

Annual Report on Affirmative Action 1983 – 1984

Prepared for
Michigan State University's
Board of Trustees

The Department of Human Relations
Ralph W. Bonner, Ph.D., Director

April, 1985

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ANNUAL REPORT ON AFFIRMATIVE ACTION

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Compiled by:
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EXECUTIVE OVERVIEW
ANNUAL REPORT ON AFFIRMATIVE ACTION TO THE BOARD OF TRUSTEES

April 1985

The 1983-84 Annual Report on Affirmative Action for the Board of Trustees is the third report coordinated by the Department of Human Relations. It describes activities undertaken during the past year in pursuit of Michigan State University's commitment to Equal Opportunity, Non-Discrimination, and Affirmative Action. The report includes a comprehensive assessment of the status of women, minorities, and handicappers relative to full participation in the University community. Problems that must be resolved in order for the University to more fully achieve the dual goals of equity and excellence are detailed. Data have been provided by the Office of Planning and Budgets, the Office of the Assistant Provost for Academic Personnel Administration, Office of Personnel Administration and major administrative units. Implementation of the University's Affirmative Action Plan rests with the line administrators, whose performance evaluations include assessment of their execution of affirmative action responsibilities.

COMPLIANCE WITH LEGAL REQUIREMENTS

The quality and effectiveness of the University's affirmative action compliance programs are validated through review by external agencies as well as by the internal monitoring processes. In the several reviews which the University has undergone in past years, some specific deficiencies were noted, and remedies provided, however, the university has been found in general compliance with the purposes and practices required by the reviewing agencies.

In its role as the principal support unit for enhancing the ability of the University to meet its commitment to affirmative action, the Department of Human Relations works with all units in continuing assessment of policies, practices, and procedures--from employment to publications--to assure compliance with legal requirements as well as progress toward the shared broad goal of equal opportunity and non-discrimination in all aspects of University life. The contents of the University's 1983-84 Affirmative Action Plan are on file in the Department of Human Relations and are accessible to any interested party during normal business hours.

ACADEMIC PERSONNEL SYSTEM

Representation of minorities in the total academic personnel system increased from 9.4% (332) in 1982 to 10.3% (373) in 1983 and to 10.8% (395) in 1984. Women constituted 26.4% of academic personnel in Fall 1984, a slight increase from the 25.9% last year, and their numbers increased from 937 to 960. Their representation increased from 25.5% (826) to 26.1% (847) among non-minority academic personnel appointed in the academic personnel system in the past two years. Representation of women among minorities appointed in the Academic Personnel System stayed about the same, although total numbers increased by two: 29.8% (111 women) in 1983 and 29.6% (113 women) in 1984.

Patterns of change from last year again varied among the four protected racial/ethnic groups. The representation of Black academic personnel increased from 3.8% (138/3,615) in 1983 to 3.9% (142/3,641) due to a net gain of four persons. The number of Blacks in the tenure system--66--is an increase of two individuals over last year. Asian/Pacific Islanders increased their representation from 5.3% to 5.8% of academic personnel (from 192 to 211 individuals).

Representation of Hispanics stayed the same at 1.0% and the total Hispanic appointments remained 36. The number of Hispanics in the tenure system remained seventeen, and the Hispanics on continuing staff appointments declined from 6 to 5. Native Americans remained at the same percentage level of 0.2%, but showed a decrease of one person.

The percentage of minorities in the tenure system has increased steadily over the past three years from 7.8% (165 individuals) in Fall 1982 to 8.4% (175) in Fall 1983, and 9.0% (186) last Fall. Women also made slight gains in the past year, rising from 20.0% to 20.4% among minority tenure system faculty (and increasing in numbers from 35 to 38) and stayed about the same (15.1%) for non-minority tenure system faculty (but decreased numerically from 289 to 285). In Fall 1984 women had an overall representation of 15.6% in the tenure system (323/2,073 of total tenure system faculty). Although women and minorities within the academic ranks of the tenure system, usually have less representation at each successively higher rank, they have made some gains. In October 1984, women comprised 30.9% (104/337) of assistant professors compared to 31.7% (112/353) in 1983. Women represented 19.9% (104/523) of associate professors in 1984, an increase from 19.7% (108/547) in 1983. Women constituted 9.4% (114/1,210) of full professors in 1984 compared to 8.7% (102/1,179) in 1983. Minority representation within the full professor group increased from 6.1% (72/1,179) in Fall 1983 to 6.7% (81/1,210) in Fall 1984. Associate professors were 10.9% (57/523) in 1984 compared to 11.2% (61/547) in 1983. The percentage of minorities among assistant professors was 13.9% (47/337) in Fall 1984, an increase from 11.9% (42/353) last year; representation percentages of all racial/ethnic groups increased in almost all ranks. This general 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.

In terms of goal achievement for the fully completed three-year goal-setting period of 1981-84, the goals for the tenure system hiring for women were exceeded by 33.9% and for minorities by 35.5%. For continuing academic staff, the percentages in excess of goals were 725% for women and 40% for minorities. Goals for the succeeding, not yet completed, goal-setting periods (1982-85 and 1983-86) are well on their way to being met and, in the case of the 1982-85 goal-setting period, have already been exceeded for minorities for tenure system hires and for both women and minorities for continuing academic staff hires.

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 all faculty, including women and minority faculty--conducted through a redesigned interview instrument--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 will be repeated for newly appointed academic administrators in Winter Term 1985); 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 1983-84 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 in general and/or by facilitating the employment of their spouses. During the 1983-84 academic year, special waivers for individuals whose appointment or retention served University affirmative action goals were approved in six cases, two of which resulted in the retention of women tenure system faculty at Michigan State University. Waivers are often accompanied by position allocations to departments, with Provost Office funding on a full or part-time basis until funds are available in the department/school or college.

Other initiatives have been continued 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. As an example, the Office of the Provost has continued the 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 1984-85 academic year three appointments have been arranged in the Colleges of Agriculture and Natural Resources, Natural Science, and Education, including 2 Black men and an Hispanic woman. The College of Nursing again arranged a 10% visiting appointment of a Black female currently employed by the Michigan Department of Health. Finally, following a recommendation by the Office of the Provost made in 1982-83, deans and separately reporting directors have continued the practice of designating one or more staff members to be responsible 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 continued 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 found in Appendix X--Affirmative Action Special Activities.

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 academic 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. (The results of the most recent survey made in Fall 1984 are reported in Appendix X-G.) 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 conditions 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 continues to give substance and leadership to the implementation of these policies in cooperation with the deans and other academic administrators. Deans 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 specific discussions on affirmative action hiring procedures for academic administrators and on policies and programs for handicapper faculty and staff as well as engaging in ongoing dialogue about its members' role in the University's Affirmative Action Plan. Deans work with chairpersons and directors of their units on specific plans for implementation of policies and strategies. Appendix X-A lists examples of special affirmative action efforts made by individual units with and/or for their academic personnel.

EXECUTIVE MANAGEMENT STAFF

As of October 1, 1984, 55 individuals are on appointment in Executive Management positions. Of these incumbents, 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. In October 1984, the total representation of members in protected classes in Executive Management positions was fourteen (25.5%) the same as in October 1983. These figures represent an increase of two persons; or 4.4% over the October 1982 report totals.

NON-ACADEMIC PERSONNEL SYSTEM

The University's non-academic classifications are aggregated into 86 job groups and seven reporting categories: administrative-professional, clerical-technical (COTU-MBU), supervisory (MSUSA), public safety (FOP), service maintenance (1585), skilled trades (547, 274, 999), and cooperative extension.

The 13-Step Planning and Vacancy Filling 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

During the 1983-84 affirmative action year, the non-academic workforce increased by 1.6% (78) from 4802 to 4880. Minority employment increased by 3.2% (20) from 621 to 641 for a total of 13.1% (12.9% previous) of the workforce. Female employee representation increased by 1.5% (49) from 3167 to 3216 for a total of 65.9% (66.0% previous) of the workforce. The minority female employees increased by 3.0% (14) from 460 to 474 for a total of 9.7% of the workforce. The minority male employees increased by 3.7% (6) from 161 to 167 for a total of 3.4% of the workforce. Minority female employees represent 14.7% (474) of the female workforce and minority male employees represent 10.0% (167) of the male workforce.

The overall proportion of minorities, by job category, increased in the administrative-professional area by 8 or 8.2%, by 22 or 10.8% in the clerical-technical area, by 1 or 50% in public safety and 3 or 11.1% in the supervisory area. No change was recorded in the overall representation of minorities in the service category. There were, however, two areas in which minority representation declined in number and percentage. Cooperative Extension saw its minority employees drop by 10 or 15.8% and the skilled trade categories also experienced a decline by 4 or 18.1%. This decline was off-set however, by the clerical and supervisory areas where the proportion of minorities increased significantly and so warrant a special notation. During the 1983-84 reporting period, the clerical-technical category increased by 23 employees. Taking into consideration the normal turnover of employees leaving and being hired by MSU, it is significant to discover that minorities increased their numbers by 22, thereby improving their proportional representation in this category. Similarly, in the supervisory area which declined by 4 employees, minorities experienced an increase of 3 employees, also significantly improving their employment profile.

By individual minority group, substantial increases were made in the non-academic area. Asian/Pacific Islander representation increased from 53 to 65 with gains in the administrative-professional (8), public safety (1), supervisory (2) and service maintenance (1) categories. Hispanic representation increased from 137 to 146 with gains in the administrative-professional (1), clerical-technical (8), supervisory (1) and service maintenance (3) categories. Native American representation increased from 26 to 30 with gains being made in the clerical-technical (3) and cooperative extension (1) categories.

In spite of increases for these three groups, black representation declined from 301 to 400 overall even though a gain of 11 was reported in the clerical-technical area.

Overall female representation increased from 3167 to 3216 with gains being made within the administrative-professional (51) or 9.8%, clerical-technical (21) or 1.1%, public safety (3) or 37.5%, service maintenance (2) or 0.5%, and skilled trades (1) or 5.9%, job groups. Female representation decreased by 28 (16.5%) in the Cooperative Extension and 1 (0.8%) in the supervisory categories. The public safety category grew by 3 employees with this increase totally being absorbed by

females. Minority female employment grew from 460 or 9.6% to 474 or 9.7%, an increase of fourteen or 3.0%. The largest growth recorded was in the clerical-technical area which increased by 20 and the administrative-professional category with an increase of six. Cooperative Extension saw its representation of minority females decline by eleven.

Hiring Rates

The overall number of new hires decreased from 315 to 232 for minorities and increased from 956 to 1025 for females. Minorities represent 14.2% and females represent 62.8% of all new hires. The percent of minority hires for Blacks was 53.4% (124), Asian/Pacific Islanders was 19.0% (44), Hispanics was 23.3% (54) and Native American was 4.3% (10).

