond to the recommendations of the supervisors by providing a plan of action to remedy areas in need of attention and noncompliance.
- County responses and all other related materials are then reviewed for approval by the Civil Rights Compliance Review Committee.
- Review materials are then shared with appropriate state administrative and program staff and returned to supervisors to be filed for future reference.

On-site Civil Rights Compliance Reviews were conducted in the following 21 counties in FY 83:

Southeast Region:	Macomb, Monroe, Oakland
West Central Region:	Osceola, Mason, Montcalm, Barry
Southwest Region:	Eaton, Berrien, Hillsdale
East Central Region:	Gratiot, Clinton, Shiawassee
Upper Peninsula Region:	Iron, Luce, Mackinac
North Region:	Oscoda, Alcona, Ogemaw,Iosco, Arenac

Major Review Findings

Overall these reviews reflected that the counties reviewed are in compliance with Civil Rights requirements. Results showed a marked increase in program participation by minorities in all program areas and a significant increase by women in Agriculture-Marketing and Natural Resources-Public Policy programs and men in Family Living Education programs. However, the following deficiences surfaced per reviews conducted in FY 83:

- Lack of an adequate data collection system to thoroughly document participation in programs by race and sex on a timely basis.
- Lack of representative balance by race and/or sex on program advisory, planning and developmental committees.

- Inconsistency in carrying out the Public Notification Plan.
- Lack of consistency in maintaining documentation related to personnel actions.

Under MCES procedures each county has been directed to submit a plan of action, complete with target dates for full compliance, to remedy deficiencies. Action plans are appropriately monitored by Regional Supervisors.

H. CIVIL RIGHTS TRAINING

Training to inform all new staff of Civil Rights laws, rules and regulations and their applicability to Extension employment practices and program activities was provided as part of the New Staff Orientation Program in January, April, July and October. All new staff members participated in the training programs.

The former MCES Affirmative Action Racism-Sexism-Handicappism training program has been revised to enable staff to more effectively carry out MCES's commitment to equal opportunity and affirmative action and their individual responsibilities as employees. Scheduled to be conducted twice annually beginning in November 1983, the new "Human Relations Training Program" is designed to 1) assist staff in understanding how attitudes and prejudices are formed; 2) provide an opportunity for self-assessment; 3) increase sensitivity to issues related to racism, sexism and handicappism; 4) provide an awareness of the cultural differences of racial minority groups; and 5) provide a framework for applying program content to the jobs of participants.

QUARTERLY PERSONNEL AND EEO REPORT
COOPERATIVE EXTENSION SERVICE

October 1, 1983

	Female			Male			Current Staff			Current Staff (FTE)			*Minority Goal				
	Min.	Other	Total	Min.	Other	Total	Min.	Other	Total	Min.	Other	Total	C	B	S	O	T
ATE STAFF																	
Admin/Program	2	18	20	2	22	24	4	40	44	4.00	35.20	39.20					
Dept. Specialist	1	27	28	2	122	124	3	149	152	2.15	96.83	98.98					
Total	3	45	48	4	144	148	7	189	196	6.15	132.03	138.18	0	10	2	0	12
ELD STAFF																	
CED	1	7	8	1	71	72	2	78	80	2.00	78.00	80.00					
EAA	0	8	8	1	43	44	1	51	52	1.00	49.50	50.50					
Dist. Agr.-Mkt.	0	1	1	0	15	15	0	16	16	0.00	16.00	16.00					
Dist. NRPP	0	1	1	0	9	9	0	10	10	0.00	9.50	9.50					
NRPP Agent	0	0	0	1	1	2	1	1	2	1.00	1.00	2.00					
EHE	5	67	72	0	0	0	5	67	72	4.50	63.00	67.50					
4-H	1	25	26	4	30	34	5	55	60	5.00	54.05	59.05					
Total	7	109	116	7	169	176	14	278	292	13.50	271.05	284.55	0	20	3	1	24
OTAL PROFESSIONAL TAFF	10	154	164	11	313	324	21	467	488	19.65	403.08	422.73	0	30	5	1	36
ARAPROFESSIONAL																	
ENP Aides	45	42	87	0	0	0	45	42	87	45.00	41.50	86.50	Established on Individual County Basis				
4-H Prog. Assts.	16	56	72	1	4	5	17	60	77	16.50	59.00	75.50					
Total	61	98	159	1	4	5	62	102	164	61.50	100.50	162.00					
OTAL STAFF	71	252	323	12	317	329	83	569	652	81.15	503.58	584.73					

*Minority Goals established 12/1/76

C = Caucasian
B = Black
S = Spanish
O = Other

Appendix III-G

Salary Cohort Analysis 1982-83

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST
ADMINISTRATION BUILDING

EAST LANSING · MICHIGAN · 48824

July 14, 1983

MEMORANDUM

To: Deans and Separately Reporting Directors

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

Subject: Salary Cohort Analysis -- 1982-83

In accordance with the annual procedure, the Office of the Provost has updated the cohort salary analysis based on January 1983 salary data for review in conjunction with the regular salary allocation process. Salary guidelines for 1983-84 are to be announced soon. Salary cohort analysis data is being provided for the appropriate review by administrators now so the analysis can be completed by the time salary guidelines are announced.

This cohort analysis is provided to assist unit administrators in monitoring possible inequities in tenure system faculty salary levels. The procedures utilized ensure the identification of a reasonably large number of individuals for salary review purposes while acknowledging that factors affecting the salaries of particular individuals require analysis at the college or departmental level. While the analysis applies to all individuals, it is essential that the study is used to monitor the salaries of individuals in the protected classes.

Attached are lists of tenure system faculty assigned to units in your college whose salaries as of January 1983 appear to be low when certain characteristics are used as a basis for comparison. The lists are accompanied by salary data for both the "cohort" and "non-cohort" groups (see below). Questions on these comparisons should be addressed to Ms. Jeanne Kropp, Academic Personnel Records (5-1526).

Procedures Used in Comparing Salaries

1. Faculty in a cohort

The cohort groups are composed of faculty members:

a. in the same college
b. with the same academic rank
c. on the same appointment basis (annual or academic year)
d. with the same highest degree
e. with the same years in rank

MSU is an Affirmative Action/Equal Opportunity Institution

A median salary for each cohort is calculated and all faculty in the cohort whose salaries are four percent or more below the median of the cohort are listed. Within the context of applicable salary adjustment guidelines since 1979, a four percent spread is equivalent to slightly more than one half of a one year salary adjustment.

2. Faculty not in a cohort

Also included on the lists are faculty whose salaries appear to be low but who did not fall within a cohort. For this group, the comparison is made with faculty:

a. in the same college
b. with the same academic rank
c. on the same appointment basis
d. with the same highest degree
e. with different years at rank -- Salaries are adjusted to compensate for the difference in years at rank.

Salary Adjustment Procedures for Faculty Not in a Cohort

The salary of an individual with more years at rank than the comparison individual/cohort is multiplied by .96 for each additional year at rank. The salary of an individual with fewer years at rank than the comparison individual/cohort is multiplied by 1.04 for each year less. This adjustment is limited to 6 years. For example, if an individual has 11 more years at rank, his/her salary is multiplied by .96 six times and the resulting salary is used for the comparison. If there is an individual/cohort with more years at rank and also an individual/cohort with fewer years at rank than the individual identified, a comparison is made both with the individual/cohort which is closest with more years at rank, and with the individual/cohort which is closest with fewer years at rank. An individual is put on the cohort salary analysis list only if his/her salary is four percent or more below the median in both comparisons.

If there are only individuals/cohorts with more years at rank, or only individuals/cohorts with fewer years at rank, the comparison is made with the one closest individual/cohort. If the individual's salary is four percent or more below the median salary resulting from this comparison, his/her name is placed on the cohort salary analysis list.

Factors Not Taken into Account in Cohort Salary Analysis

The methods of identification utilized in the cohort salary analysis do not take into account the following six factors:

1. market differences for faculty in different departments within a college
2. merit
3. productivity
4. service to the University, college, and department
5. experience - length and type
6. years of service since receipt of highest degree

Salary level differentials which are not explained by any one, or a combination of these six factors, or other relevant considerations require careful review. Since some of the faculty identified on the lists are compared only with other individual faculty members rather than with a group of faculty, these individual salaries require careful scrutiny.

Please remember that the identification of individuals through the salary cohort analysis does not necessarily mean that these salaries are genuinely low. Salary differences may be explained by the factors listed above or other relevant considerations. In addition, the salary status of all individuals, including those not included on the enclosed lists, should be carefully reviewed in the salary adjustment process.

Action Required

1. Deans should distribute these lists to relevant chairpersons and directors in their colleges with a request to review the lists of individuals as part of the regular salary increase allocation process. Except as noted below, no reports on the salary status of these individuals are required to be submitted to the Office of the Provost, although the appropriateness of these individuals' salary status should be evaluated carefully in the salary increase procedure. Documentation on these individuals, including members of the protected classes, should be reviewed critically at the dean's level and be retained to provide continuity of records for future reviews.

2. As was the case in 1982, chairpersons and directors are also asked for written reports on the salary status of individuals who are identified as having salaries four percent or more below the median salary of the relevant cohort for three consecutive years. These faculty have been indicated on the lists by a "yes" in the column, "written report requested." Deans should request chairpersons and directors to prepare reports on the salary status of these individuals, taking into account the six factors listed above, and/or any other relevant considerations. These reports should be reviewed and concurred with by deans and separately reporting directors and then sent to Dr. Robert F. Banks no later than August 5, 1983. If any special salary increase is deemed appropriate as a result of this analysis in particular cases, this should be stated in the report and implemented via the regular salary allocation process.

   Based on January 1983 data there are 423 tenure system faculty with salaries four percent or more below the median of the relevant cohort group; 65 of these have appeared on the cohort salary analysis list for three consecutive years (1980-81, 1981-82, 1982-83) and require a written report. The numbers of such individuals range by college from a high of 15 to a low of zero.

Note: If Deans and Directors receive no lists of faculty members' salaries, this memorandum should be considered an information item only.

Responses to 1982-83 Salary Cohort Analysis

Table I

College	Faculty low for 3 years	Special adjust within regular adjust process		Low starting salary		Salary status explained by the 6 factors		Other**	
	#	#	%	#	%	#	%	#	%
Agriculture & NR	7	3	42.9	1	14.3	3	42.9	-	-
Arts and Letters	11	1	9.1	3	27.3	7	63.6	-	-
Business	4	-	-	-	-	4	100.0	-	-
Communication A&S	0	-	-	-	-	-	-	-	-
Education	3	-	-	-	-	3	100.0	-	-
Engineering	5	-	-	-	-	5	100.0	-	-
Human Ecology	2	-	-	-	-	2	100.0	-	-
Human Medicine	0	-	-	-	-	-	-	-	-
J. Madison	0	-	-	-	-	-	-	-	-
Natural Science	15	1	6.7	-	-	14	93.3	-	-
Nursing	0	-	-	-	-	-	-	-	-
Osteopathic Med	1	1	100.0	-	-	-	-	-	-
Social Science	10	4	40.0	-	-	5	50.0	1	10.0
Veterinary Med	4	1	25.0	-	-	3	75.0	-	-
Other	3	2	66.7	-	-	-	-	1	33.3
TOTAL	65	13	20.0	4	6.2	46	70.8	2	3.1

Of the group of 65 faculty, 11 were women (16.9%) and 8 were minorities (12.3%). The minorities included 3 Asian/PI men, 3 Black men, 1 Hispanic man, and one Hispanic woman. Actions taken with respect to these particular faculty are shown in Table II, with a comparison to the actions taken with respect to non-minority men.

Table II

Non-Minority Men	47	8	17.0	4	8.5	33	70.2	2	4.3
Non-Minority Women	10	2	20.0	-	-	8	80.0	-	-
Minority Men	7	3	42.9	-	-	4	57.1	-	-
Minority Women	1	-	-	-	-	1	100.0	-	-
TOTAL	65	13	20.0	4	6.2	46	70.8	2	3.1

This analysis shows no disparate treatment of women and minorities in the 1982-83 cohort salary analysis review.

** Other: Deannualization with no pay increases.
Salary appropriate to functions of job.

JEK/APR/10-3-83

Comparison of the Composition of the Tenure System Faculty
With the Composition of the Tenure System Faculty
Who are 4% or More Below the Median Salary of Their Cohort
July 1983

		Total			Minority			Black		Asian		Hispanic	
		Total	Men	Women	Total	Men	Women	Men	Women	Men	Women	Men	Women
Tenure System Faculty	#	2123	1798	325	165	135	30	43	17	80	7	10	5
	%		84.7	15.3	7.8	6.4	1.4	2.0	0.8	3.8	0.3	0.5	0.2
Faculty on 4% List	#	423	360	63	34	27	7	9	4	16	0	2	3
	%		85.1	14.9	8.0	6.4	1.7	2.1	0.9	3.8	0.0	0.5	0.7

Fall 1982 Tenure System Faculty Headcount

1982-83 Salary Cohort Analysis

JEK/APR/7-18-83

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

	10-01-82									10-01-83																
				RACE												RACE										
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
A105	23	9	14	23						23		9		14		22	-1	1	+1							1	+1
A110	43	4	39	41		2			2	40	-3	3	-1	37	-2	39	-2			1	-1					1	-1
A115	13	8	5	10	2	1			3	15	+2	8		7	+2	12	+2	2		1						3	
A120	36		36	34	1	1			2	31	-5			31	-5	29	-5	1		1						2	
A125	53	5	48	49	4				4	56	+3	4	-1	52	+4	50	+1	5	+1	1	+1					6	+2
A130	132	80	52	120	4	4	3	1	12	139	+7	81	+1	58	+6	124	+4	6	+2	4		3		2	+1	15	+3
A135	28	13	15	26	2				2	28		12	-1	16	+1	26		2								2	
A140	138	113	25	132	4		2		6	142	+4	113		29	+4	134	+2	5	+1	1	+1	2				8	+2
A145	21	18	3	20	1				1	23	+2	21	+3	2	-1	22	+2	1								1	
A150	7	7		7						7		7				7											
Sub-Total	494	257	237	462	18	8	5	1	32	504	+10	258	+1	246	+9	465	+3	23	+5	9	+1	5		2	+1	39	+7
A205	21	13	8	20	1				1	24	+3	16	+3	8		19	-1	4	+3			1	+1			5	+4
A210	15	7	8	15						15		6	-1	9	+1	14	-1	1	+1							1	+1

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

10-01-82										10-01-83															
				RACE												RACE									
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
A215	18		18	17		1			1	16	-2			16	-2	15	-2			1						1	
A220	14		14	12	2				2	15	+1			15	+1	15	+3		-2								-2
A225	16	7	9	14	1		1		2	18	+2	5	-2	13	+4	16	+2	1				1				2	
A230	47	12	35	45			1	1	2	45	-2	15	+3	30	-5	43	-2	1	+1				-1	1		2	
A235	46	14	32	34	10		2		12	47	+1	16	+2	31	-1	35	+1	6	-4	1	+1	4	+2	1	+1	12	
A240	37	16	21	30	7				7	38	+1	17	+1	21		29	-1	9	+2							9	+2
A245	15	12	3	14	1				1	21	+6	16	+4	5	+2	20	+6	1								1	
A250	17	16	1	17						18	+1	17	+1	1		18	+1										
A255	20	19	1	19		1			1	18	-2	18	-1		-1	17	-2			1						1	
A260	63	44	19	60	1	2			3	67	+4	46	+2	21	+2	62	+2	3	+2	2						5	+2
A265	46	37	9	44	1	1			2	44	-2	34	-3	10	+1	41	-3	1		2	+1					3	+1
A270	27	10	17	24		1	2		3	21	-6	7	-3	14	-3	21	-3				-1		-2				-3
A275	41	18	23	37	3		1		4	40	-1	18		22	-1	35	-2	4	+1			1				5	+1
A280	57	25	32	55		2			2	51	-6	24	-1	27	-5	49	-6			2						2	

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

10-01-82										10-01-83																	
				RACE												RACE											
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
A285	22	8	14	22						25	+3	10	+2	15	+1	22		3	+3							3	+3
A290	20	12	8	18	1		1		2	21	+1	14	+2	7	-1	19	+1	1				1				2	
A295	10	5	5	6	2	2			4	11	+1	6	+1	5		7	+1	2		2						4	
A299	4	2	2	4						2	-2		-2	2		2	-2										
Sub-Total	556	277	279	507	30	10	8	1	49	557	+1	285	+8	272	-7	499	-8	37	+7	11	+1	8		2	+1	58	+9
Grand Total	1050	534	516	969	48	18	13	2	81	1061	+11	543	+9	518	+2	964	-5	60	+12	20	+2	13		4	+2	97	+16

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

10-01-82										10-01-83																	
				RACE												RACE											
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
C300	73	4	69	57	12		4		16	56	-17	5	+1	51	-18	46	-11	7	-5			3	-1			10	-6
C305	463	12	451	413	35	4	11		50	438	-25	12		426	-25	387	-26	36	+1	4		11				51	+1
C310	295	10	285	267	21	1	6		28	293	-2	14	+4	279	-6	265	-2	21		2	+1	5	-1			28	
C320	893	12	881	841	35	5	8	4	52	931	+38	10	-2	921	+40	859	+18	51	+16	6	+1	10	+2	5	+1	72	+20
Sub-Total	1724	38	1686	1578	103	10	29	4	146	1718	-6	41	+3	1677	-9	1557	-21	115	+12	12	+2	29		5	+1	161	+15

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

JOB GROUP NUMBER	10-01-82 TOTAL	MALE	FEMALE	RACE: CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	10-01-83 TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	RACE: CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
C400	45	19	26	44			1		1	54	+9	19		35	+9	52	+8					1		1	+1	2	+1
C410	19	18	1	19						20	+1	19	+1	1		20	+1										
C420	43	7	36	38	1	1	3		5	39	-4	8	+1	31	-5	34	-4	3	+2		-1	2	-1			5	
C430	142	32	110	131	2	7	1	1	11	149	+7	36	+4	113	+3	131		4	+2	10	+3	3	+2	1		18	+7
C440	31	11	20	30		1			1	33	+2	10	-1	23	+3	33	+3				-1						-1
C445	7	3	4	6	1				1	6	-1	4	+1	2	-2	5	-1		-1	1	+1					1	
C450	19	10	9	18	1				1	15	-4	8	-2	7	-2	14	-4	1								1	
C460	57	56	1	50	3		3	1	7	51	-6	49	-7	2	+1	44	-6	3				3		1		7	
C470	35		35	32	1			2	3	34	-1			34	-1	30	-2	2	+1					2		4	+1
C480	25	13	12	22	1	1		1	3	25		13		12		22		1		1				1		3	
C485	2		2	2						2				2		2											
C490	3	2	1	3						3		1	-1	2	+1	2	-1	1	+1							1	+1

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

10-01-82										10-01-83																	
				RACE												RACE											
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
C495	9	8	1	9						7	-2	6	-2	1		7	-2										
Sub-Total	437	179	258	404	10	10	8	5	33	438	+1	173	-6	265	+7	396	-8	15	+5	12	+2	9	+1	6	+1	42	+9
Grand Total	2161	217	1944	1982	113	20	37	9	179	2156	-5	214	-3	1942	-2	1953	-29	130	+17	24	+4	38	+1	11	+2	203	+24

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

	10-01-82									10-01-83																
				RACE												RACE										
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
E610	90		90	48	33	1	8		42	80	-10			80	-10	41	-7	30	-3	1		8				39	-3
E620	107	11	96	83	22		1	1	24	95	-12	6	-5	89	-7	71	-12	22				1		1		24	
Grand Total	197	11	186	131	55	1	9	1	66	175	-22	6	-5	169	-17	112	-19	52	-3	1		9		1		63	-3
F600	4	1	3	4						3	-1		-1	3		3	-1										
F610	22	17	5	20	1		1		2	24	+2	19	+2	5		22	+2	1				1				2	
F620	5	5		5						5		5				5											
Grand Total	31	23	8	29	1		1		2	32	+1	24	+1	8		30	+1	1				1				2	

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

10-01-82										10-01-83																	
				RACE												RACE											
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
S320	74	1	73	70	3			1	4	74		1		73		69	-1	3						2	+1	5	+1
S360	3		3	3						3				3		3											
S590	14	14		13				1	1	15	+1	15	+1			14	+1							1		1	
S640	38	32	6	30	4		4		8	34	-4	29	-3	5	-1	27	-3	3	-1			4				7	-1
S660	24	17	7	23			1		1	21	-3	13	-4	8	+1	20	-3					1				1	
S670	31	27	4	30	1				1	29	-2	26	-1	3	-1	28	-2	1								1	
S680	71	27	44	60	11				11	68	-3	30	+3	38	-6	56	-4	11		1	+1					12	+1
Total	255	118	137	229	19		5	2	26	244	-11	114	-4	130	-7	217	-12	18	-1	1	+1	5		3	+1	27	+1
1605	178	57	121	102	46	3	24	3	76	165	-13	59	+2	106	-15	96	-6	43	-3	2	-1	22	-2	2	-1	69	-7
1610	142	81	61	91	25	1	25		51	146	+4	80	-1	66	+5	98	+7	21	-4	2	+1	25				48	-3
1615	15		15	13	2				2	14	-1			14	-1	13		1	-1							1	-1
1620	30	28	2	28	2				2	26	-4	25	-3	1	-1	24	-4	2								2	
1625	14	14		13			1		1	15	+1	15	+1			14	+1					1				1	

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

	10-01-82									10-01-83																
				RACE												RACE										
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
1630	46	10	36	35	8		3		11	41	-5	9	-1	32	-4	29	-6	7	-1	1	+1	4	+1			12	+1
1635	80	73	7	74	3		3		6	74	-6	64	-9	10	+3	66	-8	4	+1			4	+1			8	+2
1640	36	34	2	30	4		2		6	41	+5	39	+5	2		35	+5	4				2				6	
1645	32	24	8	25	4		3		7	27	-5	20	-4	7	-1	23	-2	3	-1			1	-2			4	-3
1650	72	69	3	70	1		1		2	74	+2	71	+2	3		70		1				3	+2			4	+2
1655	8	4	4	4	4				4	8		5	+1	3	-1	5	+1	3	-1							3	-1
1660	74	5	69	60	11		3		14	73	-1	6	+1	67	-2	60		11				2	-1			13	-1
1665	54	14	40	39	3		1	1	15	53	-1	10	-4	43	+3	40	+1	12	-1			1			-1	13	-2
1670	37	10	27	21	14		1	1	16	39	+2	11	+1	28	+1	22	+1	15	+1			1		1		17	+1
1675	51	50	1	46	5				5	51		50		1		45	-1	6	+1							6	+1
1680	22	22		22						23	+1	23	+1			23	+1										
Total	891	495	396	673	142	4	67	5	218	870	-21	487	-8	383	-13	663	-10	133	-9	5	+1	66	-1	3	-2	207	-11

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

10-01-82										10-01-83																	
				RACE												RACE											
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
2600	2	2		2						4	+2	4	+2			4	+2										
Total	2	2		2						4	+2	4	+2			4	+2										
5610	9	8	1	7	1			1	2	11	+2	10	+2	1		9	+2	1						1		2	
5620	25	25		22	2		1		3	24	-1	24	-1			21	-1	2				1				3	
Total	34	33	1	29	3		1	1	5	35	+1	34	+1	1		30	+1	3				1		1		5	
9510	89	89		83	3	1		2	6	89		88	-1	1	+1	83		3		1				2		6	
9520	3	3		3						3		3				3											
9530	25	11	14	24	1				1	22	-3	9	-2	13	-1	21	-3	1								1	
9540	5	5		5						5		5				5											
9550	7	6	1	7						6	-1	5	-1	1		5	-2			1	+1					1	+1

MICHIGAN STATE UNIVERSITY

AACP NON-ACADEMIC EMPLOYEES

Comparative Job Group Analysis By Sex And Race

	10-01-82									10-01-83																	
				RACE												RACE											
JOB GROUP NUMBER	TOTAL	MALE	FEMALE	CAUCASIAN/ OTHERS	BLACK	ASIAN/ PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	TOTAL MINORITIES	TOTAL	NET CHANGE	MALE	NET CHANGE	FEMALE	NET CHANGE	CAUCASIAN/ OTHERS	NET CHANGE	BLACK	NET CHANGE	ASIAN/ PACIFIC ISLANDER	NET CHANGE	HISPANIC	NET CHANGE	NATIVE AMERICAN	NET CHANGE	TOTAL MINORITIES	NET CHANGE
9560	19	19		18			1		1	19		18	-1	1	+1	18						1				1	
9570	65	65		60	2		2	1	5	66	+1	66	+1			58	-2	4	+2			3	+1	1		8	+3
9580	13	13		13						15	+2	15	+2			15	+2										
Total	226	211	15	213	6	1	3	3	13	225	-1	209	-2	16	+1	208	-5	8	+2	2	+1	4	+1	3		17	+4
GRAND TOTAL	4847	1644	3203	4257	387	44	136	23	590	4802	-45	1635	-9	3167	-36	4181	-76	405	+18	53	+9	137	+1	26	+3	621	+31

Appendix V-B

Goal Achievement for Non-Academic Personnel System
1982-83

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities Proj	Opportunities Actual	WOMEN Ultimate Goals #	WOMEN Ultimate Goals %	WOMEN Annual Goals #	WOMEN Annual Goals %	WOMEN Goal Achieve. #	WOMEN Goal Achieve. %	WOMEN Difference #	WOMEN Difference %	MINORITIES Ultimate Goals #	MINORITIES Ultimate Goals %	MINORITIES Annual Goals #	MINORITIES Annual Goals %	MINORITIES Goal Achieve. #	MINORITIES Goal Achieve. %	MINORITIES Difference #	MINORITIES Difference %
A105	4	5	11	45.83	-	-	-	-	-	-	1	6.49	0	0.00	1	20.00	+1	+20.00
A110	0	2	14	31.70	-	-	-	-	-	-	4	8.29	0	0.00	0	0.00	0	0.00
A115	6	3	4	30.07	-	-	-	-	-	-	1	9.42	-	-	-	-	-	-
A120	0	1	31	86.64	-	-	-	-	-	-	3	7.44	0	0.00	0	0.00	0	0.00
A125	2	4	24	45.05	-	-	-	-	-	-	4	7.32	-	-	-	-	-	-
A130	16	21	40	3.017	-	-	-	-	-	-	10	7.17	-	-	-	-	-	-
A135	0	2	9	31.78	-	-	-	-	-	-	2	7.85	-	-	-	-	-	-
A140	7	13	35	25.61	4	30.77	5	38.46	+1	7.69	11	7.99	1	7.69	3	23.08	+2	15.39
A145	5	3	5	24.73	1	20.00	0	0.00	-1	-20.00	2	8.19	0	0.00	1	33.33	+1	+33.33
A150	0	0	1	18.91	0	0.00	0	0.00	0	0.00	1	9.42	0	0.00	0	0.00	0	0.00
A205	2	6	7	32.49	-	-	-	-	-	-	2	7.76	0	0.00	4	66.67	+4	+66.67
A210	1	3	6	38.18	-	-	-	-	-	-	1	6.77	0	0.00	1	33.33	+1	+33.33
A215	5	4	10	54.10	-	-	-	-	-	-	2	10.55	0	0.00	0	0.00	0	0.00
A220	2	6	10	73.15	-	-	-	-	-	-	1	9.21	-	-	-	-	-	-

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities		WOMEN								MINORITIES							
	Proj	Actual	Ultimate Goals #	%	Annual Goals #	%	Goal Achieve. #	%	Difference #	%	Ultimate Goals #	%	Annual Goals #	%	Goal Achieve. #	%	Difference #	%
A225	3	7	6	37.60	-	-	-	-	-	-	2	13.77	-	-	-	-	-	-
A230	20	26	20	43.40	-	-	-	-	-	-	3	7.22	2	7.69	2	7.69	0	0.00
A235	11	19	20	43.09	-	-	-	-	-	-	5	10.38	-	-	-	-	-	-
A240	6	5	20	52.93	-	-	-	-	-	-	6	14.96	-	-	-	-	-	-
A245	6	8	4	27.20	2	25.00	2	25.00	0	0.00	1	6.24	-	-	-	-	-	-
A250	5	0	4	25.81	0	0.00	0	0.00	0	0.00	1	6.87	0	0.00	0	0.00	0	0.00
A255	3	0	5	22.55	0	0.00	0	0.00	0	0.00	1	6.00	-	-	-	-	-	-
A260	14	20	21	33.46	7	35.00	8	40.00	+1	5.00	7	10.41	2	10.00	4	20.00	+2	10.00
A265	5	11	14	30.50	3	27.27	6	54.54	+3	27.27	4	9.30	1	9.09	2	18.18	+1	9.09
A270	0	3	11	39.01	-	-	-	-	-	-	3	9.54	-	-	-	-	-	-
A275	4	4	16	39.01	-	-	-	-	-	-	4	9.54	-	-	-	-	-	-
A280	21	13	31	53.71	-	-	-	-	-	-	5	9.00	1	7.69	0	0.00	-1	-7.69
A285	7	7	9	40.51	-	-	-	-	-	-	2	8.16	1	14.29	2	28.57	+1	+14.28
A290	1	4	7	32.72	-	-	-	-	-	-	2	8.31	-	-	-	-	-	-
A295	5	0	4	37.51	-	-	-	-	-	-	1	8.06	-	-	-	-	-	-

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities Proj	Opportunities Actual	WOMEN Ultimate Goals #	WOMEN Ultimate Goals %	WOMEN Annual Goals #	WOMEN Annual Goals %	WOMEN Goal Achieve. #	WOMEN Goal Achieve. %	WOMEN Difference #	WOMEN Difference %	MINORITIES Ultimate Goals #	MINORITIES Ultimate Goals %	MINORITIES Annual Goals #	MINORITIES Annual Goals %	MINORITIES Goal Achieve. #	MINORITIES Goal Achieve. %	MINORITIES Difference #	MINORITIES Difference %
C300	21	32	4	56.81	-	-	-	-	-	-	7	10.06	-	-	-	-	-	-
C305	135	220	263	56.81	-	-	-	-	-	-	47	10.06	-	-	-	-	-	-
C310	65	110	238	80.61	-	-	-	-	-	-	24	8.22	-	-	-	-	-	-
C320	90	179	764	85.60	-	-	-	-	-	-	71	7.92	14	7.82	38	21.22	+24	13.40
C400	20	19	15	32.98	-	-	-	-	-	-	2	4.48	1	5.26	2	10.52	+1	5.26
C410	3	2	6	32.26	1	50.00	0	0.00	-1	-50.00	1	5.56	0	0.00	0	0.00	0	0.00
C420	15	14	28	64.74	-	-	-	-	-	-	6	13.56	2	14.28	4	28.57	+2	14.29
C430	46	52	80	56.56	-	-	-	-	-	-	18	12.95	7	13.46	5	9.61	-2	-3.85
C440	5	1	19	62.88	-	-	-	-	-	-	4	13.56	0	0.00	0	0.00	0	0.00
C445	2	1	2	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
C450	7	2	4	19.57	-	-	-	-	-	-	1	5.97	-	-	-	-	-	-
C460	7	2	10	17.22	0	0.00	1	50.00	+1	+50.00	3	5.97	-	-	-	-	-	-

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities Proj	Opportunities Actual	WOMEN Ultimate Goals #	WOMEN Ultimate Goals %	WOMEN Annual Goals #	WOMEN Annual Goals %	WOMEN Goal Achieve. #	WOMEN Goal Achieve. %	WOMEN Difference #	WOMEN Difference %	MINORITIES Ultimate Goals #	MINORITIES Ultimate Goals %	MINORITIES Annual Goals #	MINORITIES Annual Goals %	MINORITIES Goal Achieve. #	MINORITIES Goal Achieve. %	MINORITIES Difference #	MINORITIES Difference %
C470	7	14	9	26.98	-	-	-	-	-	-	2	7.13	-	-	-	-	-	-
C480	7	3	7	26.98	-	-	-	-	-	-	2	7.13	-	-	-	-	-	-
C485	0	0	1	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
C490	1	0	1	26.98	-	-	-	-	-	-	0	7.13	-	-	-	-	-	-
C495	0	0	2	26.98	0	0.00	0	0.00	0	0.00	1	7.13	0	0.00	0	0.00	0	0.00
E610	30	6	35	38.57	-	-	-	-	-	-	10	10.97	-	-	-	-	-	-
E620	25	13	4	38.57	-	-	-	-	-	-	12	10.97	-	-	-	-	-	-
F600	3	0	2	57.92	-	-	-	-	-	-	0	10.48	-	-	-	-	-	-
F610	0	3	5	24.43	-	-	-	-	-	-	3	13.12	0	0.00	1	33.33	+1	33.33
F620	0	0	1	15.87	0	0.00	0	0.00	0	0.00	0	9.99	0	0.00	0	0.00	0	0.00

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities Proj	Opportunities Actual	WOMEN Ultimate Goals #	WOMEN Ultimate Goals %	WOMEN Annual Goals #	WOMEN Annual Goals %	WOMEN Goal Achieve. #	WOMEN Goal Achieve. %	WOMEN Difference #	WOMEN Difference %	MINORITIES Ultimate Goals #	MINORITIES Ultimate Goals %	MINORITIES Annual Goals #	MINORITIES Annual Goals %	MINORITIES Goal Achieve. #	MINORITIES Goal Achieve. %	MINORITIES Difference #	MINORITIES Difference %
S320	2	2	63	84.54	-	-	-	-	-	-	6	7.46	0	0.00	0	0.00	0	0.00
S360	0	0	3	84.54	-	-	-	-	-	-	0	7.46	0	0.00	0	0.00	0	0.00
S590	0	1	3	19.57	0	0.00	0	0.00	0	0.00	2	13.84	0	0.00	0	0.00	0	0.00
S640	0	0	9	22.63	0	0.00	0	0.00	0	0.00	4	11.81	-	-	-	-	-	-
S660	3	3	10	41.71	1	33.33	0	0.00	-1	-33.33	2	6.75	0	0.00	0	0.00	0	0.00
S670	5	1	5	16.14	0	0.00	0	0.00	0	0.00	2	6.74	0	0.00	0	0.00	0	0.00
S680	20	2	37	52.78	-	-	-	-	-	-	10	13.50	-	-	-	-	-	-
1605	15	34	78	43.94	-	-	-	-	-	-	19	10.95	-	-	-	-	-	-
1610	9	31	71	49.75	15	48.39	15	48.39	0	0.00	31	21.70	-	-	-	-	-	-
1615	0	1	6	40.55	-	-	-	-	-	-	2	12.09	-	-	-	-	-	-
1620	5	3	11	38.18	1	33.33	1	33.33	0	0.00	3	10.43	0	0.00	1	33.33	+1	+33.33
1625	4	0	2	16.36	0	0.00	0	0.00	0	0.00	2	11.82	0	0.00	0	0.00	0	0.00
1630	8	5	18	38.57	-	-	-	-	-	-	5	10.97	-	-	-	-	-	-
1635	8	11	12	14.60	2	18.18	5	45.45	+3	+27.27	15	18.86	2	18.18	3	27.27	+1	+9.09

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities		WOMEN								MINORITIES							
	Proj	Actual	Ultimate Goals #	%	Annual Goals #	%	Goal Achieve. #	%	Difference #	%	Ultimate Goals #	%	Annual Goals #	%	Goal Achieve. #	%	Difference #	%
1640	4	6	6	15.31	1	16.67	0	0.00	-1	-16.67	5	14.17	-	-	-	-	-	-
1645	4	3	10	30.97	1	33.33	0	0.00	-1	-33.33	4	11.10	-	-	-	-	-	-
1650	6	1	12	17.34	0	0.00	0	0.00	0	0.00	8	11.30	0	0.00	0	0.00	0	0.00
1655	0	3	4	54.45	-	-	-	-	-	-	1	16.07	-	-	-	-	-	-
1660	18	9	34	46.42	-	-	-	-	-	-	8	11.13	-	-	-	-	-	-
1665	10	5	38	69.86	-	-	-	-	-	-	8	14.19	-	-	-	-	-	-
1670	4	0	20	53.62	-	-	-	-	-	-	5	12.55	-	-	-	-	-	-
1675	5	8	11	21.01	0	0.00	0	0.00	0	0.00	7	13.83	1	12.50	1	12.50	0	0.00
1680	3	1	3	14.94	0	0.00	0	0.00	0	0.00	2	9.56	0	0.00	0	0.00	0	0.00
2600	0	4	0	19.86	-	-	-	-	-	-	0	6.91	-	-	-	-	-	-
5610	0	0	2	25.62	0	0.00	0	0.00	-1	-25.00	1	10.26	-	-	-	-	-	-
5620	0	0	2	7.29	0	0.00	0	0.00	0	0.00	2	9.34	0	0	-	-	-	-

MSU AACP
GOAL ACHIEVEMENT

1982-83

Job Group	Opportunities Proj	Opportunities Actual	WOMEN Ultimate Goals #	WOMEN Ultimate Goals %	WOMEN Annual Goals #	WOMEN Annual Goals %	WOMEN Goal Achieve. #	WOMEN Goal Achieve. %	WOMEN Difference #	WOMEN Difference %	MINORITIES Ultimate Goals #	MINORITIES Ultimate Goals %	MINORITIES Annual Goals #	MINORITIES Annual Goals %	MINORITIES Goal Achieve. #	MINORITIES Goal Achieve. %	MINORITIES Difference #	MINORITIES Difference %
9510	4	1	9	10.17	0	0.00	0	0.00	0	0.00	10	10.90	0	0.00	0	0.00	0	0.00
9520	0	0	0	7.58	0	0.00	0	0.00	0	0.00	0	9.38	0	0.00	0	0.00	0	0.00
9530	2	0	7	26.63	-	-	-	-	-	-	3	10.26	0	0.00	0	0.00	0	0.00
9540	0	0	1	29.41	0	0.00	0	0.00	0	0.00	0	8.57	0	0.00	0	0.00	0	0.00
9550	2	2	1	16.83	-	-	-	-	-	-	1	15.53	0	0.00	1	50.00	+1	50.00
9560	2	3	2	8.27	0	0.00	1	33.33	+1	33.33	2	10.25	0	0.00	0	0.00	0	0.00
9570	0	5	5	8.31	0	0.00	0	0.00	0	0.00	6	9.37	0	0.00	2	40.00	+2	40.00
9580	0	0	1	6.74	0	0.00	0	0.00	0	0.00	1	7.14	0	0.00	0	0.00	0	0.00

Figure V-1

GOAL ACHIEVEMENT ANALYSIS
1982-83

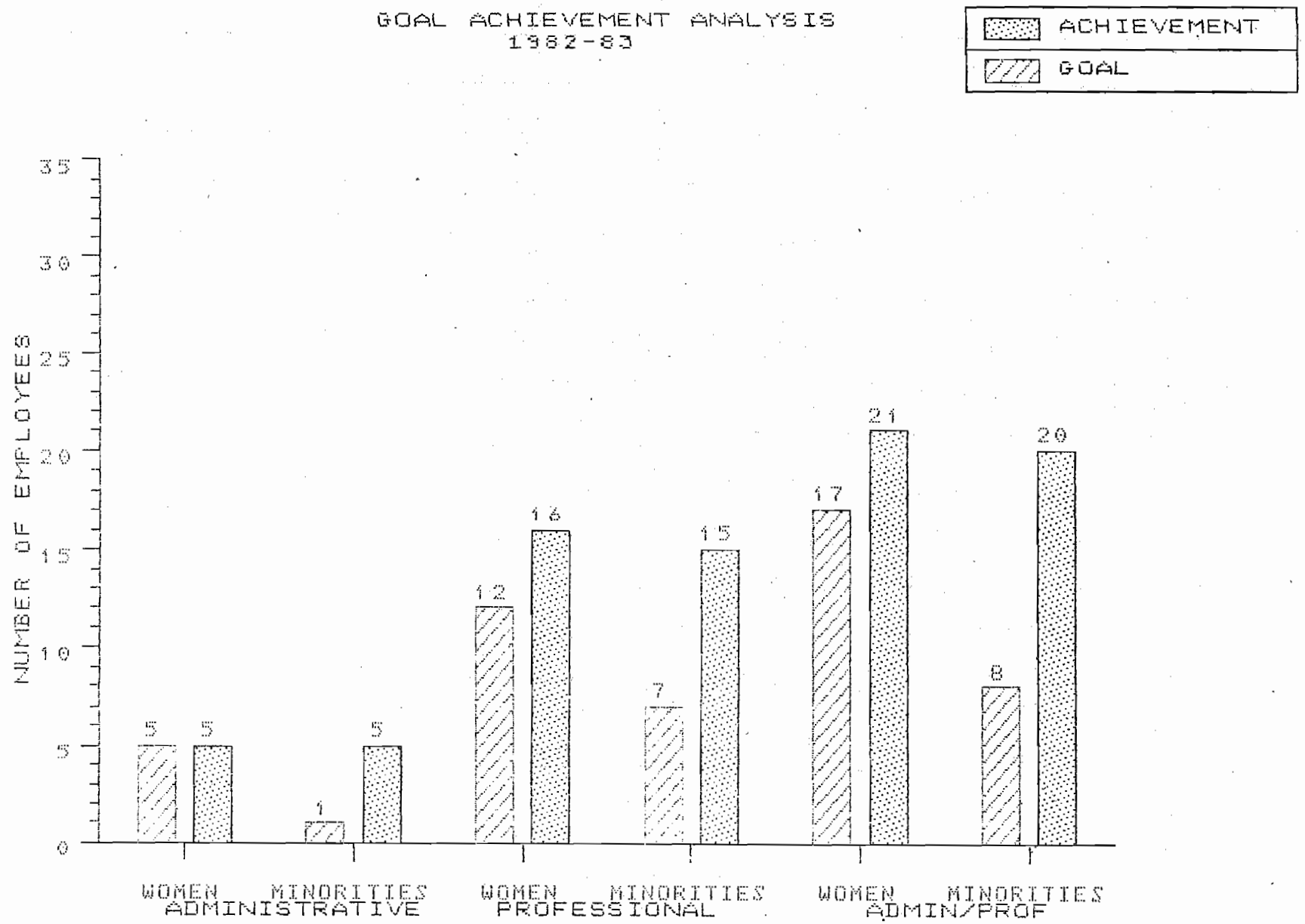


Figure V-1 (Con't)

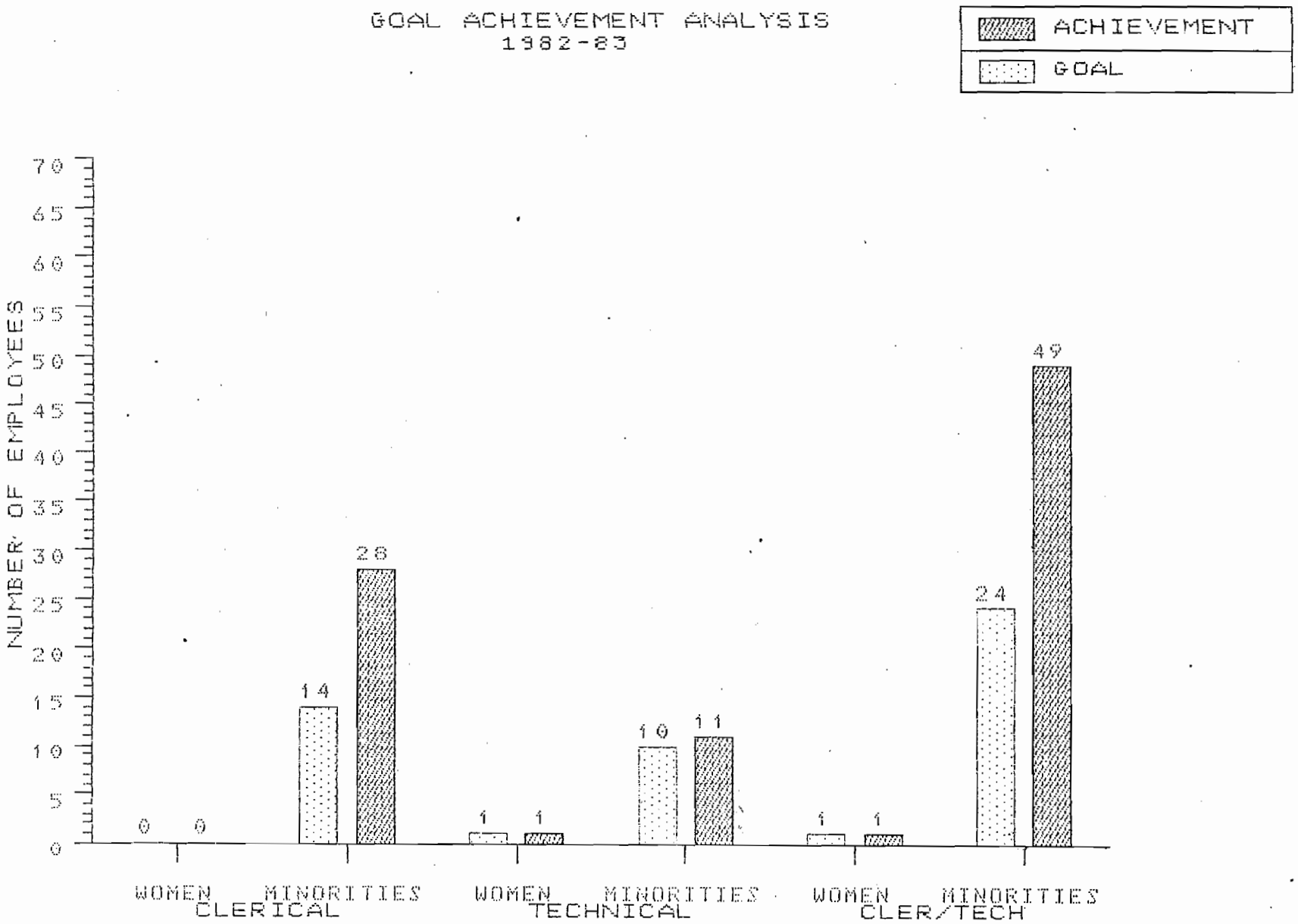


Figure V-2

GOAL ACHIEVEMENT ANALYSIS
1982-83

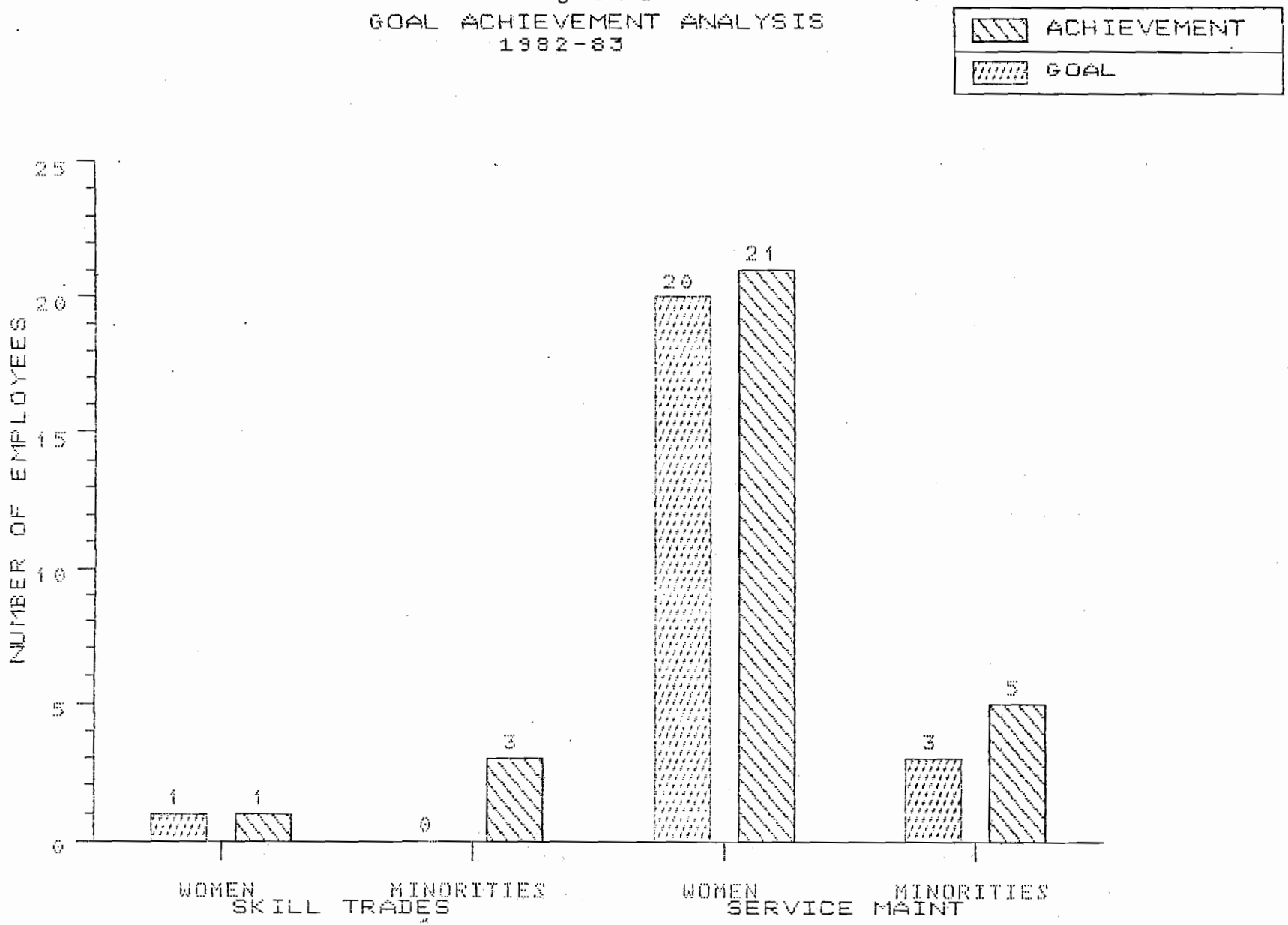


Figure V-2 (Con't)

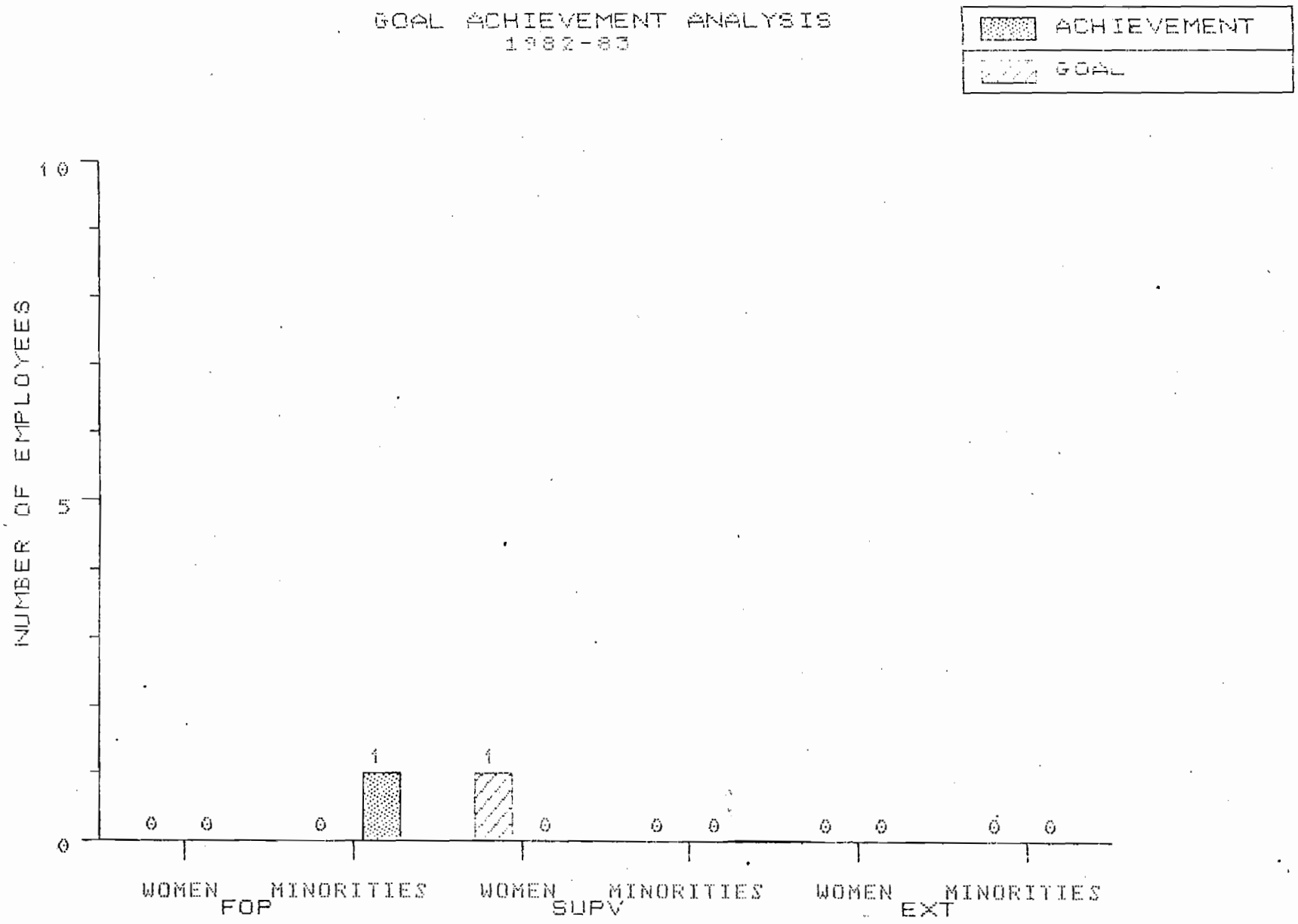


Figure V-3

GOAL ACHIEVEMENT ANALYSIS
1982-83

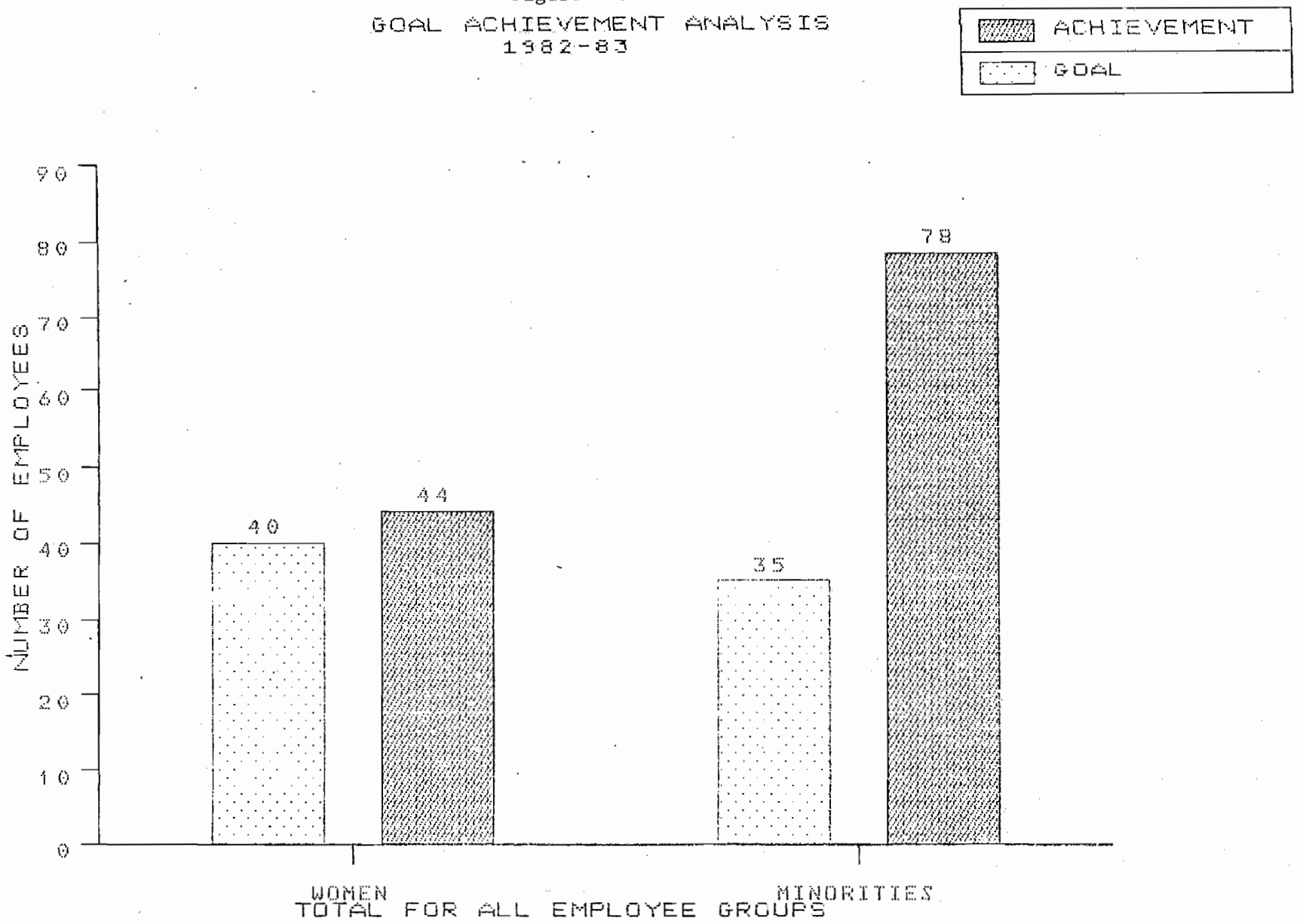


Figure V-4

NON-ACADEMIC GOAL ACHIEVEMENT
FOR MINORITIES
1982-83

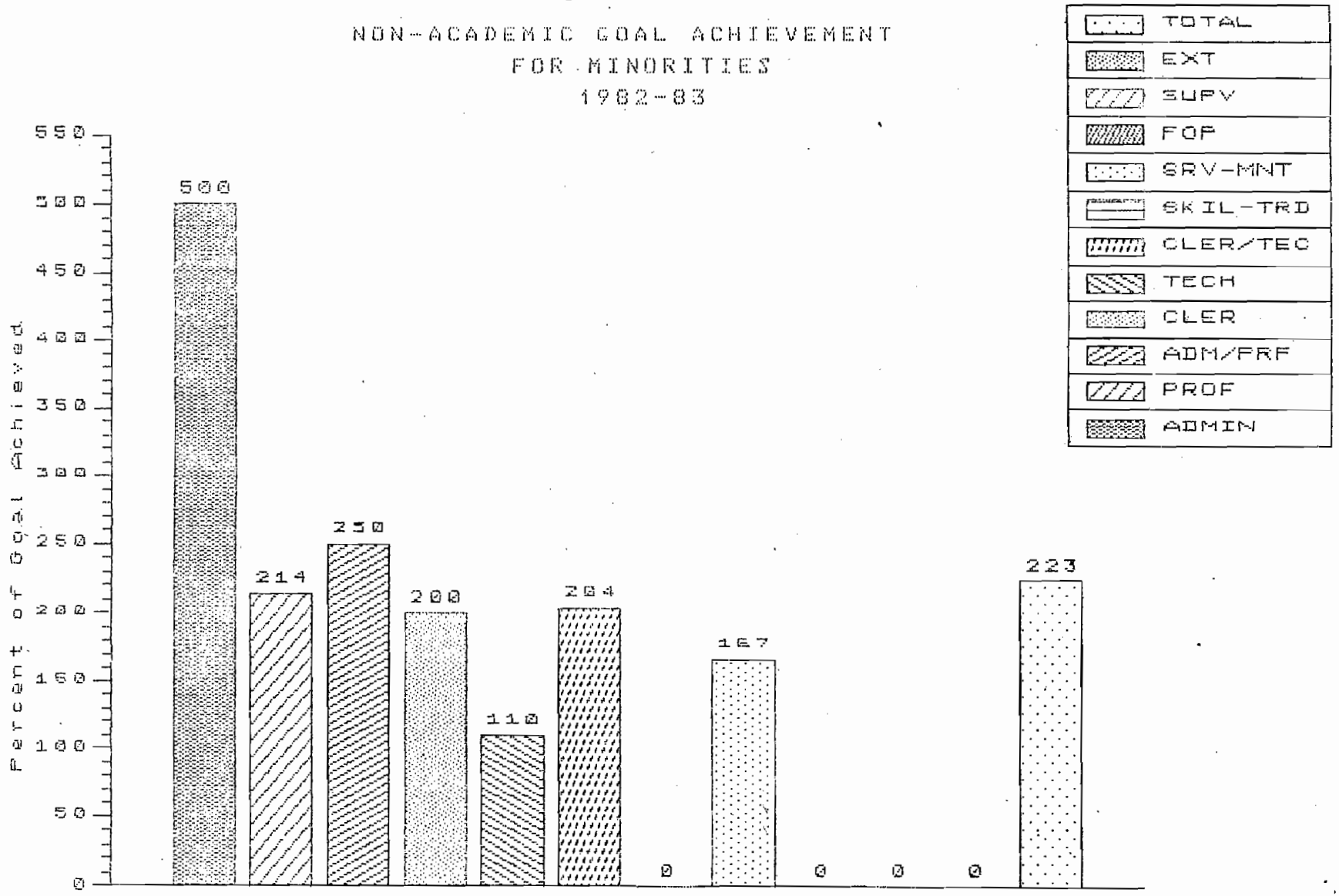


Figure V-5

NON-ACADEMIC GOAL ACHIEVEMENT
FOR WOMEN
1982-83

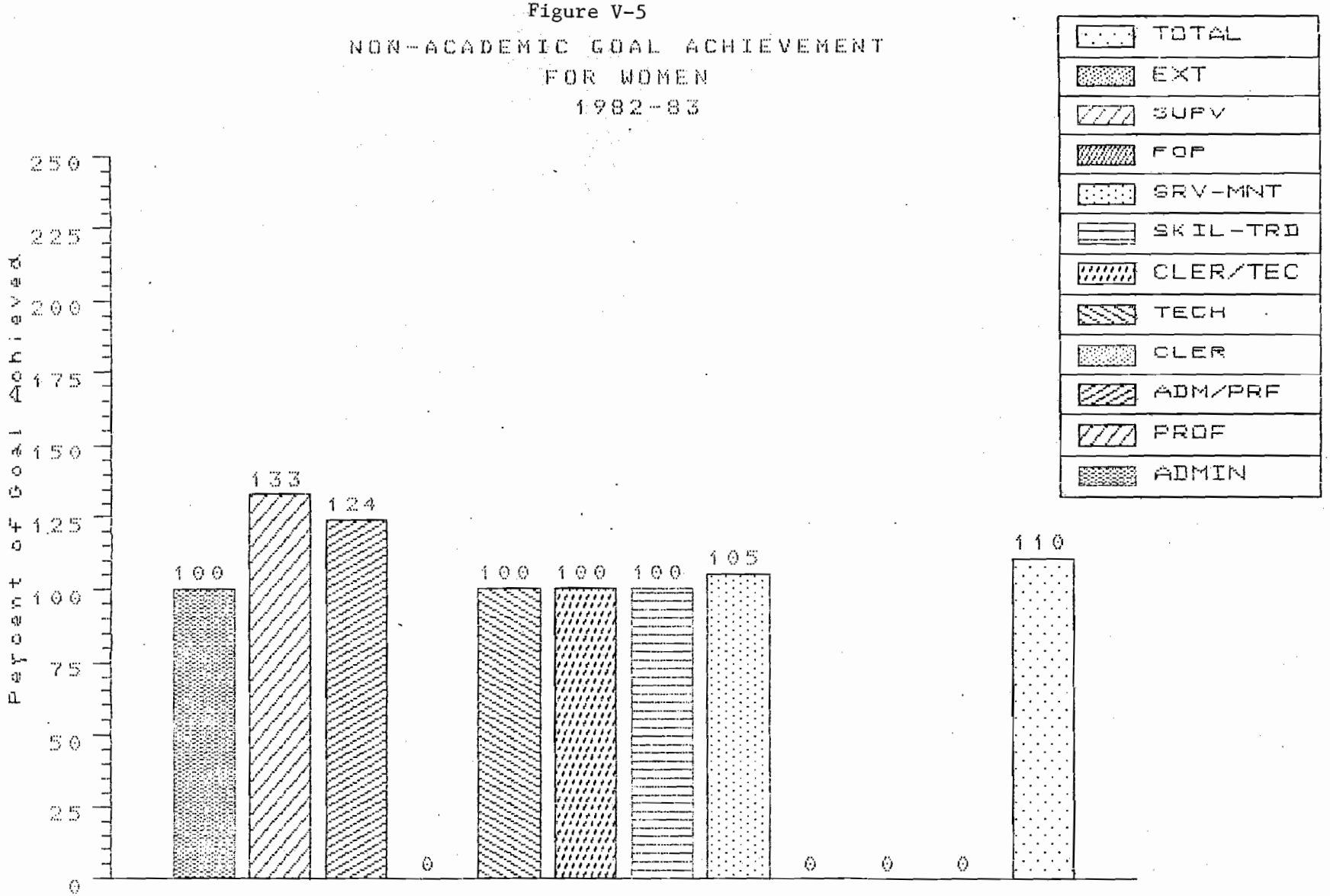


Figure V-6

COMPOSITION OF NON-ACADEMIC WORKFORCE
MINORITY TOTAL

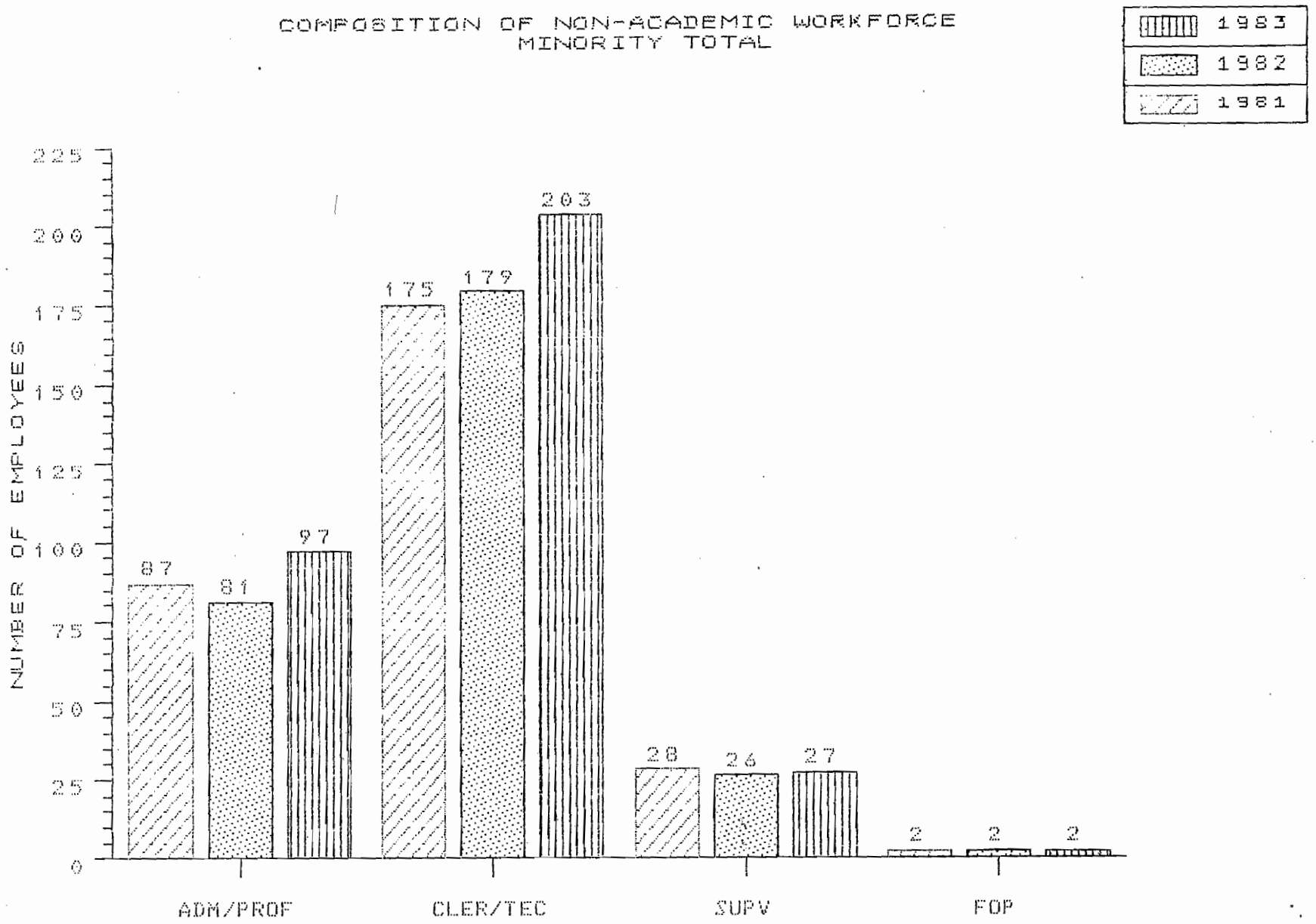


Figure V-6 (Con't)

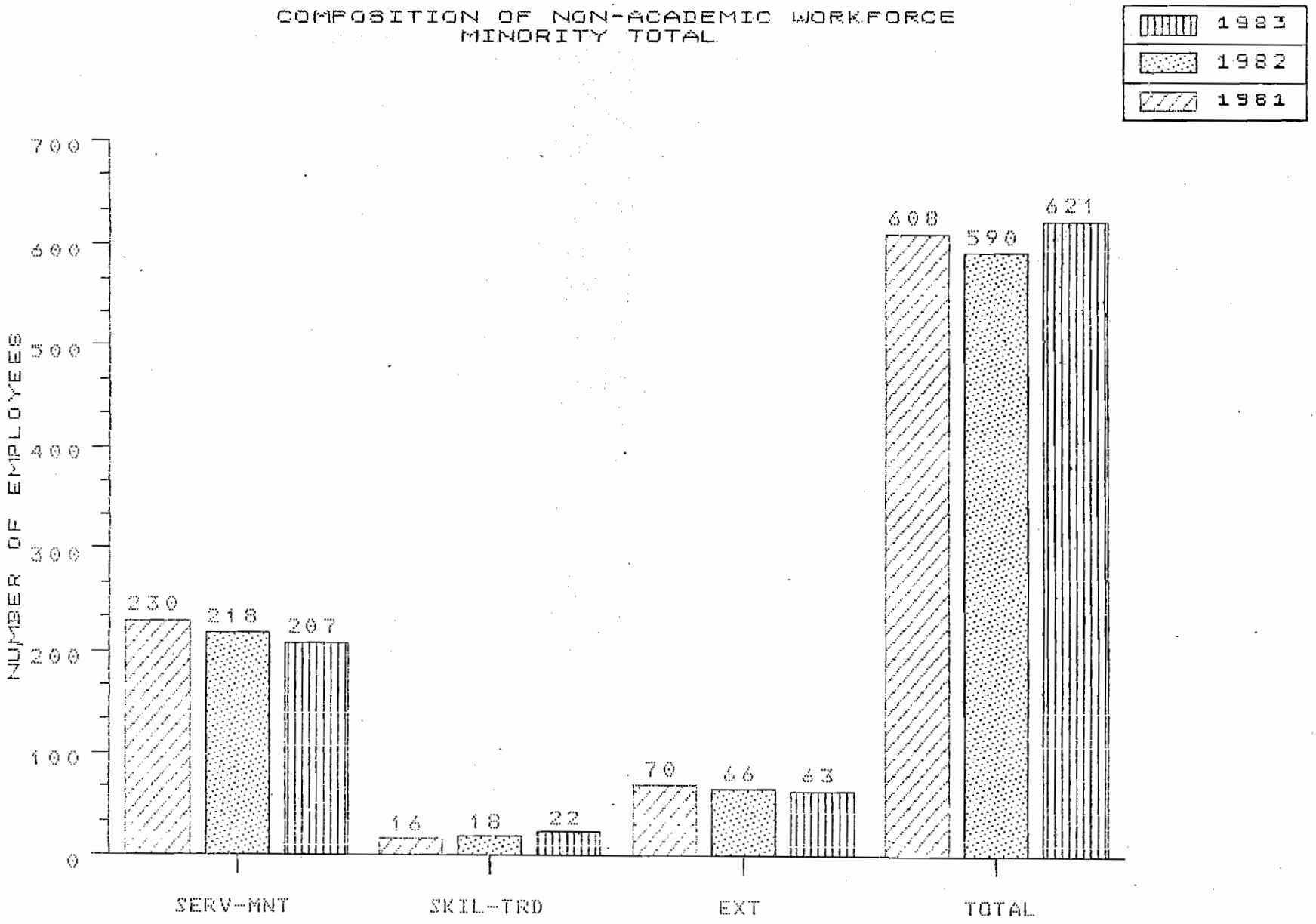


Figure V-7

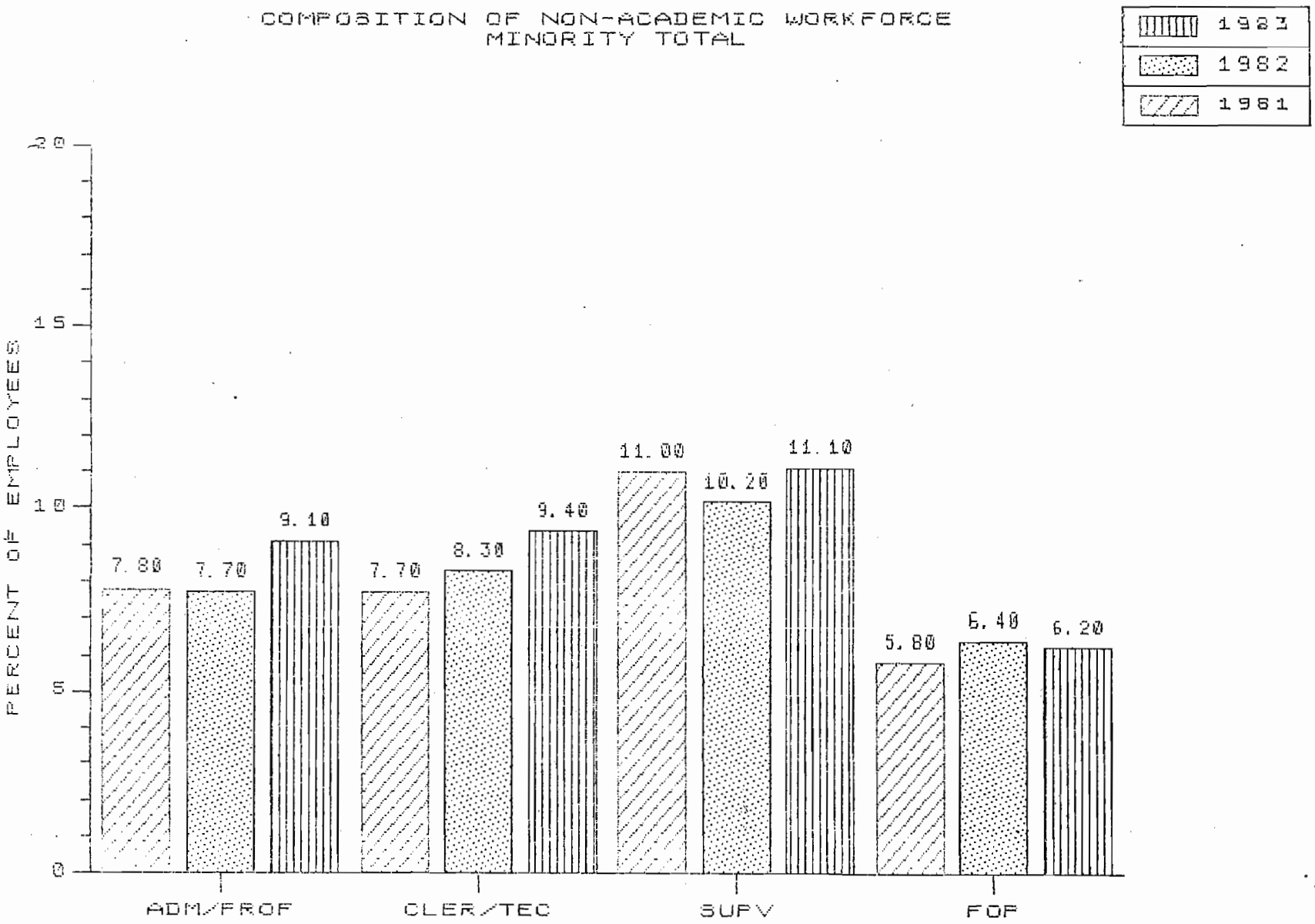

COMPOSITION OF NON-ACADEMIC WORKFORCE
MINORITY TOTAL
1983
1982
1981
PERCENT OF EMPLOYEES
20
15
10
5
0
7.80
7.70
9.10
7.70
8.30
9.40
11.00
10.20
11.10
5.80
6.40
6.20
ADM/PROF
CLER/TEC
SUPV
FOP

Figure V-7 (Con't)

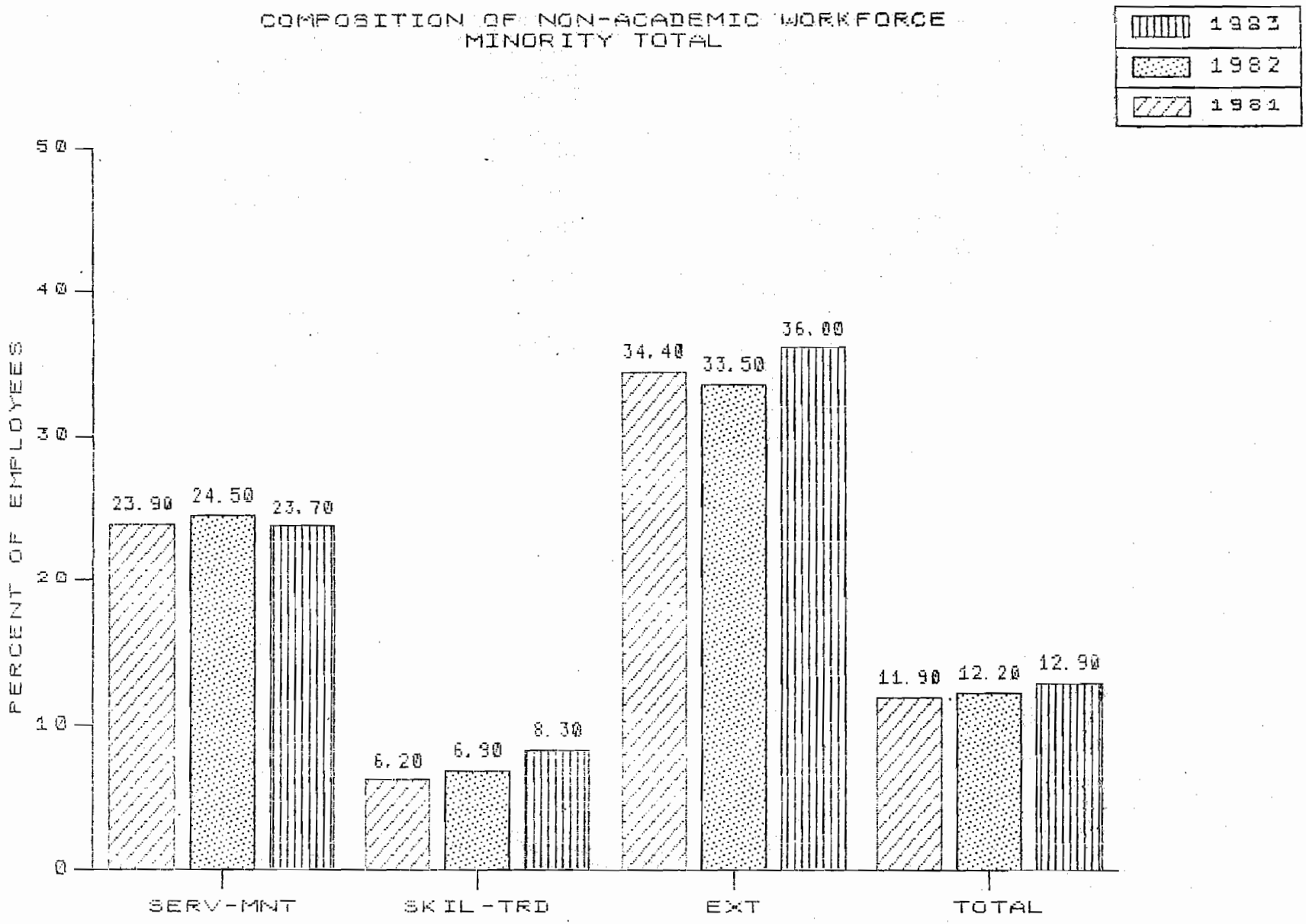


Figure V-8

COMPOSITION OF NON-ACADEMIC WORKFORCE
FEMALE NON-MINORITIES

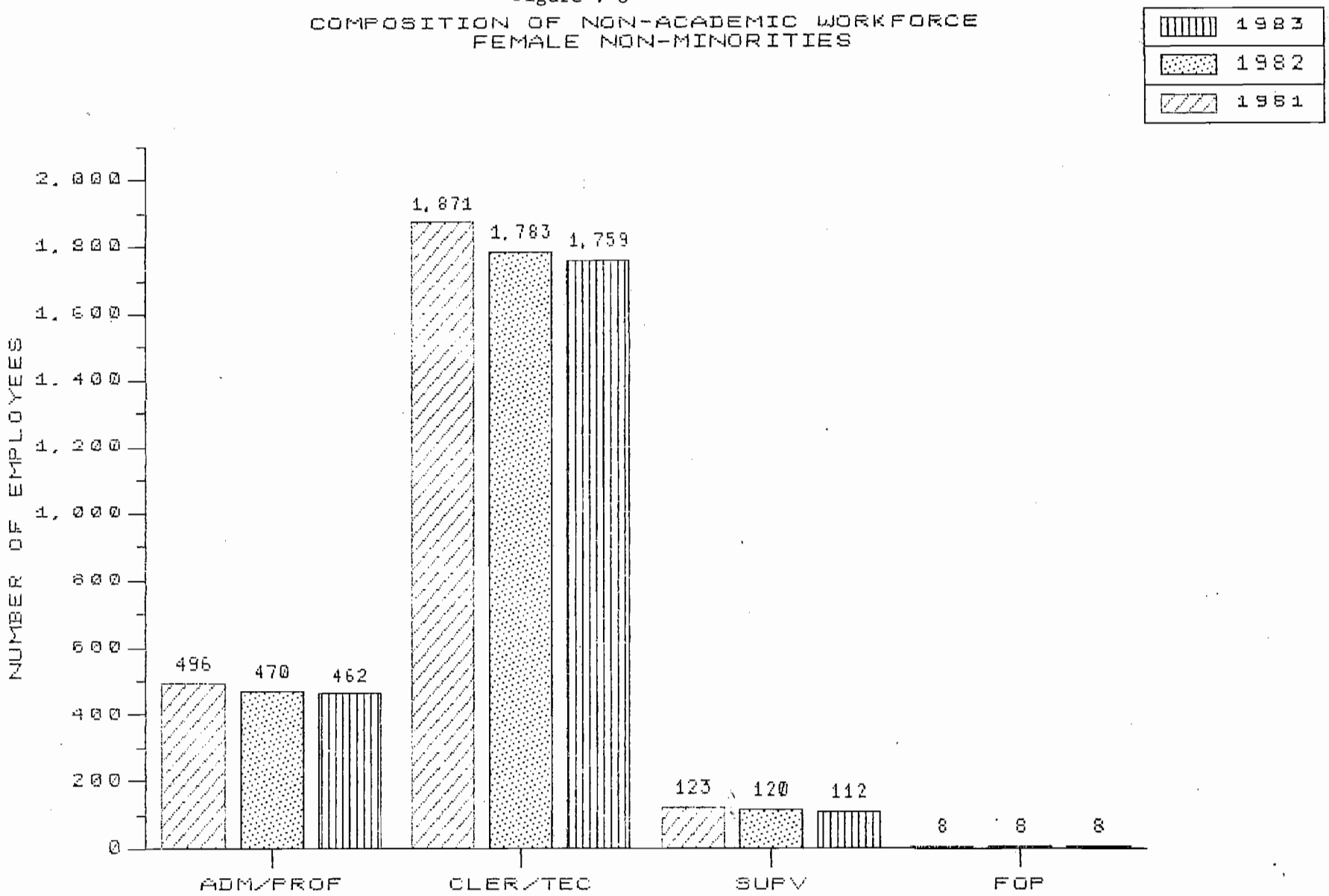


Figure V-8 (Con't)