Goal Achievement

Goal achievement for the 86 job groups, is another measure of the University's good faith effort. Goal achievement for women was met by 87.2% (125-established goal, 109-achieved) percent of the established goals. The administrative-professional category met 97.9% (47-established, 46-achieved), clerical-technical met 90% (10-established, 9-achieved), Public Safety met 100% (2), supervisory met 50% (4-established, 2-achieved), service maintenance met 81.4% (59-established, 48-achieved) skilled trades met 66.7% (3-established, 2-achieved) of goal. No goals were established for women in the category of Cooperative Extension.

Considerable gains were made for the second year in attainment of goals for minorities. Goal achievement for minorities was met by 288% (73-established, 210-achieved) of established goals. No goals were established for the Cooperative Extension, public safety and supervisory categories although gains were made in public safety (2) and supervisory (1). The administrative-professional category met 300% (4-established, 12-achieved), clerical-technical met 319% (58-established, 85-achieved), service maintenance met 100% (9) and skilled trades met 50% (2-established, 1-achieved) of minority goal.

STUDENT RECRUITMENT EFFORTS

Students are recruited to MSU in one of three ways, as freshman, transfer or graduate students. The recruitment year which culminated in Fall 1984, resulted in an admissions profile of significant achievement for freshman students. For freshman applicants and admits, every minority group experienced significant growth particularly Native Americans and Hispanics.

Minority students transferring from other institutions showed a more modest growth in most cases with the exception of Native American and Chicano students where the applications for Native Americans dropped by 24% and the admission of Chicanos dropped by 36%.

Efforts in recruitment and admission of minority students into graduate programs were not particularly successful during the 1984 recruitment period. With the exception of black applicants, there appeared only modest growth in the number and percentage of minority graduate school applications. However, in the admission area, major concern must be expressed with the ability of MSU to attract and admit minority students. Three of the four minority groups saw their numbers and percentages of graduate school admits drop significantly from Fall 1983. Black

student admissions dropped by 24%, Hispanic by 20% and Asian/Pacific Islander by 9% from Fall 1983 to Fall 1984.

From Fall 1983 to Fall 1984, female applicants to MSU showed gains in all three areas, increasing by 11% in the freshman area, 6% as transfers, and 6% in the graduate category. Admits, likewise, showed impressive gains, increasing by 12% in the freshman area, and 14% in the transfer area. However, as with the total graduate program at MSU, women also experienced a decline in the number of admits, dropping by 10%. This decline contrasts with a 9% decline for the total student body and a 9% drop for minorities.

STUDENT ENROLLMENT

In Fall 1983, total minority enrollment was 3,430 students or 8.5% of the overall student enrollment figure. Fall 1984 total minority enrollment increased to 3,515 students or 8.7% of the total student body. An increase in the number of minority students occurred only in the undergraduate category, but was large enough to offset a slight decline in the number of graduate level minority students. In Fall 1983, minority graduate student enrollment numbered 621 or 8.0% of the total graduate student body. A year later, Fall 1984, 606 minority graduate students enrolled representing 7.8% of the total graduate student enrollment.

Black enrollment in Fall 1984 represents 68.7% of the total minority student enrollment, or 2,416 students, an increase in absolute numbers from Fall 1983 when black students comprised 69.9% of the minority students enrolled, or 2,396 students. Hispanic enrollment in Fall 1984 increased to 460 students from the enrollment levels of Fall 1983 when the population consisted of 438 students enrolled at the University. This reflects an increase of 22 students: The 1984 total was the highest number ever to enroll at Michigan State University. Hispanics rose from 1.09% to 1.14% of the total student body. The number of Native American students in 1984 has increased to 124 as compared to 119 students enrolled in 1983. The percentage of Native American students on campus is 0.31% of the total student body. Asian/Pacific Islander enrollment in Fall 1984 represented 1.28% of Michigan State University's total campus enrollment, or 515 students, the largest number since records were initially compiled in Fall of 1970.

The number of women students increased in Fall 1984 compared with Fall 1983 rising from 19,389 to 19,755. The increase of 366 women students resulted in an increase in the proportion of women students from 48.3% in Fall 1983 to 49.1% in Fall 1984, the largest proportion on record. The proportion of women among all students, however, has remained fairly constant between 48% and 49% for the past five years, having shown a steady increase prior to that time. Compiled figures indicate that minority women now number 2,038 and comprise 10.3% of female students. Numerical increases for minority women occurred in all minority groups.

The overall minority student population, at the undergraduate level, has increased significantly over the past four years: 2,648 (7.7%) in 1981; 2,704 (8.2%) in Fall 1982; 2,809 (8.7%) in Fall 1983; and 2,909 (8.9%) for Fall 1984. This increase is indicative of both the Affirmative Action Program and the general recruitment efforts of the University.

Another positive indication is reflected in the number of minority students gradually changing their enrollment trends from what has historically been defined as traditional fields to more non-traditional fields. For example, minority

enrollments have attained a significant percentage of the total college enrollment in the following colleges: Communication Arts and Sciences, Engineering, Natural Science, Nursing, Social Science, Human Medicine, and Osteopathic Medicine.

Black enrollment has made a significant increase in Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, Natural Science and James Madison in recent years. Hispanic enrollment has shown recent increases in Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, and Natural Science. Native American enrollments increased in Human Medicine, Engineering, Osteopathic Medicine, Social Science and Veterinary Medicine. Asian/Pacific Islanders show an increase in Business, Communication Arts and Sciences, Engineering, Nursing, and Natural Science and Social Science.

Women have also made significant gains in non-traditional fields. In Fall 1984 women attained numerical peaks in the College of Communication Arts and Sciences and percentage maximums in James Madison, Osteopathic Medicine, Social Science, and Veterinary Medicine. Moreover, women enrollments in general made a recovery to the percentage trend in enrollment after the slight dip in Fall of 1982 and 1983.

Michigan State University continues to make relevant 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 1984 professional students are women (44.19%), and minority enrollment increased significantly (from 157 the previous year to 170 this fall) resulting in minority representation of 13.18 percent. The gains made by Native American were especially noteworthy; their enrollment has risen from five in 1980 (0.40%) to 12 (.96%) in 1982, to 17 (1.34%) in 1983, to 20 (1.55%) in 1984. Asian/Pacific Islanders remained stable with 37 (2.91%) in Fall 1984. Both Blacks and Hispanics showed an increase in number representation; Blacks from 69 (5.43%) in 1983 to 74 (5.73%) in 1984. Hispanics increased from 34 in 1983 (2.68%) to 39 (3.02%) this year.

Persistence rates are an important component of institutional evaluation. MSU analyzes persistence data for domestic undergraduate students who entered as first time freshman, transfer students with 85 or more transfer credits, and transfer students with less than 85 transfer credits, by gender and ethnicity. Persistence rates for all three entrance categories are high relative to those for other public four year institutions.

Persistence rates for first-time-freshman (FTF) women are slightly lower than those for FTF men. Rates for minority FTF tend to be lower than those for majority FTF; however, the numbers of students in some minority groups in some years are small enough that percentage figures can be misleading. Within minority groups the rates for Native Americans tend to be lower, with Asian/Pacific Islanders generally the highest.

Tables for transfer students display similar patterns, again cautioning that small group sizes may exaggerate rates (positively or negatively) in an unrealistic manner. In general, males persist at slightly higher rates than do females, and minorities at higher rates than blacks and other minority groups.

MSU's five year graduate rate for first time freshman of over 63% compares favorably to the national average of 53% for four year institutions. Its 16%

attrition rate at the end of the first year (FTF) compares to a national rate of 33% for four year institutions.

The reduction in the overall enrollment of handicapper students for the first time this past year is most likely due to the financial aid restraints including policy changes of Michigan Rehabilitation Services. Such financial aid barriers and disincentives for handicappers will need to be addressed if affirmative action opportunities for handicappers are to continue.

Demographics for handicapper students show them enrolled in the majority of undergraduate and graduate programs in every college. Minority students are represented in the handicapper student population. Most of the handicapper students are primarily located in the mobility, temporarily mobile, visual, hearing, and learning disability categories.

1983-84 PLACEMENT SUMMARY FOR MINORITIES AND WOMEN

Eight hundred and twenty-six (826) minorities registered. This number represents 7.0% of the 11,744 candidates registered at Placement Services. A total of 378 were graduating seniors and 105 were master's and doctoral students. Three hundred and forty-three (343) students registered with the Student Employment Office for summer career-related jobs. Black students represented 75.9% or 627, of the registrations. Four thousand six hundred and thirty-five (4,635), or 48.9% of the candidates registered were women.

The unemployment rates for all minority graduates decreased in 1983-84 compared with 1982-83 except for Hispanics. The rates were 17.7% for Blacks, 11.1% for Native Americans, 5.6% for Asian/Pacific Islanders, and 9.1% for Hispanics. The all-university employment rate was 10.1%.

Salary offers for all minorities except Hispanics were higher than those received by all graduates. Black bachelor's degree graduates received average starting salaries of \$19,432; Native Americans, \$21,165; Asian/Pacific Islanders, \$21,975; Hispanics, \$18,051; women, \$17,447; and all new college graduates with bachelor's degrees received an average of \$18,934.

Fewer minority graduates remained in Michigan compared to 1982-83. According to these data, the percentages staying in Michigan included the following: Black graduates, 78.1%, Native Americans, 33.3%, Asian/Pacific Islanders, 58.3%, Hispanics, 51.5% and for women 67.3%. The all-university rate was 63.9%.

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.

STUDENT LIFE

Because the success and satisfaction of students is often influenced by factors not necessarily related directly to their academic program, the Division of Student Affairs and Services has increasingly given attention to social, cultural, personal, and financial factors within the campus environment which serve to support, or restrict, students as they pursue their educational goals. During the

past year increased emphasis has been given to improving the quality of life and to extending educational opportunities for all students.

Central to this effort has been the continued focus on increasing awareness, understanding and appreciation for the cultural and ethnic backgrounds of a diverse campus population. This has been done through extensive programming with both students and staff and through a concerted effort within the division to hire and maintain a staff of diverse backgrounds to better serve a widely diverse student population. Of the professional staff within the division (106) 21.7% are minorities and 59.4% are women. Minority students now hold 22% of the graduate assistantships available within the division (81), while 54% of the assistantships are held by women. In addition to graduate assistantships, the division offers a number of undergraduate assistantships (321 resident assistants and 39 minority aides). Of the undergraduate positions, 28.6% are held by minorities and 49.7% are held by women.

The successful effort to increase the number of minorities who hold assistantships follows an extensive recruitment program for minority candidates.

The Coordinated Minority Student Programs Office (CMSPO) has expanded its role in providing assistance and support to minority students on the campus. In addition to the minority aide program within residence halls, new assistantships have been created to help meet the interests and needs of the Asian/Pacific Islander student population; a monthly calendar of events highlighting activities and programs believed to be of special interest to minority students has been instituted; support and assistance has been given to a variety of student groups as they have planned programs of particular interest to minority students; coordination has been given to the Black Student Caucuses within residence halls through the establishment of an Executive Officer Roundtable; additional emphasis has been placed on the orientation of new minority students; and leadership training opportunities for minority students have been given increased attention.