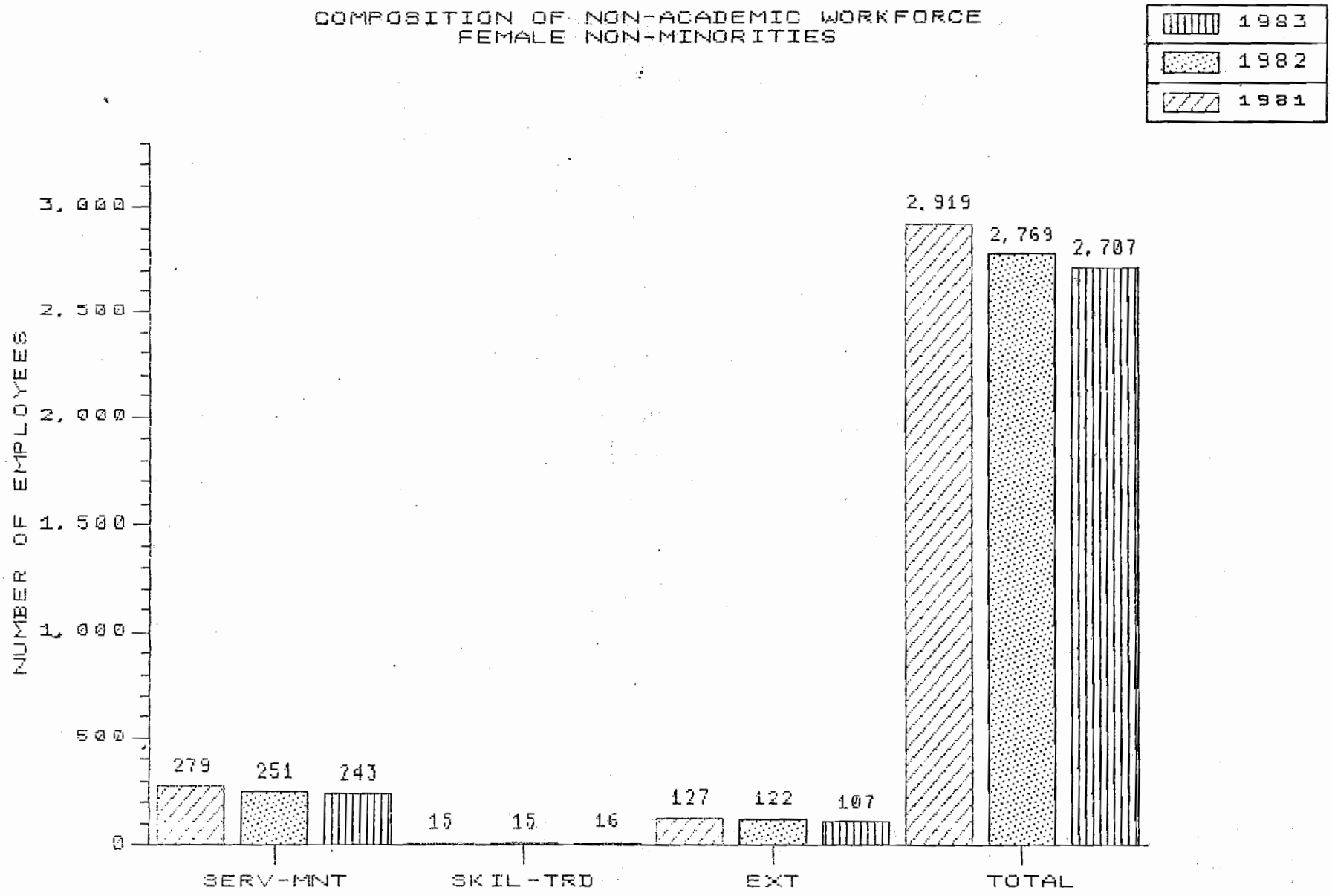


Figure V-9

COMPOSITION OF NON-ACADEMIC WORKFORCE
FEMALE NON-MINORITIES

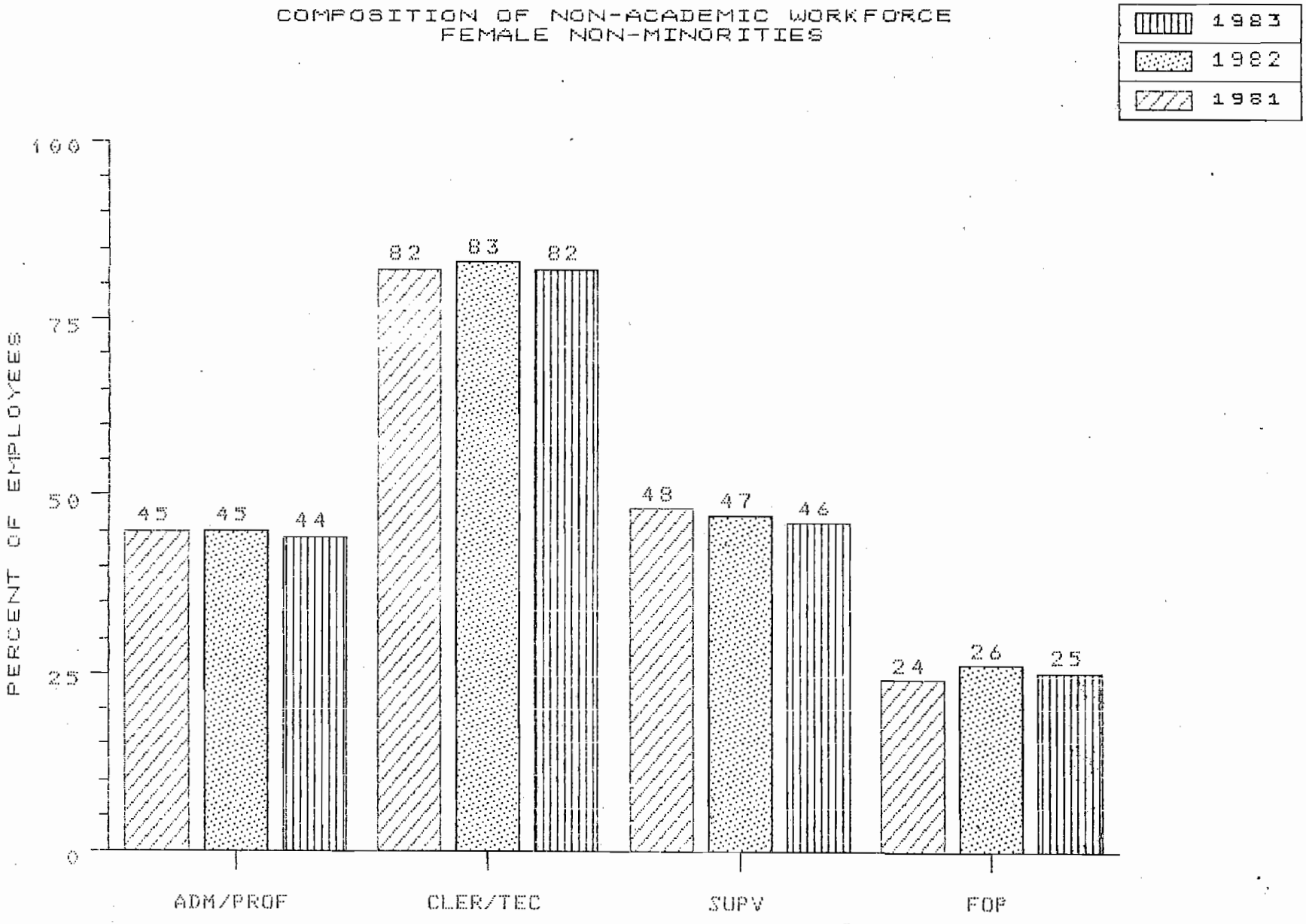


Figure V-9 (Con't)

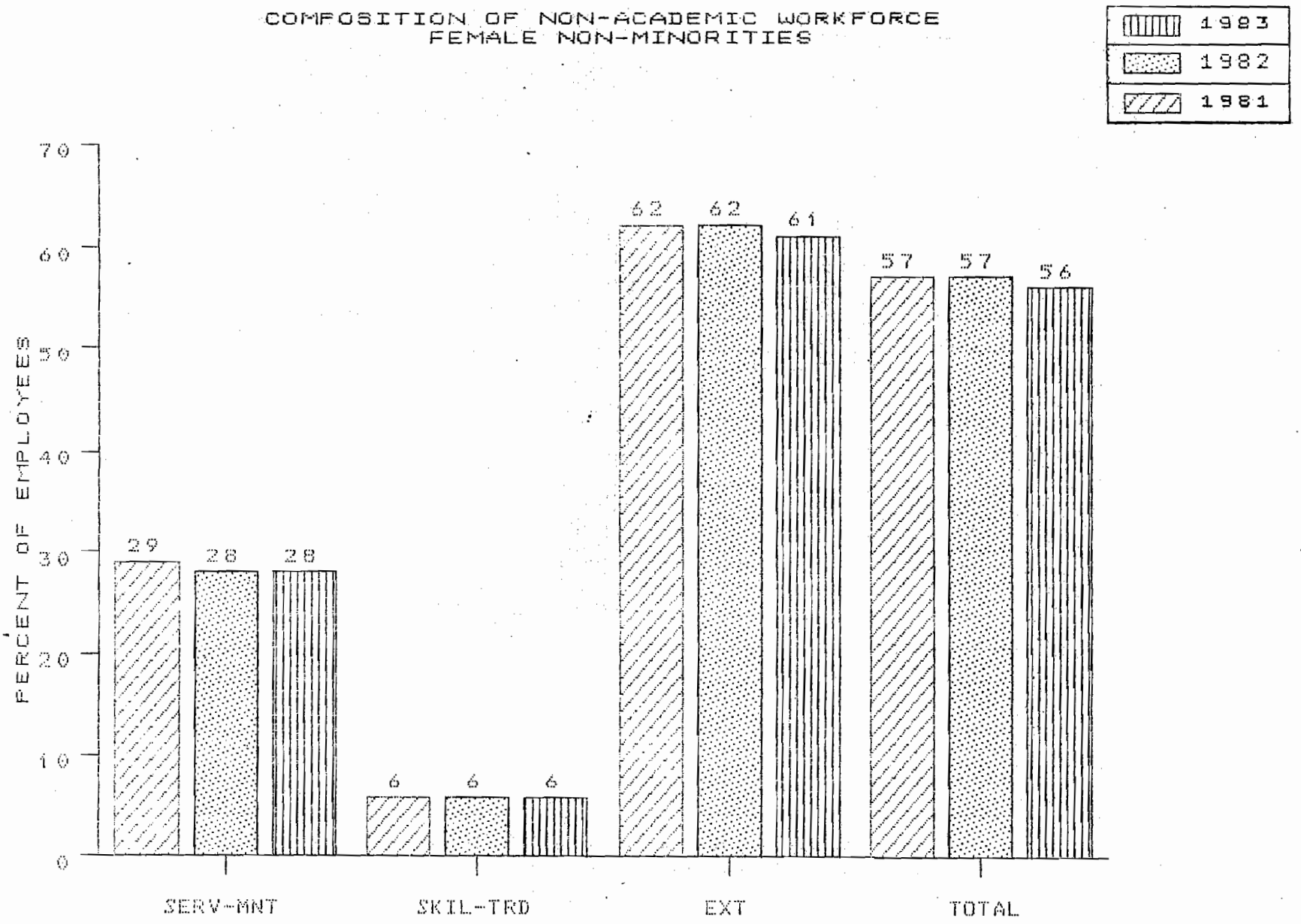


Figure V-10

COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES

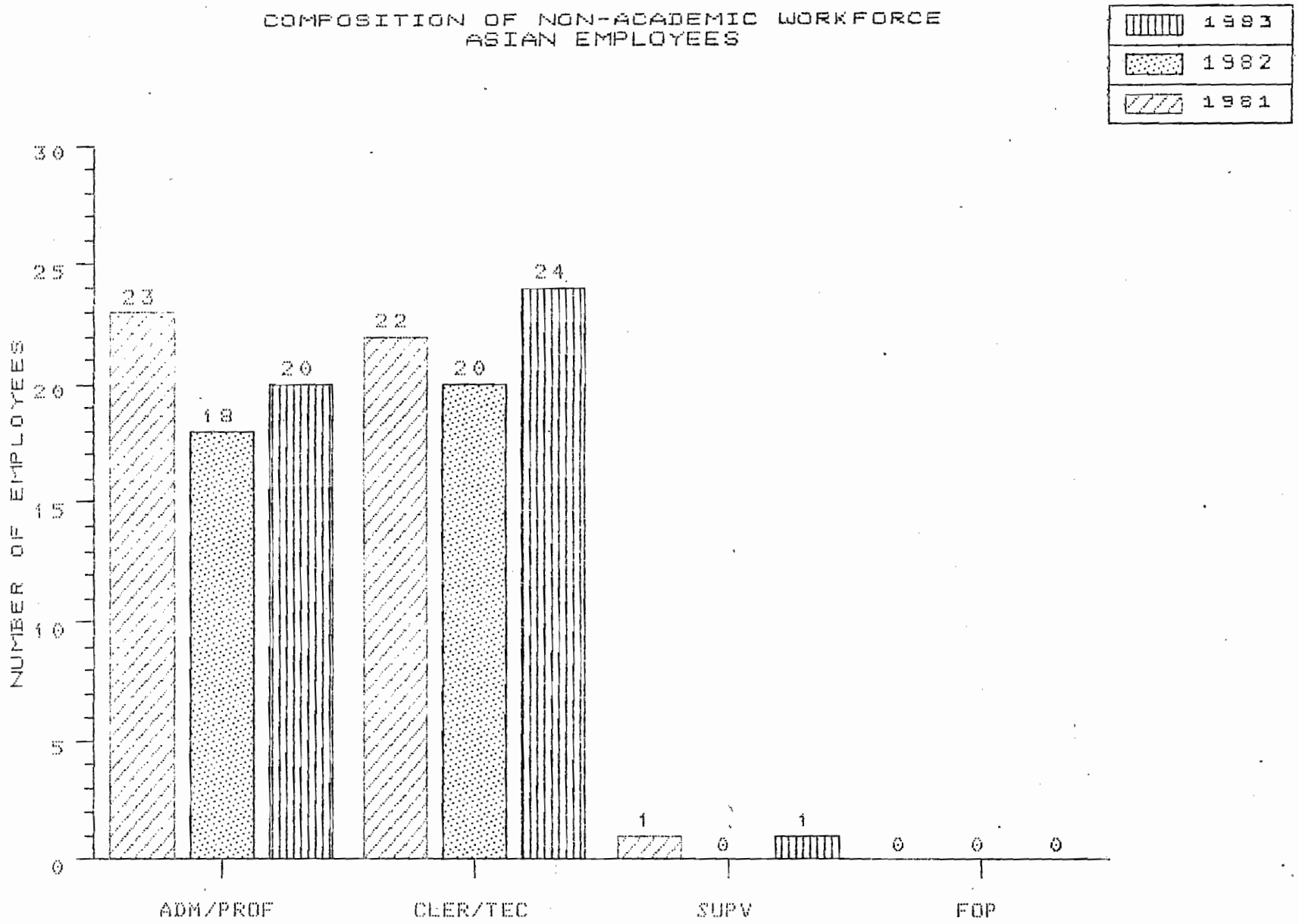


Figure V-10 (Con't)

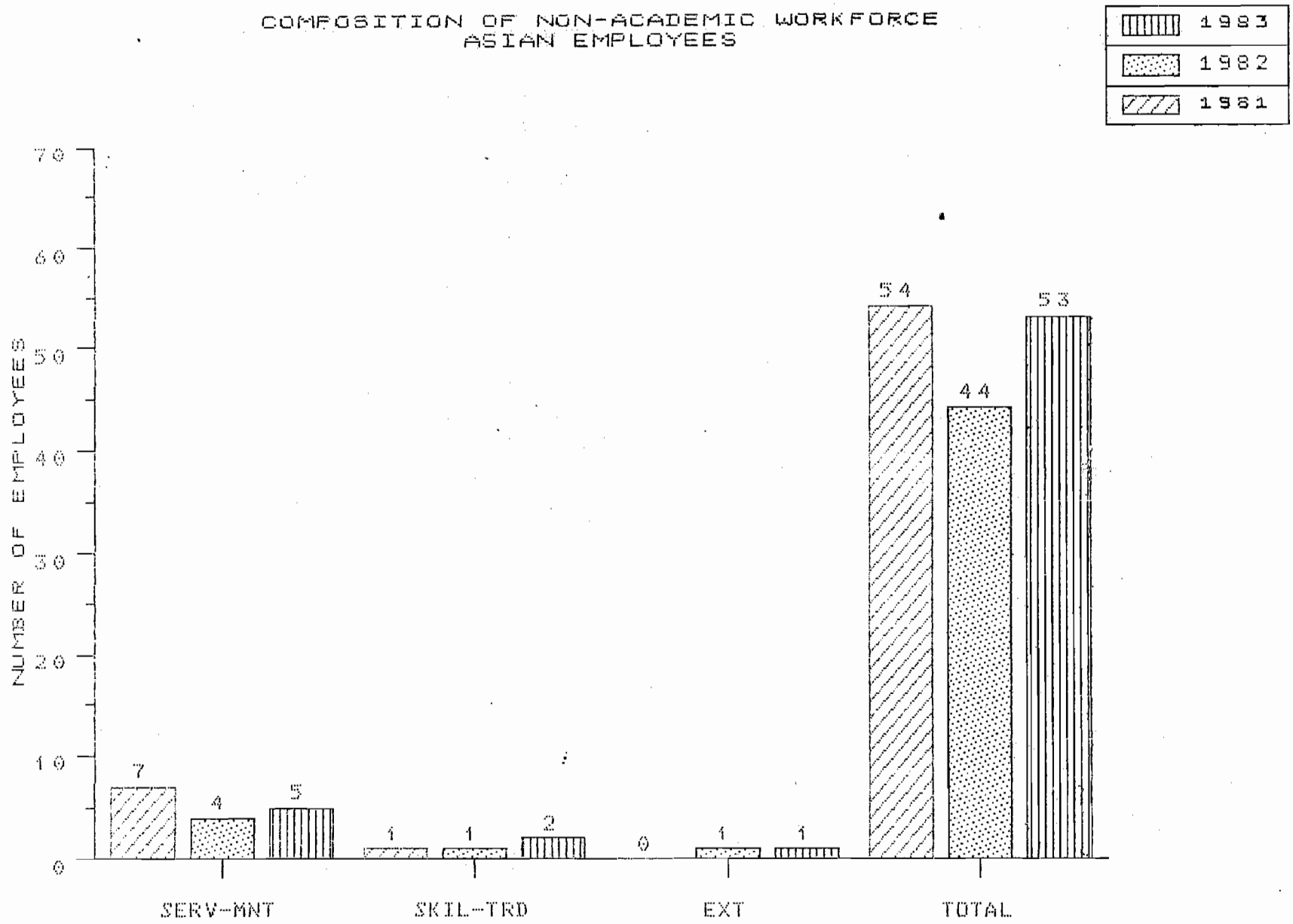


Figure V-11

COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES

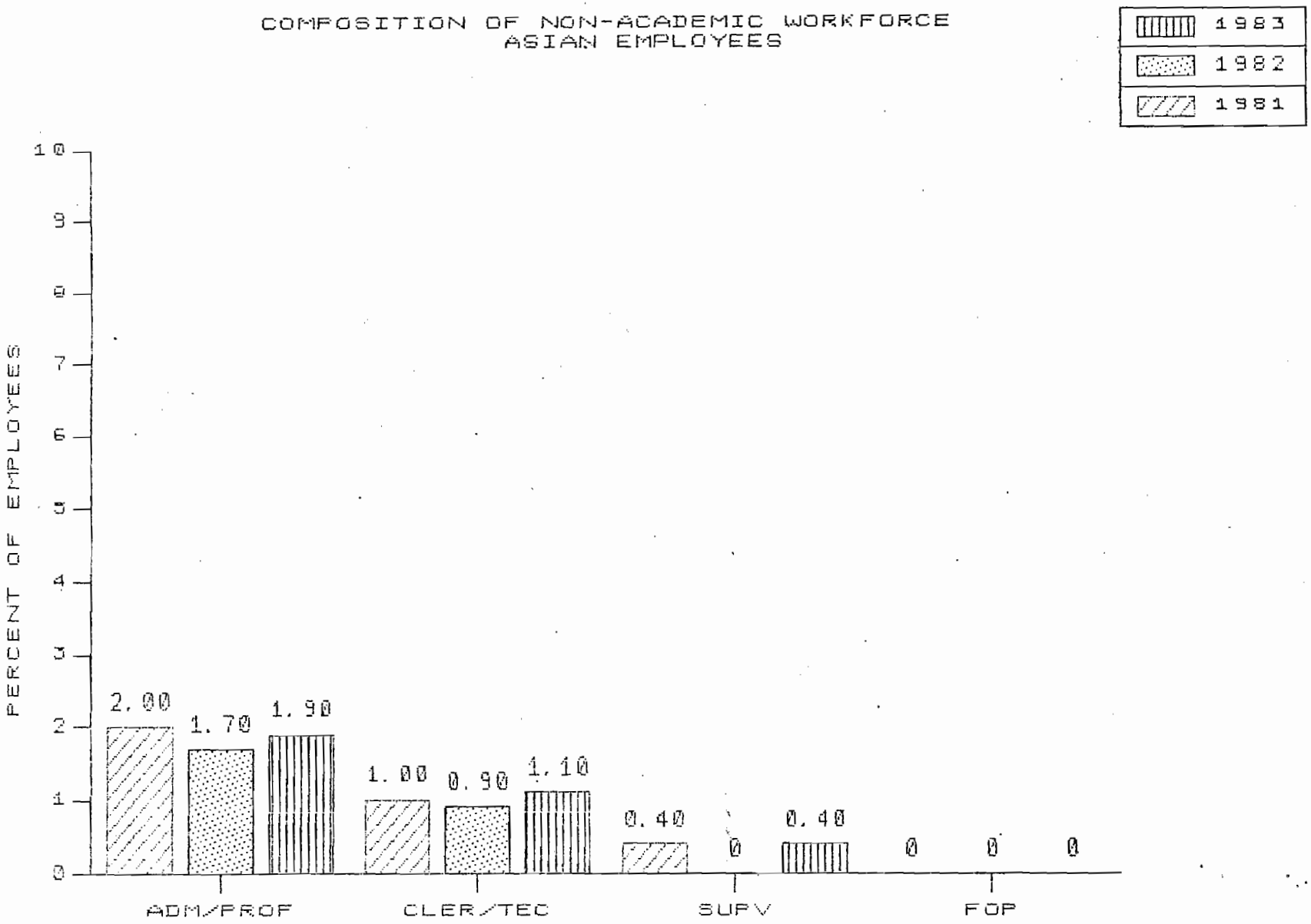


Figure V-11 (Con't)

COMPOSITION OF NON-ACADEMIC WORKFORCE
ASIAN EMPLOYEES

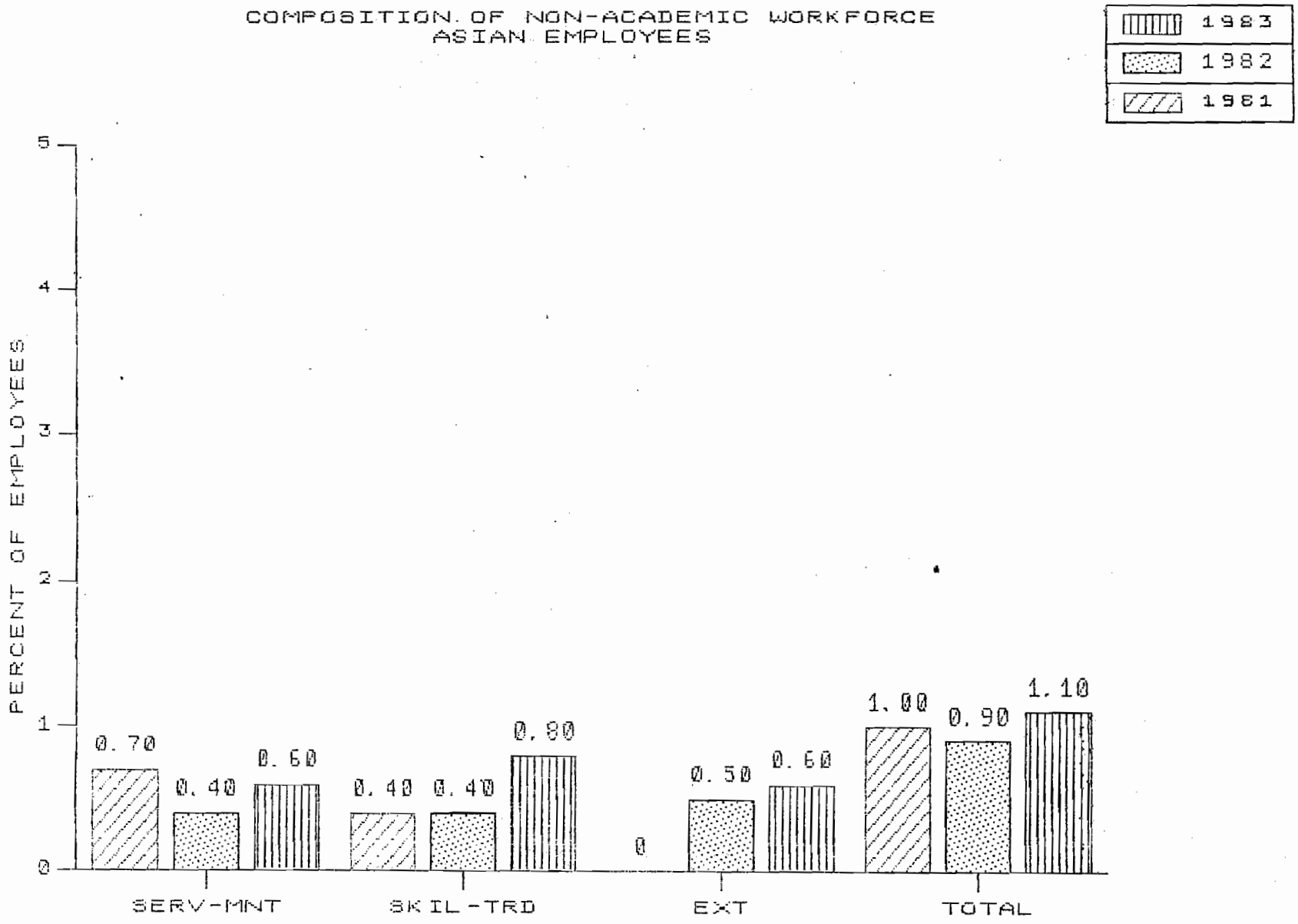


Figure V-12

COMPOSITION OF NON-ACADEMIC WORKFORCE
NATIVE AMERICAN EMPLOYEES



Figure V-12 (Con't)

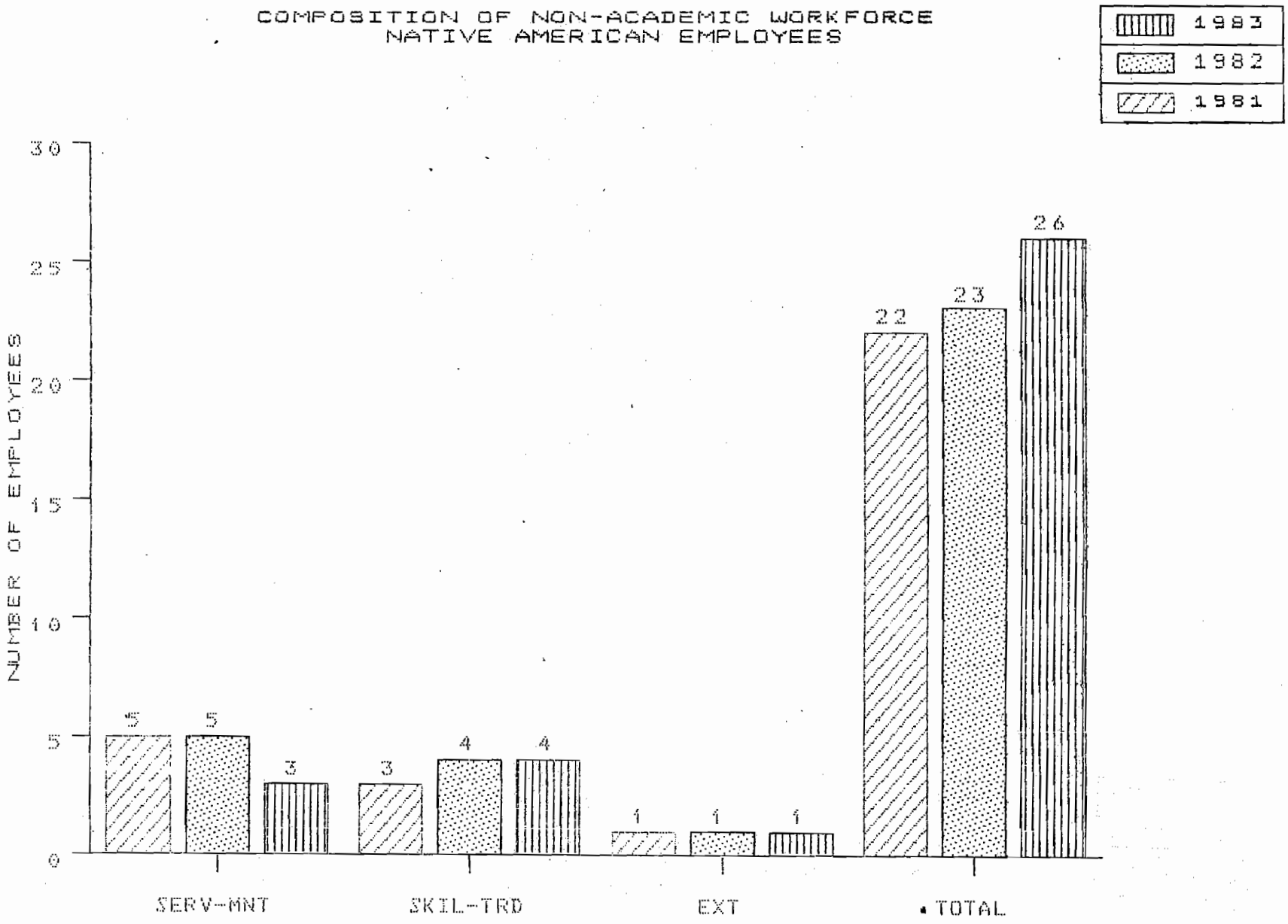


Figure V-13

COMPOSITION OF NON-ACADEMIC WORKFORCE
NATIVE AMERICAN EMPLOYEES

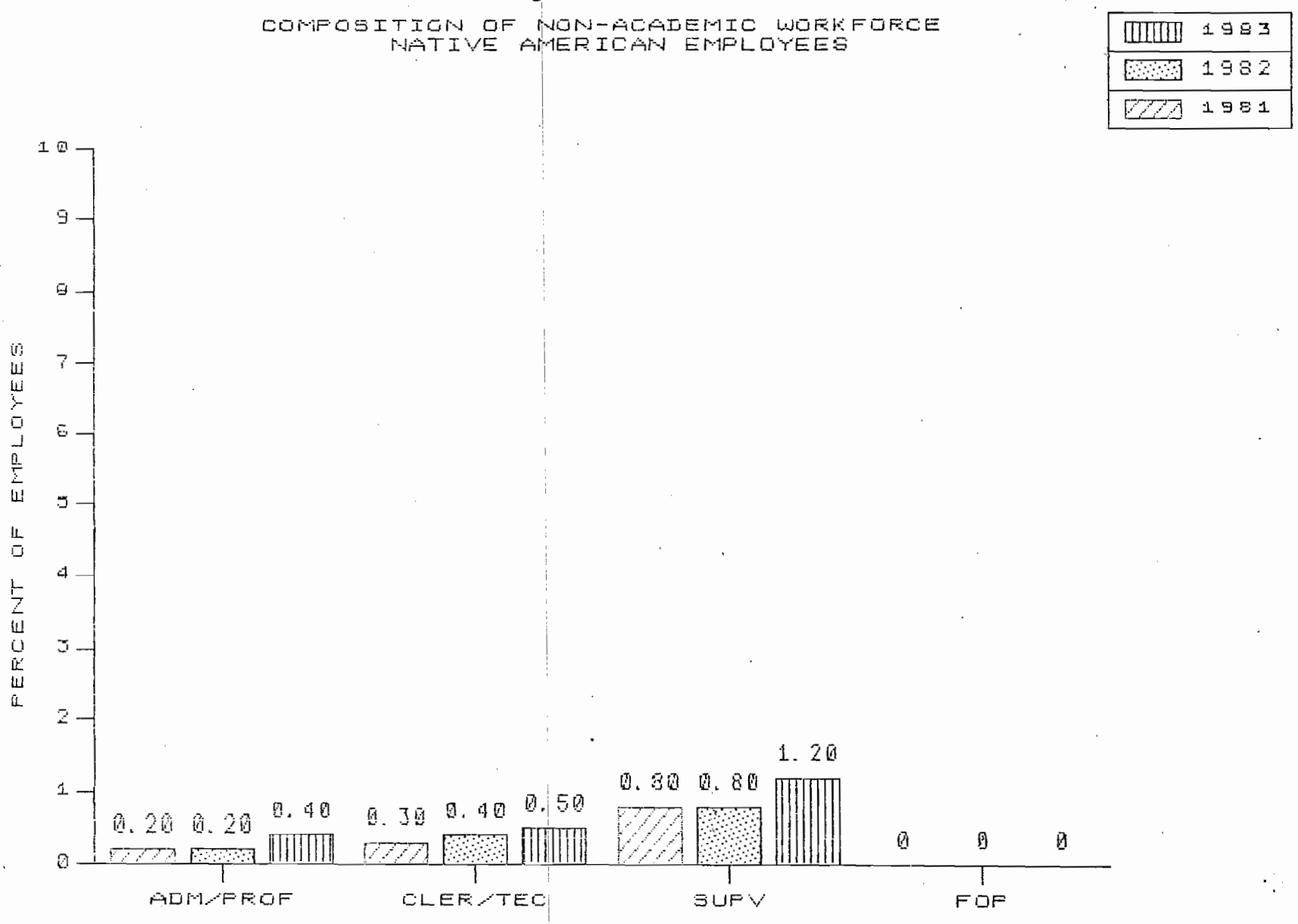


Figure V-13 (Con't)

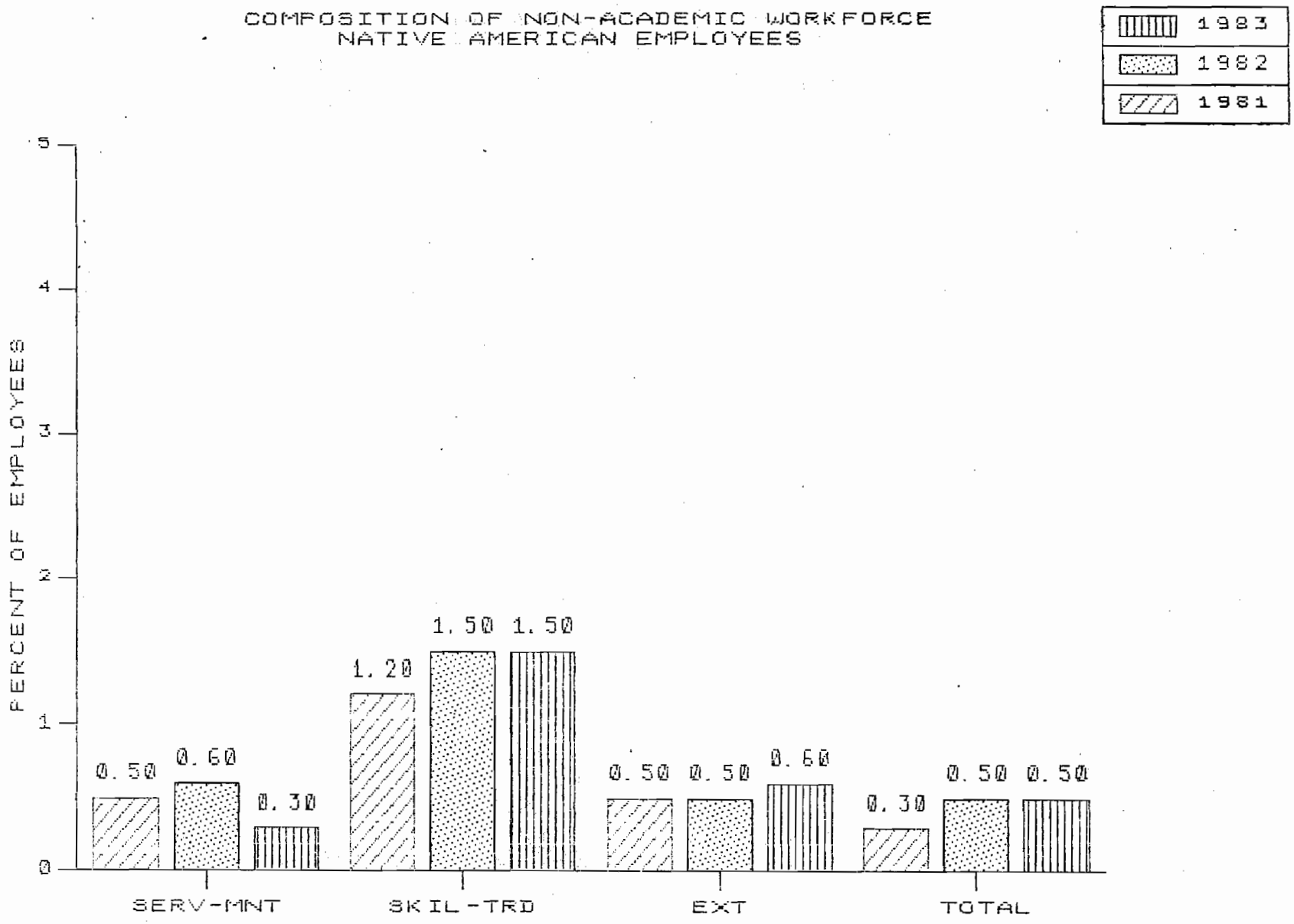


Figure V-14

COMPOSITION OF NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

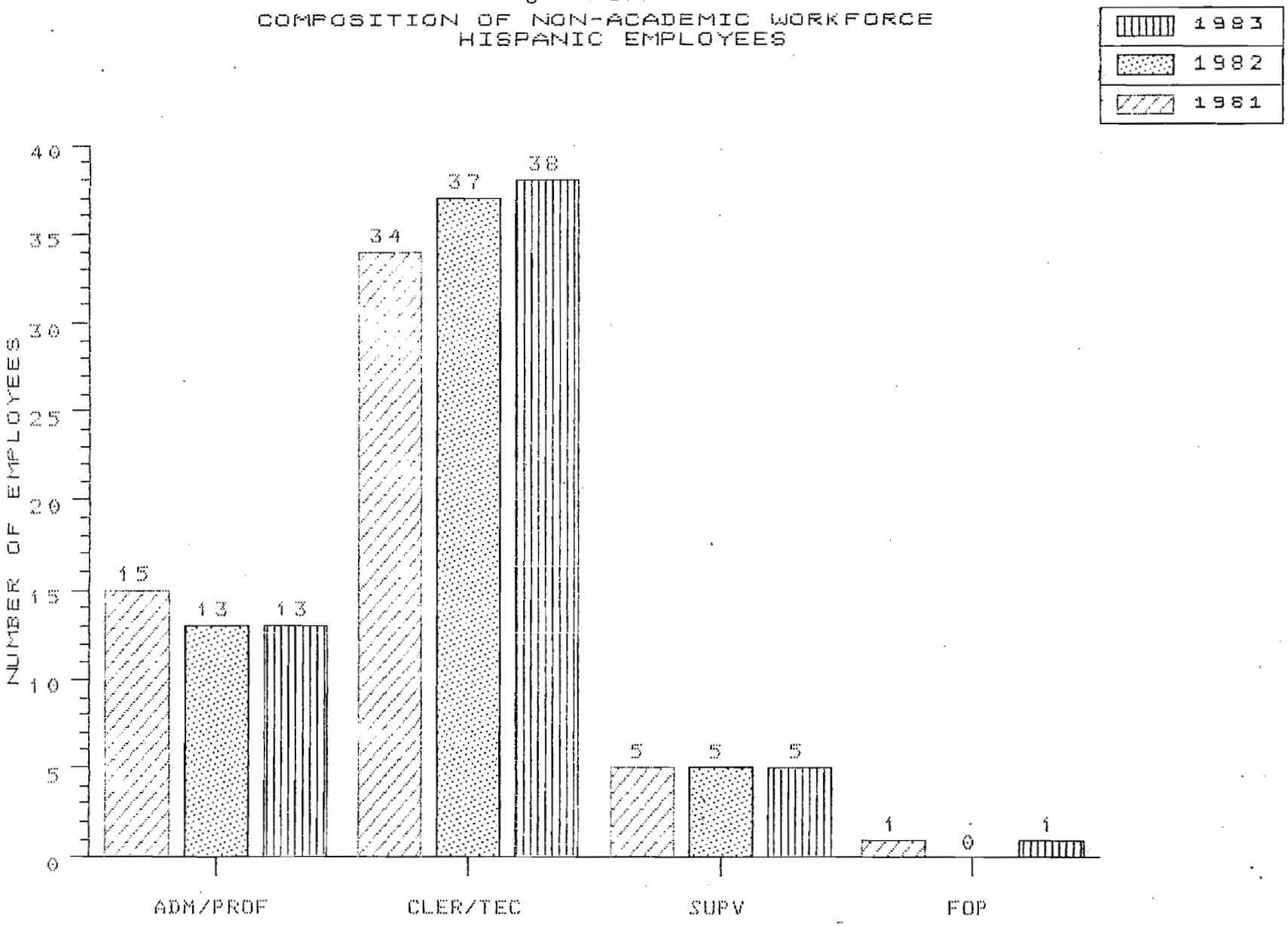


Figure V-14 (Con't)

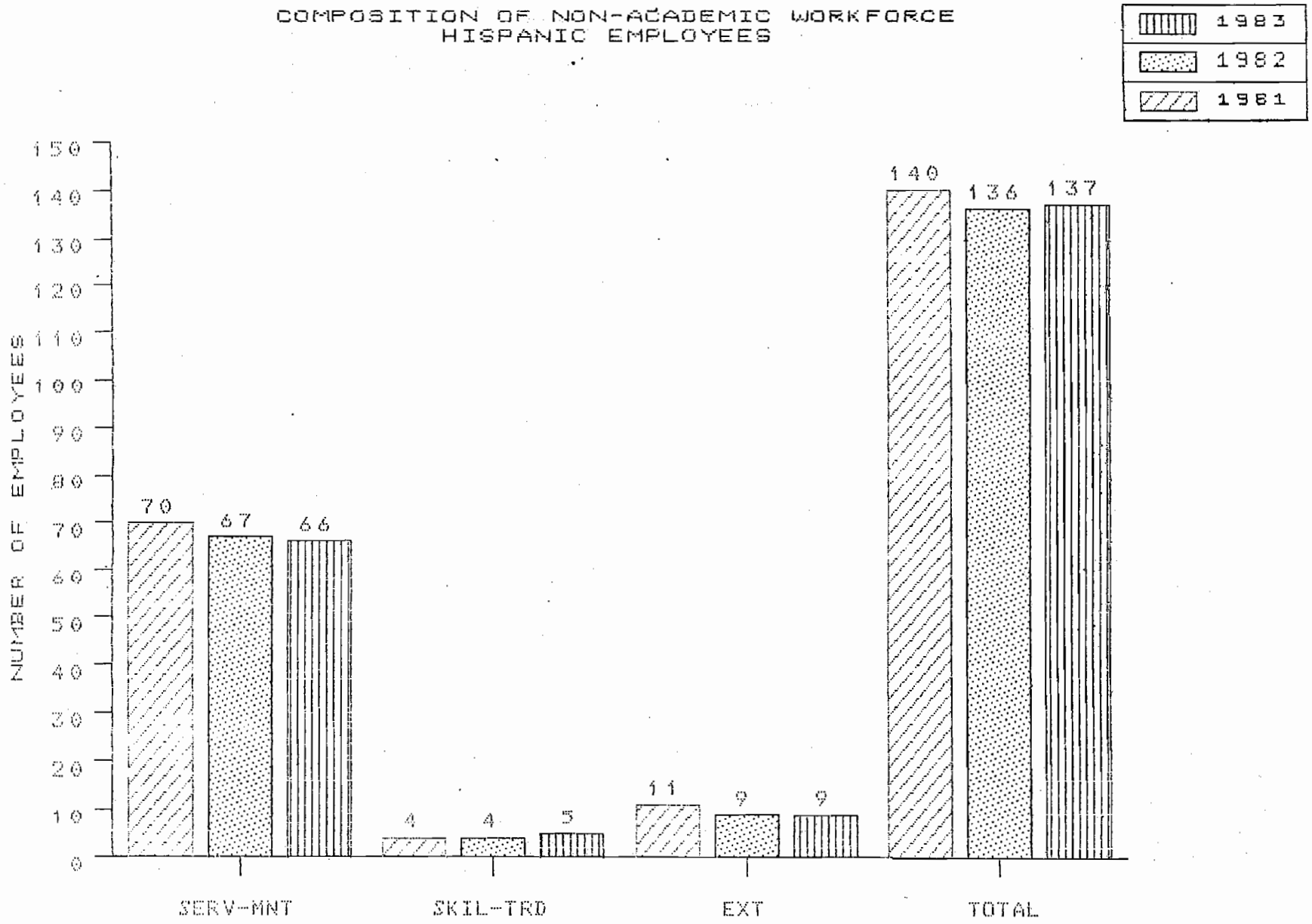


Figure V-15

COMPOSITION OF NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

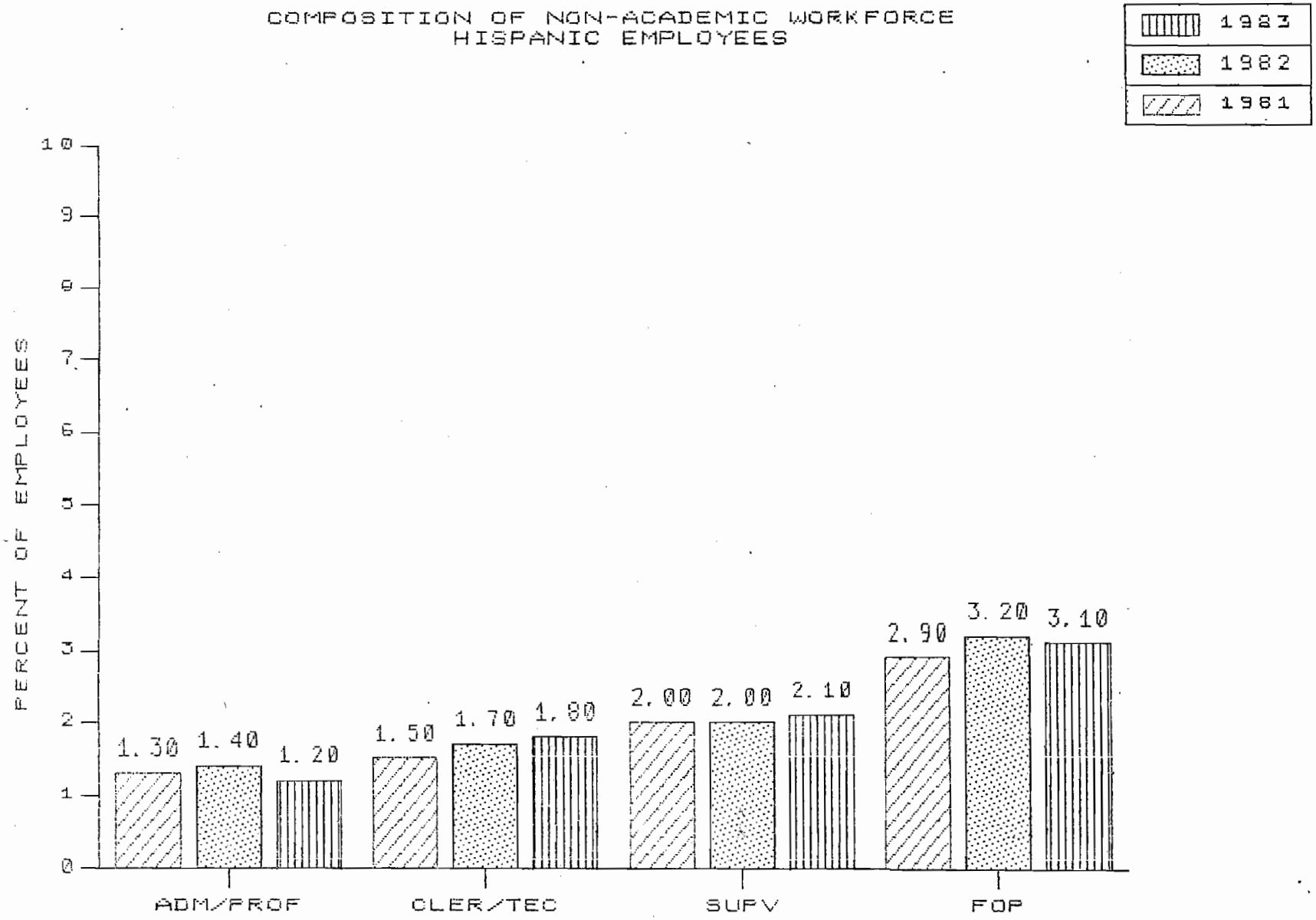


Figure V-15 (Con't)

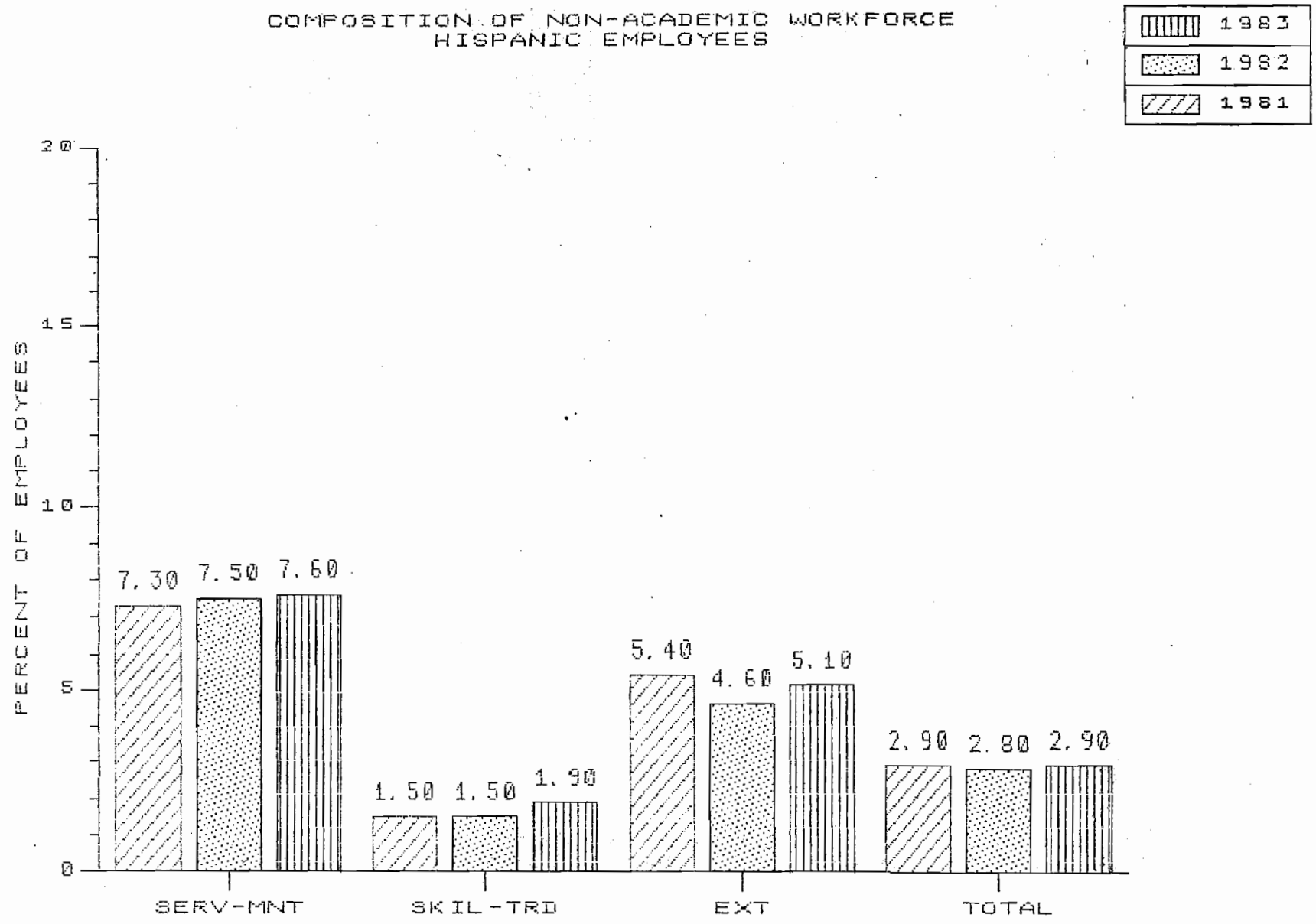


Figure V-16

COMPOSITION OF NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES

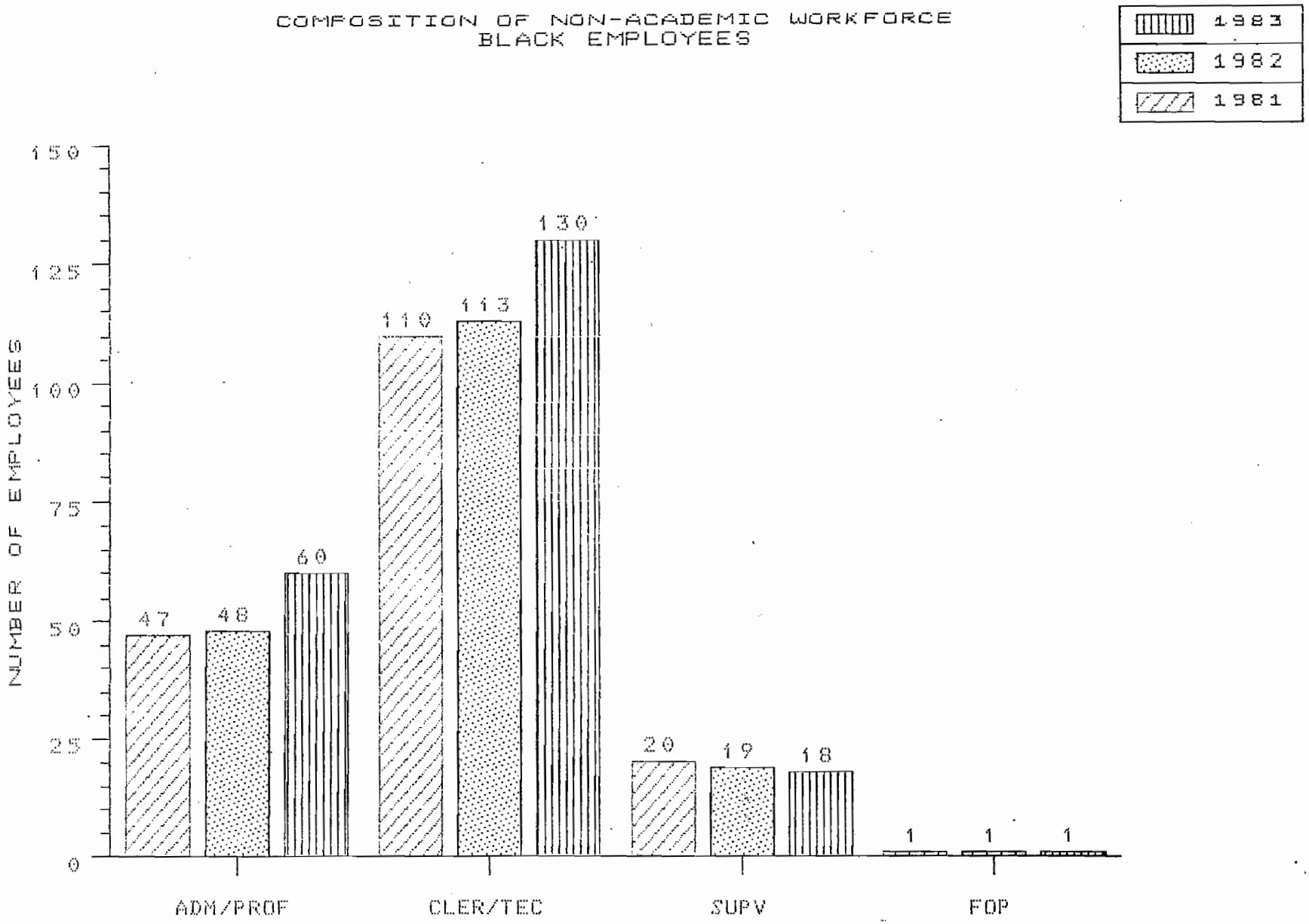


Figure V-16 (Con't)

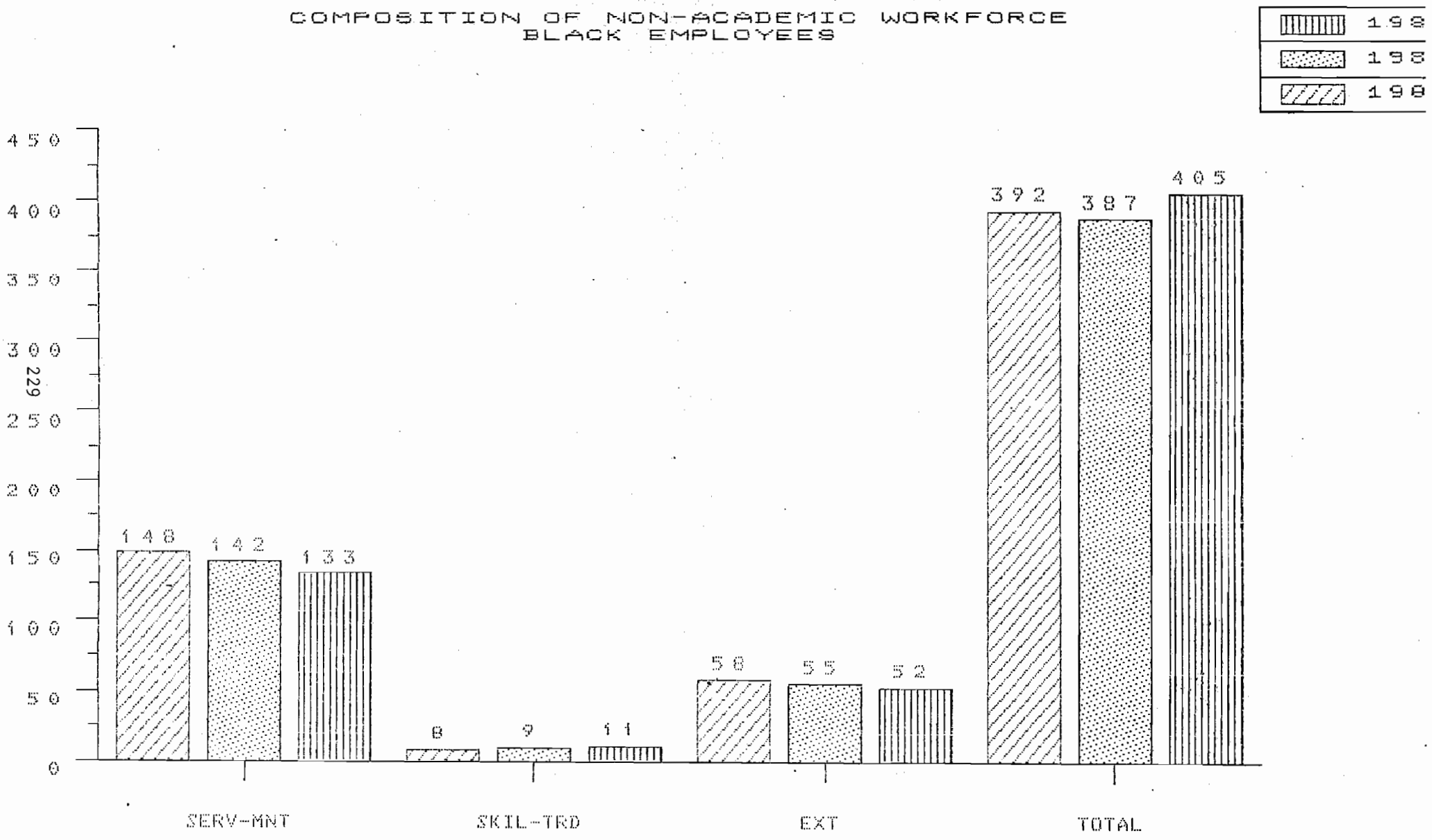


Figure V-17

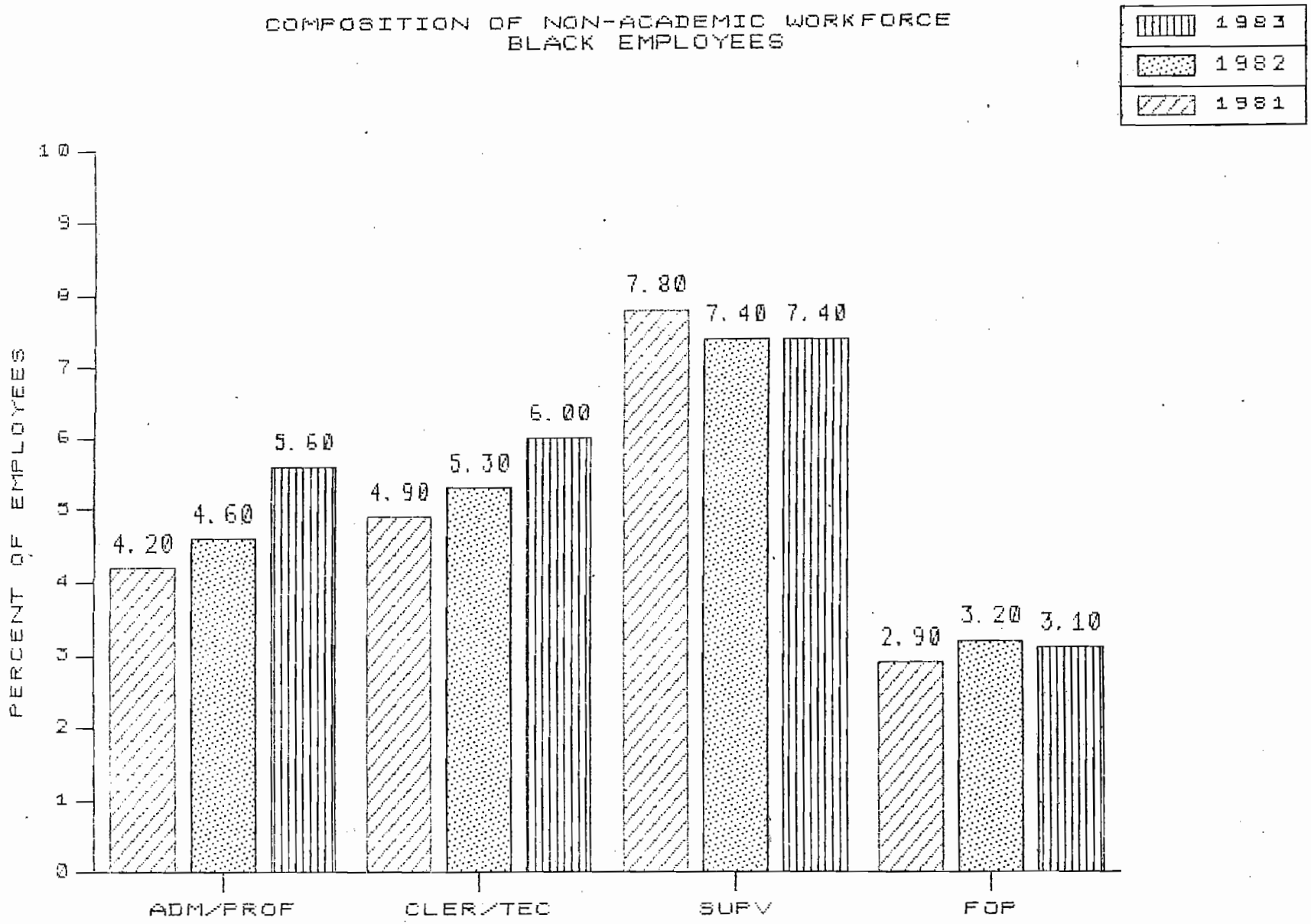
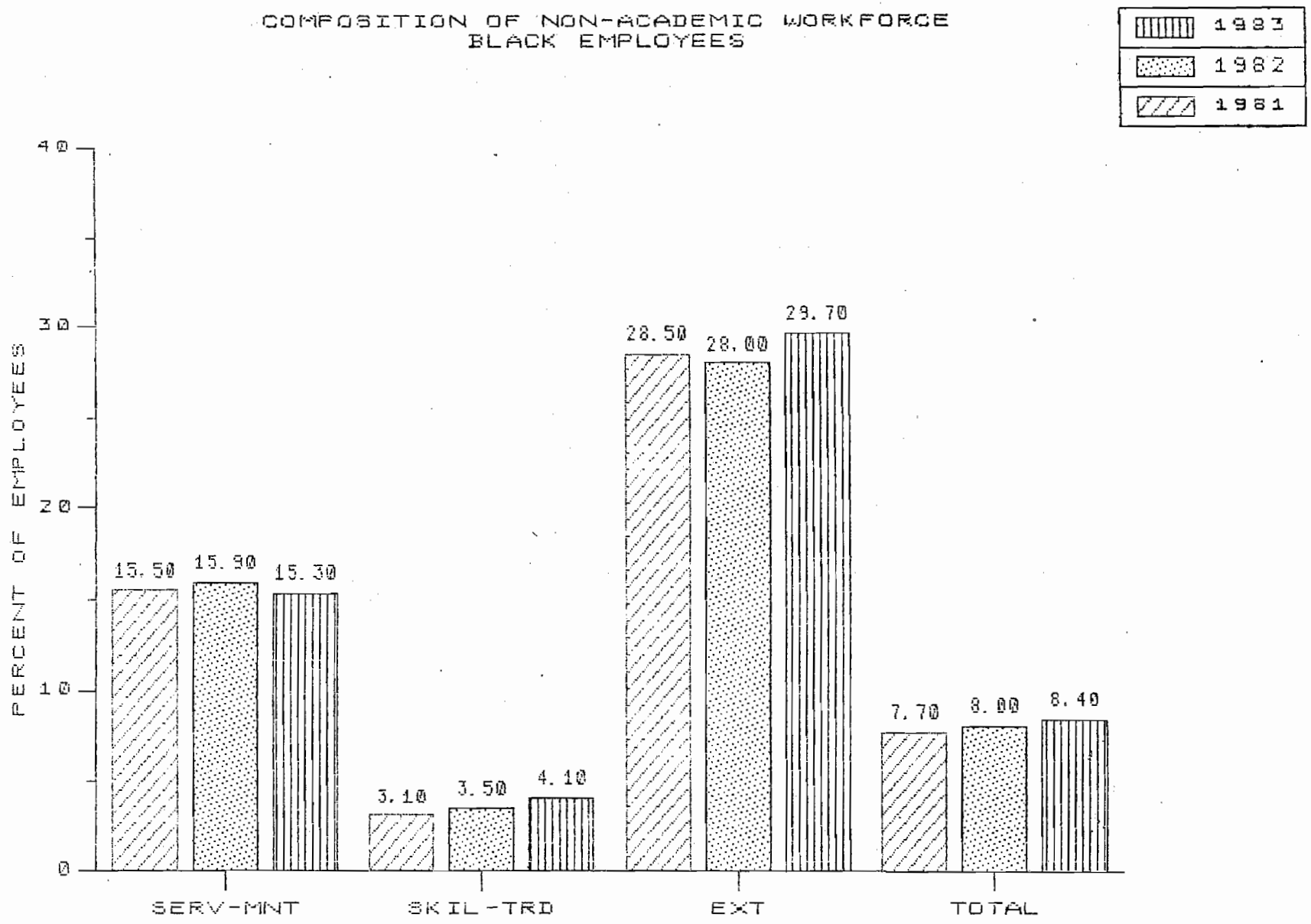

COMPOSITION OF NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES
1983
1982
1981
PERCENT OF EMPLOYEES
0
1
2
3
4
5
6
7
8
9
10
4.20
4.60
5.60
4.90
5.30
6.00
7.80
7.40
7.40
2.90
3.20
3.10
ADM/PROF
CLER/TEC
SUPV
FOP

Figure V-17 (Con't)



Appendix V-C

Non-Academic Personnel Problem Areas
1982-83

Appendix V-C

NON-ACADEMIC PROBLEM AREAS

Overview: Affirmative Action in the Non-Academic Personnel System

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

The current non-academic work force indicates some degree of under-utilization in the employment of women and minorities. At the end of the Affirmative Action year, 35 job groups were underutilized for women and 31 job groups were underutilized for minorities. For women, our 1982-83 goals were met or exceeded in 9 job groups, 10 job groups had no opportunities, and 6 job groups had only 1 or 2 opportunities. For minorities, 1982-83 goals were met or exceeded in 18 job groups, partially met in 1 job group, 6 job groups had no opportunities, and 8 job groups had only 1 or 2 opportunities.

The University has continued to experience budgetary restrictions. This has contributed to a continued decline in the non-academic work force. Even with this decline, opportunities increased by 28% over the previous year. But, the increased opportunities still do not equal the level prior to the budgetary problems.

Several problem areas have been identified in the 1983-84 AAP. These problem areas have been selected as areas of concern about which the University is committed to focus remedial action. All problem areas regarding targeted job groups are in one section. Problem areas are contained in tabs B-1 through B-7.

Problem Area: Evaluations based on EEO Efforts

Problem Statement: The existing performance evaluation form for supervisors includes criteria to evaluate their EEO efforts. Some supervisors were unaware of the criteria and their responsibilities under the Affirmative Action program.

Activities During 1982-83: To assure that all supervisors and executive managers were aware of their responsibilities, a letter was sent by the President of the University to all administrators and supervisors, reaffirming the University's committment to affirmative action and stressing that all administrators and supervisors have an individual responsibliity for affirmative action.

A training module was developed by the Department of Personnel and Employee Relations dealing with supervisory training and affirmative action. Special funding was provided by the Board of Trustees as a part of their continuing committment to affirmative action.

One of the modules contains the following sections: Human Relations in the Work Place; Discrimination: Its Orgins and Causes; Sexual Harrassment and You; Handicappers in the Work Place; Affirmative Action/Equal Opportunity; and Cultural Diversity.

There were 25 training sessions given to a total of 582 participants. The participants included 362 white males, 184 white females, and 36 minority employees of both sexes. The participants included top level administrators, clerical, technical and skilled trades supervisors.

The Future: Funding for the training will continue even though economic pressures will increase. Those supervisors who have not completed the training will be identified and invited to participate. It is expected that this will not be a problem area the next year.

Action Plan: The training modules will continue to be given. After each presentation, evaluations are received from the participants. These evaluations are used to incorporate new or better ideas on presentation materials.

Problem Area: Recruitment of Protected Classes

Problem Statement: Insufficient numbers of qualified applicants from protected classes are available for underutilized positions.

Activities During 1982-83: Two staff members of the Department of Personnel and Employee Relations were assigned recruiting responsibilities for technical, skilled-trades, labor, administrative-professional, and public safety job groups. Job groups were selected based on their underutilization for women, minorities and the number of previous opportunities. Various meetings were held with 35 unit representatives from 27 different units to discuss the recruitment plan, identify problems, identify sources of recruitment, and to assure their committment to recruiting and affirmative action. A special breakfast conference was held with about 30 community agencies to discuss recruiting efforts, strategies, and how the agencies could better participate in candidate referrals. A letter was sent to all administrators encouraging them to do skills development with their protected class employees. The recruiting effort resulted in over 950 calls being placed with various recruiting sources and applicants. Position vacancy notices were sent to over 70 agencies and recruiting sources. The two recruitment members attended or participated in events with the Minority Career Program, Michigan Technological Fair, local union halls, and other higher education institutions.

The increased activity resulted in the placement of 9 females and 10 minorities. The total number of external minority candidates increased by 13% and the total number of external women candidates increased by 15%.

The Future: Budgetary constraints will continue to impact opportunities, but with the increased recruiting activity some improvement is expected.

Action Plan: The Department of Personnel and Employee Relations will continue its efforts in recruiting and assisting departments in locating qualified protected class employees. Internal reports will continue to be refined.

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

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

The Future: Significant changes in the composition of the Local 1585 job groups will require several years, due to the tight seniority provisions of the collective bargaining agreement. Intensive efforts will be made to gain agreement of 1585 to bypass seniority provisions for affirmative action but little progress is again expected given the economic climate relative to the bargaining process.

Activities during 1982-83: Despite the contractual problems, significant progress was made during this year. For women, annual goals were met or exceeded for 3 out of 9 job groups, with 3 job groups having only 1 or less opportunities. For minorities, annual goals were met or exceeded in 3 out of 6 job groups, with the remaining 3 job groups having 0 or 1 opportunities. Contract negotiations have included discussions pertaining to an affirmative action bypass procedure.

Action Plan: Contract discussions pertaining to a bypass procedure will continue to be pursued. The various reports used to monitor progress will continue to be used, along with cooperative recruitment efforts and continued intervention by the Department of Personnel and Employee Relations and the Department of Human Relations. This overall strategy has worked to produce good results this year and will continue to assure and reaffirm our committment to affirmative action.

Problem Area: Targeted Areas of Underutilization

Problem Statement: Specific job groups within the work force have experienced a history of underutilization. The University is at a competitive disadvantage for recruitment purposes due to its lower salary structure within the market place. The following job groups and catagories previously targeted as problems are listed below.

Area	Job Groups	Under For	Target 82-83
1. Clerical Promotional Opportunities	C320	M*	Yes
2. Nurses	A280, A285	M	Yes
3. Entry Level Laboratory Technicians	C420,	M	Yes
4. Upper Level Administrators	A140, A145, A150	M & W*	Yes
5. Data Processing Programmers/Analysts	A260, A265	M & W	Yes
6. Entry Level Skilled Trades Positions	9550	M	Yes
7. Medical Technologists	A215	M	Yes
8. Motor Vechicle Operators	1620	M & W	No
9. Materials & Stockhandlers	1635	M & W	No
10. Senior Custodial Positions	1610	W	No

* minorities
* women

The following job group with a history of underutilization continued to have few opportunities through 1982-83. It's expected that the level of opportunities will remain low for the year 1983-84.

Area	Job Groups	Under For	Target 82-83
11. Public Safety Officers	F610	M	Yes
12. Entry Level Operating Engineers	5610	W	Yes
13. Clerical Supervisors	S320	M	Yes

Activities During 1982-83: Of the 13 job groups targeted for underutilization of minorities 12 job groups realized an increase or maintained the same number utilized although seven of these job groups experienced a decrease in the work force. The remaining job group experienced no change. Minority goals were met or exceeded in 77% of the targeted job groups.

For the eight job groups targeted as underutilized for women, five realized an increase in the number utilized although two of these job groups experienced a decrease in the work force. Three job groups decreased or maintained the same number utilized with one job group experiencing a decrease in the work force. Goals for utilization of women were met or exceeded in 75% of the targeted job groups.

Of the three areas that have an historical background of underutilization, one minority was placed.

The achievements made for the targeted jobs are directly related to the efforts in the areas of Bypass, Recruitment and Training. Reporting and monitoring by the Department of Human Relations and the Department of Personnel and Employee Relations continues to have a positive affect on the achievements realized.

The Future: Economic pressures are expected to continue for the State of Michigan. The lack of funds for competitive salaries, continued work force reductions limiting opportunities, and lack of job security will continue to hinder the University as a competitive employer. Implementation of a new employee information system which will include a skills bank however is expected to enhance internal recruitment capabilities.

Action Plan: The Affirmative Action year 1983-84 is incorporating the 1980 Census data. It is expected that the targeted job groups will change based on updated availability statistics.

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 work force while working toward completion of goals.

Appendix VII-A

Persistence Rates for Domestic Undergraduate Students 1982-83

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PROVOST
ADMINISTRATION BUILDING

EAST LANSING · MICHIGAN · 48824

October 11, 1983

MEMORANDUM

To: President Cecil Mackey

From: C. L. Winder, Provost CLW

Subject: Information on the Persistence Rates for Domestic Undergraduate Students

Analyses of persistence-attrition of the Michigan State University undergraduate students require a comprehensive historical data base, sound methodology, and sophisticated computer systems. One of the tasks assigned to the Office of Planning and Budgets has been the development of the data base and the methodology for such analyses. The attached tables on persistence were derived using the Student Analytic System (SAS). This new approach replaced the previous reporting system known as T-17. The primary differences between the SAS and T-17 data bases are in the data elements, the completeness of the SAS data base compared to its predecessor, the accuracy of the data, the availability of information beyond summary figures, and the flexibility of the new system. Through the development of the Student Analytic System, there has been an increase in reporting accuracy.

Before I comment briefly about the data in the attached tables, I think that it is important to stress that caution must be exercised in the comparison of persistence rates among groups because of the relatively small size of some entering groups (e.g. new Native American students). Relatively small numbers cause marked fluctuations in the percent rates. Also, the matriculation pattern of even one student has a large effect on the absolute value of the persistence rate when the group is small.

Tables 1.1-1.6

One way to compute and compare persistence rates of groups is to calculate the percent of each entering group who have graduated prior to a given term or who are still enrolled as of a given term. In Tables 1.1-1.6, the persistence rates of entering cohorts as of Fall 1982 are displayed by gender and by race/ethnic group. Separate analyses have been prepared for first-time freshmen, transfer students with less than 85 transfer credits, and transfer students with 85 or more transfer credits. These data facilitate a comparison of overall persistence rates of subgroups within each entering class cohort.

The data in Table 1.1 indicate that for each entering class cohort for first-time freshmen the persistence rate for women is slightly lower than the persistence rate for men. In general, the rates for minority first-time freshmen are less than the rates for non-minority (other/White) first-time

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freshmen for each entering class cohort. Within the race/ethnic groups, the persistence rates for Native Americans tend to be the lowest. The persistence rates for Asian/Pacific Islander students are generally the highest among the minority groups and, for some entering class cohorts, is equal to or greater than the rates for non-minority students.

For transfer students who enter MSU with less than 85 transfer credits, persistence rates for women for each entering class cohort are generally less than the persistence rates for men. Very small cell size makes the pattern for race/ethnic groups very difficult to interpret. However, in general, the rate for Black transfer students is lower than for non-minority transfer students in this category. A similar pattern exists for transfer students with 85 or more transfer credits.