A comprehensive review of undergraduate student financial aid was completed this past year. Among the outcomes of this review was the establishment of the minority scholarship program, the expansion of the National Achievement Scholarship program, and the development of new strategies to help ensure that funds would be available to help provide opportunities for those who may be disadvantaged and have special need. The University's commitment to equal access and equal opportunity has been furthered through these actions. Special attention has been given to programs focusing on careers for both minority students and women. Last spring a new program, "Career and Personal Development: A Minority Agenda," was developed by the Multi-Ethnic Counseling Center Alliance. "Career Challenges for Women" was again sponsored by the Division of Student Affairs and Services in conjunction with Placement Services. These special campus programs are in addition to the increased emphasis given to the career area through the division's new Career Development program and through increased programming within residence halls.

Campus safety and security is a continuing concern, particularly of women. The Sexual Assault Crisis and Safety Education Program has put new emphasis on education in the area of acquaintance rape while continuing to expand its role in areas of education and service. Specific training programs for residence hall staff at all levels is an example of this expanded educational role.

Of particular importance this past year has been the progress made toward providing students with physical limitations greater access to health and recreational facilities and programs. The acquisition of a handicapper exercise course, as well as a hydro-lift and portable stairs giving handicappers access to two pools are examples of this effort. Goal ball for unsighted participants is yet another example of expanded opportunities for involvement. The completion of renovations at Olin Health Center has made that facility a national model of accessibility and usability for handicappers.

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. He advises and consults with individuals from the Bookstore, Food Stores, Cyclotron and Library who have been designated to represent their respective areas on matters concerning minority procurement.

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 was included in Michigan State University's bid documents. This clause encourages the vendor to use protected class subcontractors on construction projects.

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 by over 4 percent, but fell short of the 3 percent goal for the supplies, services and equipment areas because of continued difficulty in identifying competitive protected class vendors in these commodity areas.

It is important to note that the University's total dollars spent with minority- and woman-owned firms during fiscal 1983-84 exceeded the total dollars spent with minority- and woman-owned firms for fiscal 1982-83 by 187 percent.

Outreach

During the twelve-month period of October 1, 1983, through September 30, 1984, the Minority Procurement Coordinator made 38 trips to Detroit, 12 trips to Grand Rapids, 6 trips to Kalamazoo, and 9 trips to other parts of the state. 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 in addition to increasing the dollars spent with minority vendors.

Michigan State University co-sponsored the Third Annual Southwestern Michigan Minority Business Procurement Dialogue Program, which was held in Kalamazoo on May 23-24, 1984. Over 400 people attended the luncheon program. Michigan State University also sponsored a segment of the annual meeting of the National Minority Supplier Development Council. This meeting attracted various companies and vendors from across the United States. The 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.

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 1983-84 fiscal year.

12 Months Ended
June 30, 1984

Minority-Owned Business

Potential Dollars	\$37,670,559
Actual Dollars Awarded	\$ 2,979,581
Percent Actual of Potential Dollars	7.91%

Woman-Owned Business

Potential Dollars	\$35,739,962
Actual Dollars Awarded	\$ 3,824,432
Percent Actual of Potential Dollars	10.70%

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.

SPECIAL ACTIVITIES

MSU's approach towards achieving affirmative action goals utilizes a decentralized mode with responsibility falling directly upon each respective unit. One of the most viable aspects of the affirmative action program are the activities which individual departments and units sponsor in support of affirmative action and on behalf of women, minorities, and handicappers. Documentation of these efforts is accomplished by an annual survey which is conducted by the Department of Human Relations. Appendices X-A through X-H summarize the variety of activities which the many university departments reported during the 1983-84 period. Data are organized into eight categories:

Academic Staff Development

Academic excellence is maintained at MSU by a dedicated academic staff and faculty who enhance their academic credentials through their involvement in professional development activities at MSU or at off-campus sites. These activities may involve delivering lectures or papers on special topics here at MSU or at professional conferences in Michigan or nation-wide. Department or unit sponsorship of cultural programs, seminars, symposiums, or conferences for the University community are other forms of academic staff development. Participation on department, college, university-wide or state and national committees and boards are other methods which assist faculty to enhance their professional expertise. Examples of these experiences appear in Appendix X-A.

Non-Academic Staff Development

Michigan State University provides non-academic personnel with a variety of options for increasing their professional work skill and expertise. These opportunities and experiences are made available through their respective units, as well as

through programs sponsored by the Department of Human Relations and/or the Human Resources Program office. Promotional Preparedness, Human Relations in the Workplace, the Career Development Supervisory Training Program and lectures on Male/Female Working Relationships, are but a few of these experiences available. In addition, units provide opportunities for staff to participate on University committees as well as to attend classes, conferences or other work-related programs. Examples of non-academic staff development activities appear in Appendix X-B.

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 1983-84 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.

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.

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 1983-84 academic year are abstracted in Appendix X-E.

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.

Programs for Handicapper Students

During the 1983-84 academic year, the Office of Programs for Handicapper Students made substantial gains in creating an environment that is physically, programmatically, and attitudinally conducive to a positive affirmative action response to handicappers. Over 216 handicapper students were served. Transportation to and from classes was provided for 72 students (over 25,000 rides) 2,324 hours of recorded material was prepared by volunteer readers, and 4,902 hours of direct reading of texts was coordinated.

Mobility handicappers (123) remains the largest handicapper group served, followed by visual (37), learning (20), hearing (19), and and other handicappers. Over 8% of this handicapper population has ethnic minority characteristics.

More departments and programs in the University contributed to handicapper involvement and participation in University activities than ever before.

Since 1980 there has been over a 200% increase in inquiries about MSU's affirmative action position toward the provision of services to handicapper students. Attendance of handicappers at the last Welcome Week increased by 25%. Several buildings have become accessible during the school year. Increased efforts to accommodate handicappers' needs in several structures have resulted in more participation and independence on the part of handicappers. The OPHS Library of materials has been utilized in responding to increased requests on affirmative action awareness, decision making, and implementation. Several technical devices for blind and deaf students have been acquired to promote equal accessibility. The provision of interpreter services for non-Michigan Rehabilitation clients has strengthened the University's affirmative action position. Examples of handicapper accessibility can be found in Appendix X-H.

Department of Human Relations

The Department of Human Relations, in addition to serving as the focal point for monitoring the University's commitment to affirmative action, provides a number of experiences directed at improving the campus climate by eliminating sex, race, and handicapper bias at MSU. Two program units, the Division of Minority Programs and the Division of Women's Programs develop, sponsor, and coordinate a number of developmental and educational activities relating to women and minorities in higher education institutions. Through workshops, seminars, conferences and other programs, women and minorities receive many opportunities to develop their potential as persons and to improve communication and understanding between themselves and the University community-at-large.

The Division of Minority Programs serves as staff support to the Minority Advisory Council, a presidentially-appointed committee composed of 13 individuals representing various University constituents. This special council advises the President on minority-related issues and concerns at MSU.

The Division of Women's Programs serves as staff support to three University-wide women's advisory committees. These committees advise the Vice President for

Administration and Public Affairs, the Provost, and the Vice President for Student Affairs and Services on issues of concern to women at MSU.

Another component of the Department of Human Relations provides information and assistance to the University community in addressing the needs of handicappers and Vietnam Era Veterans. During this report year a survey of all employees was conducted to identify handicapper status and related requests for reasonable employment accommodations.

Grievances initiated by University staff, faculty and students are received by the Department Counsel who serves as Executive Secretary to the Anti-Discrimination Judicial Board. This Board reports to the President and handles complaints of discrimination based on sex, race, creed, ethnic origin, age, political persuasion, handicap or sexual orientation. The ADJB meets on a regular basis to consider cases brought for review, investigation and resolution. More detailed information on the activities of the Department of Human Relations appears in Appendix I-B and X-G.

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 origin, political persuasion, sexual orientation, marital status, handicap, or age. The University is an affirmative action/equal opportunity employer and as such, must comply with all state and federal regulations and legislation in these regards.

The quality and effectiveness of the University's affirmative action compliance programs are validated through review by external agencies as well as by the internal monitoring processes. Although in the several reviews which the University has undergone in past years, some specific deficiencies were noted, 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 Determination in 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. During the 1983-84 report period, the U.S. Department of Labor, Office of Federal Contract Compliance completed a review of the University's affirmative action program prior to the award of a contract with the Department of Energy. This review was confined to a determination of the acceptability of the affirmative action program in accordance with the requirements of United States Department of Labor regulations. This Department of Labor inquiry was completed with a letter dated March 12, 1984, from the Area Director of the Contract Compliance Division of the U.S. Department of Labor to President Mackey. The letter stated "It is the determination of this office that your University's written affirmative action program meets the requirements of the Executive Order and 41 CFR 60-2." The complete letter from US/DOL constitutes Appendix II-A of this report.

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

The contents of the University's 1983-84 Affirmative Action Plan are on file in the Department of Human Relations and are accessible to any interested party during normal business hours.

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, in the National Superconducting Cyclotron Laboratory, field staff of the Cooperative Extension Service, and others 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.

Leadership initiatives by the Office of the Provost, in cooperation with the various deans of colleges and major programs, resulted in progress during 1983-84 regarding the appointment of women and minorities in the Academic Personnel System. As shown in Graphs III-1 and III-2, representation of minorities in the total academic personnel system increased from 9.4% (332) in 1982 to 10.3% (373) in 1983 and to 10.8% (395) in 1984. Women constituted 26.4% of academic personnel in Fall 1984, a slight increase from the 25.9% last year (Graph III-3), and their numbers increased from 937 to 960 (Graph III-4). Their representation increased from 25.5% (816) to 26.1% (847) among non-minority academic personnel appointed in the academic personnel system in the past two years. Representation of women among minorities appointed in the Academic Personnel System stayed about the same, although total numbers increased by two: 29.8% (111 women) in 1983 and 28.6% (113 women) in 1984.