Tables 2.1-2.9

Another way to compute and compare persistence rates of entering class cohorts is to consider the persistence rates of each entering class after a comparable period of time. In Tables 2.1-2.6, the persistence rates of each entering cohort of first-time freshman students after each year of matriculation are displayed by gender and by race/ethnic group. The rates for each year since matriculation are remarkably constant across entering class cohorts. In general, there is a decrease in persistence rates until about five years after entering. Then the persistence rates gradually increase. This pattern is less apparent for minority students.

In addition, the first-year persistence rates of Black and Asian/Pacific Islander students compare favorably to those for non-minority students. However, the persistence rates for Blacks after the second year drop significantly below non-minority students. The persistence rates for Asian/Pacific Islander students are comparable to non-minority students. The first-year rates for other minority groups are lower than for non-minority students.

Tables 3.1-3.6

The weighted average annual persistence rates for years elapsed between entry and Fall 1982 are displayed in Tables 3.1-3.6 by gender and by race/ethnic ID. Separate analyses for first-time freshmen, transfer students with less than 85 credits, and transfer students with 85 or more transfer credits are presented.

The patterns described above for first-time freshmen are also reflected in these tables. In addition, the persistence rates for women are slightly lower than for men.

The persistence patterns for transfer students also reflect a divergence of the rates for Black and non-minority students two years after enterance.

Table 4.1

The persistence rates for minority students admitted under the regular admissions program and under the developmental admissions program are compared in Table 4.1. The persistence rates for minority students admitted through the regular process are higher and are closer to the persistence rates for non-minority students.

Closing Comments

Comparative data on persistence-attrition are difficult to acquire and, if available, difficult to compare because of definitional and methodological differences. The American College Testing Program and the National Center for Higher Education Management conducted a national survey on persistence patterns and retention programs. The report of this survey is entitled, "What Works in Student Retention." In this report, data were presented on freshman to sophomore attrition rates and five-year graduation rates at four-year institutions for 1975-76, 1976-77, and 1977-78. MSU's freshmen to sophomore attrition rate averaged approximately 16% overall for the entering year cohorts compared to an average of approximately 33% for four-year public institutions. MSU's five-year graduation rate averages approximately 57% compared to an average of 53% for four-year public institutions. Thus, retention at Michigan State University compares favorably with the other four-year public institutions in this study.

The data on persistence-attrition based on the Fall 1983 data will be available in Winter 1984. In addition, I am transmitting an interim report on retention activities prepared by Dr. James B. Hamilton under a separate cover.

In general, I believe that MSU's overall persistence pattern is very good. Continuing efforts will be made to improve the retention of students, particularly minority students, by focusing on the quality of the learning and living environments at Michigan State University. This will require the involvement of faculty, staff, and students throughout this University.

CLW:bw

Attachments

cc: Executive Advisory Council

Table 1.1

PERSISTENCE RATES
FALL TERMS 1973 THROUGH 1981
FIRST TIME FRESHMEN

ENTRANCE YEAR	MEN	WOMEN	TOTAL
1973	66.99	63.28	65.02
1974	66.57	64.26	65.35
1975	64.60	63.34	63.79
1976	66.03	62.40	63.98
1977	65.49	62.19	63.69
1978	67.66	64.91	66.12
1979	71.23	65.17	67.89
1980	76.29	70.45	73.00
1981	84.79	83.53	84.13

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 1.2

PERSISTENCE RATES
FALL TERMS 1973 THROUGH 1981
FIRST TIME FRESHMEN

ENTRANCE YEAR	BLACK	ASIAN/ PAC. ISL	CHICANO	OTHER HISPANIC	NATIVE AMERICAN	OTHER/ WHITE
1973	57.78	51.35	42.11	53.34	41.66	65.65
1974	51.25	81.48	39.02	66.67	62.50	66.34
1975	48.63	58.82	51.85	53.34	42.86	64.97
1976	47.81	61.76	54.84	45.45	57.14	65.19
1977	51.39	64.44	30.00	60.00	57.90	64.80
1978	56.43	69.23	48.15	64.00	30.77	66.84
1979	57.09	70.00	41.38	69.57	51.11	68.35
1980	67.27	60.38	59.26	72.73	46.15	73.66
1981	81.05	87.27	78.38	67.86	80.00	84.49

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE ENROLLED AS OF FALL 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 1.3

PERSISTENCE RATES
FALL TERMS 1976 THROUGH 1981
TRANSFER STUDENTS WITH LESS THAN 85 TRANSFER CREDITS

ENTRANCE YEAR	MEN	WOMEN	TOTAL
1976	60.03	55.08	57.31
1977	63.01	60.39	61.50
1978	66.62	63.09	64.70
1979	66.22	59.88	62.86
1980	70.62	63.87	66.99
1981	76.95	70.37	73.88

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 1.4

PERSISTENCE RATES
FALL TERMS 1976 THROUGH 1981
TRANSFER STUDENTS WITH LESS THAN 85 TRANSFER CREDITS

ENTRANCE YEAR	BLACK	ASIAN/ PAC. ISL	CHICANO	OTHER HISPANIC	NATIVE AMERICAN	OTHER/ WHITE
1976	48.84	14.29	0.00	50.00	50.00	57.93
1977	41.66	50.00	60.00	57.15	0.00	62.37
1978	46.53	66.67	50.00	50.00	50.00	65.18
1979	55.82	66.66	40.00	44.44	71.43	63.21
1980	61.54	54.54	33.33	77.78	0.00	67.33
1981	72.92	70.00	100.00	83.33	33.33	73.90

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 1.5

PERSISTENCE RATES
FALL TERMS 1976 THROUGH 1981
TRANSFER STUDENTS WITH 85 OR MORE TRANSFER CREDITS

ENTRANCE YEAR	MEN	WOMEN	TOTAL
1976	74.85	75.69	75.15
1977	75.46	75.58	75.52
1978	77.14	77.18	77.16
1979	77.68	72.68	75.19
1980	76.25	71.43	74.08
1981	83.58	76.52	80.19

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 1.6

PERSISTENCE RATES
FALL TERMS 1976 THROUGH 1981
TRANSFER STUDENTS WITH 85 OR MORE TRANSFER CREDITS

ENTRANCE YEAR	BLACK	ASIAN/ PAC. ISL	CHICANO	OTHER HISPANIC	NATIVE AMERICAN	OTHER/ WHITE
1976	62.50	66.67	71.43	0.00	0.00	75.81
1977	64.71	70.00	40.00	85.71	20.00	76.21
1978	66.66	75.00	80.00	66.67	75.00	77.42
1979	62.97	62.50	- *	50.00	100.00	75.69
1980	80.96	50.00	66.66	100.00	50.00	74.02
1981	66.67	72.73	100.00	83.33	75.00	80.48

*NO ENTERING STUDENTS

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.1

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
ALL

ENTRANCE YEAR	YEARS SINCE ENTRANCE 1	2	3	4	5	6	7	8	9
1973	81.33	71.16	66.74	63.75	63.19	63.86	64.37	64.55	65.02
1974	83.87	72.92	68.45	63.30	63.37	64.40	64.93	65.35	
1975	82.03	71.80	67.10	63.23	63.21	63.44	63.79		
1976	82.01	71.63	66.14	63.62	63.40	63.98			
1977	83.03	72.37	67.97	64.22	63.69				
1978	85.17	75.17	70.03	66.12					
1979	84.14	72.38	67.89						
1980	82.93	73.00							
1981	84.13								
AVERAGE	83.88	72.92	67.85	64.11	63.37	63.92	64.36	64.95	65.02

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.2

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
MALE

ENTRANCE YEAR	YEARS SINCE ENTRANCE 1	2	3	4	5	6	7	8	9
1973	82.21	73.63	69.48	65.75	64.99	65.75	66.17	66.29	66.99
1974	85.25	74.41	70.06	63.98	64.02	65.09	65.83	66.57	
1975	83.32	72.74	68.39	64.66	64.05	64.23	64.60		
1976	82.97	73.95	68.95	66.19	65.64	66.03			
1977	84.34	75.12	69.80	66.28	65.49				
1978	86.43	77.66	71.60	67.66					
1979	86.51	75.62	71.23						
1980	85.50	76.29							
1981	84.79								
AVERAGE	85.54	75.74	70.01	65.75	64.83	65.26	65.52	66.44	66.99

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.3

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
FEMALE

ENTRANCE YEAR	YEARS SINCE ENTRANCE 1	2	3	4	5	6	7	8	9
1973	80.59	69.01	64.34	62.01	61.62	62.21	62.81	63.03	63.29
1974	82.66	71.62	67.02	62.71	62.82	63.79	64.15	64.26	
1975	81.22	71.27	66.24	62.25	62.73	63.00	63.34		
1976	81.44	69.83	63.91	61.57	61.63	62.40			
1977	81.97	70.06	66.45	62.48	62.19				
1978	84.19	73.16	68.81	64.91					
1979	82.22	69.76	65.17						
1980	80.96	70.45							
1981	83.53								
AVERAGE	82.53	70.65	66.14	62.81	62.21	62.86	63.44	63.65	63.29

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR CALCULATED ON THE LA LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.4

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
BLACK

ENTRANCE YEAR	YEARS SINCE ENTRANCE 1	2	3	4	5	6	7	8	9
1973	84.76	70.91	66.76	58.17	54.84	57.34	57.89	57.62	57.61
1974	87.78	70.07	61.60	53.12	48.63	51.13	50.38	51.12	
1975	80.28	63.99	58.03	51.61	50.23	48.85	48.63		
1976	77.18	61.89	54.37	59.76	48.30	47.81			
1977	76.95	63.38	59.67	55.02	51.48				
1978	81.93	66.09	61.63	56.43					
1979	80.15	63.33	57.09						
1980	81.08	67.13							
1981	81.05								
AVERAGE	80.10	64.36	58.17	53.26	50.65	51.06	52.00	54.20	57.61

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.5

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
CHICANO

ENTRANCE YEAR	YEARS SINCE ENTRANCE 1	2	3	4	5	6	7	8	9
1973	78.95	57.89	63.16	42.11	42.11	36.84	42.11	42.11	42.11
1974	80.49	58.54	46.34	36.58	41.46	43.91	41.47	39.02	
1975	59.26	59.26	51.85	44.45	51.85	51.85	51.85		
1976	77.42	67.74	51.61	51.62	58.07	54.84			
1977	60.00	40.00	40.00	40.00	30.00				
1978	74.07	59.26	51.85	48.15					
1979	62.07	48.28	41.38						
1980	70.37	59.26							
1981	78.38								
AVERAGE	70.77	57.26	48.39	44.12	46.88	47.46	44.83	40.00	42.11

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.6

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
OTHER HISPANICS

ENTRANCE YEAR	YEARS SINCE ENTRANCE								
	1	2	3	4	5	6	7	8	9
1973	80.00	66.67	53.33	60.00	40.00	53.34	53.34	53.34	53.34
1974	100.00	77.78	77.78	66.66	77.78	66.67	66.67	66.67	
1975	86.67	66.67	53.33	53.33	46.66	53.34	53.34		
1976	90.91	54.55	54.55	36.36	45.45	45.45			
1977	84.00	68.00	60.00	56.00	60.00				
1978	84.00	64.00	56.00	64.00					
1979	73.91	60.87	69.57						
1980	81.82	72.73							
1981	67.86								
AVERAGE	78.05	65.09	59.60	56.47	53.33	54.00	56.41	58.33	53.34

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.7

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
NATIVE AMERICAN

ENTRANCE YEAR	YEARS SINCE ENTRANCE								
	1	2	3	4	5	6	7	8	9
1973	75.00	50.00	41.66	50.00	41.66	33.33	41.66	41.66	41.66
1974	93.75	75.00	87.50	50.00	56.25	56.25	56.25	62.50	
1975	76.19	61.90	47.62	47.62	42.86	42.86	42.86		
1976	71.43	50.00	57.14	57.14	57.14	57.14			
1977	78.95	57.89	52.63	52.64	57.90				
1978	61.54	61.54	38.46	30.77					
1979	72.22	61.11	61.11						
1980	46.15	46.15							
1981	80.00								
AVERAGE	68.49	55.84	51.77	48.19	51.22	47.62	46.94	53.57	41.66

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.8

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
ASIAN/PACIFIC ISL.

ENTRANCE YEAR	YEAR SINCE ENTRANCE 1	2	3	4	5	6	7	8	9
1973	78.38	67.57	56.76	56.75	54.06	51.36	48.65	51.35	51.35
1974	88.89	74.07	77.78	74.07	81.48	74.07	81.48	81.48	
1975	82.35	79.41	64.70	44.12	55.89	58.82	58.82		
1976	85.29	67.65	64.71	58.83	61.76	61.76			
1977	88.89	77.78	73.33	71.11	64.44				
1978	84.62	74.36	71.79	69.23					
1979	82.00	72.00	70.00						
1980	73.58	60.38							
1981	87.27								
AVERAGE	83.06	70.14	69.31	63.69	62.71	60.61	61.22	64.06	51.35

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 2.9

PERSISTENCE RATES FOR NUMBER OF YEARS ELAPSED
BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
OTHER/WHITE

ENTRANCE YEAR	YEARS SINCE ENTRANCE								
	1	2	3	4	5	6	7	8	9
1973	81.17	71.28	66.88	64.22	63.89	64.48	64.98	65.17	65.66
1974	83.57	73.18	68.92	64.10	64.36	65.34	65.95	66.35	
1975	82.24	72.38	67.88	64.27	64.26	64.57	64.97		
1976	82.35	72.41	67.06	64.71	64.50	65.19			
1977	83.55	73.20	68.76	65.05	64.79				
1978	85.47	75.88	70.72	66.84					
1979	84.61	73.26	68.85						
1980	83.29	73.67							
1981	84.49								
AVERAGE	84.29	73.70	68.68	65.00	64.36	64.89	65.30	65.76	65.66

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 3.1

SUMMARY OF WEIGHTED AVERAGE ANNUAL PERSISTENCE RATES
FOR YEARS ELAPSED BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN

	YEARS SINCE ENTRANCE								
COHORT	1	2	3	4	5	6	7	8	9
MALE	85.54	75.74	70.01	65.75	64.83	65.26	65.52	66.44	66.99
FEMALE	82.53	70.65	66.14	62.81	62.21	62.86	63.44	63.65	63.29
BLACK	80.10	64.36	58.17	53.26	50.65	51.06	52.00	54.20	57.61
ASIAN/P.I	83.06	70.14	69.31	63.69	62.71	60.61	61.22	64.06	51.35
CHICANO	70.77	57.26	48.39	44.12	46.88	47.46	44.83	40.00	42.11
OTH. HISP	78.05	65.09	59.60	56.47	53.33	54.00	56.41	58.33	53.34
NAT. AMER	68.49	55.84	51.77	48.19	51.22	47.62	46.94	53.57	41.66
OTH/WHITE	84.29	73.70	68.68	65.00	64.36	64.89	65.30	65.76	65.66
TOTAL	83.88	72.92	67.85	64.11	63.37	63.92	64.36	64.95	65.02

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 3.2

SUMMARY OF WEIGHTED ANNUAL AVERAGE PERSISTENCE RATES
FOR YEARS ELAPSED BETWEEN THE ENTRY DATE AND FALL 1982
FIRST TIME FRESHMEN
GENDER WITHIN RACE/ETHNIC ID

	YEARS SINCE ENTRANCE								
COHORT	1	2	3	4	5	6	7	8	9
BLACK									
MALE	83.52	70.96	61.54	55.16	50.79	50.35	48.57	51.61	54.40
FEMALE	78.42	61.08	56.51	52.30	50.61	51.49	53.93	55.81	59.32
ASIAN/P I									
MALE	83.21	68.38	65.35	52.38	51.22	50.88	47.62	50.00	50.00
FEMALE	82.89	72.12	73.27	73.68	72.63	68.00	71.43	71.43	52.38
CHICANO									
MALE	69.84	60.35	51.67	50.70	51.52	53.45	48.84	41.94	50.00
FEMALE	71.64	54.55	45.31	36.92	44.94	41.67	40.91	37.93	33.33
OTH. HISP									
MALE	83.33	67.69	65.52	60.78	61.70	62.50	62.50	56.25	44.44
FEMALE	70.59	60.98	51.22	50.00	39.29	38.89	46.67	62.50	66.67
NAT. AMER									
MALE	60.00	51.61	56.25	57.14	53.85	48.39	45.83	44.44	12.50
FEMALE	74.42	58.70	49.06	41.67	48.84	46.88	48.00	70.00	100.00
OTH/WHITE									
MALE	85.80	76.20	70.59	66.47	65.71	66.15	66.53	67.40	67.89
FEMALE	83.03	71.65	67.14	63.83	63.27	63.89	64.29	64.28	63.68
TOTAL	83.88	72.92	67.85	64.11	63.37	63.92	64.36	64.95	65.02

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 3.3

SUMMARY OF WEIGHTED AVERAGE ANNUAL PERSISTENCE RATES
FOR YEARS ELAPSED BETWEEN THE ENTRY DATE AND FALL 1982
TRANSFER STUDENTS WITH 85 OR MORE TRANSFER CREDITS

	YEARS SINCE ENTRANCE					
COHORT	1	2	3	4	5	6
MALE	82.45	75.88	73.94	74.81	74.79	74.85
FEMALE	79.50	73.01	73.86	74.57	74.87	75.69
BLACK	78.51	69.57	64.10	65.56	63.64	62.50
ASIAN/P.I	72.73	60.00	63.64	67.86	68.75	66.67
CHICANO	75.00	52.00	50.00	54.55	47.06	71.43
OTH. HISP	80.77	70.83	57.90	58.82	54.55	0.00
NAT. AMER	64.71	53.33	46.15	36.36	14.29	0.00
OTH/WHITE	81.30	74.96	74.41	75.21	75.49	75.82
TOTAL	81.09	74.57	73.87	74.69	74.80	75.15

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 3.4

SUMMARY OF WEIGHTED ANNUAL AVERAGE PERSISTENCE RATES
FOR YEARS ELAPSED BETWEEN THE ENTRY DATE AND FALL 1982
TRANSFER STUDENTS WITH 85 OR MORE TRANSFER CREDITS
GENDER WITHIN RACE/ETHNIC ID

	YEARS SINCE ENTRANCE					
COHORT	1	2	3	4	5	6
BLACK						
MALE	76.67	77.61	66.67	69.77	70.00	73.33
FEMALE	80.33	61.97	61.91	61.70	58.33	52.94
ASIAN/P I						
MALE	68.18	58.33	60.00	62.50	66.67	60.00
FEMALE	75.76	61.54	66.67	75.00	71.43	100.00
CHICANO						
MALE	63.64	41.67	36.36	45.46	37.50	50.00
FEMALE	88.89	61.54	63.64	63.64	55.56	80.00
OTH. HISP						
MALE	70.00	50.00	42.86	50.00	66.67	0.00
FEMALE	87.50	81.25	66.67	63.64	50.00	0.00
NAT. AMER						
MALE	75.00	42.86	42.86	33.33	20.00	0.00
FEMALE	55.56	62.50	50.00	40.00	0.00	0.00
OTH/WHITE						
MALE	82.79	76.22	74.46	75.30	75.30	75.31
FEMALE	79.52	73.44	74.41	75.14	75.79	76.66
TOTAL	81.09	74.57	73.87	74.69	74.80	75.15

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 3.5

SUMMARY OF WEIGHTED AVERAGE ANNUAL PERSISTENCE RATES
FOR YEARS ELAPSED BETWEEN THE ENTRY DATE AND FALL 1982
TRANSFER STUDENTS WITH LESS THAN 85 TRANSFER CREDITS

	YEARS SINCE ENTRANCE					
COHORT	1	2	3	4	5	6
MALE	76.78	67.54	63.27	62.56	61.70	60.03
FEMALE	71.89	63.62	59.12	58.85	57.19	55.08
BLACK	69.42	57.71	52.47	44.54	45.06	48.84
ASIAN/P.I	70.21	59.09	57.58	50.00	40.00	14.29
CHICANO	68.18	38.89	46.67	50.00	50.00	0.00
OTH. HISP	77.14	57.14	53.85	47.06	46.15	50.00
NAT. AMER	61.11	47.06	43.75	33.33	20.00	50.00
OTH/WHITE	74.44	65.78	61.41	61.18	60.02	57.93
TOTAL	74.22	65.34	61.01	60.52	59.28	57.32

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 3.6

SUMMARY OF WEIGHTED ANNUAL AVERAGE PERSISTENCE RATES
FOR YEARS ELAPSED BETWEEN THE ENTRY DATE AND FALL 1982
TRANSFER STUDENTS WITH LESS THAN 85 OR MORE CREDITS
GENDER WITHIN RACE/ETHNIC ID

	YEARS SINCE ENTRANCE					
COHORT	1	2	3	4	5	6
BLACK						
MALE	69.89	50.60	47.14	35.29	38.46	35.71
FEMALE	69.03	62.71	56.52	51.47	50.00	55.17
ASIAN/P I						
MALE	66.67	52.17	55.56	53.85	44.44	20.00
FEMALE	73.91	66.67	60.00	45.46	33.33	0.00
CHICANO						
MALE	62.50	35.71	45.46	42.86	50.00	0.00
FEMALE	83.33	50.00	50.00	66.67	50.00	0.00
OTH. HISP						
MALE	72.22	47.06	41.67	12.50	0.00	0.00
FEMALE	82.35	66.67	64.29	77.78	75.00	0.00
NAT. AMER						
MALE	55.56	22.22	25.00	16.67	25.00	100.00
FEMALE	66.67	75.00	62.50	66.67	0.00	0.00
OTH/WHITE						
MALE	77.18	68.36	63.95	63.58	62.72	60.99
FEMALE	71.91	63.61	59.19	59.09	57.57	55.23
TOTAL	74.22	65.34	61.01	60.52	59.28	57.32

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF FALL 1982

AVERAGE = MOST RECENT FIVE YEAR WEIGHTED ANNUAL AVERAGE (I.E. AVERAGE ONE YEAR RATE CALCULATED ON THE LAST FIVE YEARS, AVERAGE TWO YEAR RATE CALCULATED ON THE LAST FIVE YEARS, ETC.)

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Table 4.1

COMPARISON OF PERSISTENCE RATES
FALL TERMS 1973 THROUGH 1981
REGULAR AND DEVELOPMENTAL ADMISSION
MINORITY STUDENTS
FIRST TIME FRESHMEN

ENTRANCE YEAR	BLACK		ASIAN/ P I		CHICANO		OTHER HISPANIC		NATIVE AMERICAN	
	REGULAR	DEVEL.	REGULAR	DEVEL.	REGULAR	DEVEL.	REGULAR	DEVEL.	REGULAR	DEVEL.
1973	62.62	51.01	51.35	-*	53.85	16.67	72.73	0.00	41.66	-*
1974	53.88	47.22	81.48	-*	42.42	22.22	62.50	100.00	66.67	0.00
1975	54.55	42.56	58.82	-*	66.67	0.00	50.00	100.00	47.37	33.33
1976	55.49	42.13	62.50	50.00	59.09	44.44	45.45	-*	63.64	33.33
1977	55.48	46.46	66.67	33.33	50.00	25.00	57.14	75.00	55.56	100.00
1978	59.85	49.66	68.42	100.00	50.00	42.86	71.43	25.00	33.33	0.00
1979	65.20	49.84	68.18	71.43	36.84	54.55	64.71	85.71	57.14	80.00
1980	68.33	65.98	64.00	0.00	70.59	45.45	68.75	85.71	54.55	33.33
1981	83.68	78.34	87.23	87.50	83.33	69.23	63.16	77.78	77.78	100.00

*NO ENTERING STUDENTS

PERSISTENCE RATE = PERCENT OF DOMESTIC UNDERGRADUATES ENTERING CLASS WHO GRADUATED PRIOR TO FALL 1982 OR WHO WERE STILL ENROLLED AS OF 1982

BASED ON DATA FROM THE OFFICE OF PLANNING AND BUDGETS

Appendix X-A

Examples of Academic Staff Development
1982-83

Examples of Academic Staff Development

ARTS AND LETTERS, COLLEGE OF

Successfully participated in the Visiting Racial Minority Faculty Program.

English

"South African Writers: Interviews as Dramatic Monologues," Faculty Women's Association, January, 1983 (M,W)

Member, African Literature Division Executive, Modern Language Association 1981-85 (M)

Music

Have appointed 17 women as graduate assistants out of a total of 31 graduate assistant appointments in the department. This consitutes 55% of our total graduate assistant staff. (W)

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF

Cooperative Extension Service

Minority Recruitment and Placement Program - a special minority recruitment and placement program is being developed to increase the number of minorities in CES professional agent positions. (M)

Agriculture Marketing Intern Program - to increase the awareness of the availability of careers in agriculture among certain minority groups and to build a pool of future candidates for CES employment in agriculture, the CES has initiated a Summer Intern Program. (M)

Human Relations Training Program - a special Human Relations Training Program has been developed for all new CES staff as part of their employment orientation. (M,W,H,V)

Civil Rights Orientation Program - all new staff participated in a structured Civil Rights Training Program designed to familiarize staff with laws, rules and USDA regulations and their relationship to the conduct of CES programs and employment practices and to provide examples of successful CES program outreach methods. (M,W,H,V)

Title IX Training Program - a special Title IX Training Program was conducted for all staff to provide information on USDA's regulations relative to non-discrimination on the basis of sex as applicable to CES programming activities. (M,W,H,V)

Civil Rights Compliance Review Program - to determine progress in assuring equal opportunity to participate in CES programs and compliance with requirements of Title VI and Title VII of the Civil Rights Act and Title IX of the Educational Amendments, intensive Civil Rights Compliance Reviews of county program operations are conducted in each county every four years.(M,W,H,V)

Title IX Self-Evaluation of Compliance - Per USDA regulations, all CES county and campus units conducted a self-evaluation of programs and operational policies and practices to assess compliance with the requirements of Title IX and to develop and implement a plan to take corrective action to remedy deficiencies identified.(M,W,H,V)

Equal Opportunity Awards Program - 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. (M,W,H,V)

Crop and Soil Sciences

New faculty member given extra support to assist in the development of her teaching program.(M,W)

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF (con't)

Fisheries and Wildlife

Special meetings were held with faculty to increase sensitivity to unit's affirmative action efforts.(M,W)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF

Equal Opportunity Committee established an ongoing resource file of minorities, women and handicapped individuals who could be considered for regular faculty appointments, visiting faculty appointments and graduate studies.(M,W,H)

Advertising

Personnel Evaluation Workshop for Administrators(M,W)

Audiology and Speech Sciences

Membership on the President's Advisory Council regarding minority affairs.(M)

Communication

Faculty member participated in staff development program emphasizing role of minority faculty.(M,W)

Department Chair participated in the development of program for minority faculty development.(M,W)

EDUCATION, COLLEGE OF

Counseling, Educational Psychology and Special Education

Sponsored the National Conference on Counseling Minorities.(M)

Lecture by a faculty member of California State University contrasting clinical and socio-political perspective of disability and rehabilitation services.(H)

Brown bag luncheons in which practicing professions in rehabilitation discussed special topics of concern to the handicapped.(H)

Meeting with an executive from the Texas Institute for Rehabilitation Research, Baylor University. He addressed the rehabilitation of faculty and students.(H)

EDUCATION, COLLEGE OF (con't)

Teacher Education

Individual conferences with minority and female faculty to discuss career development and provide support for research and scholarly work.(M,W)

Participation by five Teacher Education faculty in administrative workshops designed to focus on support for women and minorities in their career advancement.(M,W)

Participation by one Teacher Education faculty member in staff retreat for the Dept. of Human Relations on sex role stereotyping.(W)

Participation in a year long staff development project by faculty teaching the core courses for teachers in the Master of Arts in Classroom Teaching program. Focused on increasing opportunities for all protected classes in K-12 public schools through increased knowledge and sensitivity of program faculty and ultimately the classroom teachers enrolled in the MACT program.(M,W,H,V)

HUMAN ECOLOGY, COLLEGE OF

Institute of Family and Child Study: Office of the Dean

Increased involvement by minority faculty graduate students in Family and Child Study related research and graduate student support functions.(M,W)

NATURAL SCIENCE, COLLEGE OF

Lyman Briggs School

Administrative group discussed sexism and racism on campus, ways to develop ethnic and cultural awareness among students.(M,W)

Natural Science

Committee named to design ways to increase sensitivity in faculty members to problems of protected groups. (M,W)

Seminar and discussion on definitions in affirmative action and sensitivity.(M,W)

Physics and Astronomy

Information has been sent regarding vacant faculty positions to the AIP Committee on Women in Physics, which circulates notice to women physicists and astronomers.(W)

NURSING, COLLEGE OF

Two workshops - Ethnic Differences: Does it Make A Difference in Teaching? (M,W)

OSTEOPATHIC MEDICINE, COLLEGE OF

Curriculum

During this academic year attempts were made to build faculty awareness of clinical training issues related to racial groups. For example, most text and classroom references regarding dermatology refer to White patient description. Skin lesions have obviously different characteristics in Black or Asian populations. The faculty is attempting to collect teaching aids to address this problem.(M)

SOCIAL SCIENCE, COLLEGE OF

Issues of affirmative action, equal opportunity, and non-discrimination and strategies to implement related policies came under discussion in at least half of the Chairpersons and Directors meetings of the college during 1982-83. Similar discussions took place in the Faculty Advisory Council of the College.(M,W,H)

Political Science

Special arrangements made for woman faculty member to commute between teaching responsibilities here and her home in Connecticut.(W)

School of Criminal Justice

Organization of in-service sessions reviewing affirmative action/equal opportunity policies and the parameters of professional conduct for graduate assistants and temporary instructors (one in-service per term).(M,W,H,V)

School of Social Work

The requirement that the school incorporate at all points in the curriculum content on minorities, women and handicappers results in regular discussion by the curriculum committee as well as faculty and the academic personnel of the means to achieve the desired goal. Accordingly, consideration of these issues are a regular part of the agenda for regular academic staff development.(M,W,H)

Urban Planning and Landscape Architecture

Continued support through Council of Educators in Landscape Architecture (CELA) to task force on women faculty members.(W)

LIBRARIES

Director appointed a committee of consultants to advise him on Library issues related to affirmative action.(M,W,H)

PRESIDENT, OFFICE OF THE

International Studies and Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)

Latin American Studies Center

Latin American Studies Center lent its support to the recruitment and subsequent hiring of a Hispanic faculty member who is now with the College of Education. Upon faculty member's arrival, he was immediately incorporated into the membership of the center.(M)

Lifelong Education Programs(jointly with the Office of the Provost and and Vice President for Academic Affairs)

Two workshops presentation on career management for Faculty Women's Association.(W)

Organized and coordinated inservice program for LEP and Kellogg Center women employees.(W)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE

Associate Provost

Provided funds for a Black female to pursue Ph.D.(M,W)

Provided funds for women faculty travel support.(W)

Provided funds for consultant to Women's Studies Program on faculty development.(W)

Assistant Provost for Academic Personnel Administration

Participation in the Faculty Women's Association workshop program in November 1982 regarding various aspects of the reappointment, tenure and promotion process for women and minorities.(M,W)

Organized and implemented two stage workshop program for 125 academic administrators on the annual evaluation process and faculty career and professional development with particular reference to women/ minority faculty members.(M,W)

Allocated $125,000 in monies allocated for the Affirmative Action Postdoctoral Fellowship Program to nine individuals in the Colleges of Veterinary Medicine, Natural Science and Human Ecology (four men, five women, seven Blacks and two Hispanics).(M,W)

Handicapper Students

Participated in an evening non-credit Faculty Seminar on the topic of "Practical Ethics." Advocated handicappers' right to life.(H)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE (con't)

Handicapper Students (con't)

Provision of resources such as books, films, brochures, magazines, periodicals and other awareness information or consultation for faculty.(H)

Human Relations (jointly with Vice President for Administration and Public Affairs)

Women's Programs

Four faculty presentations done on sexual harassment.(W)

Co-sponsored programs with Faculty Women's Association for faculty women entitled, "How to Survive and Thrive in the MSU Academic System." Two follow-up sessions were also held.(W)

Undergraduate University Division

Scheduled an Undergraduate University Division inservice training meeting for UUD faculty at which time the film, "Tale of O" was shown and discussed.(M,W,H)

Scheduled an inservice training session for faculty at which time the special problems of the handicapper students at MSU were discussed.(H)

Participated in a faculty panel on advising students with special needs.(M,W,H,V)

Attended a session entitled, "Identifying and Serving the Learning Disabled Student at the College Level."(H)

Conducted workshop/brown bag luncheon in coordination with MECCA for the Undergraduate University Division advisors in Brody.(M)

Attended the Service Training Workshop on Equal Opportunity in the Workplace.(M,W,H,V)

Chaired a session that dealt with "Specialized Advising for Special Students.(M,W,H,V)

RESEARCH AND GRADUATE STUDIES, VICE PRESIDENT FOR

The Graduate School

Participated in a CIC Panel focusing on endeavors to increase minority participation in graduate study.(M)

Participated in a national conference on mainstreaming women's studies in the curriculum and consulted with MSU faculty about this topic.(W)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR

Counseling Center

Consultation regarding womens' math avoidance.(W)

Consultation regarding career planning for re-entry women.(W)

Coordinated committee which organized "How to Survive and Thrive in MSU Academic Community."(M,W)

"Racism" for faculty of College of Nursing.(M)

UNIVERSITY RELATIONS, VICE PRESIDENT FOR

A "stereotyping in the media" packet of newspaper and magazine clippings is routed every six to eight weeks to staff of the Division of University Relations, the School of Journalism and The State News to increase awareness of media stereotyping of minorities, women and handicappers.(M,W,H)

Monitoring of University communications for proper representation of minorities, women and handicappers is a formal process of the News Bureau, Public Relations Office, Publications Office, still photography and telecommunications areas of the Division of University Relations to insure that University representation reflects the institutional commitment to affirmative action.(M,W,H)

M=Minorities (Blacks, Asians/Pacific Islanders, Hispanics, or Native Americans)
W=Women
H=Handicappers
V=Vietnam era Veterans

Appendix X-B

Examples of Non-Academic Staff Development 1982-83

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF

Agricultural and Extension Education

Training programs for all new Cooperative Extension Field Agents titled "Human Relations" is being planned for Fall 1983 and Spring 1984. (M, W, H)

Cooperative Extension Service

Of the current 200 off-campus CES paraprofessional employees, 38% are minority and 97% are women. A special Staff Development Opportunity Program has been initiated to accommodate the attainment of academic credit toward a baccalaureate degree which can potentially lead to future professional level CES employment. Currently five females of whom three are minority are participating in this program which offers flexible work scheduling, released time and financial assistance. (M, W)

Fisheries and Wildlife

Special meetings with non-academic staff to increase awareness of minority persons problems and to improve working relationships with new minority person in the Department. (M)

Food Science and Human Nutrition

Series of workshops for Day Care Center personnel in conjunction with State Department of Education. (M, W)

Workshops dealing with purchasing, preparation and sanitation of meals prepared in Day Care Center. (M, W)

Series of workshops for Day Care Center personnel in conjunction with State Department of Education and Public Health. (M. W)

School lunch workshops dealing with Time Management. (W)

Quality and portion control in Nursing Homes. (W)

Packaging

Worked with and provided for one summer (Michigan Youth Corp) full-time minority secretarial person. Made provision for her to experience a number of secretarial duties. (M, W)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF

Advertising

Human Resource Development Seminar for Supervisors. (M,W, H)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Communication

Attendance by protected group staff members at programs offered by Personnel designed for career enhancement. (W)

HUMAN ECOLOGY, COLLEGE OF

Food Science and Human Nutrition

(See description under College of Agriculture & Natural Resources)

NATURAL SCIENCE, COLLEGE OF

Lyman Briggs

Clerical staff counseled on equal treatment for all persons with whom they come into contact. (M, H)

Continuous training and support for professional development is given clerical-technical staff. (W)

"Star Power" - an exercise and discussion about power/domination. (MWHV)

BPRA Selection process - discussion of minority representation. (M)

OSTEOPATHIC MEDICINE, COLLEGE OF

Admission and Student Affairs

Upgrade (1) Asian woman to System Manager position through Hewlett-Packard training course. (M,W)

SOCIAL SCIENCE, COLLEGE OF

Social Science

It is a policy of the College to have clerical-technical employees in all units counseled to be aware of the necessity of equal treatment to all persons in the various publics with whom they have contacts. (MWHV)

Social Work

Recruited and hired two minority staff persons. A meeting was held by the Director with members of the staff (all white) to ensure a smooth transition and acceptance. (M)

SOCIAL SCIENCE, COLLEGE OF (con't)

Urban Planning & Landscape Architecture

Informational meetings with University recruiters regarding opportunities for minorities in landscape architecture and urban planning programs. (M)

LIBRARIES

Director appointed a committee of consultants to advise him on Library issues related to affirmative action. (M, W, H)

PRESIDENT, OFFICE OF THE

Lifelong Education Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)

Organized and coordinated inservice program for LEP and Kellogg Center women employees (W)

WKAR Radio enrolled a woman manager in advanced management workshop (North Carolina), grant funded. (W)

WKAR Radio used a training grant to employ and train a woman technician. (W)

Campus cable distribution of television program "You've Come A Long Way Maybe" to CT Union staff. (W)

Campus cable distribution of television programs for University Housing advisory staff (9 different plays of "Bill Cosby on Prejudice") (M)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE

Admissions and Scholarships

The Department of Human Relations conducted a workshop for the OAS staff regarding a variety of issues related to the interests of minority persons, women, and handicappers. (M, W, H)

Staff discussions of minority concerns and minority recruitment issues were held during a variety of regular staff meetings. (M)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE (con't)

Human Relations (jointly with Vice President for Administration and Public Affairs)

Division of Minority Programs -

Assisted in the development and coordination of workshops on equal opportunity and affirmative action with the Human Resource component of the Office of Personnel. (M,W,H,V)

Assisted in the development and coordination of minority promotional preparedness workshops for administrative-professional, and clerical-technical staff. (M)

Division of Women's Programs -

Developed and implemented "MSU Woman at Noon" program which addresses self-development topics of concern to women. (W)

Assisted in the development and coordination of workshops on equal opportunity and affirmative action with the Human Resource component of the Office of Personnel with special emphasis on sexual harassment. (W)

Developed and implemented "Minority Women's Lunch Forum" program which was designed to meet the needs of minority women staff. (W)

Assisted in the MSU Business Women's Club and Faculty Women's Association Institute. This is an annual day-long conference geared for the enhancement of self-development for staff women. (W)

Assisted in the coordination of the first annual minority women's recognition reception which offered minority women an opportunity to network and realize the value of their services to the university. (MW)

Developed and implemented a recognition program entitled, MSU Women Achievers. The program solicits nominations for department heads identifying noteworthy women within their units. Those selected are honored at an annual luncheon held in March during National Women's History Week. (W)

Programs for Handicapper Students

Provision of resources such as books, films, brochures, magazines, periodicals and other awareness information or consultation for staff. (H)

Undergraduate University Division

Scheduled a UUD in-service training meeting for UUD non-academic staff at which the film "Tale of O" was shown and discussed. (M,W,H,V)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE (con't)

Urban Affairs

Developed and conducted Human Relations "Training and Trainers" program for Michigan Department of Corrections. (M,W)

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR

The Non-Academic Women's Advisory Committee is the responsibility of this office. This is the advisory body which deals with a variety of issues and concerns in the area of non-academic employment, including student employment. (M,W,H)

An administrator serves on Michigan's American Council on Education State Planning Committee in the National Identification Program for Women. (W)

Campus Park & Planning

The departmental CT supervisor attended the Supervisory Training Program conducted by the Office of Employee Relations. She attended three modules: Managing Human Resources and Discipline; Contract Administration; and Managing Grievances. (W)

Grounds Maintenance

Ten week seminar conducted once a week for four hours to further the knowledge of Senior Gardners in the department. Conducted by the State of Michigan, the Master Gardner Certificate was awarded only after attending the sessions and passing a written test at its conclusion. An employee from each protected group attended. (M, W)

The department employs students on the campus. During the 1982-83 fiscal year the department employed approximately 24% female students and 6% minorities. (M,W)

The departmental A-P and Supervisory staff participated in the Supervisory Training Program conducted by the Office of Employee Relations. (M,W,H.V)

Employee Assistance Program

Designed four-part series of workshops on burn-out, specifically designed for female clerical workers who are single parents. (W)

Prepared and presented an overview of areas of stress which female employees are experiencing on campus. The presentation was given to the Non-Academic Women's Advisory Committee to the Vice President for Administration and Public Affairs and led to a study on child care facilities for Michigan State University employees. (W)

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR (con't)

Placement Services

Mid-America Association of Educational Opportunity Program Personnel, Fontana, WI (M)

Placement Resources and Employment Trends of Minority College Graduates (M)

Engineering Equal Opportunity Program Staff (M)

Orientation to Placement Services (M)

Written material is continuously circulated among Placement staff and to selected staff which focuses on employment issues and trends to women, minorities and handicappers. (M,W,H)

FINANCE AND OPERATIONS AND TREASURER, VICE PRESIDENT FOR

Administrative Data Processing

Sent all middle management to Personnel Supervisory training which included the Human Relations seminar. (M,W,H,V)

Controller

Twenty-four (24) administrative-professional employees attended the Human Relations workshop on equal employment opportunity in the workplace. (M,W,H,V)

Health Services and Facilities

Developed a series of in-service workshops on the following topics of interest to women:

"The Emerging Woman" - film

"Time Management"

"Coping with Stress"

"Sexual Harassment"

"Assertiveness"

Clinical Center Managers and supervisors meeting on MSU Affirmative Action Program and Goal Analysis (M,W,H,V)

On-going meetings with new staff members as part of the Clinical Center's new employee orientation on affirmative action and goals in hiring minorities and women. (M,W,H,V)

FINANCE AND OPERATIONS AND TREASURER, VICE PRESIDENT FOR (con't)

Health Services and Facilities (con't)

Quarterly meetings (reports) to Clinical Center Managers/Supervisors by Clinical Center Affirmative Action Consultant, on unit goal analysis and ramifications in hiring minorities and women in underutilized positions. (M,W,H.V)

Management by Objective. Development of job related development program over the 1983-84 academic year, to accommodate all minority groups, women and handicappers in the unit in career opportunities and development, through specific in-services, instruction and public service presentations. (M,W)

Housing and Food Services

Management and supervisory staff attended the Training Module on Human Relations which included affirmative action, sexual harassment and handicapper awareness. (M,W,H)

Staff member participated on a recruiting and interviewing trip in the South of minority graduate seniors in entry level food supervisory openings. (M,W)

Article published in Serving State which presented the goals of the Division as they relate to insuring equal opportunity in the workplace and restated our commitment to equal opportunity, non-discrimination and affirmative action. (M,W,H)

The Activities Board presented affirmative action programs through Noontime programming that included the exploration of financial aid for minorities, identification of concerns, goals and objectives of the Handicapper Council, Ebony Reflection Preview program and presentation of excerpts from the Black Theatre Production on Black culture. (M,W,H)

Physical Plant

Continued special training of a woman employee to accelerate progress in the Boiler Operator Trainee program. (W)

Continued encouragement and support of protected-group employees to develop technical skills in engineering, computer programming, heating, ventilating and air-conditioning technology and others. (M,W)

Increased protected group representation in technical employment and promotional pools through training and developing student employees and outside recruitment in cooperation with the Office of Personnel Administration. (M,W)

On-the-job training for a newly employed woman Trades Helper to prepare her for "journeyman" status. (W)

FINANCE AND OPERATIONS AND TREASURER, VICE PRESIDENT FOR (con't)

University Services

Managers attended the workshop on "Human Relations in the Workplace", sponsored by Human Relations and Employee Relations. (M,W,H)

Effort was directed to accelerate progress for minorities in Purchasing's career ladder program.

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR

Coordinated Minority Student Programs

Coordination and participation in Advisory Committee to the Assistant Provost for Undergraduate Education to provide information relative to problems facing minority students. (M,W)

Coordination and participation in Advisory Committee on Minority Students to the Vice President for Student Affairs & Services, to provide him with information relative to minority concerns. (M,W)

Minority Aides assisted residence hall caucuses in their open houses to familiarize both minority and non-minority students with Black Caucus roles in hall governance. (M,W)

Minority Aides continued to solicit assistance from the Placement Office and Supportive Services to present workshops on Resume' Writing and Career Awareness Exploration. (M,W)

Black, Hispanic, and Native American Aides were members of the UPHO Cultural Awareness Committees for their respective complexes. Assistance was provided in cross-cultural programming within the residence halls.

Cultural program events sponsored by Black Aides during the school year: Complex Rap Sessions; Black Student Conference; slides and films on the Black experience and community leaders from Black civic agencies as speakers. (M,W)

Counseling Center

Counseling Staff exposed to the following sessions:

"Counseling Minorities", for administrative personnel (M)

"Cross-cultural Understanding", for UUP academic advisors (M)

"Women, Power & Leadership", lecture for the faculty/staff (W)

"How Racism Effects Minority Students", minority Admissions Recruitment Unit, students & administrators (M)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT (con't)

Educational and Support Services

"Minority Student Experiences at MSU" - A panel of four minority students (1 Asian/Pacific Islander, 1 Black, 1 Hispanic, and 1 Native American) discussed how their cultural background has influenced their experiences at MSU, particularly their interactions with faculty, staff and other students. (M)

"Cross-Cultural Communication" - Presentation of the basic principles in intercultural communication. Role-plays by minority and majority staff were used to demonstrate these principles and stimulate discussion. (M)

"Sexual Harassment" - A verbal presentation and slide-tape program given by the Director of the Division of Women's Programs. (W)

Student Life

Developed an office statement on cultural awareness and goals for the office to accomplish in furthering staff and student cultural awareness. (M,W,H)

University Housing Programs

The following programs were provided:

Understanding Eating Disorders (W)
The Black Greek System (M)
Interracial Dating (M)
Homosexuality (M)
History of Caucus presentations (M)
The Minority Experience - panel discussion (M)
Cultural Awareness programs: BaFa BaFa game; Understanding People Who are Different from Ourselves; Accepting Differences - Cultures and Lifestyles (M)
"The Tale of O" movie and discussion (M,W,H,V)
Substaff Rap with the Minority Aides (M)
Sexual Assault: Myths and Facts (W)
Roles We Play - staff training (M,W,H)
Human Perception and Awareness (M,W,H,V)
Prejudice, Bias, Ignorance and Self-Examination (M,W,H,V)
Ethnicity (M)
Black Students at MSU (M)
The Chicano Culture (M)
Foreign Students at MSU (M)
Discussion/Hispanic & Black Aids - In-hall training (M)

University Housing Programs (con't)

Personal letter from Vice President to all minority students on campus recruiting for graduate assistantships. (M)

Recruiting poster mailed to 80 predominantly minority schools. (M)

Workshop on Cultural Awareness presented to all half-time and full-time staff. (M,W,H)

Workshop on Cross-Cultural communication presented in VPSA staff Development Series. (M,W)

UNIVERSITY RELATIONS, VICE PRESIDENT OF

A "stereotyping in the media" packet of newspaper and magazine clippings is routed every six to eight weeks to staff of the Division of University Relations, the School of Journalism and The State News to increase the awareness of media stereotyping of minorities, women and handicappers. The clippings either are examples of such stereotyping or discuss the issue. (M,W,H)

Monitoring of University communications for proper representation of minorities, women and handicappers is a formal process of the News Bureau, Public Relations Office, Publications Office, still photography and telecommunications areas of the Division of University Relations to insure that University representation reflects the institutional commitment to affirmative action. (M,W,H)

PERFORMING ARTS FACILITIES AND PROGRAMS

Departmental staff members attended workshops conducted by Human Relations on equal opportunity in the workplace. (M,W)

M = Minorities (Blacks, Asians/Pacific Islanders, Hispanics, or Native Americans)
W = Women
H = Handicappers
V = Vietnam era Veterans

Appendix X-C

Examples of Instructional Activities
1982-83

Examples of Instructional Activities

ARTS AND LETTERS, COLLEGE OF

Administration of Bi-lingual Education Program. (M)

Certification of Women's Studies Thematic Program. (M,W)

IDC 233 "Introduction to Women's Studies: Women's Consciousness" (W)
AL 332 "Development of American Indian as Ethnic Minority" (M)
AL 461 "Aging and Human Values" (W)
AL 310 "American Film: Women in Film" (W)

Art

HA 350 "Women in Art" (W)

ATL

ATL 151 2,3 "American Minorities" (M)
ATL 181 2,3 "Women in America" (W)

English

ENG 201 "The Nature of Language" (M)
ENG 206 "Forms of Literature: Fiction" (W)
ENG 302 "Introduction to English Language Studies" (M)
ENG 331 "Literature and the Adolescent" (W)
ENG 342 "Women and Literature" (W)
ENG 343 "Regional American Literature" (W)
ENG 349 "Afro-American Literature" (M)
ENG 350 "Afro'American Literature" (M)
ENG 360 "World Literature in English" (M,W)
ENG 382 "Masterpieces of Contemporary Literature" (W)
ENG 399 "Perspectives on Literature and English Language" (W)
ENG 447 "Twentieth Century American Fiction" (W)
ENG 448 "Twentieth Century American Poetry" (W)
ENG 467 "Language and Culture" (W)
ENG 829 "Twentieth Century Literature" (W)
ENG 845 "6-Approaches to Language" (W)
ENG 984 "Seminar: Twentieth Century Literature" (W)
HUM 295 "Ngugi wa Thiong'o's The River Between, "Mongane Wally Serote's To Every Birth Its Blood (M)

History

IDC 255 "Introduction Cont. China" (M,W)
HST 309 "Black Man in Americas: Slavery" (M,W)
HST 317 "Rise and Decline Lat. Amer. Emp." (M,W)
HST 328 "Hst. of Early Amer. Frontier" (M,W)

History (con't)

HST 347 "Women in Industrial Society" (M,W)
HST 392 "African History to 1500" (M,W)
HST 398 "Islamic Hst to Classical Age 500-1250" (M,W)
HST 426 "Humanistic Perspective on Global Diversity & Interdependence" (M,W)
HST 451 "The Value of Black Intellectual Thought" (M,W)
HST 485 "Studies in Asian History" (M,W)
HST 894 "Readings in African History" (M,W)
IDC 257 "Comtemporary Japan" (M,W)
HST 310 "Black Man in U.S. Since Emancipation" (M,W)
HST 313 "History of Black Women in America" (M,W)
HST 318A "Latin America-National Period" (M,W)
HST 329 "History of American West"(M,W)
HST 385A "China and Western Invasion" (M,W)
HST 393 "African History from 1500-1875" (M,W)
HST 395 "The Traditional Middle East" (M,W)
HST 427 "Contemporary Issues in Global Interdependence & Change" (M,W)
HST 470 "Studies in Comparative History of the Family"
HST 819 "Readings in Latin American History" (M,W)
IDC 838 "Sub-Saharan Africa" (M,W)
HST 309 "Black Man in Americas: Slavery" (M,W)
HST 311 "Black Workers in Urban America" (M,W)
HST 318B "Latin America in Contemporary Period" (M,W)
HST 347 "Women in Industrial Society" (M,W)
HST 372C "Rise of Chinese Communism" (M,W)
HST 385B "Intellectual History of China" (M,W)
HST 394 "Modern Colonial Africa" (M,W)
IDC 400 "Contemporary Brazil" (M,W)
IDC 428 "Project in Global Studies" (M,W)
IDC 483 "Studies in African History" (M,W)
IDC 838 "Sub-Saharian Africa" (M,W)
IDC 894 "Readings in African History" (M,W)
IDC 897 "Readings in Asian History" (M,W)

Developed a course on the Black Urban Worker in America. Exploring the feasibility of a Black Studies Program, the completion of which would result in certification.

Humanities

Revised department syllabus for HUM 201, 202 and 203 to include the place of and contributions made by women in the history of Western Civilization.(W)

Work undertaken to develop a new course which will deal with the place and contribution of women in Humanities. The course is intended to be cross-cultural in its orientation.(W)

Revision of slide lists to include works by women artists. (W)

Philosophy

PHL 341 "Philosophical Aspects of Feminism" (W)

Romance and Classical Languages

Course on Women in Greek Myth (W)
FRN 435 "La Femme Francaise" (W)
SPN 326 "Chicano Culture in the United States" (M)
SPN 485 "Chicano-Boricua Literature" (M)

Theatre

THR 411 Acting Studio focused on acting for Black Theatre students (M)
THR 412 Acting in Black plays (M)

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF

Agricultural Economics

PAM 453 "Women and Work: Issues and Policy Analysis"(W)

Institute of International Agriculture

Funded externships for women to study problems faced by women and their families in developing nations.(M,W)

BUSINESS AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, COLLEGE OF

Economics

EC/PAM 453 "Women and Work: Issues and Policy Analysis" (Interdepartmental with and administered by Public Affairs Management) (W)

Hotel, Restaurant and Institutional Management

Invited representative of Sheraton Corporation to discuss minority recruitment in several HRI classes.(M,W)
Presentation to HRI 102 class by representative from Disney World on career opportunities for minorities in the hospitality industry.(M,W)
Arranged special internship for minority student with Marriott Corp.(M)

Marketing and Transportation Administration

MKT 292 "Marketing and Business Careers: A Minority Perspective" This course was designed to serve the needs of minority students in understanding business opportunities and careers open to them.(M)
MKT 409 "Special Studies in Marketing." This course was organized around a research project to help a number of minority firms develop marketing programs. The students involved were minority.(M)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF

Advertising

ADV 465 "Advertising and Social Responsibility" (M,W)
ADV 865 "Advertising and Society"(M,W)

Audiology and Speech Sciences

ASC 201 "Introduction to Communications Disorders"(H)
ASC 373 "Clinical Procedures in Speech Pathology and Audiology"(H)
ASC 444 "Oral Language of Urban Areas"(M,H)
ASC 445 "Communication Disorders: Social & Emotional Components"(H)
ASC 460 "Aural Rehabilitation"(H)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Audiology and Speech Sciences (con't)

ASC 470 "Communication Disorders"(H)
ASC 474 "Clinical Practicum in Speech and Language Pathology"(H)
ASC 476 "Speech Pathology II: Diagnostics"(H)
ASC 477 "Methods in Public School Speech and Hearing Therapy"(H)
ASC 480 "Basic Laboratory in Experimental Audiology"(W,H)
ASC 801 "Advanced Study of Articulatory Behavior"(H)
ASC 833A "Specialized Clinical Audiology Differential Audiometry"(H)
ASC 833B "Speech Audiometry"(H)
ASC 833C "Industrial Audiology"(H)
ASC 833D "Advanced Audiological Evaluation"(H)
ASC 833E "Pediatric Audiology"(H)
ASC 833F "Geriatric Audiology"(H)
ASC 833G "Auditory Habilitation of the Hearing Impaired"(H)
ASC 833H "Electrophysiological Methods of Auditory and Vestibular Assessment"(H)
ASC 833I "Amplification Systems for the Hearing Impaired"(H)
ASC 833J "Tinnitus and Vestibular Disorders"(H)
ASC 841A "Aphasia"(H)
ASC 841B "Aprazia and Dysarthria"(H)
ASC 841C "Voice Disorders"(H)
ASC 841D "Stuttering"(H)
ASC 841E "Orofacial Anomalies"(H)
ASC 841F "Delayed Language Assessment"(H)
ASC 841G "Language Intervention: Early Stages"(H)
ASC 841H "Language Intervention: Later Stages"(H)
ASC 842 "Augmentative and Alternative Communication Systems"(H)
ASC 843 "Transfer and Maintenance of Speech Behaviors"(H)
ASC 853 "Speech Perception: Theory and Measurement"(H)
ASC 875A "Clinical Practicum in Speech and Language Pathology"(M,W,H)
ASC 875B "Clinical Practicum in Audiology"(M,W,H)
ASC 876 "Communication Disorders: Neuroanatomy-Neurophysiology"(H)
ASC 940 "Single Subject Research for Communication Disorders"(H)

Communication

COM 352 "Nonverbal Communication" Addresses differences in communication patterns used by and directed toward women and minorities.(M,W)
COM 399 "Special Topics" Communication development in childhood, inter-cultural communication(M)
COM 828 "Cross-cultural Communication" Deals with communication between individuals of ethnic and national groups, including women.(M,W)
COM 830 "Nonverbal Communication" Addresses differences in communication patterns used by and directed toward women and minorities(M,W)
COM 870 "Communication and Social Change"(M,W)
COM 300 & 300R "Effects of Mass Communication"(M,W)

Journalism

JRN 460 "Women and the Media"(W)
JRN 475 "International Press Communication"(M)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Journalism (con't)

JRN 300 "Reporting"Special session on covering minority issues in Chicago mayoral election.(M)
JRN 415 "Advanced Reporting" Special session on covering minority issues in Chicago mayoral election(M)

Telecommunication

TC 210
TC 220
TC 310
TC 335
TC 401
TC 831
These courses all include materials related to the under representation of minorities and women in telecommunication industries. TC 210 deals with the problem of stereotyping in media; TC 220, 335 and 831 with biases in audience measurement as a result of difficulties in surveying minorities and how to overcome these biases. TC 310 and TC 401 describe FCC policies in employment and ownership among minorities and women.(M,W)

TC 498
TC 870
These courses include substantial material on the flow of information between Third World and other countries and the problems of developing independent national media systems in the Third World.(M)

Mass Media Ph.D. Program

One dissertation, which won the International Communication Association first place award, proposed a model for telecommunication development in the Third World. Another dissertation examined the effects of dependency on media consumption in Third World countries. Several required courses include content on minority ownership of media, audience measurement of minorities and institutional structures affecting access to media.(M)

EDUCATION, COLLEGE OF

Administration and Curriculum

EAC 415 "Student Leadership Training" Each term two sections of this course are directed primarily at minority students.(M)

Counseling, Educational Psychology & Special Education

Lecture by a representative from California State University contrasting clinical and socio-political perspective of disability and rehabilitation services.(H)
Brown bag luncheons in which practicing professions in rehabilitation discussed special topics of concern to the handicapped.(H)

Health and Physical Education

HPE 107C "Women's Self-Defense"(W)

EDUCATION, COLLEGE OF (con't)

Teacher Education

TE 801 Completely revised TE 801 and drafted revisions for TE 802
TE 802 and 803 to include major emphasis on equality of educational
TE 803 opportunities for females, minorities and handicappers. These core courses for the Master of Arts in Classroom Teaching are required for the degree program for teachers.(M,W,H)

TE 380 "Educational Equity" develops cross-cultural awareness and examines relationship between teaching and achievement of minority pupils.(M)

TE 982 Seminar; Professional seminar is required for students enrolled in the doctoral program in teacher education; emphasizes influences on equality of educational opportunity and includes discussion of the feminization of teaching as an occupation.(M,W,H,V)

TE 982 "Teachers as Gatekeepers" emphasizes the influence of teacher classroom teaching and evaluation policies on equality of educational opportunity.(M,W,H,V)

TE 882 "Education of Third World Children" is designed for teachers in the Department of Defense and international schools to sensitize them to the diverse cultural backgrounds of the children they teach and implications for instruction.(M)

TE 830K "Seminar on Global Education" promotes cross-cultural understanding through examination of cultural differences around the world.(M)

TE 861 "Seminar in Elementary Curriculum" infuses equity issues into two course objectives and a related assignment that constitutes 60% of the course grade.(M,W,H,V)

TE 882 "Seminar on Multicultural and Non-Sexist Education" This seminar was taught through the GEO program for teachers in Department of Defense and international schools.(M,W)

TE 882 "Classroom Management and Organization" A special section of this seminar was taught in Guatemala to North American and native teachers to help them adapt their management techniques to the needs of children in developing nations.(M)

TE 450 "School and Society" a required course for teacher certification includes major emphasis on federal, legal, and local mandates that influence equality of educational opportunity.(M,W,H,V)

TE 318 "Methods for Elementary Science Teachers" infuses two equity topics that deal with encouragement of females, minorities, and handicappers to succeed in science.(M,W,H)

The doctoral program in teacher education provides an emphasis area entitled, "Teaching, Policy and Social Analysis." The thematic emphasis of this option is on ways that teachers both create policy and implement policies. Special attention is given to teacher implementation of federal legal mandates.(M,W,H,V)

Within the undergraduate teacher certification program an entire emphasis area, Teaching in Heterogeneous Classrooms, focuses on providing equal educational opportunity for all protected classes. All courses in this emphasis area have been designed to emphasize equity for diverse student populations.(M,W,H,V)

EDUCATION, COLLEGE OF (con't)

Teacher Education (con't)

Guest lectures by a Department of Teacher Education faculty member on equity issues, especially sex role stereotyping. (M,W,H)

HUMAN ECOLOGY, COLLEGE OF

Family and Child Ecology

FCE 442 "Minority Families in America"(M)
FCE 844 "Cross-cultural Child Development"(M)
FCE 405 "Work and the Family"(W)
FCE 498 Field Study; placing students into area agencies that deal with minorities and women.(M,W,H)
FCE 445 Inclusion of handicapper sexuality(H)
FCE 444 Special class sessions; integration of minority issues during
FCE 445 entire term for FCE 444, 445.(M,W,H)
Assisted in class on Financial Planning for Women.(W)

Food Science and Human Nutrition

HNF 406 "Cultural Aspects of Food" and "Cultural Foods Laboratory"; these
HNF 406L two courses address the food history, food patterns, food habits and pathways of people from many cultures. Emphasis is given to the importance of learning about other cultures.(M)
HNF 102 Inclusion in these three courses re: differences in body
HNF 463 composition, skeletal development, blood constituents that
HNF 473 relate to gender, race and age.(M,W)
HNF 463 Emphasis in these two courses of nutrition assessment of
HNF 473 handicappers.(H)
HNF 330 Incorporation of maternal nutrition in this course, "Nutrition in the Life Cycle."(W)
HNF 330 Incorporation of skeletal and muscular differences between Blacks and Whites.(M)

Human Environment and Design

HED 332 Housing needs and problems of low-income minority groups (low income housing policy and design criteria), single (female) parents and handicappers.(M,W,H)
HED 215 Design criteria and practical experience in designing barrier-free interior environments.(H)
HED 355 Dress Design; flat pattern method, content, included problems in clothing design and fitting for the physically impaired.(H)

HUMAN MEDICINE, COLLEGE OF

Physiology

Sponsors a Summer Research Intern Program for minority students. Emphasis is to encourage an interest in graduate training in physiology and/or academic medicine.(M)

NATURAL SCIENCE, COLLEGE OF

Botany and Plant Pathology

BOT 805 Research Technique for Ph.D. Thesis(M)

Charles Drew Science Enrichment Laboratory

A one year enrichment program for minority students from underrepresented groups designed to help them hone the necessary mathematics skills and to acquire more sophisticated approaches to problem solving. Among the activities of the program this past year were: MTH 082, MTH 108, MTH 109, MTH 290. NSC 201, "Science Problem Solving Seminar," NSC 202, "Science Problem Solving Seminar" and four 6-hour workshops emphasizing mathematics and language skills offered to first-term freshmen in the Detroit area.(M)

Lyman Briggs School

Director participated in class discussion entitled "Minorities and Women at Work." (M,W)

Mathematics

MTH 290 Provided a special course Math 290 for people in the Drew Program(M)

Natural Science

NS 325 "Biological and Social Aspects of Human Reproduction"(W)
NSC 305 "Women in Science"(W)
NS 162 "Race: the Evolution of an Idea"(M)

Physiology

Summer research intern program for undergraduate minority students interested in biological/medical sciences(M)

NURSING, COLLEGE OF

NE 595 "Women's Health"(W)
Clinical courses (NE 581-582-583) within Graduate Program has special focus on culturally diverse populations and health care needs(M)
NE 543 Integrating concepts of cultural diversity in health care needs of elderly(M)
Great Lakes Cancer Nursing Conference: Women and Cancer--A Positive Approach(W)
Many credit courses contained content for dealing with poverty and illness and status of women, e.g. NE 200-300-301(M,W)

SOCIAL SCIENCE, COLLEGE OF

Anthropology

IDC 255 "Introduction to Contemp. China"(M)
ANP 262 "Status of Women"(W)
ANP 275 "Anp. of Asia"(M)
ANP 350 "Peasant Society"(M,W)
ANP 415 "Std. Anp. W. Africa"(M)
ANP 419 "Indians of Mexico"(M)
ANP 464 "Religion and Culture"(M)
ANP 490 "Hunters and Gatherers"(M)
ANP 495 "Anp. of Birth"(W)
IDC 257 "Contemp. Japan"(M)
ANP 411 "China Culture and Society"(M)
ANP 419 "Anp. of Mex. Amer." (M)
ANP 450 "Arctic Prehistory"(M)
ANP 490 "Ecstatic Religious Movements"(M)
ANP 490 "American Folk Medicine"(M,W)
ANP 281 "African Cultures"(M)
IDC 341 "Contemp S. Asia"(M)
ANP 411 "Modern Japan"(M)
ANP 419 "N.A. Indians"(M)
ANP 469 "Arctic People"(M)
ANP 490 "Social Impact Studies"(M,W)
ANP 490 "Environments of Intl Business"(M)
ANP 490 "N.A. Religious Systems"(M)
ANP 490 "Women and Health"(W)

Department sponsored colloquia: "Social Bodies and Natural Ideologies: Therapy as Signifying Practice."(M,W); "Traditional Healers Demystified" (M); "Political Relations in Mexico: Some unexpected Health Consequences." (M); "Cultural Obstacles to Disease Control: The Cases of Smallpox in Southeast Asia and Blindness in Nepal"(M); Latah: A Culture-Specific Elaboration of the Startle Reflex (M); "Culture Change, Mental Health and Adaptation in the Canadian North"(M);"Single Motherhood in America: Implications for Health and Aging"(W)

Geography

GEO 401 "The Ghetto"(M)

James Madison College

MC 111 "Identity and Community in America"(M,W)
MC 112 " " " "
MC 200 "Introduction to the Study of Policy Problems"(M,W)
MC 249 "Historical Development of Urban Society"(M)
MC 282 "Stratification: Class and Caste in Intergroup Relations I"(M,W)
MC 283 "Stratification: Class and Caste in Intergroup Relations II"(M,W)
MC 284 "Immigration, Assimilation, Pluralism"(M)
MC 290 "Race and Class in American Feminism"(M,W)
MC 370 "Legal Systems (Equal Protection unit)"(M,W)

SOCIAL SCIENCE, COLLEGE OF (con't)

James Madison College (con't)

MC 381 "Intergroup Relations and the Law"(M,W)
MC 420 "Senior Seminar: China"(M)
MC 420 "Senior Seminar: International Conflict Resolution in S. Africa"(M)
MC 480 "Inequality and the Problem of Group Rights"(M,W)

Political Science

PLS 420 "Women in Politics"(W)
PLS 321 "Judicial Policy Making"(M,W)

Psychology

PSY 139 "Psychology of Women"(W)
PSY 439 Selected Topics in the Psychology of Women(W)

School of Criminal Justice

Dissemination of information on the impact of community policing on women and minorities (non-credit training seminars and in CJ 335,355,409,809 and 434-C.S. Mott Natl. Neighborhood Foot Patrol Center(M,W)

School of Labor and Industrial Relations

Michigan School for Farmworkers: Health and Safety in Workplace(M)
CWA National Conference on Minority Concerns(M)
Unity Conference for Women and Minorities(W)
Postal Office Women Workers for Equal Rights Conference(W)
Labor's Political Agenda(M,W)
Hispanic Unionist and the Political Process(M)
Southwest Leadership Conference for Hispanics(M)
Sexual Harassment in the Workplace(W)
Michigan Winter School for Women Workers(W)
Hispanic Trade Unionist Conference(M)
Hispanic Solidarity Conference(M)
Black Women's Studies Workshop(M,W)
Career Options for New Technology(W)
History of Hispanics in Michigan Labor Movement(M)
Pay Equity Beyond 59¢(W)
Health and Safety in Workplace(M)
Statewide Hispanic Solidarity Conference(M)
LIR 868 "Equal Employment Opportunity and Occupational Safety and Health" (M,W,H)
The School contacts all qualified minorities who register for the GRE Minority Locater Service(M)
The following non-credit activities also included for 1982-83:
"Equal Employment and Affirmative Action-An Introduction to the Essential Concepts"(M,W,H,V)
"Affirmative Action Compliance and Equal Employment Opportunity Briefing" (M,W,H,V)

SOCIAL SCIENCE, COLLEGE OF (con't)

School of Labor and Industrial Relations (con't)

Wage and Salary Administration(M,W,H,V)
Employee Performance Appraisal(M,W,H,V)
Designing and Administering Wage and Salary Administration Programs in Today's Health Care Organizations(M,W,H,V)
Personnel Recordkeeping and Reporting (M,W,H,V)
Designing and Administering Employee Benefit Programs(M,W,H,V)
Making More Accurate Appraisals of Employee Performance and Conducting Effective Performance Review Sessions (M,W,H,V)
Dealing with Problem Employees(M,W,H,V)
Managing the Employee Benefits Program(M,W,H,V)

School of Social Work

The curriculum of the School of Social Work seeks to integrate in all areas, content that will promote understanding and appropriate treatment of women, minorities, and handicappers. This is a requirement of the School's accrediting body. This requirement is fulfilled in all credit and non-credit offerings.(M,W,H)

Sociology

SOC 353 "Sex and Gender"(W)
SOC 866 "Sexual Inequality"(W)
SOC 333 "Racial and Ethnic Inequality"(M)
SOC 942 "Urban Theory"(M)
SOC 971 "Race, Politics and Social Structure"(M)

Social Science

SS 252 "Historical Roots of Racism and Ethnocentrism"(M)
SS 253 "Minorities in American Cities"(M,W)

The College participated strongly in the development of graduate Urban Affairs programs in its units.(M,W)
The College participates as a cooperating unit with the College of Arts and Letters in the Women's Studies Thematic Program and in the development and offering of courses in that program.(W)

LIBRARIES

Two Library seminars offered on finding library resources in the area of women's studies(W)

MSU ALUMNI ASSOCIATION

Sponsored a Women's Day on campus. This was noncredit instruction.(M,W,H)
President's Club Workshop was conducted on campus at which time our regional club and constituent associations were encouraged to provide programs and services which met the needs of all MSU alumni, on a noncredit basis(M,W,H,V)

MSU ALUMNI ASSOCIATION (con't).

Sponsored an Alumni Career Placement Workshop with special sessions designed specifically for women and minorities. This was noncredit instruction(M,W,H,V)

PRESIDENT, OFFICE OF THE

International Studies and Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)

African Studies Center

Over 125 courses on Africa, the roots origin of Black Americans(M)

Latin American Studies Center

Though the LASC currently teachers no courses, its Certificate Program encourages students to enroll in university courses with emphasis in Third World subject matter and also courses related to Hispanic issues. Courses of particular relevance to Hispanics which were taught during 1982-83 and publicized by the LASC include:

ANP 419 "Indians in Mexico"(M)
HST 317 "Latin American Empires"(M)
SPN 435 "Development of Hispanic Culture and Civilization"(M)
SPN 981 "Seminar in Hispanic Literature"(M)

Lifelong Education Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)

MUS 320 "Music in Special Education" East Lansing(H)
MUS 820 "Music in Special Education" East Lansing(H)
ATL 153 "Writing: American Minorities" Birmingham(M)
CEP 863 "The Handicapped Student in the Regular Classroom"Charlotte, Philippines, Egypt, Okinawa(H)
CEP 464 "Manual Communication I" East Lansing(H)
CEP 818 "Behavior Disorders in Children" Grand Ledge, Muskegon(H)
CEP 869 "Introduction to Learning Disabilities" Grand Rapids(H)
CEP 883 "Reading and Independent Study in Counseling Educational Psychology and Special Education" Grand Rapids(H)
CEP 842 "International Aspects of Rehabilitation/Special Education" Netherlands, Switzerland, Fed. Republic of Germany(H)
CAS 892 "Special Topics: Women and the Media" Birmingham(W)
ED 889 "Introduction to Learning Disabilities" England(H)
ED 882 "Learning Disabilities for the Regular Classroom Teacher" England(H)

Noncredit:

SLIR Equal Employment Opportunities and Affirmative Action; Detroit(M)
Conference: Learning Disabilities(H)
Conference: Dept. of Commerce, Women's Commission, State of Mi.(W)
Conference: Winter School for Women Workers(W)

PRESIDENT, OFFICE OF THE (con't)

Lifelong Education Programs (con't)

Conference: Successful Women: Making it Happen(W)
Conference: Pay Equity: Beyond 59¢(W)
Conference: Management Skills for Women Supervisors(W)
Workshop: Michigan Society for Autistic Children(H)
Workshop: Autistic Citizens(H)
Workshop: After Divorce: Re/Creation and Re/Pairing(W)
Workshop: Women in Management(W)
Workshop: Choice, Not Chance: Career and Life Planning(W)
Workshop: Choosing to Change(W)
Workshop: Managing Career Change(W)
Workshop: Reality Coping Workshop(W)
Workshop: Michigan Municipal Clerks and Treasurers(W)
Program broadcast on the exploration of the Black musical tradition(WKAR-TV)(M)
Basic sign language instruction series broadcast (WKAR-TV)(H)
Continuing instructional presentations to Michigan Women for Highway Safety on Traffic Sign Education, Pedestrian Safety, Child Restraint, Adult Restraint, Alcohol Countermeasures(M,W)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE

Human Relations (jointly with Vice President for Administration and Public Affairs)

Division of Women's Programs-

Twenty-three Residence Halls or classroom presentation/informational presentations on topics including sexual harassment, self-development, time management, assertiveness training, male-female sexuality, careers and single life(W)

Urban Affairs

From 1982 through the Spring of 1983, bi-weekly Urban Seminars were held. These seminars were attended by faculty and graduate students. The topics included urban problems and race and ethnicity(M,W)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR

Coordinated Minority Student Programs

Week long training sessions for students seeking to be Minority Aides to help prepare them to work with minority students of MSU residence halls(M,W)
General orientation for all incoming minority students to enlighten them to resources and aspects of campus living(M,W)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Coordinated Minority Student Programs

Participation in development of an affirmative action film for academic persons to heighten their awareness to conscious/unconscious bias behavior in classrooms(M,W)
Semi-weekly training session for twenty-seven new and twelve returning students serving as Minority Aides(M,W)
Coordinated and sponsored workshops for residence hall students in areas of: leadership, study skills, time management, test-taking, math awareness, resume writing, career awareness, and male-female relationships, pre-enrollment, board training and budget writing(M,W)
Classroom, residence hall, and other presentations were given by Black, Hispanic, and Native American Aides relative to cultural, economic, social and political status of those groups(M,W)

Counseling Center

EAC 415 Spoke on "Minority women and leadership"(M)
MGM 817 "Minority male/female Relationships and Cultural Differences"(M)
FMP 580/FMP 590 "Health Attitudes of Migrants"(M)
"Stress Management" for minority Nursing students(M)
EAC 415 "Strategies for Success for Women in the Workplace"(W)

University Housing Programs Office

EAC 415 Non-credit, included sessions on cultural awareness(M,W,H,V)
EAC 415 "Women and Leadership Skills"(W)

FINANCE AND OPERATIONS AND TREASURER, VICE PRESIDENT FOR

Intercollegiate Athletics

In conjunction with the HPE Department offers a course titled Professional Perspectives. During the course one session is designated to minority concerns and issues related to academic, personal and cultural problems minority student-athletes may experience(M)

M = Minorities (Blacks, Asians/Pacific Islanders, Hispanics, or Native Americans)
W = Women
H = Handicappers
V = Vietnam era Veterans

Appendix X-D

Examples of Public Service Activities for General Public
1982-83

Examples of Public Service Activities for General Public

ARTS AND LETTERS, COLLEGE OF

Financial Support for production of "The History of the Black Woman, A Different Type of Musical" (M,W)

Financial Support for Puerto Rican Student Association (M,W)

Financial Support to Asian Pacific Professional Women's Association for reception honoring the Minority Women of the MSU community (M,W)

Art

State of the Arts Symposium in April, 1983 (W)

Ongoing grant search for construction of barrier-free access to Kresge Art Center (H)

Provided assistance to handicapped faculty from departmental funds, provided handicapper parking at center's entrance (H)

Women photographers invited to exhibit photographs in Light Fantastic Corridor Gallery (W)

ATL

Women's Studies Coordinator is member of ATL Dept. (W)

English

"Directions of Afro-American Literature" WKAR interview (M)

"The Oral Tradition in West African Culture" Lecture, Okemos Schools (M)

"Black Feminism and Contemporary Black Women's Writings" Lecture, LCC (M,W)

Music

Organized a Handicapper Chorus and Folk Dancing Club for handicappers (H)

Inservice training session for teachers and parents relative to special education for handicappers (H)

Provided a graduate assistant to teach psychiatric patients in the Dept. of Corrections Prison at Ionia one day a week from April to September 1983 (H)

Religious Studies

Two faculty members are participating in conference on new non-sexist lectionary (W)

Romance and Classical Languages

"The Abyss by Marguerite Yourcenar" contemporary literature series, E. Lansing Public Library (W)

Participation in CHISPA and CALDEF (M)

Theatre

Lecture for general public, including Theatre students, concerning Black theatre in New York (M)

Minority speaker at Union Building and for the 4-H students (M)

Seminar and Films -- Black Theatre Perspectives including lectures and discussion (M)

Examples of Research Activities/Programs

ARTS AND LETTERS, COLLEGE OF

Art

Continued research in Art Education on problems of handicapped children (H)

English

Reviews and papers on women and minority writers in Ba Shiru, Africana Journal, Research in African Literatures, The Golden Notebook and Fragments (M,W)

Co-editor, The Art of Margaret Atwood: Essays in Criticism (W)

"Willa Cather and the 'American Metaphysic,'" Midamerica (W)

"Nadine Gordimer's Family of Women," Women Writers of the Third World (M,W)

Songs for Isadora (poem chapbook) (W)

"H. D.'s Hermione: Another Look at H.D. and Pound," The American Book Review (W)

Religious Studies

Faculty member made a grant proposal to study the role of Blacks in the Ancient Near East (M)

Romance and Classical Languages

Juan Calvo, "El motivo varon mujer en La vida es sueno," residencia (W)

Review of Disclosures of Feminine Desire, french forum (W)

"Echo and her Medieval Sisters." Centennial Review (W)

"La Dame Courtoise" Paper at AATF meeting (W)

"La Grant Danse macabre des femmes: Relationship between manuscript and print" (W)

"La Grant Danse macabre des femmes." Arts and Letters Seminar Series paper (W)

"The Abyss by Marguerite Yourcenar" contemporary literature series, E. Lansing Public Library (W)

"La Madre" Tropos (W)

"The Upright Castillian Lady" Passages North, IV (W)

"Imagenes Metaforas y Simbolos en la lenguage feminino" paper at Hispanic Conference, Indiana University (W)

"Sor Juan como Protofeminista de su edad y la de hoy" paper delivered at Calvin College (W)

Romance and Classical Languages (con't)

"Spanish American Women Poets" Women's Studies April 1983 paper (W)

Development of Bilingual Exam (M)

"The Meanings of the Amazon Myth" Stentor (W)

"Amazon Customs and the Patriarchy" a nali della Schola Normale de Pisa (W)

La supervivencia existencial de la mujer en las obras de Benevante. (W)

Theatre

Ad hoc committee organized to review candidates to direct No Place To Be Somebody, minority candidate selected, after a national search (M)

Production of No Place To Be Somebody (M)

Ad hoc committee plans Spring 1983 seminar in Black Theatre (M)

Presentation of Home, festival stage, Wharton Center by the Afro-American Studio Theatre (M)

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF

Cooperative Extension Service

Expanded Food and Nutrition Education Program - This CES educational program is designed to provide new knowledge and skills to help low income families with young children to improve the nutritional adequacy of their daily diets. (M)

4-H Mainstreaming Project - The objective of this four-year project, supported by grants from Kellogg and Mott Foundations, is to foster the integration of youths and adults with handicapper characteristics within all facets of the CES 4-H Youth Program. (H)

4-H Horseback Riding Program for Handicappers - The 4-H Horseback Riding for Handicappers Program is designed for people of all ages who have physical, mental or emotional handicapper characteristics to learn the sport of horsemanship with emphasis on skill development utilizing a therapeutic approach. (H)

4-H Urban Gardening Program - Supported by funding from USDA, this program is designed to involve limited resource residents of Detroit in educational activities to increase their knowledge and skill in gardening, provide a source of nutritious food, and increase knowledge of proper nutrition and meal planning. (M)

Kent County Stretchin' and Growin' Programs - This innovative CES program was developed to increase black women's self-esteem by helping them understand themselves and issues related to their well being, to help develop their leadership potential and to increase their employability skills. (M,W)

Kent County "You Can Do It" Housing, Home Maintenance and Energy Conservation Educational Program - This workshop was designed to teach how to do basic low-cost home repairs in such areas as electricity, plumbing, painting, roofing and window repairing. It also provided information and demonstrations related to energy conservation in the home. (M,W)

Genesee County "Employability Plus" Program - This program was initiated to update employment skills of unemployed "displaced" homemakers and other homemakers desiring to return to the workforce. This program focused on the development of self-esteem and job seeking skills and exploration of occupational opportunities. (M,W)

Kalamazoo County Indo-Chinese Refugee Nutrition Program - To meet the needs of 34 Indochinese refugee families residing in Kalamazoo County, this special program offered educational assistance to improve the nutritional adequacy of their daily diets, meal preparation skills and food buying effectiveness. (M,W)

Ingham County 4-H Career Volunteer Model Program - This program provides junior high school students with an opportunity to explore careers in various occupational areas consistent with their interests by interacting with adult role models working in various occupational areas. (M)

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF (con't)