Appendix I-C shows the percentage and numerical workforce distribution within categories of the academic (as well as non-academic) personnel system by gender and racial/ethnic group. Patterns of change from 1983-1984 varied among the four selected racial/ethnic groups. The representation of Black academic personnel increased from 3.8% (138/3,615) to 3.9% (142/3,641) (Graph III-5), due to a net gain of four persons (Graph III-6). The number of Blacks in the tenure system is an increase of two individuals over last year. Asian/Pacific Islanders increased their representation from 5.3% to 5.8% of academic personnel (from 192 to 211 individuals) Graphs III-7 and III-8. Representation of Hispanics stayed the same at 1.0% (Graph III-9), and total Hispanic appointments remained 36 (Graph III-10). The number of Hispanics in the tenure system remained seventeen,

and Hispanics on continuing staff appointments declined from 6 to 5 (1.0% to 0.9%). Native Americans remained at the same percentage level of 0.2%, but showed a decrease of one person (Graphs III-11 and III-12). Graphs III-1 through III-12 summarize 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 7.8% (165 individuals) in Fall 1982 to 8.4% (175) in Fall 1983 and 9.0% (186) last Fall. Women also made slight gains in the past year, rising from 20.0% to 20.4% among minority tenure system faculty (and increasing in numbers from 35 to 38) and stayed about the same (15.1%) for non-minority tenure system faculty (but decreased numerically from 289 to 285). In Fall 1984, women had an overall representation of 15.6% in the tenure system (323/2,073 of total tenure system faculty). Although women and minorities within the academic ranks of the tenure system, usually have less representation at each successively higher rank, they have made some gains. In October 1984, women comprised 30.9% (104/337) of assistant professors 31.7% (112/353) in 1983, and 19.9% (104/523) of associate professors 19.7% (108/547) in 1983 and 9.4% (114/1,210) of full professors compared to 8.7% (102/1,179) in 1983. Minority representation within the full professor group increased from 6.1% (72/1,179) in Fall 1983 to 6.7% (81/1,210) in Fall 1984. Associate professors were 10.9% (57/523) in 1984 compared to 11.2% (61/547) in 1983. The percentage of minorities among assistant professors was 13.9% (47/337) in Fall 1984, an increase from 11.9% (42/353) last year; representation percentages of all racial/ethnic groups increased in almost all ranks. This general 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 Graphs III-13 and III-14, the proportion of minorities among new tenure system hires declined from the very successful record of 22.2% (20 of 90) in 1982-83 to 15.7% (16 of 102) in 1983-84. Five Black, ten Asian/Pacific Islander, and one Hispanic faculty members were appointed in 1983-84. The proportion of women among new appointments dropped slightly from 27.8% in 1982-83 to 23.5% in 1983-84, although the absolute number of women hired (24) was almost the same as the number hired the previous year (25). (On a non-duplicative count basis, 35 individuals, or 34.3% 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 66.7% of all new appointments last year were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, Human, Osteopathic, and Veterinary Medicine, all of which generally have low availability of women. Graphs III-13 and III-14 compare tenure system hiring rates by gender and ethnic identification for the past three years.

A summary of goal achievement for tenure system faculty and continuing staff shows the following results. (The tenure system includes faculty at the rank of professor, associate professor, assistant professor, and instructor on continuing appointments.) For the three-year period which ended September 30, 1984 the goal for adding women to the tenure system was exceeded by 34% (goal of 56 positions; 75 women added), and the goal for minorities also was exceeded by 36% (goal of 31 positions; 42 minorities added). Similar progress has been achieved in the 1982-85 and 1983-86 goal periods which are not yet completed. Results of measures taken since 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 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 1983-84 and the 1984-85 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 contains the Salary Cohort Analysis for 1983-84.

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 five 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 workforce 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 231 in 1984. Graph III-15 shows the percentages of minorities and women who were academic administrators as of October 1982, 1983, and 1984, and Graph III-16 contains the numbers of people in these positions for the same time period. The representation of women among this group has increased since 1981 from 12.6% (31 women) to 15.6% (36) in 1984, and minority academic managers increased to 11.3% in October 1984 from last year's percent of 10.3% and rose in numbers to 26, 2 greater than the numbers employed in this category in 1983. It is important to note that among newly appointed academic administrators are two Blacks (Chairperson of the Department of Psychiatry and Dean of Urban Affairs Programs) and an Hispanic woman (Chairperson of the Department of Natural Science). In addition, an Asian/Pacific Islander male was appointed as Acting Chairperson of the Department of Management.

Comparison of current employment patterns with the current estimated availability of minorities and women, according to the guidelines approved by the Office of the Federal Contract Compliance Programs (OFCCP), shows that, of the 96 individual academic units, minorities are underrepresented in 60 units (63%) and women are underrepresented in 79 units (82%). Last year women were underrepresented in 76 of the 95 academic units, or 80%, and minorities were underrepresented in 54 units (57%). The number and percentage of underutilizing units remain 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.

Ongoing 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 and which also anticipate sufficient opportunities to hire tenure system faculty during the next three years to provide a reasonable chance of moving toward affirmative action goals. It should be noted that progress toward ultimate goals is expected to be slow; all academic units combined projected hiring of only about 332 new tenure system faculty members, 16% of the total of tenure system faculty, during 1983 through 1986. 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 69% of the projected vacancies (229 of 332) 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. Efforts and plans of each of these colleges are described in Appendix III-B.

The second category of academic problem areas includes functional topics which cross college lines. In both 1982 and 1984, 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 Natural Sciences and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields. In the 1983-84 academic year, 8 minority postdoctoral fellows--5 males and 3 females, 5 Blacks and 3 Hispanics--have been appointed in the Departments of Food Science & Human Nutrition, Chemistry, Large Animal Clinical Science, Microbiology and Public Health, Small Animal Clinical Science, and Zoology. The success of this program during the past several years 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 all faculty, including women and minority faculty--conducted through a redesigned interview instrument--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 will be repeated for newly appointed academic administrators in Winter Term 1985; 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 1983-84 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 in general and/or by facilitating the employment of their spouses. During the 1983-84 academic year, special waivers for individuals whose appointment or retention served University affirmative action goals were approved in six cases, two of which resulted in the retention of women tenure system faculty at Michigan State University. Waivers are often accompanied by position allocations to departments, with Provost Office funding on a full or part-time basis until funds are available in the department/school or college.

Other initiatives have been continued 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. As an example, the Office of the Provost has continued the 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 1984-85 academic year three appointments have been arranged in the Colleges of Agriculture and Natural Resources, Natural Science, and Education, including 2 Black men and an Hispanic woman. The College of Nursing again arranged a 10% visiting appointment of a Black female currently employed by the Michigan Department of Health. Finally, following a recommendation by the Office of the Provost made in 1982-83, deans and separately reporting directors have continued the practice of designating one or more staff members to be responsible 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 continued 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 found in Appendix X - Special Activities.

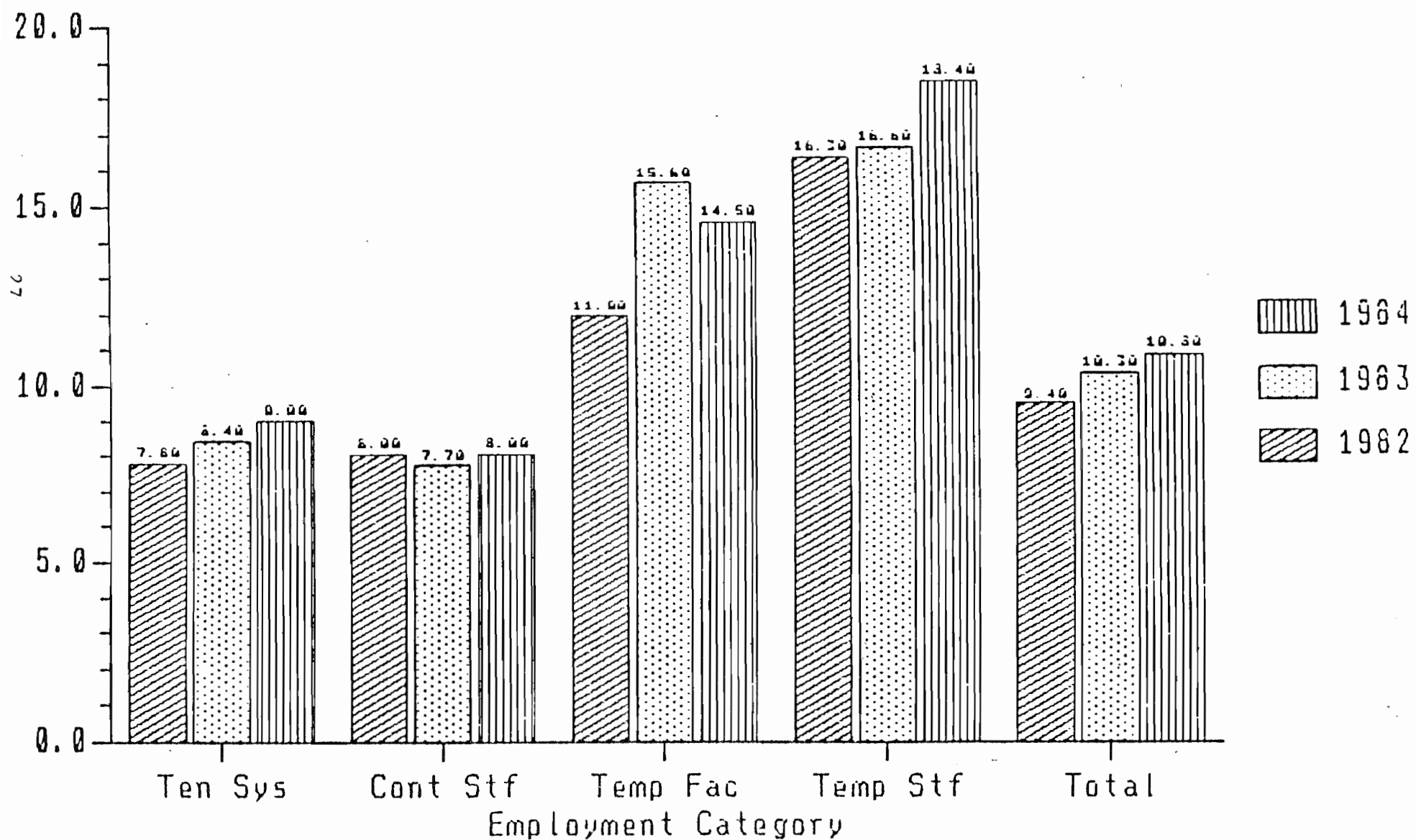
University policy on the employment of individuals with handicaps requires an affirmative action commitment to employ, advance in employment, and otherwise treat qualified handicappers at all levels of employment and in all employment practices without discrimination based on an individual's physical or mental handicap. For faculty and academic 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. (The results of the

most recent survey made in Fall 1984 are reported in Appendix X-G.) 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 conditions of employment which have enabled an otherwise qualified handicapper to perform the particular job successfully.