Food Science and Human Nutrition

Development of a woman's program during the joint annual meeting of the Michigan Meat Provisioners Association and the Michigan Meat Association. (W)

Workshop for the Michigan Fish Producers Association. Subject matter included phosphate dips, rapid freezing techniques, and vacuum packaging of fresh fish. (M)

Waiter-waitress training for summer employment. (W)

Workshops for camp directors dealing with problems of food service - menu planning, purchasing, and preparation. (W)

Workshops dealing with catering as a home business. (W)

Resource Development

Continuing community development programs in North Lansing and the Potter Park Areas. (M)

Sincere efforts made to insure minority representation (Blacks) in the community discussion series, "Improving Economic Opportunities in Ypsilanti". (M)

Programs in the Lake County Area include (1) Work with County Board of Commissioners on training programs for county government employees to increase and improve their ability to deal with low income/ minority people and (2) Water resources management programs for residents of a predominantly Black resort area. (M)

Serious efforts to include Native Americans in leadership programs under development in Mackinac County. (M)

Continue to provide specific leadership development programs aimed at Blacks, Hispanics, Native Americans and women to develop confidence and skills and get them involved in community organization and public affairs. (M,W)

Sought and continue to seek funding for proposal developed, "A Proposal for the Creation of a Statewide Hispanic Leadership Development Program". (M)

BUSINESS AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, COLLEGE OF

Marketing and Transportation Administration

Marketing 409, "Special Studies in Marketing". This course was organized around a research project to help a number of minority firms develop marketing programs. (M,W)

BUSINESS AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, COLLEGE OF (con't)

Hotel, Restaurant and Institutional Management

Several presentations to local groups on "Career Opportunities for Minorities in the Hospitality Industry". (M,W,H,V)

Invited a minority high school student to attend HRI classes and meet with HRI faculty. (M)

Discussion of career opportunities in HRI with Press Secretary. (M, W,H,V)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF

Audiology and Speech Sciences

Maintains a full-scale Speech and Hearing Clinic serving people with communication handicaps on and off campus. (M,W,H)

Workshop on "Communication Development and Disorders". (W,H)

Consulted and participated in the Mid-Michigan Oral Cleft Clinic. (H)

Acquisition of TDD in Speech and Hearing Clinic. (H)

Communication

Participated in regional conferences sponsored by the Association of Black Journalists. (M)

Honorary Board Member of El Renacimiento. (M)

Participant in Women's Network meeting. (W)

Telecommunication

Two faculty members addressed the Midwest Regional meeting of Women in Communication describing career opportunities and trends pertinent to women in cable television and radio. (W)

Faculty members regularly consult minority groups on access to media and ownership opportunities. (M)

EDUCATION, COLLEGE OF

The College of Education maintains a formal affiliation with the Middle Cities Education Association (MCEA) through a contract approved by the University Board of Trustees in January of 1973. The purpose of the affliliation is to facilitate research and educational programing for urban school districts. The affiliation is to improve educational opportunities for urban school children - a goal consistent with the outreach philosopy for the university. (M,W,H)

EDUCATION, COLLEGE OF (con't)

Administration and Curriculum

As Executive Director of the Michigan Association of Middle School Educators, Dr. Lou Romano is in the position to appoint minority personnel to various state committees. This has been done for the 1983-84 school year. (M,W)

Counseling, Educational Psychology, and Special Education

National Conference on Counseling Minorities. (M)

Conference on the special needs of disabled farmers. (H)

Faculty member lectured at Southern Illinois on rehabilitation services. (H)

Discussions with the Michigan Department of Civil Service to provide rehabilitation services to injured and disabled state employees via the Dept. of Rehabilitation Medicine of the MSU Clinical Center. (H)

Teacher Education

Presented information from case studies on ways to promote equity in education at MSU and at local and regional schools. (M,W,H,V)

HUMAN ECOLOGY, COLLEGE OF

Participation in College Week. (M,W,H)

Cooperative sponsorship of a national conference and public forum, Middle Age: The Prime of Life or the Beginning of the End? (M,W)

Family and Child Ecology

Faculty member works with Asian Pacific Professional Women's Assoc. in terms of community education activities. (W,M)

College Week - several faculty members involved in teaching a variety of classes to women. (W)

Employed Mothers Project, FCE Dept. and Cooperative Extension. (M,W)

Spartan and Lab Preschool Service Program for minority children and their families. (M)

Project coordinator for project advisement for Women in International Development. (W)

HUMAN ECOLOGY, COLLEGE OF (con't)

Family and Child Ecology (con't)

Conference paper: Foreign Graduate Students. (W)

Work with Board for Spartan Kid Care. (M,W)

Work with Association for Child Development. (M,W)

Programs given for women's groups throughout state. (W)

Faculty member, co-editor of national journal special issues - "Families with Handicapped Members." (H)

Food Science and Human Nutrition

Waiter-waitress training for summer employment. (W)

Workshop for camp directors dealing with problem of food service. (W)

Workshops dealing with catering as a home business. (W)

Human Environment and Design

CES state programs on residential energy issues targeted to middle income families and families of low financial resources. (M,W)

HUMAN MEDICINE, COLLEGE OF

Migrant Health Clinic

Through the Department of Family Practice, the College of Human Medicine sponsors a free health clinic for low income migrant families most of whom are Mexican American. Located in Mason, Michigan students with the supervision of faculty physicians work closely with these families to provide needed health care. (M)

NATURAL SCIENCE, COLLEGE OF

Charles Drew Science Enrichment Laboratory

Continued the Biomedical Science grant which provided assistance in mathematics, science and language skills to 100 students. (M)

Lyman Briggs School

Lyman Briggs hosted a selected group of seventh graders from Dwight Rich Junior High for the purpose of learning about science. (M)

NATURAL SCIENCE, COLLEGE OF (con't)

Lyman Briggs School (con't)

Programs offered for Briggs students:

Rape Awareness (W)
Birth Control (W)
Historical and Contemporary Racism slide presentation and discussion. (M)
State of Michigan specifics on minority and women's issues, Senator Jesse Holmes, Lt. Gov. Griffiths. (M,W)
Student services and how helpful to minority students - Dr. Moses Turner (M)
Bafa Bafa and Discussion (M,W,H)
Cultural Awareness (M)
Ethnic Festival (M)
Cultural Awareness (M)
Black Awareness Week - A Celebration of Culture (M)
Travels to Indonesia (M)
Caucus Presentation (M)
Guest speaker Jackie Vaughn, Michigan Senator (M)
African Candle Lighting Ceremony (M)
Black Orpheus Choir (M)
Afro-American Museum of Detroit - Display (M)
Bill Cosby "On Prejudice" discussion (M,W,H)
"Prejudice" special dinner discussion (M,W)
Government and Caucus Relationship - Dr. Lee Meadows, Jim Wall (M)
Games People Play-Male/Female Relationships (W)
Women: Eating Behaviors and Attitudes (W)
Dual Career Marriages (W)
Androgenous Lifestyles (W)

NURSING, COLLEGE OF

Implemented off-campus program--Family Clinical Nurse Specialist (M,W)

Worked with Medical School for development of cancer education grant to serve currently underserved population. (M,W)

Women's health presentation at Farmer's Week and College Week. (W)

Established two nursing centers in low-income housing units for elderly (M,W)

OSTEOPATHIC MEDICINE, COLLEGE OF

Admissions and Student Affairs

Delta Sigma Theta Sorority, Inc. - representative to Greater Lansing Black Greek Alumni Council and PREP (educational/motivational) program. (M)

Planning

Serve on Dean's Advisory Council for the University Centers for International Rehabilitation (H)

SOCIAL SCIENCE, COLLEGE OF

School of Criminal Justice

Continued material support for the Michigan Chapter of the national organization, Women in Criminal Justice (production of newsletter and mailings). (W)

School of Social Work

Because of the particular mission of the social work profession public service activities generally involve service to one or more protected groups. Every member of the school's faculty is expected to engage in considerable public service; various members of the faculty are heavily involved in a variety of activities with women, various minority groups, Vietnam era veterans service programs, and one faculty member is a gubernatorial appointee to the State Commission on Developmental Disabilities. (M,W,H,V)

Sociology

Speeches and articles by faculty members on and off campus on issues on sexual and race inequality. (M,W)

Sponsorship of speeches and colloquia relating to women's role in society. (W)

MSU ALUMNI ASSOCIATION

Sponsored its first Alumni Career Week in February 1983. Fourteen alumni were brought back to campus to speak to 400 students - non-credit instruction. (M,W,H)

April 1983 the association sponsored a Women's Day on campus which involved 450 participants. (M,W,H)

Sponsored an Alumni Career Placement Workshop with special sessions designed specifically for women and minorities. (M,W,H,V)

PRESIDENT, OFFICE OF THE

International Studies and Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)

African Studies Center

Seminar-social gathering cosponsored with Dept. of Human Relations for Afro-Americans and Africans wishing to learn more about each other's background. (M)

PRESIDENT, OFFICE OF THE (con't)

African Studies Center (con't)

Worked with Black MSU fraternity in helping them collect books to be sent to a university in Uganda. (M)

Center Outreach Director organized Group Project Abroad to Zimbabwe for 17 Detroit Public School teachers, an eight week program to improve teaching concerning Africa in Detroit. (M,W)

Center sponsored in-service training in Multi-Ethnic and Multi-Cultural Studies in Lansing Public Schools and for teachers in multi-cultural schools in Harare, Zimbabwe. (M)

The largest outreach program in the nation among university foreign area studies centers to reverse the negative stereotyping of persons of African descent - in the media, scholarly works, community, etc. (M)

Asian Studies Center

Assisted the International Institute in Flint by providing lecturers for their programs. The institute provides an important link to the ethnic community in the Flint area and serves people from more than 80 nationalities during the year. (M)

Sponsored programs such as Japan Week, China Week, India Week which involved cooperation of the ethnic community in the Greater Lansing area. (M)

Supported program for the Committee on South Asian Women by providing films and other supportive services. (M,W)

Provided program for Faculty Folk Scholarship luncheon. (W)

Latin American Studies Center

Involved with the Lansing Hispanic community, cosponsoring May 5 projects with the Mexican Patriotic Committee and the Lansing School District Office of Bilingual Education. It also has an exchange of publications agreement with El Renacimiento, a Lansing based newspaper oriented toward the Hispanic community. (M)

Lifelong Education Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)

Presentation/workshops on "Educational Opportunities for the Adult Learner," "Study Abroad and the Minority Student," "Career Change" and "Career Challenges for Women." (M,W)

Conference on "International Perspectives on Communication Aid Development." (H)

Acquired special literature relating to women, minorities and handicappers and made available for use by students, faculty and general public. (M,W,H)

PRESIDENT, OFFICE OF THE (con't)

Lifelong Education Programs (con't)

Staff consult with city and state government agency representatives and employee groups concerning affirmative action and human relations matters. (M,W,H)

Provide consultative services to Michigan Mid-South Health Systems Agency for the achievement of equal access to quality health care. (M,W,H,V)

Provide professional advisory assistance to the Michigan League for Human Services Technical Advisory Committee, Policy Council of the Headstart Program, Housing Assistance Foundation-Consumer Services Program and to the Citizens Advisory Council of the Ingham Mental Health Center. (M,W,H,V)

Ongoing Occupant Protection program serves low income people through health care delivery system in Michigan. (W)

Four special broadcast programs for National Hispanic Heritage Week (WKAR-Radio). (M)

Produces Spanish-language programs (WKAR-Radio). (M)

Radio Talking Book for over 1200 blind and physically handicapped listeners (WKAR-radio). (H)

Produces special news and public affairs reports dealing with issues about women and minorities (WKAR-Radio). (M,W)

Produced four shows for or about women and minorities (WKAR-TV) (M,W)

Broadcast programs produced elsewhere of special interest to protected groups (16 series, 43 specials - WKAR-TV). (M,W,H)

Broadcast 26 series closed or open captioned for hearing impaired (WKAR-TV) (H)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE

Associate Provost

Provided funds to the Center for Urban Affairs for security at the LeJon Building. (M)

Provided funds to Human Relations for Affirmative Action Report. (M,W,H)

Provided funds to Human Relations for ultratech superphones. (H)

Provided funds to Human Relations to print brochure on racism. (M)

Examples of Public Service Activities for the General Public

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Handicapper Students

MSU Open House Recruitment Booth. (H)

Provision of sign interpreters at Commencement, presidential public presentations and other major all-university events. (H)

Harbinger Newsletter sent to students, faculty and staff. (H)

Provision of resources such as books, films, brochures, magazines, periodicals and other awareness information or consultation for students, faculty and public. (H)

Human Relations (jointly with Vice President for Administration and Public Affairs)

Division of Minority Programs - served as representatives for Michigan State University to the Agency Fair for Helping Professionals at the Capital Area United Way, Inc. The division set up a display booth and served as consultant for outside agencies relative to the affirmative action process and workings of the University. (M,W,H,V)

Co-sponsor of Statewide Hispanic Education Conference and Awards Banquet. (M)

Co-sponsor and co-coordinator for Hispanic High School Visitation Day Program at MSU. (M)

Division of Women's Programs - sponsored presentations on sexual harassment, time management, assertiveness training, and Single Life in the '80's. (W)

Co-sponsored programs on-campus concerning careers, sexual harassment, and time management. (W)

Co-sponsored programs off-campus such as "Susan B. Anthony " Celebration, "Women's Equality Day", "Women's National History Week," "Women's Forum," "Something for Singles," and Capital Area Women's Network. (W)

Instructional Media Center

The film production unit assisted with the editing, cinematography and filming of the Michigan Special Olympics. (H)

Military Science

Three student representatives are serving on the Student Admissions Committee including one minority and one female. (M,W)

Two cadre and several cadets attended a minority recruiting effort on campus with the MSU Black Faculty program. They also attended a Black College Night Program in Pontiac. (M)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Office of the Registrar

Hires temporary staff to be available to assist handicappers through the registration process or to go through registration for them. In addition, every effort is made to assure handicappers of obtaining comfortable schedules. (H)

Utilizes a special enrollment/registration process for handicappers to allow them to enroll by mail or by telephone and to register by mail. (H)

Utilizes an established enrollment and registration priority system which gives handicappers priority for course section requests. (H)

Publishes in the Schedule of Courses each term the accessibility of classrooms to mobility limited students. (H)

Schedules evening courses in classrooms which are centrally located on campus in an attempt to avoid requiring students to walk or drive to remote locations on campus. (W,H)

Reschedules classes to accessible rooms for the convenience of handicappers. (H)

Undergraduate University Division

Chairperson of Scholarship Committee for a community service group that awards grants to area Black students who are pursuing the arts. (M)

Member of the Jack and Jill organization which provides friendship and service to Black children in the greater Lansing area. (M)

Participant in a community group interested in the Learning Disabled. (H)

Active (state president) in the Michigan Head Injury movement and member of board of directors of the National Head Injury Foundation. (H)

Urban Affairs

National Congress for Community Economic Development, Community Development Corporations. (M)

Moved forward with development of program and activities of Native American Institute. (M,W)

Board Training Program - designed to provide skills to underrepresented populations for participation on community boards and committees. (M,W,H)

Workshops on barter as an alternative for persons on limited incomes. (M,W,H)

Media Resource Center offered several workshops to improve skills on neighborhood and community agencies in reaching their target clientele. (M,W,H)

Self-help gardening project - River Island Neighborhood, Lansing. (M)

Continued self-help technical assistance program. (M,W)

Examples of Public Service Activities for the General Public

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Urban Affairs(con't)

Native American Institute -

Provided technical assistance to the Burt Lake Band of Ottawa in the preparation of a grant application to M.C.A. (M)

Reviewed and critiqued the Lansing Indian Center's proposal to the Administration for Native Americans, Washington, D.C. (M)

In cooperation with the Lansing Indian Center and the Dept. of Social Services, Indian Outreach Program conducted an in-service training session for American Indian Health Professionals. (M)

Coordinated and sponsored a fund-raising workshop for Native American tribes and organizations at Kamp Kett. (M)

Provided technical assistance to the Potawatomi Indian Nation, Inc. in the implementation of their A.N.A. grant which funded federal recognition efforts for the tribe. (M)

Assisted the Potawatomi Indian Nation, Inc. in preparing a grant application which was submitted to A.N.A. seeking $98,000.00 for the continuation of federal recognition and the development of a comprehensive community development plan. (M)

Partially funded and supported with staff time the fourth traditional values seminar which was held on Mackinac Island. (M)

Will cooperate with the Sault Tribe of Chippewa and the Bay Mills Indian community in offering a workshop on Indian economic development. (M)

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR

Employee Assistance Program

Presented educational workshop for on and off-campus women on the Fetal Alcohol Syndrome. (W)

Developed seminar on the co-alcoholic marriage. (W)

Provided support services such as counseling and support groups to women in marital transition. (W)

Placement Services - Workshops, speeches, presentations-

Trinity A.M.E. Church Black History Observance - Employment Outlook. (M)

YW Women's Forum: The Changing Work Environment. (W)

Society of Women Engineers, National Conference. (M,W)

Placement Services has cooperated with the national, local and university media in disseminating placement data on minorities and women. (M,W)

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR (con't)

Placement Services (con't)

Placement Services staff continuously serves as consultants to business, industry, human service organizations, government agencies, and graduate schools on effective strategies to implement affirmative action recruiting. Hundreds of employers discuss these matters with our staff each year. (M,W,H)

FINANCE AND OPERATIONS AND TREASURER, VICE PRESIDENT FOR

Health Services and Facilities

Clinical Center - In-service; Elizabeth Fields; Management Consultant, "Self-Esteem" (W), in-service seminar; Ingham County Women's Commission, "Killing Us Softly" film (W), in-service film "Tale of O" (M,W,H,V).

Olin Health Center - Consulted with Dept. of Human Relations staff member regarding ways to make Olin Health Center more accessible to handicappers. The following modifications were accomplished: 1) front entrance steps replaced by graduate landscaping and snow-melting equipment installed for barrier free access; 2) several restrooms were altered to meet handicapper needs; and 3) public elevator controls lowered for better accessibility to handicappers. (H)

Purchased electronic medical examination table to be used especially for handicappers. (H)

Housing and Food Services

The MSU Bookstore is working with the National Association of College Stores to identify minority and female owned and operated businesses so that purchases may be made from these vendors. (M,W)

The MSU Bookstore manager attended the Michigan Minority Business Procurement Conference in May 1983 which afforded him an opportunity to meet with many minority vendors. Since that time the bookstore has done business with many of these vendors. (M,W)

Have contracted in Residence Halls with minority owned construction firms. (M)

Worked with minority vendors that manufacture and sell cleaning products. (M)

Participated in Summer Youth Corps. Program sponsored by the State of Michigan during July and August, 1983 in which 15 youths performed maintenance duties in the facilities. (M)

Physical Plant

Handicapper accomodation improvements in the Computer Center, Agriculture Hall and Owen Hall. (H)

Incorporation of handicapper accessability/accomodation standards in all alteration, improvement and new construction standards, planning and design. (H)

FINANCE AND OPERATIONS AND TREASURER, VICE PRESIDENT FOR (con't)

University Services

Co-sponsored the First Annual Michigan Minority Business Procurement Dialogue Conference in July. (M)

Purchasing Department was represented at the Mini-Trade Fair sponsored by the Michigan Minority Business Development Council and Wayne State University. (M)

The minority procurement coordinator spoke to the Native American Business Council about Michigan State University's Affirmative Action in Procurement Program. (M)

Purchasing Department participated in the Trade and Procurement Fair sponsored by the Greater Detroit Chamber of Commerce. (M)

Co-sponsored in May 1983 the Second Annual Michigan Minority Business Procurement Dialogue Conference. (M)

The minority procurement coordinator continues to make regular trips to Detroit, Grand Rapids and Kalamazoo to actively seek out minority vendors and to improve upon the University's outreach activities. (M,W)

RESEARCH AND GRADUATE STUDIES, VICE PRESIDENT FOR

MSU Museum

Exhibits entitled: "Stories of Michigan Women," "The Arts of Indonesia," "Pleiku Jackets: Souvenirs of Vietnam Veterans," "Michigan Hmong Arts."(M,W,V)

Publications entitled: "Michigan Folklife Resource Guide: A Guide to Cultural Groups," "Greater Lansing Area Folklife Resource Guide: A Guide to Cultural Resources." (M)

Thematic tours of Great Lakes Native American Arts. (M)

Museum tours for the blind. (H)

Approval of plan to make Museum accessible. (H)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR

Counseling Center

Peoples' Choice Interview, "Black Student Apathy." (M)

Interview, WJR, "Conflicts of Professional Women in Society." (W)

Interview, State News, "Women's Career Planning." (W)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Financial Aids Office

Minority Orientation for the College of Human Medicine - provided specific instructions and materials to new medical students for purpose of applying for financial aid. (M)

Vetward Bound Program in College of Veterinary Medicine - provided a workshop for purpose of identifying costs and available aid for students. (M)

Chicano Orientation - workshops held to acquaint Hispanic and Native American students with financial aid. High school visitations to recruit new Hispanic and Native American students to MSU. (M)

Provided specific information to the MSU Black Alumni Association, Inc. for the purpose of selecting minority students for scholarship monies. (M)

Provided data to Supportive Services for the purpose of preparing a proposal to secure grant monies to use for the recruitment of minority and disadvantaged students. (M)

University Housing Programs Office

Consultant for workshop "Racism/Sexism/Handicappism Affirmative Action" (M,W,H)

Speaker for a management class: "Minorities and Women." (M,W)

Halloween and Christmas parties for disadvantaged children. (M)

With A Child's Heart. (M)

Coordinated Minority Student Programs

Participation in Career Programs by local churches to alert both students and parents to traditional and non-traditional employment resources. (M,W)

Sponsored Black Student Senior Recognition Awards Ceremony. (M)

Employment and Career Services - job listings for local, state and national positions; lists of seniors desiring employment, graduate schook fellowship material; recommendations for students and others. (M,W)

Puerto Rican History Day - coordinated media presentations, speakers, and entertainment. (M,W)

Sponsored cultural exhibits in the International Center. (M,W)

Assisted in traditional Indian Ghost Dinner and Spring Fest for University and Greater Lansing tribal members. (M,W)

Soul food and unity dinners held around campus in various complexes to celebrate Black History Month. (M,W)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Service Learning Center/Student Life

Twelve of the forty programs served a high percentage of either minority, special populations or women. These programs include: Bridge House, Group Homes, Volunteer Probation Officer, Headstart, Big Brother/ Big Sister, Volunteer Action Corps., International Interactions, St. Vincent's Home for Children, Tutors and Pals, Otto Jr. High, REACH, and Teach and Reach. New placments in the 1982-83 year include: Consumer Task Force on the Child Bearing Years, Westside Crisis Center, Urban League Commission on Spanish-speaking Affairs, Michigan Economics for Human Development, Kingsley Community Center and Cristo Rey Community Center. (M,W,H)

Students with the Volunteer Income Tax Program established two sites to serve a Black and hispanic community. Requests were also received to provide assistance to homebound handicappers. (H,M)

Seven programs are specifically designed to help handicapped children and adults in the community. (H)

The Council Against Domestic Assault volunteer program provides battered women and their children with counseling and legal assistance. (W)

Coordinate community placements to serve primarily minority and unemployed populations with job counseling and referral in the Michigan League for Human Services, Youth Development Corp., Refugee Services, and PINTO project. (M)

Coordinated a tutorial program, with Minority Aides Office, entitled "With A Child's Heart" for minority children. (M)

The Service-Learning Center worked closely with the Minority Aide Office to publicize leadership and administrative positions for students as volunteer coordinators of community programs. (M,W)

Presented publicity and program information to minority organizations; National Penhell, Black Caucuses, CHISPA, NAISO. (M)

Student Activities Office

Providing advisory assistance for the following ASMSU Programming Board departments whose purpose is to program for minority students and to offer leadership growth opportunities for minority students: Women's Council, Office of Black Affairs, Chicano/Hispanic, N. American Indian Student Organization, Ebony, Black Notes, Gay-Lesbian Council, Handicapper Council, Asian Pacific American Student Organization. (M,W)

Providing advisory assistance for the National PanHellenic Council, the Black greek social fraternities and sororities. These organizations have been active in working with minority children in the Greater Lansing area and on philanthropic projects. (M)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Student Activities Office (con't)

Providing advisory assistance to the Interfraternity Council and Panhellenic Council sponsored special olympics. (H)

Student Life Department

Encouraged ASMSU Great Issues to sponsor more minority speakers. They sponsored Angela Davis. (M)

M=Minorities (Blacks, Asians/Pacific Islanders, Hispanics or Native Americans)
W=Women
H=Handicappers
V=Vietnam era Veterans

Appendix X-E

Examples of Research Activities/Programs
1982-83

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF

Biochemistry

Continuation of the four Graduate Professional Opportunities Program Fellowships for minority students entering Ph.D. program. The three Hispanic women and one Caucasian woman are all in good standing in our program. (M,W)

Botany and Plant Pathology

Gave series of seminars and talked to students in the National Institutes of Health sponsored Minority Access to Research Careers Program at Fort Lewis College, Durango, Colorado. Fort Lewis College has a high percentage of Native American students. (M)

Crop and Soil Sciences

Several minorities and women (17) were employed in the CSS Department research programs. (M,W)

Fisheries and Wildlife

Special Departmental research assistantship using Agricultural Experiment Station funds for minorities and women. Special attention for women and minorities on use of scholarships funds. (M,W)

Food Science and Human Nutrition

Affirmative action (minority) fellowship awarded. (M)

Three students and faculty member have started to review research related to assessment of handicappers. Preliminary plans are to develop a proposal to determine if "Z" scores are appropriate for following growth and nutrition status over a period of time. This has particular significance with the emphasis of deinstitutionalization of persons with a variety of conditions. (H)

Evaluated nutrient intake of residents in Adult Foster Care Homes in Michigan (residents are handicapped). (H)

BUSINESS AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, COLLEGE OF

Hotel, Restaurant and Institutional Management

Retained services of minority research assistant to do research on multi-unit management (Funded from PepsiCo). (W)

BUSINESS AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, COLLEGE OF (con't)

Economics

M. Cookingham, paper on "Women's Labor Force Participation Before and After World War II." Journal of Interdisciplinary History, 1983. (W)

M. Cookingham, paper on "Wealth, Age and Ethnicity: Late Nineteenth Century Detroit," presented at Economic History Workshop, Ann Arbor, March 1983. (M)

D. Hamermesh, Review of "Jobs for Disadvantaged Workers," 1983, Industrial and Labor Relations Review, 1983. (M,W,H)

M. Ladenson, Race and Homeownership. (M)

S. Woodbury, "Perspectives on Illegal Immigration," 1983. (M)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF

Advertising

Qualitative Analysis of Women's Portrayals in Magazine Advertisements: 1961-1982. (W)

Audiology and Speech Sciences

Conducted Research:

Consisting of a longitudinal language acquisition study involving working class Black children. (M)

On the lexical acquisition of language impaired children. (H)

On language and speech behavior of children with undue lead absorption. (M,H)

On vocabulary measures in language impaired children. (H)

On complex sentence development in language impaired children. (H)

On treatment for adolescent and school age children with language impairments. (H)

On speech and bimanual hand organization in adult stutterers and nonstutterers. (H)

In the field of computers processing and formal linguistic structures. (H)

On educational and vocational aids for the blind. (H)

Studies of design factors which affect efficiency, articulateness, fluency, and expressiveness of augmented communication. (H)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Communication

Media behaviors among working women (in progress). (W)

Submission of All-University Research Initiation grant proposal, October 21, 1983, regarding investigation of ordinary verbal/nonverbal communication variables as a source of strategies to minimize effects of visible stigma and enhance equal employment opportunities for handicappers in initial selection interviews. Ongoing research is also underway to assess effects of role-playing techniques for potential use in training handicapper interviewees and non-handicapper interviewers in the context of employment interviews. (H)

"TV and Race Role Socialization," Journalism Quarterly, by B. Greenberg, C. Atkin and S. McDermott (in press) (M)

"Local Newspaper Coverage of Mexican-Americans," Journalism Quarterly, by B. Greenberg, C. J. Heeter, M. Burgoon, J. Burgoon and F. Korzenny (M)

Chapter updating research on "The Impact of Television on Black Americans," by B. Greenberg (in progress). (M)

Research on communication with the handicapped, gender differences in nonverbal communication, environments of working and nonworking women, women's communication in Mexican organizations, 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. (M,W)

Programs on newspaper use among Hispanics in the Southwest, communication among Spanish-speaking Americans, use and evaluation of media by Hispanics. (M)

Book entitled: Mexican Americans and the Mass Media, by Bradley Greenberg, Michael Burgoon, Judee Burgoon, and Felipe Korzenny, published by Ablex Publishing Corporation. This book reports in detail the procedures and findings of project CASA (Communication and Spanish-Speaking Americans) - the most recent, comprehensive, programmatic research effort to focus on Mexican-Americans and mass media. Media usage, access, credibility, gratifications, sources of information, and content preferences about a variety of media (from TV to comic books) were assessed. Focus group interviews with Hispanic community leaders and with local newspaper publishers were also conducted, in addition to content and readability analyses of the local daily newspaper portrayals of Hispanics. Published Fall, 1983. (M)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Journalism

Research on women and the media. (W)

Research on minorities and the media. (M)

Telecommunication

Completed a major report for the Federal Communications Commission on female ownership of broadcast stations. (W)

Mass Media Ph.D. Program

Dissertation won the International Communication Association first place award which proposed a model for telecommunication development in the Third World. (M)

EDUCATION, COLLEGE OF

Teacher Education

Case study on female professor with a focus on discrimination she experienced in pursuit of her career. (W)

Two case studies of science teachers to describe how they promote equity for females and minority students in their classrooms. (M,W)

Submitted proposal to support further development of mainstreaming of equity through global understanding in two basic undergraduate courses. (M)

Submitted proposal to develop materials especially for women and minorities in the area of science. (M,W)

Study of interactive decisions teachers make specifically in relation to Black and Hispanic minorities and female students. (M,W)

Presented numerous papers at professional meetings on a model for promoting equity for females and minorities based on findings resulting from research conducted as part of the Women's Equity Project. (M,W,H,V)

HUMAN ECOLOGY, COLLEGE OF

Office of the Dean: Institute of Family & Child Study

Increased involvement by minority faculty and graduate students in IFCS related research and graduate student support functions. (M,W)

HUMAN ECOLOGY, COLLEGE OF (con't)

Family and Child Ecology

"Children's Ethnic Self Concepts" (M)

"Foreign Women Graduate Students" (W)

S171 research project (Life Plans of Adolescents) includes sample of females (W)

MSU Foundation Project on Widows (W)

Proposal: Family Support - A Necessity for Optimizing Potential (M,W,H)

NATURAL SCIENCE, COLLEGE OF

Physiology

Summer research intern program for undergraduate minority students interested in biological/medical sciences. (M)

Summer research program for students admitted to MSU medical schools. (M)

NURSING, COLLEGE OF

Collins, C. Project: The development of an instrument to measure coping responses in working mothers." (W)

Omar, J. Project: "Assessing smoking behaviors and beliefs among pregnant women." (M,W)

Given, B. AURIG Grant: "Active participation - Health care for the elderly. (W)

Gallin, R. Co-principal investigator of grant; "Unemployment and health." (W)

Submitted research grant to Division of Nursing entitled "Health promotion for the Elderly: A nursing intervention," which will also look at how disadvantaged groups respond to health promotion efforts. (M)

OSTEOPATHIC MEDICINE, COLLEGE OF

Admissions and Student Affairs

Research on the needs and issues of women student physicians and women physicians. (W)

OSTEOPATHIC MEDICINE, COLLEGE OF (con't)

Research

Arranged research project and awarded graduate office fellowship to a Native American D.O. student as a way to further career development. (M)

SOCIAL SCIENCE, COLLEGE OF

Criminal Justice

On-going research focusing on racial and gender differentiation in relationship to the effectiveness of community police officers. (M,W)

Comparative research on racial and gender differentiation in deadly force incidents in Michigan and other states in the Great Lakes region. (M,W)

Sociology

Continued research on the Black Diaspora (M)

Continued research and published articles on fertility in minority groups. (M)

Continued research on patterns of sexual inequality, sexism in language, and occupational distribution of women in labor force. (M)

Continued research on urban fiscal crisis and minority opportunities. (M)

Continued research on development of sex roles among children. (M,W)

James Madison

Research on group rights, immigration (M,W)

LIBRARIES

Selection of acquisition of, and access to Library resources on all protected groups. (M,W,H,V)

PRESIDENT, OFFICE OF THE

International Studies and Programs (jointly with the Office of the Provost & Vice President for Academic Affairs)

PRESIDENT, OFFICE OF (con't)

International Studies and Programs (con't)

Co-sponsored major conference on "Women, Health and International Development" in October 1982. (W)

Center Director is completing two research projects on bias in reporting about African peoples in U.S. media. (M)

One of the largest research programs in the nation on Africa and including the Black Diasporan studies of Professor Ruth Hamilton. (M,W)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF THE

Associate Provost

Provided funds to the Department of Physiology for Summer Research Program for minority students. (M)

Provided funds to College of Natural Science for minority undergraduate research students. (M,W)

Human Relations (jointly with Vice President for Administration and Public Affairs)
Division of Minority Programs -

Developed a brochure on race discrimination. The brochure is being distributed throughout the M.S.U. community. All M.S.U. students and staff will receive a copy of this detailed document. (M,W,H,V)

Division of Women Programs -

MSU Woman - a monthly 8 page newsletter distributed to about 3,500 individuals. (M,W,H,V)

Fact Sheets on Campus Equality, Comparable Worth, Eating Disorders, Androgyny, and Financial Aid were developed for distribution. (M, W,H,V)

Booklets entitled, Let Someone Know: Sexual Harassment and You. Distributed approximately 1,000 booklets campus-wide. (M,W,H,V)

Provide a listing of local single adult support groups. (M,W,H,V)

Undergraduate University Division

Orientation Placement test scores are being collected for handicapper students to develop a set of specialized test norms for better prediction and placement of handicapper students. (H)

Urban Affairs Programs

School desegregation effort in Memphis, Tennessee ("Memphis Effective Schools Project") (M)

Implementation of Urban Experimental Research Institute (M)

School desegregation effort in Mobile, Alabama ("Equity of Educational Programs") under Consent Decree of Federal District Court (M)

Examples of Research Activities/Programs

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR

University Archives & Historical Collections

Became official repository for the records of Women for the Survival of Agriculture in Michigan. (W)

Became the official repository for American Agri-Women, a women's organization devoted to agriculture in the United States. (W)

RESEARCH AND GRADUATE STUDIES, VICE PRESIDENT FOR

All-University Research Initiation Grants, administered by this office, supported two projects of minority investigators and eight projects by women investigators. Of these projects, one was concerned with minority issues and one dealt with handicappers. (M,W,H)

Biomedical Research Support Grant Program, funded through this office, supported five minority investigators and 12 women investigators. (M,W)

Minority High School Apprenticeship Program provided funds for two students to spend the summer in a research laboratory preparatory to beginning college. (M)

Graduate School

Reviewed data on availability, application rates, admission rates, enrollment, and goal achievement of graduate students from protected groups. (M,W)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR

Counseling Center

AUR Grant, "Mulimarexia in University Women" (W)

"Math Avoidance As a Critical Career Filter for Women" (W)

"Update Vocational Theory: Women's Career Development" (W)

"Male/Female Relationships of Minority Dual-Career Families" (M)

"Black Males at Risk to Low Life Expectancy" (M)

Black Suicide Research (M)

Black Homicide Research (M)

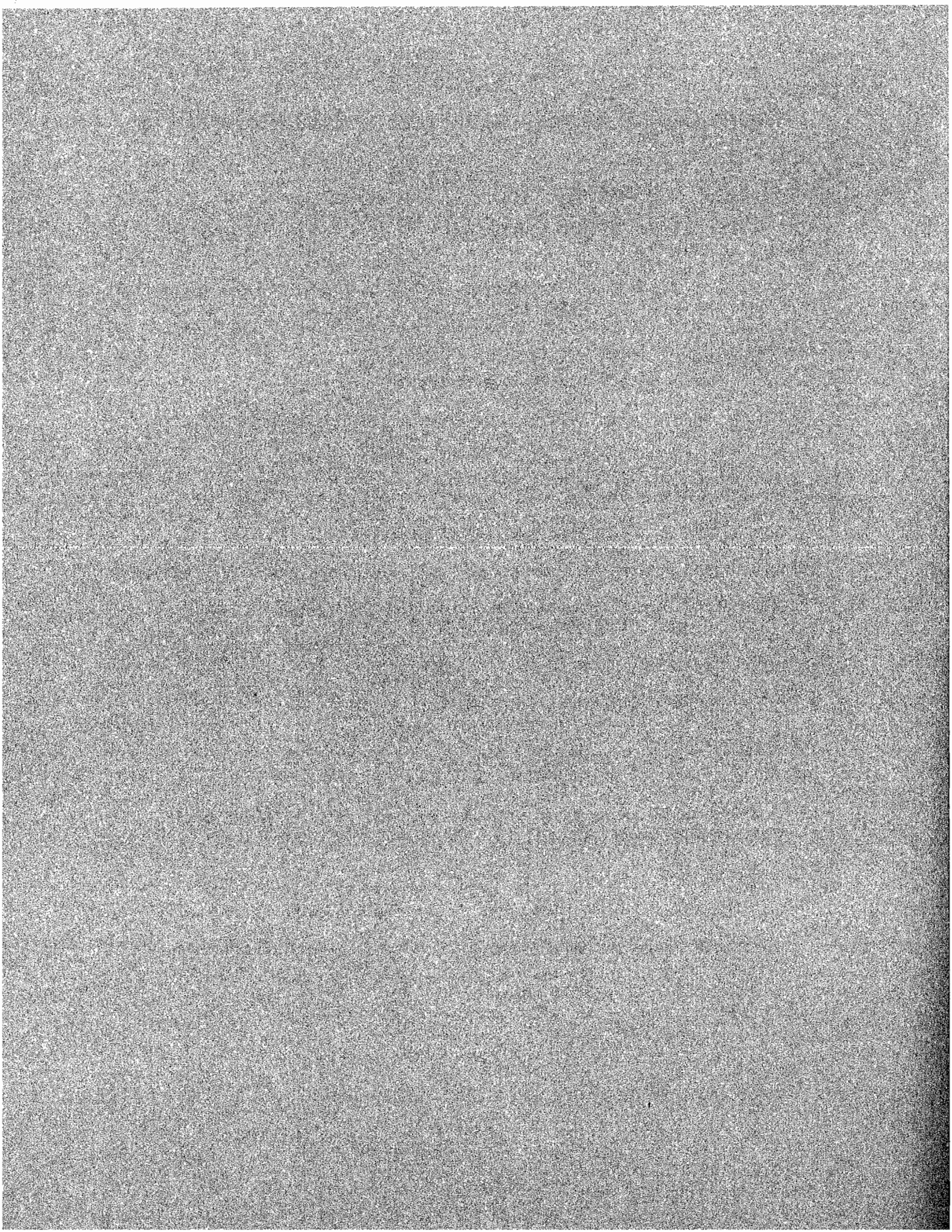
Research on "Environmental Support and Adaptation of Black students at MSU" (M)

Educational and Support Services

A second survey of non-returning students was made to assess whether the factors contributing to decisions not to return to MSU vary according to particular demographic characteristics, including minority status or sex. Information collected is being used in evaluating programs and services. (M,W)

Appendix X-F

Examples of Student Support Services/ Extra-Curricular Activities 1982-83



Examples of Student Support Services/Extra-Curricular Activities

ARTS AND LETTERS, COLLEGE OF

Multi-media show has been edited in order to give strong visibility to minorities (M)

Administrator participated in Minority Day, Hispanic Visitation Day, and Black Student Orientation (M)

English

"Black Foremothers" Women's Studies Program (M,W)

"The Human Cost of Apartheid in Literature," African Studies Center (M,W)

"Directions of Afro-American Literature" member Roundtable (M)

Introduction of Keynote Speaker for Everywoman's Weekend (M,W)

Member, African Studies Center Advisory Committee (M)

Nominee of the College of Arts and Letters to Minority Advisory Council (M)

"Black American Women Writers: Walker, Morrison and Marshall," Wilson Hall Black Caucus Dinner Presentation (M,W)

History

Supported visit of professor Gloria Hull (W)

Music

Organized a Handicapper Chorus and Folk Dancing Club for handicappers (H)

After admitting handicapper to graduate program, provided support and alternative exam procedures (H)

Religious Studies

Special invitation on returned tests to come in for tutoring/counselling (M,H)

Black faculty member attended meetings of Black students to give counsel (M)

Examples of Student Support Services/Extra-curricular Activities

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF

Academic and Student Affairs

Sponsored several weekend programs designed to bring minority students and advisers to campus. (M)

Participated in Career Day activities in the Detroit Public Schools. The program was designed to increase the awareness of minorities concerning educational and career opportunities in the areas of agriculture and natural resources. (M)

Attended specific career days at Central High School and Redford High in Detroit and Cassopolis High School. (M)