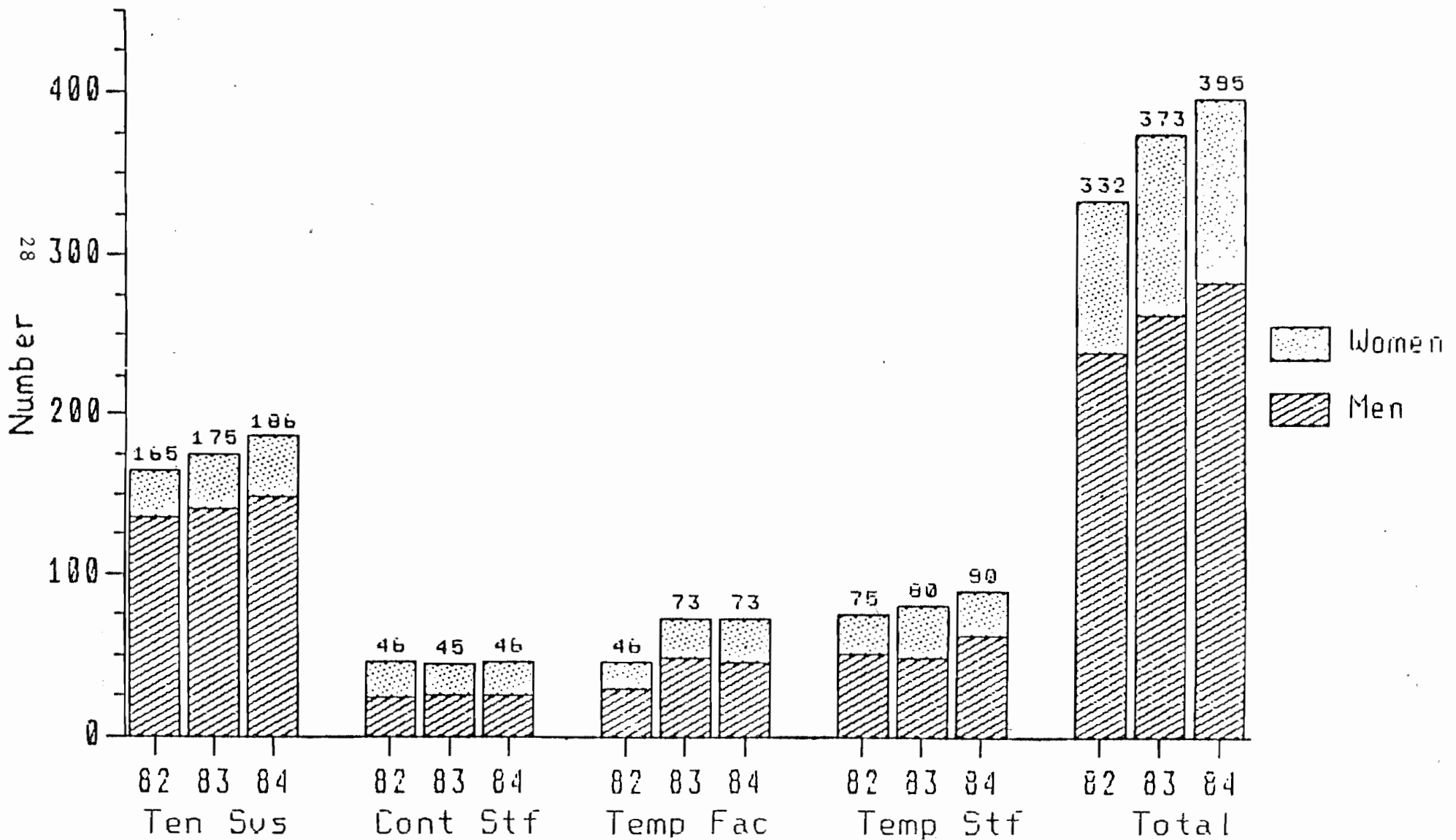
Line administrators are responsible for implementing the University's affirmative action policies. The President repeatedly has stated the University's commitment to affirmative action/equal opportunity which has provided the framework for the implementation of the policies by each of the vice presidents. The Provost continues to give 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 specific discussions on affirmative action hiring procedures for academic administrators and on policies and programs for handicapper faculty and staff as well as engaging in ongoing dialogue about its members' role in the University's Affirmative Action Plan. Deans work with chairpersons and directors of their units on specific plans for implementation of policies and strategies. Appendix X-A lists examples of special affirmative action efforts made by individual units with and/or for their academic personnel.

In summary, a number of programs were continued during 1983-84 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 commitment to continue these efforts to move Michigan State University toward a more results-oriented affirmative action stance with respect to faculty and academic staff.

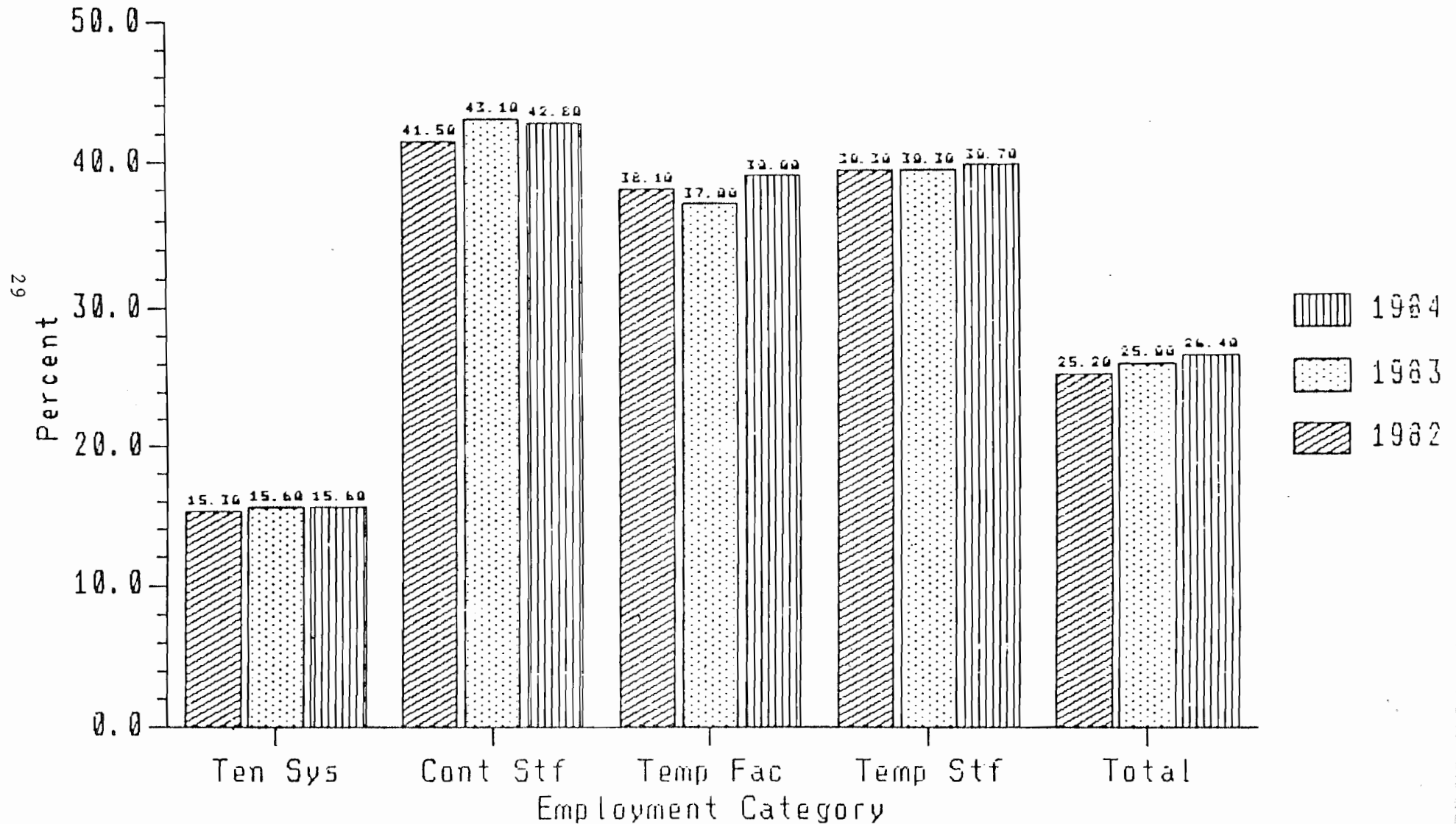
Michigan State University Composition of the Workforce 1982-84 Percent Minorities



Michigan State University
Composition of Academic Workforce, 1982-84
Number of Minorities

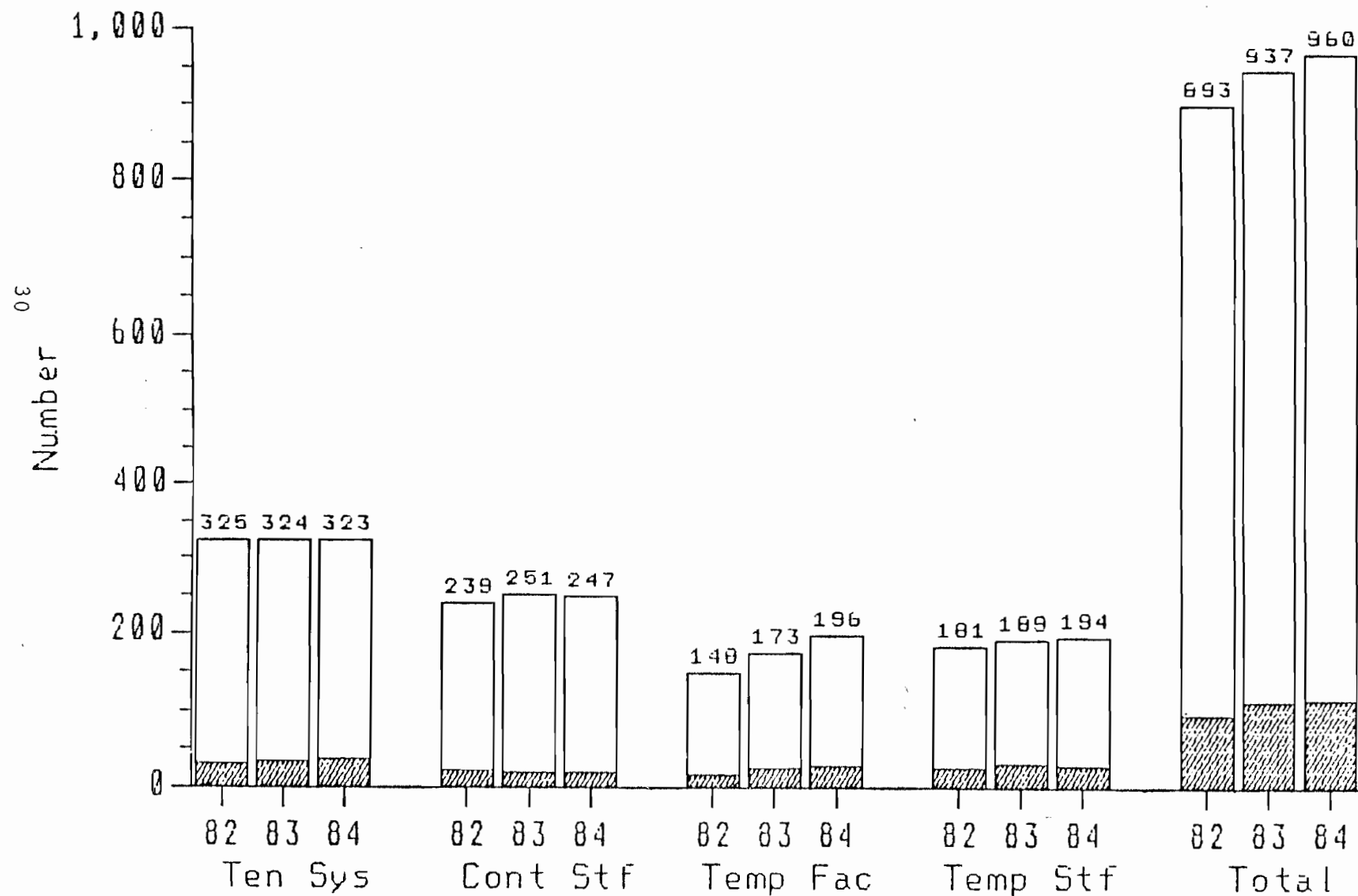


Michigan State University
Composition of the Academic Workforce, 1982-84
Percent Women