Participation in the 1982-83 Minority Welcome Week Program. (M)

Attended the Kappa Alpha Psi (a Black Professional Fraternity) convention in Buffalo New York. This afforded us the opportunity to make recruitment contacts with potential students; establish contacts with advisers; and make minorities aware of the opportunities in both the educational and career areas of agriculture and natural resources. (M)

Began to establish a communication network with High School counselors and key community advisers within key minority areas of the state of Michigan and the Midwest. (M)

Prepared a proposal designed to recruit, retain, and place minority students in agriculture and natural resources. (M)

Developed a summer program (MAP) for minority students who had completed their senior year and were going to attend college. (M)

Worked with CES to identify, place, and supervise minority students who were participating in the CES Summer Intern Program. (M)

Counseled minorities on the nature of the agricultural industry and how educational opportunities in ANR could easily lead to exciting and challenging careers. (M)

Met with the Committee for Supportive Services to explain the role of minorities in agriculture and natural resources and how CANR was going to work on retention within the college. (M)

Met with representatives from the agricultural industry to discuss the potential of minorities in agriculture and how they could become more active participants in the educational and professional experience building process. (M)

Attending the State Farm Tour with minorities participating in the CES Summer Intern Program. This tour was designed to expose the minority students the farming experience. (M)

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF (con't)

Agriculture and Extension Education

One faculty member and one graduate assistant prepared, in cooperation with the Associate Dean's Office, a major proposal for outside funding of a minority recruitment program for the College. (M)

Biochemistry (jointly with the College of Natural Science)

Faculty member is in the final stages of completing a Minority Recruiting Brochure to be used to attract minorities and women into the science and medicine areas. (M,W,H)

Botany and Plant Pathology

Secured two new G*POP fellowships and renewal of two others. (M,W)

Sponsored minority student for Minority Competitive Fellowship Award. (M)

Secured Fellowship for summer term for minority student. (M)

Crop and Soil Sciences

Flexible teaching facilities to facilitate handicapped students in proposed new Plant and Soil Sciences Building. (H)

Food Science and Human Nutrition (jointly with the College of Human Ecology)

Several affirmative action/minority assistantships, including offer of minority fellowship to a person recruited through College of Agriculture and Natural Resources. (M,W,H)

Participated in CANR recruitment of program for minorities. (M,W,H)

Mailed special recruitment letters to persons identified on Minority Locator list; minority students identified by University as having an interest in nutrition or food science. (M,W,H)

Institute of International Agriculture (jointly with International Studies Programs)

Counseled a large number of female and minority students concerning international courses and overseas study/project activities. (M,W)

Packaging

Encouraged two minority undergraduates to pursue an advanced degree in Packaging. (M)

Examples of Student Support Services/Extra-curricular Activities

AGRICULTURE AND NATURAL RESOURCES, COLLEGE OF (con't)

Resource Development

Provide assistantships for minority graduate students. (M)

BUSINESS AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, COLLEGE OF

Provided desk space and use of typewriter to Black Business students Association. (M)

Director of Undergraduate Advisement Center personally advised minority students; did some programs through Office of Supportive Services. (M)

Director of Undergraduate Advisement Center tracked State and Federal programs that might provide internships or employment opportunities for minorities. (M)

Director also kept contact with former Advisement Center advisers, to be alert for employment opportunities for minorities. (M)

Used about 60% of Graduate Office Fellowship funds for awards to women and minority graduate students, although they amount to only about 40% of enrollment. (M,W)

MBA Program Director and Associate Dean searched all MBA program applications for academically qualified minorities as potential candidates for scholarship assistance. (M,W)

Sent letters to all Minority Locator Service list minorities with acceptable academic records, with a view to recruitment and possible subsidization. (M)

Hotel, Restaurant and Institutional Management

Provided scholarships and graduate assistantships to minority students. (M,W)

Marketing and Transportation Administration

Black Business Student Association; program development and aid in operation. (M,W)

Urban Affairs Research program in regional economic development, related to attraction of industry. (M,W,H,V)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF

Participation in workshop sponsored by Office of Supportive Services. (M)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Equal Opportunity Committee established an ongoing resource file of minorities, women and handicapped individuals who could be considered for regular faculty appointments, visiting faculty appointments and graduate studies. (M,W,H,)

Seventy-six percent (76%) of the CCAS allocation of the Graduate Office Scholarship Funds awarded to women and minorities. (M,W)

Support student chapter of Women in Communication, Inc. and the local chapter of the National Student Speech-Language-Hearing Association. (W,H)

Advertising

American Association of Advertising Agencies (AAAA) Minority Internships (two). (M)

Special minority adviser (¼-time). Enhance recruiting of undergraduate minority students. (M)

Communication

Three women students were recruited and given supplemental assistantship funds from Graduate Office Scholarship monies. (W)

Two students in the Department held Minority Competitive Doctoral Fellowships. (M)

One woman minority student received assistantship supplements from Affirmative Action Graduate Assistantship funds. (M,W)

Continuous involvement of faculty members in the recruitment and support of Women and Minority academic programs. Faculty member headed the Equal Opportunity Committee of CCAS. (M,W,H)

Use of minority student locator list for recruiting graduate students. (M)

Tutoring in basic Communication Skills (COM 299) for educationally disadvantaged students. (M,W)

Special training for staff of COM 115 in recognizing the needs of minority students and women. (M,W)

Journalism

Affirmative Action Graduate Assistantships. (M,W)

Support student chapter of Women in Communications, Inc. (W)

COMMUNICATION ARTS AND SCIENCES, COLLEGE OF (con't)

Journalism (con't)

Minorities in Journalism Project: published Focal Point, a quarterly newspaper; sponsored career session with minority journalists. (M)

Identify and refer minority students for summer internships at various media. (M)

Telecommunication

Special efforts were made during AY 1982-83 to recruit minority graduate students for the M.A. program. (M)

Mass Media Ph.D. Program

Mailing of program announcements are made to minority individuals identified through the Graduate Office. Colleges and universities with predominantly minority enrollments are identified for mailings. The Mass Media Ph.D. Program is one of five university programs annually submitting a proposal for Graduate-Professional Opportunity Program Fellowships. One Mass Media Ph.D. Program applicant was awarded a Minority Competitive Doctoral Fellowship. (M)

EDUCATION, COLLEGE OF

Administration and Curriculum

The faculty unit in Adult and Continuing Education continues to aggressively recruit minorities and women into our MA and Ph.D. programs. (M,W,H,V)

Each advisee who falls in the above category has been studies carefully for scholarships. Four of them have received scholarships and one Black received an assistantship. (M)

One of our Black Ph.D. candidates has had a great deal of problems in writing the dissertation. Her difficulty is in logically presenting ideas. She has had tutoring for the past four years. She recently completed the dissertation. (M,W)

Health & Physical Education

Individual tutoring for physically handicapped students in swimming classes. (H)

Supply teaching assistants to Beekman Center and Eaton Intermediate School District for instruction in physical education for the handicapped. (H)

Teacher Education

Recruitment letters sent to all minority doctoral candidates provided by the Minority Locator Service. This effort resulted in

EDUCATION, COLLEGE OF (con't)

Teacher Education (con't)

four Blacks and one Hispanic in the proseminar course, as well as fifteen females. (M,W)

Recruited and recommended three students for affirmative action graduate assistantships. (M,W)

Provided information on Department's commitment to affirmative action and distributed brochure "What Can Students Do About Sex Discrimination" at the Fall term orientation for freshmen and transfer students. (M,W,H,V)

Initiated a pilot program to provide tutoring for females and minorities to improve mathematics ability. (M,W)

ENGINEERING, COLLEGE OF

Advising/Counseling Program

The Engineering Equal Opportunity Program (EEOP) is staffed with a professional academic advisor and is responsible for contacting all freshmen and sophomore students in the College of Engineering for the purpose of properly developing and monitoring individual academic programs. (M)

Student Assistance Program

To provide additional guidance and counseling activities, the SA program was initiated in helping students make the transitional adjustments from high school to a college environment, of a social and cultural nature. The SA's are minority engineering students who are selected on the basis of their own academic achievement, ability to relate to other students in a "peer counseling" relationship, level of maturity and responsibility, and a formal application/interview process. (M)

Academic Programs

The EEOP supports four academically oriented programs designed to assist approximately 80% of incoming freshmen students who require by the College of Engineering Standards, remedial assistance in mathematics and science. (M)

HONORS COLLEGE

Organized the "Eustace Hall Forum" as part of a continuing, concerted effort (a) to recruit and retain high-achieving minority students to MSU; and (b) to attempt to improve the historically unsatisfactory achievement levels of those who enroll and remain enrolled. (M)

Examples of Student Support Services/Extra-curricular Activities

HUMAN ECOLOGY, COLLEGE OF

Associate Dean

Offering of MSU Marie Dye Minority Doctoral Fellowship for doctoral study in the College. (M)

Meeting with Office of Supportive Services to update information on appropriate course choices for first-term College Achievement Admission Program students. (M)

Participation in Minority Career Information program sponsored by Placement Services. (M)

Participation in Hispanic Visitation Day sponsored by Office of Admissions. (M)

Participation in Minority New Student Welcome Week program sponsored by Supportive Services. (M)

Involvement of Black graduate students in recent Black child development conference. (M)

Food Science and Human Nutrition (jointly with College of Agriculture and Natural Resources)

FSHN faculty member serves as college representative to University Advisory committee: Supportive Services Advisory Committee for Minorities and Disadvantaged Students. (M)

Special recruitment effort for students identified on Minority Locator list as having interest in nutrition or food science. (M,W,H)

HUMAN MEDICINE, COLLEGE OF

Financial Assistance

Financial assistance was awarded to 12 students in the form of grants and tuition waivers during the school year 1983-84. Grants were given to assist entering students as well as to retain needy second year students. (M,W)

The Office of Student Affairs operates an Emergency Loan Fund. While the fund is not set up entirely for minority students and women, both groups are heavy users of the fund. (M,W)

Stephen B. Smith Memorial Scholarship Fund was established for minority students during the academic year 1982-83. Mail solicitations were sent to alumni. Funds are still being received. Awards from the fund are expected to be made beginning in 1984-85. (M)

HUMAN MEDICINE, COLLEGE OF (con't)

Financial Assistance (con't)

Financial assistance was granted to four (4) minority students to enable them to attend a conference of the Student National Medical Association in Atlanta, Georgia during the Spring of 1983. (M)

Enrichment and Social Activities

A reception for minority physicians, faculty and students was given on October 28, 1983. The purpose of this activity was to introduce the practicing minority physicians in the various communities where students will be doing clinical work to the minority students and minority faculty. Another purpose was to foster a relationship between these groups and the eventual development of preceptorship opportunities and minority mentors for medical students. (M)

The Dean of the Morehouse Medical School (a minority) was brought to campus to deliver the 1983 commencement address. A graduation dinner party was co-sponsored by the Dean's office and the Minority Medical Student Association for all graduating minority students and their families. (M)

A Women in Medicine potluck dinner was given during the 1982-83 school year. This was held at the home of one of the female faculty. Students and faculty were given the opportunity to discuss concerns and experiences. (W)

Retention and Supportive Service

The Coordinator of Student Services meets regularly with the Minority Medical Student Association to discuss concerns and share information.

The Office of Student Affairs provides a variety of supportive services for all students. While not earmarked for women and minority students only, these students are frequent users of the services. These include tutorial assistance, counseling, and study skills assistance. (M,W)

College and University Contacts

Contacts--personal visits, telephone communications, written communications--with all four-year colleges and universities within Michigan are maintained. (M,W)

Med-Mar Registry

Recuitment letters are sent to potential applicants listed on the Medical Minority Applicant Registry (Med-Mar). (M)

Meetings with Prospective Disadvantaged Applicants

The Director of Recruitment and Special Projects meets with

HUMAN MEDICINE, COLLEGE OF (con't)

Meetings with Prospective Disadvantaged Applicants (con't)

prospective disadvantaged applicants prior to submission of the American Medical College application Service (AMCAS) application. These meetings emphasize the importance of the application and provide an opportunity to answer questions about the College and the admissions process. (M,W)

Personal Letters

A personal letter is sent to minority applicants who have a 2.85 or better science grade point average. The letter strongly encourages them to complete the supplementary application materials. (M)

Assistance with Application Materials

Disadvantaged applicants are provided assistance throughout the admissions process. (M,W)

Minority Raters and Interviewers

There is a major effort to involve more minorities in the total admissions process. Two significant components of the admissions process are the review of supplementary materials and the interview assessment. Minority raters and interviewers are trained each year and added to the pool. (M)

Meetings with Disadvantaged Applicants

The Director of Recruitment and Special Projects meets with all disadvantaged applicants who are invited to interview. (M)

Meetings with Rejected Applicants

The Director of Recruitment and Special Projects meets with rejected disadvantaged applicants to discuss their concerns. These meetings provide applicants with additional information that may assist them in future admissions attempts. In addition, the Director explores other possible health care careers with the applicant. (M)

Pre-Matriculation Program for Entering Students

All disadvantaged students participate in the Pre-Matriculation Program for Entering Students which is held one week prior to fall commencement of classes. The purpose of the program is to assist entering students in making a smooth transition into the College of Human Medicine. (M,W)

NATURAL SCIENCE, COLLEGE OF (con't)

Biochemistry (see College of Agriculture and Natural Resources)

Natural Science

Charles Drew Science Enrichment Laboratory - In conjunction with the regularly scheduled classes, free tutoring is offered to students. (M)

Lyman Briggs

Female student nominated for "Spartan Spotlight" (Admissions brochure) (M,W)

Female student nominated and selected as internal FB Dutton Award. (W)

Female student nominated and selected for internal Alumni Association Award. (W)

Discussed organizing a program to create an awareness of science career opportunities and opportunities in the health fields; hope to implement in 1983-84. (M,W)

Mathematics

The Department hired a tutor for two handicappers in Math 109 course in the summer. (H)

The Department provided special tutorial help for students in Math 108, 109 in the Drew Program. (M)

Physics-Astronomy

Offered all women admitted to graduate program expense-paid trip to visit campus. (W)

Offered teaching assistantship to every woman graduate student admitted. (W)

Will be sending an AIP Women in Physics booklet to all women who inquire about graduate program. (W)

Established policy to offer to all identified minorities admitted to graduate program both expense-paid trip to visit campus and teaching assistantship. (M)

Contributed to costs for bringing to MSU an NSF supported Woman Physicist to serve as role model for undergraduate women in physics. She will be at MSU for a year in 1984. (W)

Examples of Student Support Services/Extra-curricular Activities

NATURAL SCIENCE, COLLEGE OF (con't)

Physics-Astronomy (con't)

Sent notice of tenure system position vacancy to Minority Colleges which have Ph.D. programs. (M)

Zoology

Recruitment activities by minority female faculty member in conjunction with a research trip to California regarding recruitment of minorities and women to our graduate program. (M,W)

NURSING, COLLEGE OF

Recruitment both on and off campus for the Graduate Program is accomplished through distribution of brochures explaining the Graduate Program, personal letters, talks with minority groups, and participation in national and CIC minority locator system. (M,W)

Affirmative action increased minority enrollment in Graduate Program. (M)

Special academic advisement for educationally disadvantaged in Undergraduate Program. (M,W)

Tutorial services for Undergraduate Program. (M,W)

Recruitment of students for Undergraduate Program--special effort for minorities. (M,W)

Affirmative action admission of minority students in Undergraduate Program. (M)

Community support group for minority students composed of minority faculty, adjunct faculty and alumni. (M)

OSTEOPATHIC MEDICINE, COLLEGE OF

Admissions and Student Affairs

Academic advisement activities were developed to become cognizant of individual needs of minority students. The "Buddy System" was continued with periodic review session in basic science courses being conducted by second year students for new matriculants. Personal/individual counseling was provided. (M,W)

A student organization (AMWA) held regular meetings dealing with concerns of women in medicine. (W)

Continuous pre-application, pre-admission, pre-matriculation counseling of students. (W,M)

Examples of Student Support Services/Extra-curricular Activities

OSTEOPATHIC MEDICINE, COLLEGE OF (con't)

Admissions and Student Affairs (con't)

Recruitment activities, visitations, etc., especially those geared to minority women and disadvantaged students. (M,W)

Special meeting with minority and women students to discuss and follow-up on their concerns. (M,W)

Special programs were held to assist our new students in coping with the academic demands of medical school (reading, study skills, exam taking, time management). (M,W)

Black Faculty and Administrators Association; Black Seniors Recognition and Graduate/Professional Students Reception. (M)

National Association of Medical Minority Educators - regional secretary. (M)

Personal-social counseling and academic advising MSU/COM students. (M,W)

Supportive Services Advisory Committee for Minorities and Disadvantaged Students. (M)

Women's Advisory Committee to the Provost. (W)

Provision of tutoring services for students experiencing academic difficulties. (M,W)

Planning

Contribute support to the Physiology Undergraduate Research Program for minority students. (M)

On Advisory Committee for the Rehabilitation Counselor Training Program. (H)

Provide individual counseling for minority students. (M)

SOCIAL SCIENCE, COLLEGE OF

Anthropology

A special mailing of graduate program material was sent to specific departments and individuals throughout the United States for minority student recruitment purposes. (M)

Criminal Justice

Appointment of a Black female to serve as an undergraduate advisor (September 16, 1983). (M,W)

Examples of Student Support Services/Extra-curricular Activities

SOCIAL SCIENCE, COLLEGE OF (con't)

Criminal Justice (con't)

Continued appointment of a woman to coordinate CJ490, (internship), and to develop non-credit seminars addressing career related problems facing women and minorities. (M,W)

James Madison

Madison Minority Alliance (M)

Minority Recruitment Brochure designed by MMA (M)

Co-sponsor, Gloria Hull on Black Women's Studies (M,W)

Co-sponsor, Angela Davis: "On Human Liberation" (M,W)

Notable increased participation by minority students in College governance groups; Student Affairs Committee, all field committees (M,W)

Political Science

Special recruiting activities for minorities and women for the Masters of Public Administration and Ph.D. graduate programs. Direct contacts with governmental officials with minority contacts. (M,W)

Psychology

Participate in the recruitment of minorities by assigning a teaching assistant duties in this area, through activities of our students and faculty (affirmative action recruiting), and through participation in the CIC program. (M)

Social Science

The Office of Student Affairs of the College consciously pursued a policy of equal treatment and special encouragement and counseling to minorities, women, and handicapped students. (M,W,H)

The college actively encourages and supports its units in the recruitment and retention of minority, women, and handicapped students. The College supplements funds for Affirmative Action Graduate Assistantships and assistantships for Minority Competitive Doctoral Fellows. (M,W,H)

Social Work

The School maintains an active recruitment program using a minority faculty person as well as several minority alumni. In addition, minority faculty make special efforts to advise students and one

SOCIAL SCIENCE, COLLEGE OF (con't)

Social Work (con't)

minority member of the faculty entertains minority graduate students at her home during the first quarter. (M,W,H)

LIBRARIES

Presentation on Library services and resources at Black Freshmen Orientation. (M)

Presentation on Library services and resources at Chicano Student Orientation. (M)

Presentation on Library services and resources at Minority Aide Workshop. (M)

Presentation on Library services and resources for Office of Supportive Services Program during Welcome Week. (M)

Presentation on Library services and resources at Chicano activities. (M)

PERFORMING ARTS FACILITIES AND PROGRAMS

Student Usher Corps provides services to handicappers at all events, tours and meetings at Wharton Center and University Auditorium complex. (H)

Recruitment of minority students for paid positions in Student Usher Corps (M)

Many tours arranged specifically for groups of minority students, their families, and for foreign campus visitors throughout the season. (M)

Audio-visual presentations on Wharton Center cultural presentations made to student groups, women's groups and on- and off-campus career exhibits. (M)

Periodic reviews with handicapper organization representatives to improve public perception and handicapper convenience in facilities. (H)

PRESIDENT, OFFICE OF THE

International Studies and Programs, African Studies Center (jointly with the Office of the Provost and Vice President for Academic Affairs)

African Studies Center hired two assistants to serve as liaison between the Center and minority groups on campus. (M)

Examples of Student Support Services/Extra-curricular Activities

PRESIDENT, OFFICE OF THE (con't)

International Studies and Programs (con't)

Intern student from James Madison College worked in the Center during summer 1982 in bringing Africa-related activities to the attention of minorities in the Lansing area. (M)

Co-sponsored major conference on "Women, Health and International Development" in October 1982.

Assistance to the African Student Union, Nigerian Student Union, and Southern Africa Liberation Committee on campus. (M)

Asian Studies Center

Sponsored programs such as Japan Week, China Week, India Week which involved cooperation of the ethnic community in the Greater Lansing area. (M)

Supported program for the Committee on South Asian Women by providing films and other supportive services. (M,W)

Provided program for Faculty Folk Scholarship luncheon. (W)

Lifelong Education Programs (jointly with the Office of the Provost and Vice President for Academic Affairs)
Career assistance in Education Administration for women, minorities and handicappers (Birmingham). (M,W,H)

Scholar incentive awards totalling $1450 to 12 minority students enrolled in overseas credit programs; orientation and counseling in preparation for overseas experiences. (M,W)

Campus cable distribution of programs "Black Students' Perspectives" and "Ebony Reflections" (M)

Ombudsman

Swift and firm assistance for several students regarding sexual harassment cases. (W)

Informational meetings with minority aids and various women's groups. (M,W)

Approximately 50 of Ombudsman office users are women and approximately 10% are minorities. (M,W)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF

Associate Provost

Provided funds to the Department of Physiology for Summer Research Program for minority students. (M)

Examples of Student Support Services/Extra-curricular Activities

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Associate Provost (con't)

Provided funds to College of Natural Science for two minority undergraduate research students. (M,W)

Provided funds to Department of Chemistry for Summer project to recruit minority student. (M)

Provided funds to Vice President for Student Affairs to implement transfer of minority student program. (M,W)

Provided funds to College of Natural Science for minority recruitment. (M)

Provided funds to Human Relations for equipment (ultratech superphones. (H)

Admissions and Scholarships

A variety of specific recruitment activities were conducted by the Admissions and Scholarships directed at attracting racial and ethnic minorities, women, and handicappers. (M,W,H)

Development Program for Admissions, which provides an opportunity for the admission of culturally, educationally, and economically disadvantaged students, modified its procedures in an effort to reach out to greater numbers of disadvantaged youth. (M)

The University annually sponsors students in the National Achievement Scholarship Program for high achieving Black students. In addition, specific attention was given to the inclusion of minority students in other scholarship programs sponsored by the University. (M)

Computer Laboratory

Installed a special terminal in public access area to accommodate wheelchair access. (H)

Handicapper Students

Academic orientation and Welcome Week programs. (M,W,H,V)

Provision of sign interpreters at Commencement, presidential public presentations and other major all-university events. (H)

Harbinger Newsletter sent to students, faculty and staff (H)

Provision of resources such as books, films, brochures, magazines, periodicals and other awareness information or consultation for students, faculty and public. (H)

Examples of Student Support Services/Extra-curricular Activities

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Human Relations (jointly with the Vice President for Administration and Public Affairs)

Division of Minority Programs-

Cross-cultural understanding student workshops on communication and racism co-sponsored with the Office of Student Services. (M)

Co-assisted in the development and coordination of "Welcome Week" orientation programs for minorities. (M)

Co-assisted in the development and coordination of Black History Month activities; Puerto Rican Week activies and Chicano special programs. (M)

Division of Women's Programs-

Sponsors bi-monthly Brown Bag luncheon programs for female students. Topics are chosen based on student needs. During the 1982-83 academic year, a total of 18 programs were conducted. (W)

In an effort to meet the needs of graduate women students, the Division developed the Graduate Women's Network. This program is held monthly and is geared to address the needs of graduate women as they progress through their programs. (W)

Instructional Media Center

IMC Distribution Division actively recruited minority students to work as projectionists. These students were involved in training sessions to learn the operation and set up of audiovisual equipment in classrooms. (M,W)

Military Science

Female and minority cadets are members of the Color Guard and Spartan Guard organizations. (M,W)

One female cadet was awarded a four-year scholarship in national competition. Three female cadets were selected to attend Cadet Troop Leadership Training after Advanced Camp this summer. One of these cadets went on to complete Airborne Training. Two other female cadets attended annual training with their Reserve units. (W)

One female minority cadet was selected as the number one cadet in her platoon of 40 cadets at Advanced Camp this summer. (M,W)

Air Force ROTC has a very active affirmative action program aimed at minority high school students. The Quality Enhancement Program is designed to create awareness within minority communities of AFROTC opportunities and the four-year scholarship program. (M)

Examples of Student Support Services/Extra-curricular Activities

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Military Science (con't)

Placement of recruiting advertisements in local minority publication. (M)

AFROTC has created the Historically Black Institutions program. This program allows minority college scholarship program alternates to receive an AFROTC scholarship if they agree to attend a Black University or college. (M)

AFROTC has developed minority recruiting goals for the next two years. (M)

Supportive Services

Conducted a comprehensive supportive program for students during the summer academic orientation program. (M)

Conducted Welcome Week Orientation Program. (M)

Provided intensive academic advising for students during the year. (M)

Provided intensive counseling services for students during the academic year. (M)

Provided tutorial assistance for students during the academic year. (M)

Sponsored a series of student workshops throughout the year. (M)

Provided support for a group of minority students to attend a leadership training program at Western Michigan University. (M)

Sponsored a Supportive Services Award Reception at the end of Spring term. (M)

Sponsored a series of seven career exploration trips for students in the Michigan and Illinois areas. (M)

Undergraduate University Division

Special letter sent to minority OSS students residing in Brody to improve retention. (M)

Presentation given at the Coordinated Minority Student Program during 1983 Welcome Week on the services provided by UUD. (M)

Represented UUD at the OSS Award Day (M)

Advisor for Kappa Alpha Psi Fraternity (M)

Served on Planning Committee for the Coordinated Minority Student Welcome Week Program (M)

Examples of Student Support Services/Extra-curricular Activities

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Undergraduate University Division (con't)

Member, Supportive Services Advisory Committee (M)

Represented UUD at OSS Welcome Week Program (M)

Gave talk to Minority Aides in Case, Wonders and Wilson Halls on General Education policies (M)

During the Academic Orientation Programs gave special attention and assistance to handicapper students who were taking the orientation placement tests. (H)

Served on Eustace Forum for High Ability Minority Freshmen sponsored by the Honors College (H)

Resource person for Counseling staff in the Minority Engineering program (M)

Participant in the program for Black freshman orientation sponsored by the Office of Black Affairs. (M)

Assisted in the Black Faculty and Administrators Association's annual graduating senior recognition program. (M)

Worked with Artificial Language Laboratory to adapt a word processor for handicapper students' use. (H)

Below MAPS and Below 2.00 conferences with freshmen and sophomores in protected groups to improve retention. (M,W,H,V)

Maintain close liaison with OSS advisers in taking academic action with respect to OSS students. (M)

The UUD Learning Resources Center has participated in the following:

Study skill and Time Management Workshops for OSS (M)

Presentations to Minority Aides - Welcome Week (M)

Dorm presentations - Study Skills - Black Caucus (M)

Workshop on Learning Strategies - Upward Bound (M)

Problem-Solving Workshop - Vetward Bound Students (M)

Study Skills Workshops - Vetward Bound Students (M)

Workshop on Computer Programming - Upward Bound (M)

Workshop for OSS - Learning Strategies (M)

Two workshops for Upward Bound Tutors (M)

Provided computer facilities and assistance for handicapper students to improve their writing skills (H)

Provided diagnostic testing and prescriptive study assistance to students with identified Learning Disabilities (H)

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, OFFICE OF (con't)

Urban Affairs Program

Provided supportive services for MSU Black Alumni, Inc. (M,W)

Administration of the Minority Graduate Fellowship Assistance Program (MGFAP) (M,W)

Provided funds for Black Faculty and Administrators annual seniors awards program. (M,W)

Provided financial assistance and administrative support to Black Graduate and Professional Students Association. (M,W)

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR

Facilities Planning and Space Management

Administers the University's barrier removal program, in cooperation with the Department of Human Relations, Office of Programs for Handicapper Students, Physical Plant, and Campus Park & Planning Division. (H)

Placement Services

Appointed staff members who serve as advisors to minorities, women, and handicappers concerning career planning, job search strategies, and non-discriminatory hiring. (M,W,H)

Orientation to the CIC, Upward Bound Program (M)

Orientation to the CIC, Detroit Area Pre-College Engineering Program (M)

Minority Aide Training Workshop, Orientation to Placement Services (M)

OSS Welcome Week Program, Orientation to Placement Services/Student Employment Office (M)

Black Student's Orientation, Orientation to Placement/SEO (M)

Supportive Services Advisory Committee, Placement Services for Minorities (M)

MCP Workshop with Minority Student Business Association, Effective Career Strategies (M)

Minority Career Program Workshop, Resume Writing (M)

Minority Career Workshop, Resume Writing and Interviewing Strategies (M)

The annual MINORITY CAREERS PROGRAM was held with 88 organizations representing various sectors of employment. Approximately 1200 students attended the "career fair" 473 interviews were conducted later in Placement. The 3rd CAREER CHALLENGES & WOMEN was held May 11, 1983. Twenty workshops were featured & led by 37 professional Michigan women from various employment sectors. Attendanced reached 1517.

Examples of Student Support Services/Extra-curricular Activities

ADMINISTRATION AND PUBLIC AFFAIRS, VICE PRESIDENT FOR (con't)

Placement Services

In addition to the above minority workshops, Placement Services conducted 8 more seminars geared for minority students. Also, several conferences relating to women, minorities and handicappers, were sponsored. Workshops, speeches and presentations were conducted by Placement.

FINANCE, OPERATIONS AND TREASURER, VICE PRESIDENT FOR

Housing and Food Services

University Apartments increased housing assignments for single handicapped students by five additional students who were non-wheel chair handicapped. (H)

Recruited minority students for positions as desk receptionists, custodial workers and student supervisors. (M)

Provided special dinner service to minority aides in Residence Halls. (M)

Worked with Hispanic/Native American aid program in providing special ethnic dinners. (M)

Developed in conjunction with Black Caucus an All-Residence Hall dinner in honor of Dr. Martin Luther King. (M)

Designed, funded and constructed four additional fully enhanced handicapper spaces. Rooms were converted to designated single occupancy status in the Graduate Residence hall. (H)

Coordinated the assignment of new students to the available handicappers space with the Office of Handicappers Programs. (H)

The Activities Board presented Affirmative Action Programs through Noontime Programming that included a program exploring financial aids for minorities, a program identifying the concerns, goals and objectives of the Handicapper Council, Ebony Reflection Preview program and presentation of excerpts from the Black Theatre Production on Black Culture. (M,W,H)

At the September, 1983 Open House, a Folklorico Ballet (a hispanic folklorico set to a ballet) was presented. (M)

Intercollegiate Athletics

Each minority student-athlete is identified, called in and counselled through the Athletic Student Affairs Office. Particular needs, problems and solutions are discussed. (M)

Physical Plant

Handicapper accommodation improvements in the Computer Center, Agriculture Hall and Owen Hall. (H)

Examples of Student Support Services/Extra-curricular Activities

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR

Coordinated Minority Student Programs

Coordination of Black Caucus Executive Roundtable meetings as forum to produce problem-solving strategies. (M,W)

Coordination of Black History Month Activities and Puerto Rican Week Activities. (M,W)

Participation in OBA Achievement Awards to students and faculty. (M,W)

Participated in the Minority Sports Fest featuring minority athletes who demonstrated particular sports and facilities of the IM. (M,W)

Supported theatrical performance of "History of the Black Woman..A Different Type of Musical" (M,W)

Participated in the Admissions Office Hispanic High School Visitation. (M,W)

Hispanic, Native American, and Black Aides participated in the selection of Resident Advisors for University Housing Programs Office. (M,W)

Participated in Multi-Cultural Film Seminar Series for Native American, Hispanic, Black and Asian American students. (M,W)

Coordinated "Welcome Week" Orientation programs for Native American, Black, Hispanic and Asian American students, staff and community persons. (M,W)

Assisted the Minority Admissions Recruitment Unit by chaperoning, entertaining and discussing University life with prospective students. (M,W)

Sponsored 33 special dinners for Black students, staff and community persons as a means of sharing information and highlighting outstanding student accomplishments. (M,W)

Hispanic and Native American Aides accounted for 17,290 contacts with minority students during the 1982-83 school year. Black aides accounted for 30,171 contacts with Black students during the same period. (M,W)

Sponsored six special dinners for Hispanic and Native American students, staff and community persons. (M,W)

Various seasonal and student oriented social activities were held. (M,W)

Hispanic and Native American Aides serve as resources to Chicano/Hispanic students for Progressive Action; North American Indian Student Organization; and the Puerto Rican Student Association. (M,W)

Examples of Student Support Services/Extra-curricular Activities

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Coordinated Minority Student Programs (con't)

Chicano History Week - coordinated film, speakers and dinner. (M,W)

Pow-Wow Annual dance ceremony for Native Americans throughout Michigan and the Great Lakes. Proceeds from the celebration go to the John Winchester Scholarship Fund for Native American students at MSU. (M,W)

Cinco de Mayo (May 5) coordinated cultural celebration featuring entertainment, speakers, talent show, and presentations honoring students and community persons of Mexican heritage. (M,W)

Black History Month - coordinated plays, films, speakers, and workshops, on the Black experience. (M,W)

Black Aides and Caucus Presidents were instrumental in organizing their particular halls or complexes for the Annual Black Student Picnic. (M,W)

Minority Aides provided students a chance to participate in 78 various events such as Thanksgiving baskets for needy families, game nights, volleyball games, etc. (M,W)

Counseling Center

Staff assisted various units on campus by providing speakers to address topics of interest. For example: "Career Challenges & Women," "Anorexia and Bulimia among university Women," "Values Clarification," "Services of Multi-ethnic Counseling Center Alliance," "Career Planning and Education," "Career Development Strategies," "Understanding your Prejudices," "Interracial Dating;" "History & Services of MECCA," "Stress Management," "Career Decision Making," and "Cross Cultural Relations." (M,W)

Educational and Support Services

Special orientation programs for new minority students were facilitated as a part of Welcome Week activities for Fall term. A Coordinated Minority Student Program was initiated in order to bring all minorities together for the discussion of common interests.

Financial Aids Office

Participation in Minority Aide workshops to assist the aides in identifying those students with financial problems and how to refer them to the Office of Financial Aids. (M)

Provided specific instructions and materials to Developmental students for the purpose of applying for financial aid. (M)

Participation in Supportive Services workshops to assist them with identifying and solving the financial problems of students. (M)

Examples of Student Support Services/Extra-curricular Activities

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Financial Aids Office (con't)

EOP - work in conjunction with the Graduate Office for the purposes of identifying and determining the needs of minority students for grant monies. (M)

Intramural Sports and Recreative Services

Native American Indian Association Pow-Wow was planned and scheduled in the Intramural Sports Turf Arena. (M)

Sports Fest designed to acquaint minority students with the use of the intramural/recreative facilities and with particular life long sports such as tennis, swimming. etc. (M,W)

Planned, facilitated and modified facilities to provide for Goal Ball, a game played by unsighted participants. (H)

Provided facilities for practice and games for the wheelchair Basketball team in the IM Sports West Sports Arena. (H)

Student Life

Encouraged ASMSU Great Issues to sponsor more minority speakers. Sponsored Angela Davis. (M)

Student Activities Office

The following were accomplished:

Women's Council to organize programs of interest and benefit to MSU women students. (W)

Office of Black Affairs to broaden the educational, political and cultural consciousness of the MSU Black student community. (M)

Chicano/Hispanic to provide on-campus support services for Hispanic students. (M)

North American Indian Student Organization to become better acquainted with University services and broaden awareness of culture, political, and academic activities relative to the American Indian. (M)

Ebony to identify and produce concerns of interest to Black students at MSU (M)

Black Notes to produce video media for and about Black at MSU. (M)

Gay-Lesbian Council to program activities which meet the support needs of homosexual students and to increase the understanding, acceptance among all people about homosexuality. (M)

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

Student Activities Office (con't)

Handicapper Council to integrate handicapper and non-handicapper lifestyles and to encourage accessible University facilities. (H)

Asian Pacific American Student Organization to provide support and services which benefit MSU's Asian Pacific American Students and to broaden the awareness of all people about Asian Pacific Americans. (M)

Providing advisory assistance for the National PanHellenic Council, the Black greek social fraternities and sororities. These organizations have been active in working with minority children in the Greater Lansing area. (M)

Providing intervention and educational programming on Cultural Awareness for the Interfraternity Council and the Panhellenic Council, the Caucasian greek social fraternities and sororities. (M)

Registering student organizations which reflect minority and women students' interest (27) as well as assisting these groups in planning their activities and events (103). (M,W)

Encouraging the ASMSU Student Board, Funding Board, and Programming Board to implement an affirmative action recruitment policy to enhance their selection of minority officers, members, and student workers. (M,W,H)

Encouraged participation by minority and women students in the First Annual Student Leadership Conference. (M,W)

Radio Board

Fall term 1982, the Radio Board adopted a resolution for network programming in undergraduate residence halls which was to reflect not only the diversity of the student population but also to promote an environment that was responsive to the needs and interests of minorities. (M,W)

Increased the amount of minority music featuring Black artists to approximately 20-30% of the music played. (M)

An all Black music show is featured at Brody every week. (M)

34 of the 100 student newscasters, sportscasters, are minorities. (M,W)

Of the 29 member news staff, 18 are women and 4 are Black. (M,W)

Examples of Student Support Services/Extra-curricular Activities

STUDENT AFFAIRS AND SERVICES, VICE PRESIDENT FOR (con't)

University Housing Programs Office

UHPO has offered numerous programs during the 1982-83 academic year. During this period, a total of 80 programs dealing with issues of concern to minorities, women, handicappers and veterans were offered. The following are highlighted:

Cultural Awareness programs and special dinners: Oriental Cultural Differences, Value Differences throughout Different Culture, Jackie Vaughn as speaker, Black Culture Movie, as well as many programs on Cultural Awareness, BaFa BaFa, "The Tale of O" (M,W,H,V)

Black Caucus activities: Open House, guest speakers, dances, fashion show, picnic, Craig Frazier Memorial Scholarship Competition & Dinner/Party, horseback riding, Sports Day, etc. (M)

Dinners featuring different countries: Africa, Mexico, Malaysia, China, Japan, Ethnic Food Festival, All American Dinner. (M)

Programs on prejudice: Understanding Your Own Prejudices, The Nature of Prejudice, Coping with Prejudice, Appreciating Others Differences, Cultural Differences and Similarities, Discussion and Special Dinner, Bill Cosby on Prejudice (film) (M,W,H,V)

RESEARCH AND GRADUATE STUDIES, VICE PRESIDENT FOR

Graduate School

Coordinated efforts for affirmative action graduate student recruiting and retention. (M,W)

Coordinated MSU's participation in CIC name exchange of junior year minority students to assist graduate recruitment of minorities in CIC institutions. (M)

Coordinated MSU's participation in a CIC name exchange of minority degree recipients to assist in minority recruitment for post-doctoral and faculty positions. (M)

Participated in MSU's Minority Career Day as well as minority orientation programs. (M)

Supported representatives from the Colleges of Natural Science and Veterinary Medicine for recruitment of minority students at the Minority Biomedical Support Symposia. (M)

Supported representative from the College of Natural Science for a trip to recruit minority students in the southwest USA (M)

RESEARCH AND GRADUATE STUDIES, VICE PRESIDENT FOR (con't)

Graduate School (con't)

Transported G'POP students for participation in a G'POP conference (M)

VETERINARY MEDICINE, COLLEGE OF

The continuation of the VETWARD BOUND Progran was the major accomplishment in the College. The following outlines the various component activities:

VetaVisit/Outreach - A veterinary medicine awareness program for minority high school youth, which includes visitations to targeted Detroit high schools, and transportation of students to the Veterinary Clinical Center. (M)

SEEP (Summer Early Enrollment Program) - First-time minority freshmen accelerate matriculation and initiate their college education during the summer when the student population is depressed and support services more accessible. Clinical experiences for these students is stressed insuring a greater understanding of medical management with the institution of grand rounds. Students should increase their ability to be medically conversant about their interest in the profession as a result of this experience. (M)

SRAP (Summer Research Apprenticeship Program) - Exposure to careers in biomedical research for minority high school students. (M)

ESP I (Enrichment Summer Program) - An intensive residential enrichment program focusing on learning skills, MCAT preparation, clinical exposure, and personal development. Students received per diem and a travel allowance. (M)

ESP II (Summer Prematriculation Program) - A simulated professional program experience to introduce professional veterinary students to faculty and curriculum. Students received per diem and a travel allowance. (M)

Minority postdoctoral training recruitment special efforts increased the number of available openings by four (4) this year. The total number having now benefited from these efforts is nineteen (19). (M)

M = Minorities (Blacks, Asians/Pacific Islanders, Hispanics, or Native Americans
W = Women
H = Handicappers
V = Vietnam era Veterans