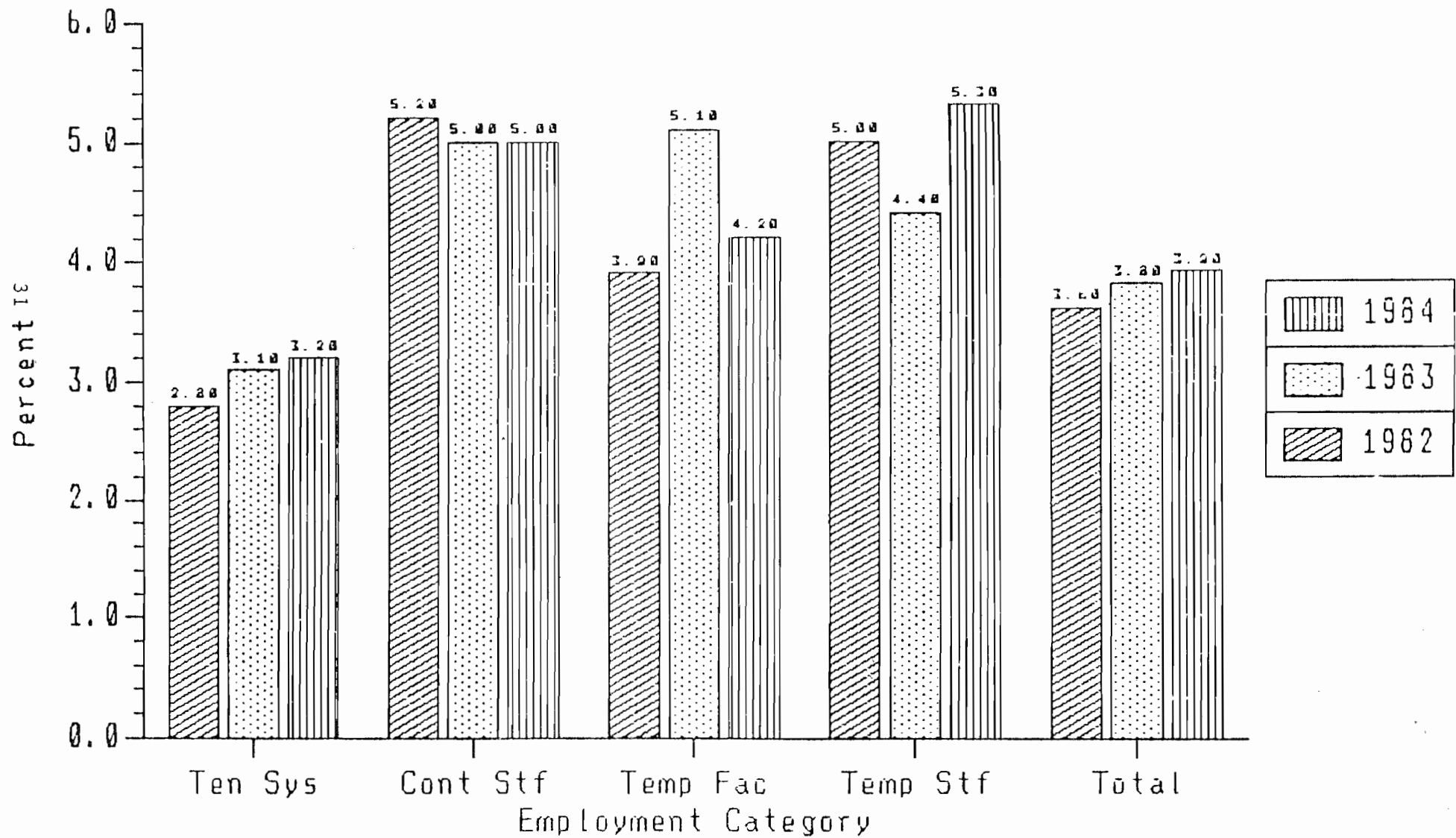


Michigan State University
Composition of Academic Workforce, 1982-84
Number of Women

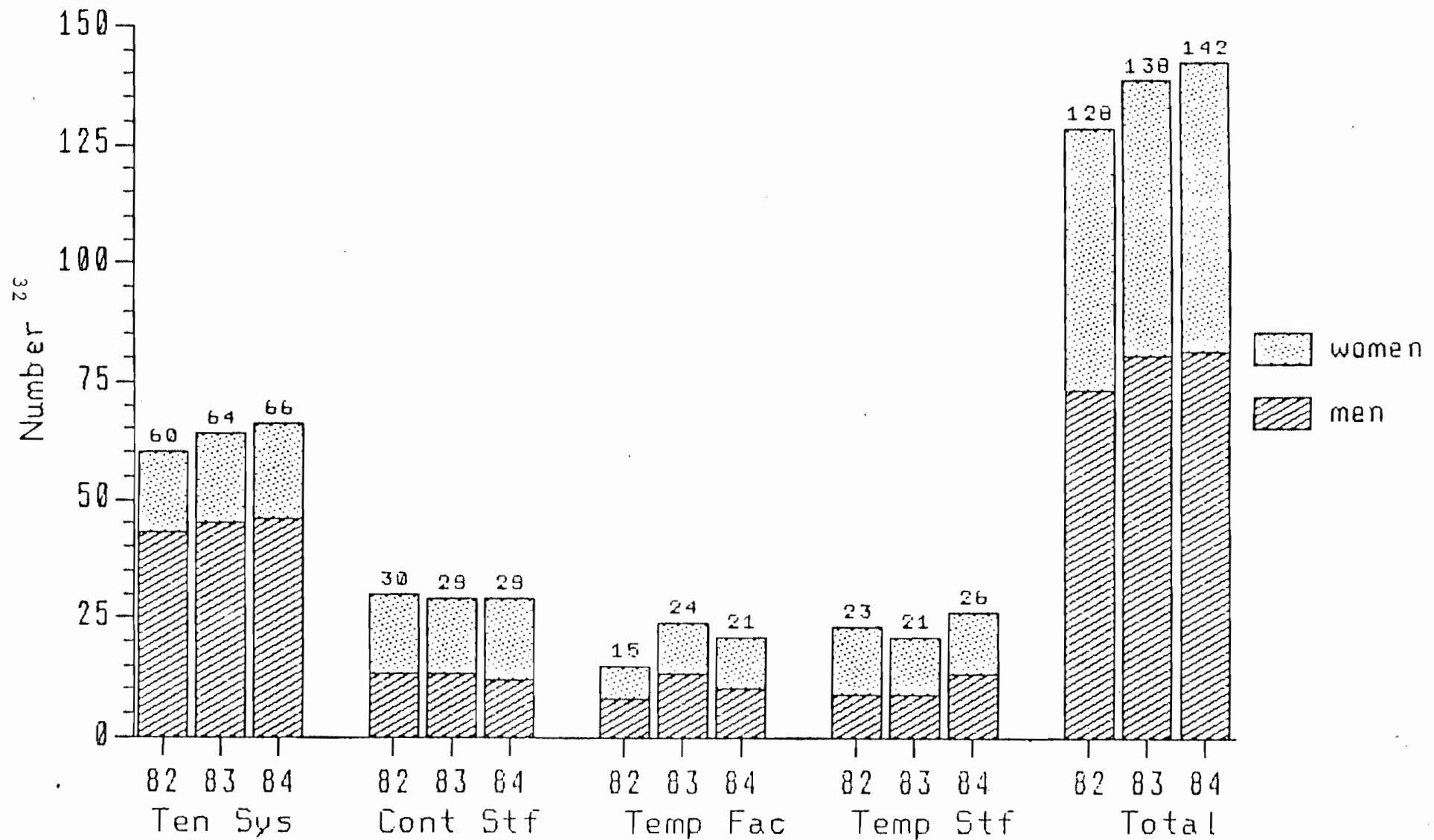
Non-minority
Minority



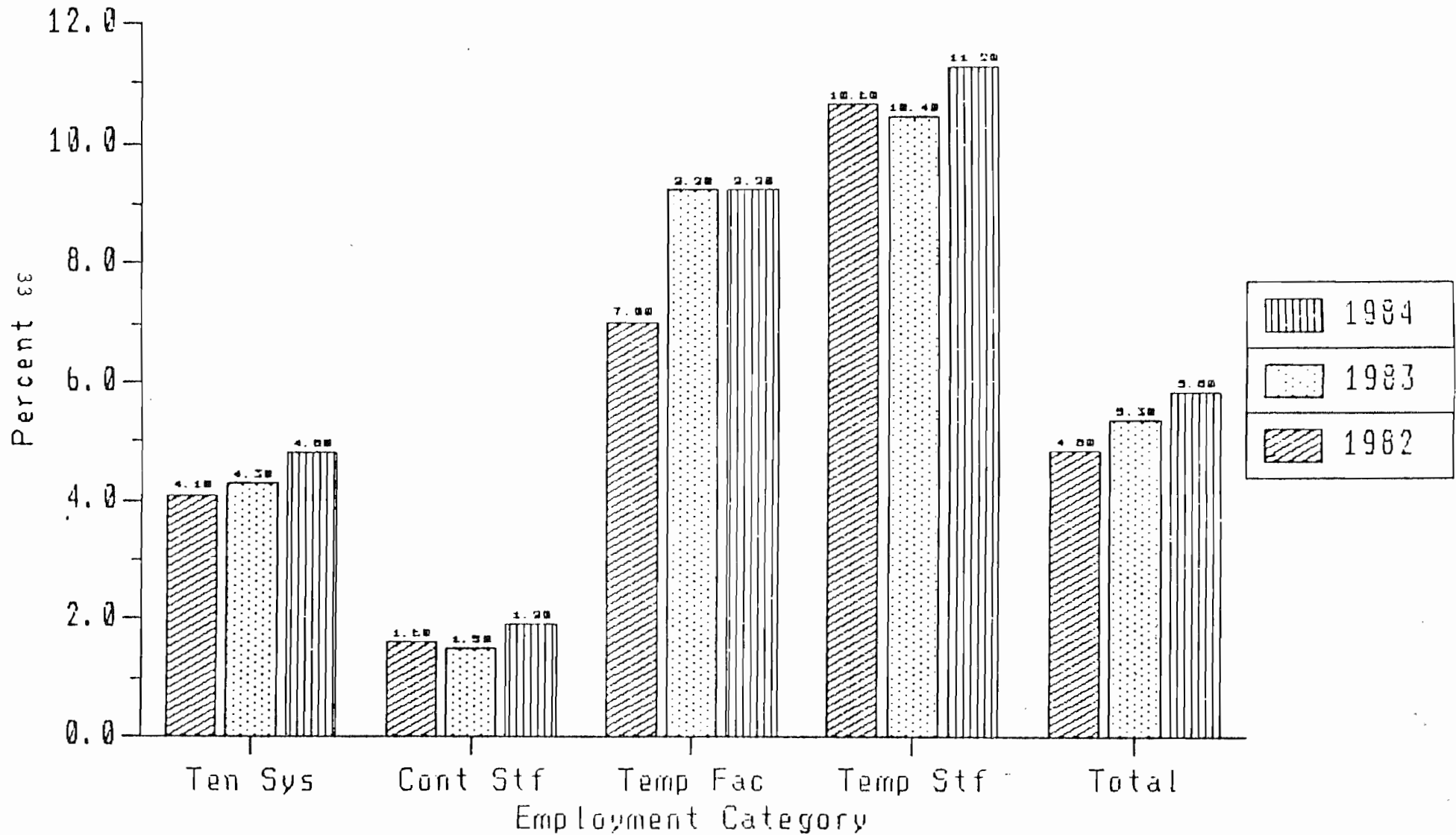
Michigan State University
Composition of Academic Workforce, 1982-84
Percent Black



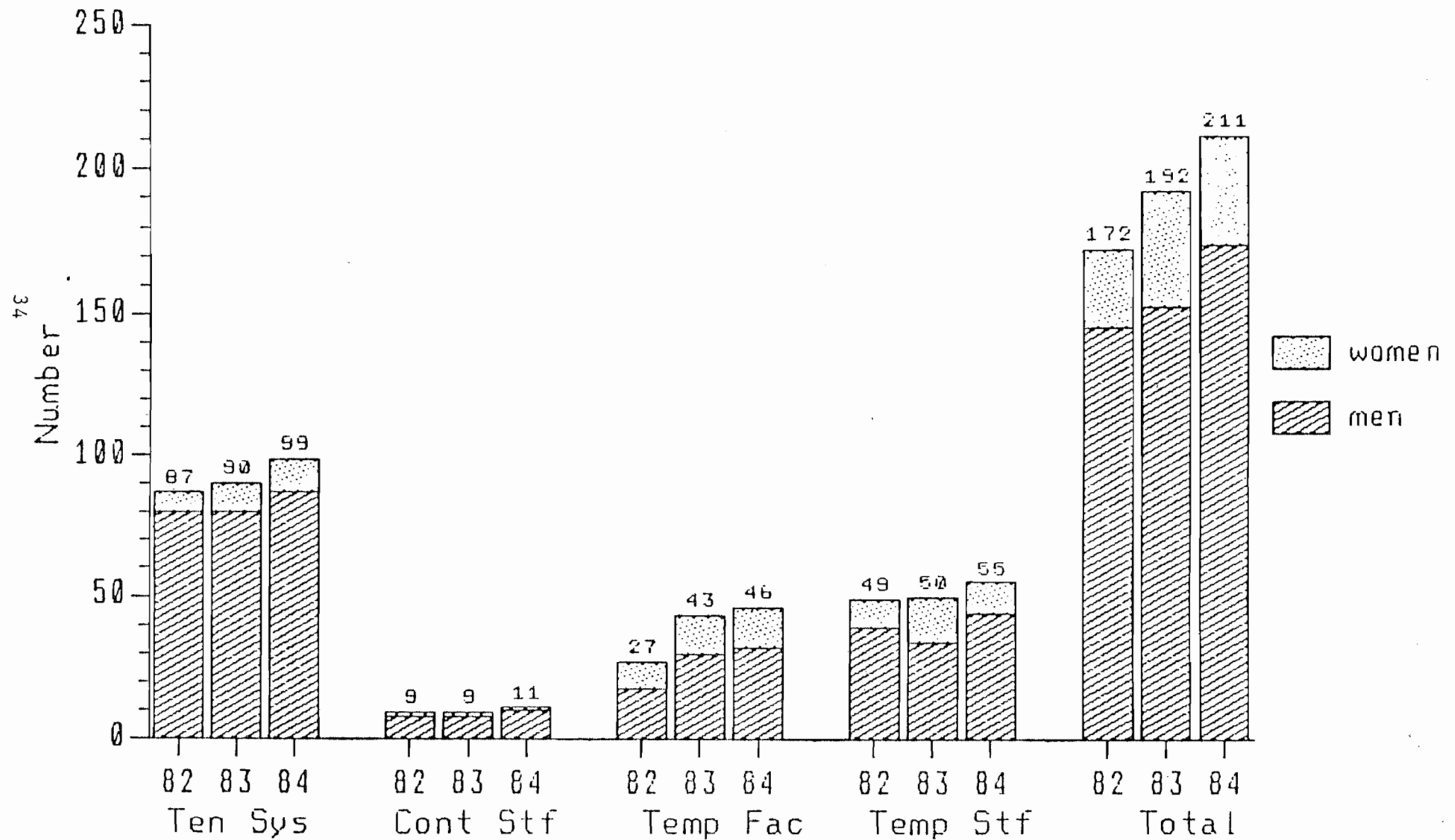
Michigan State University
Composition of Academic Workforce, 1982-84
Number of Blacks



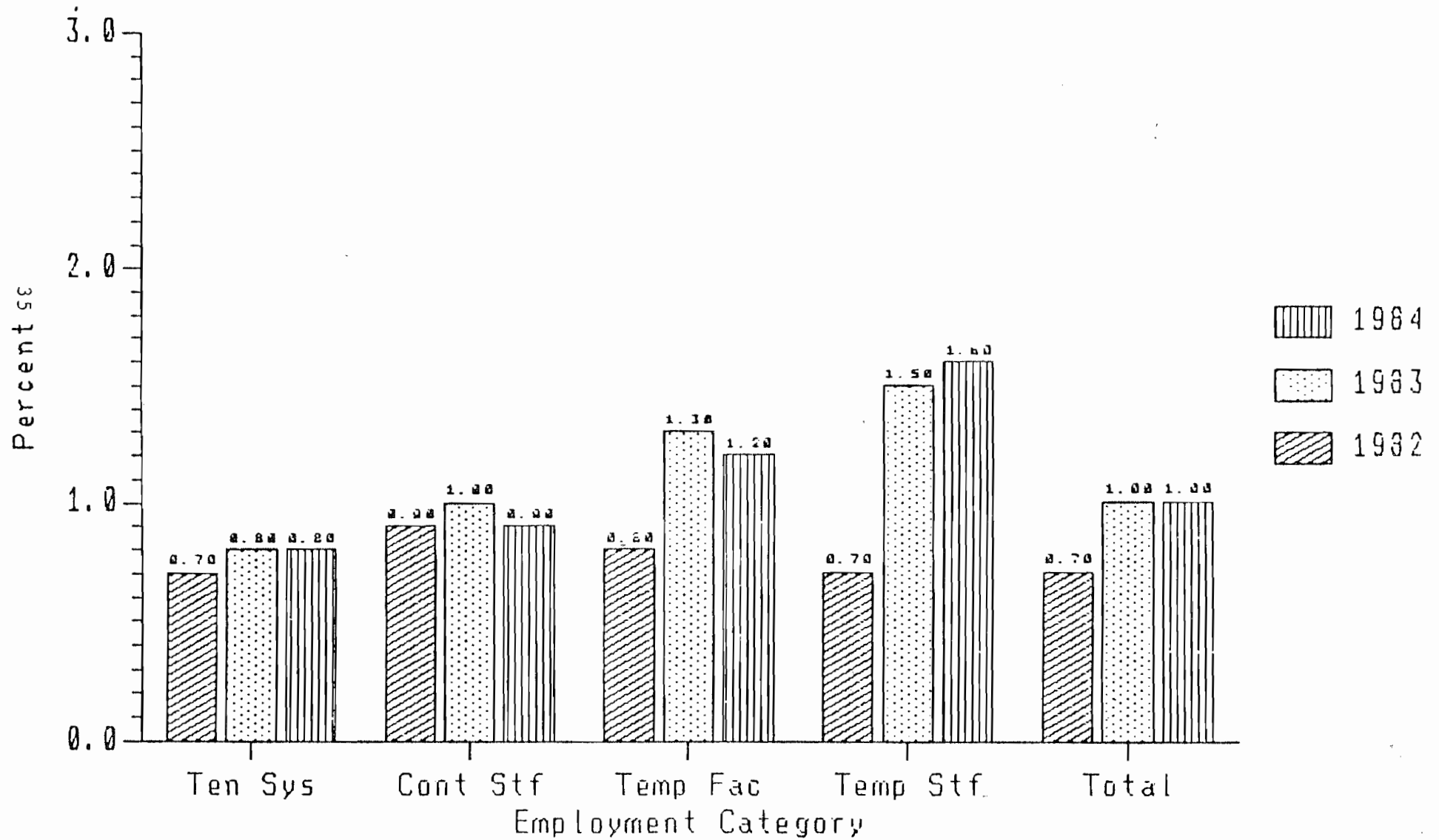
Michigan State University
Composition of the Academic Workforce, 1982-84
Percent Asian/Pacific Islander



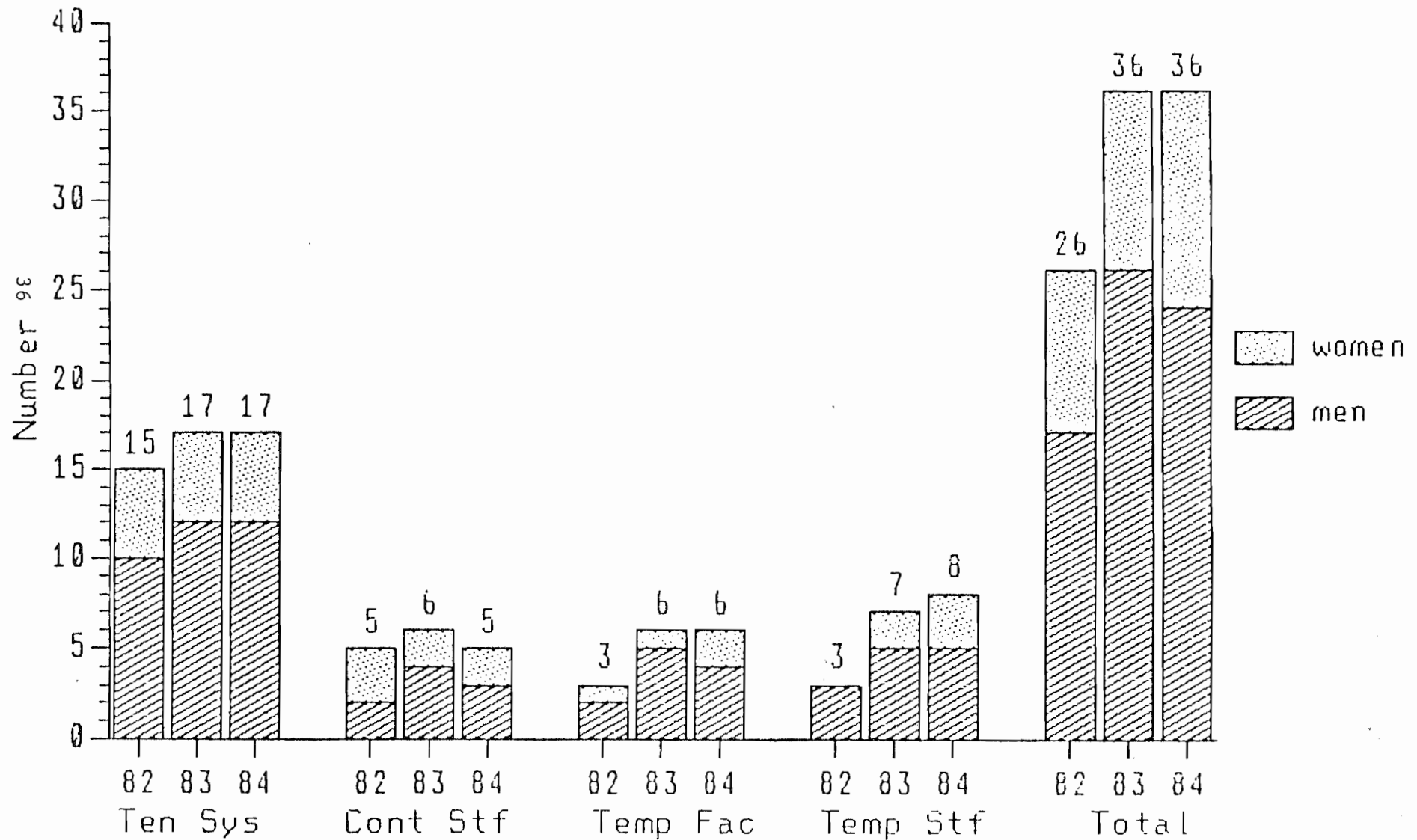
Michigan State University
Composition of the Academic Workforce, 1982-84
Number of Asian/Pacific Islanders



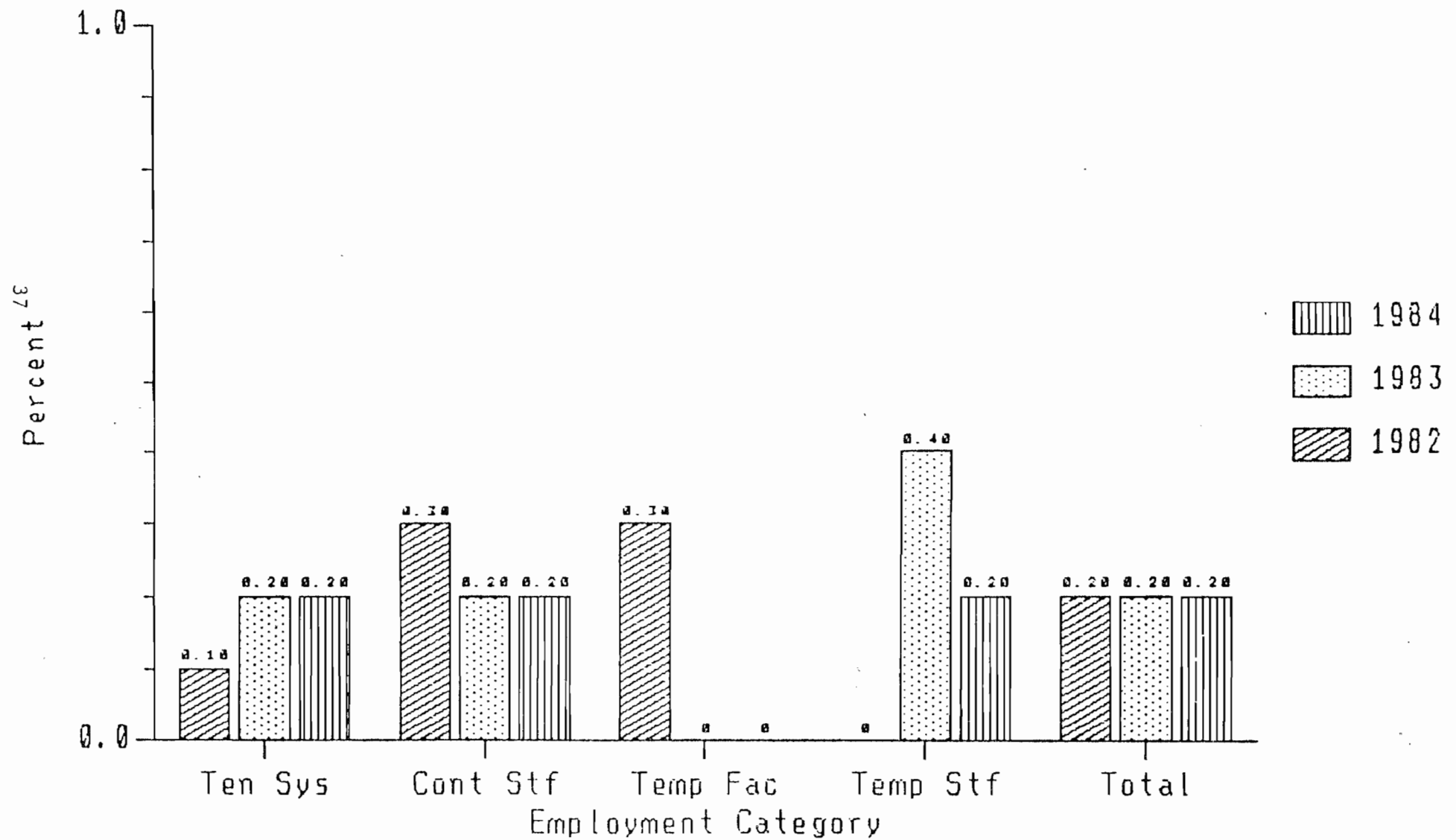
Michigan State University Composition of Academic Workforce, 1982-84 Percent Hispanics



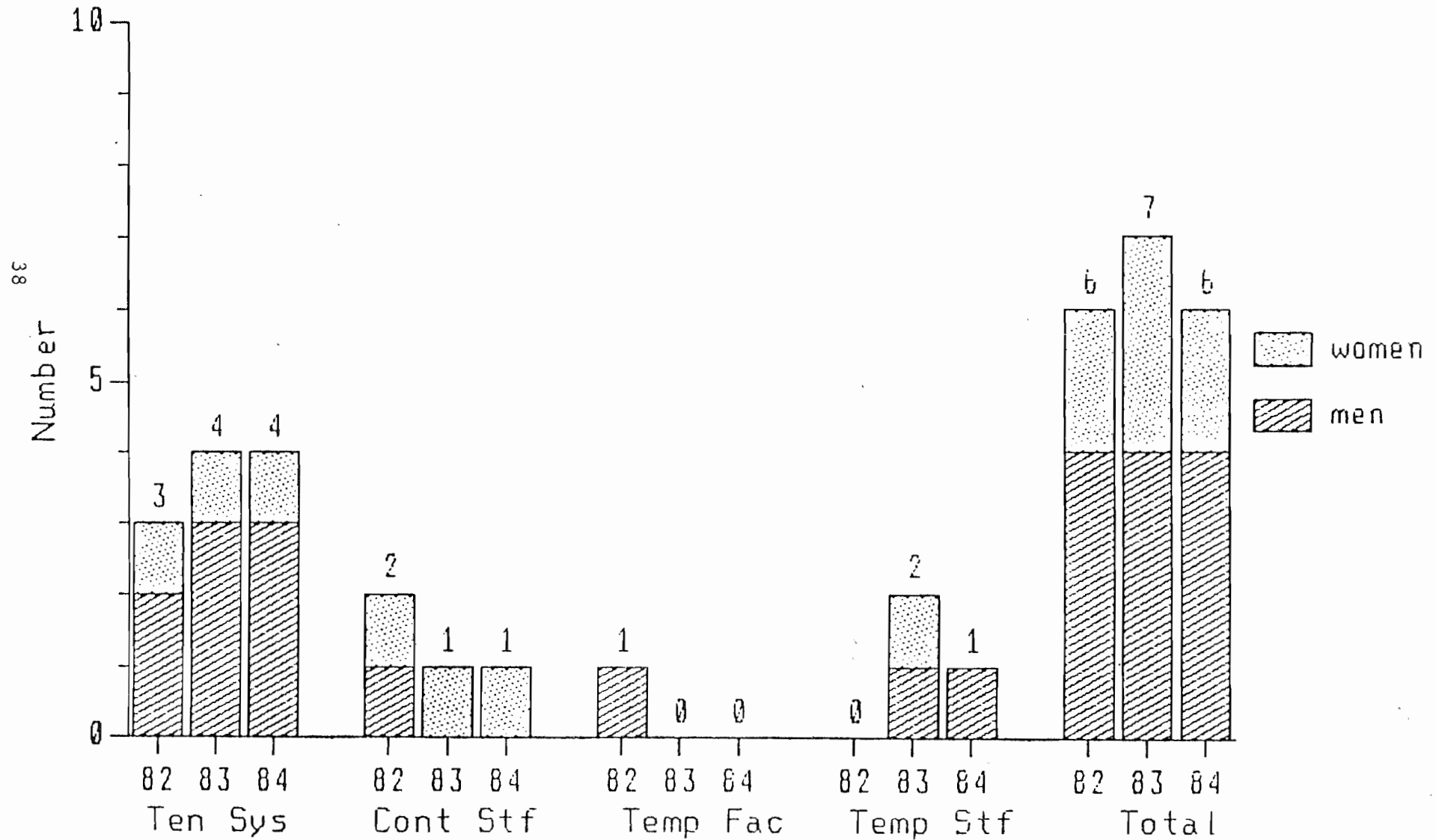
Michigan State University
Composition of the Academic Workforce, 1982-84
Number of Hispanics



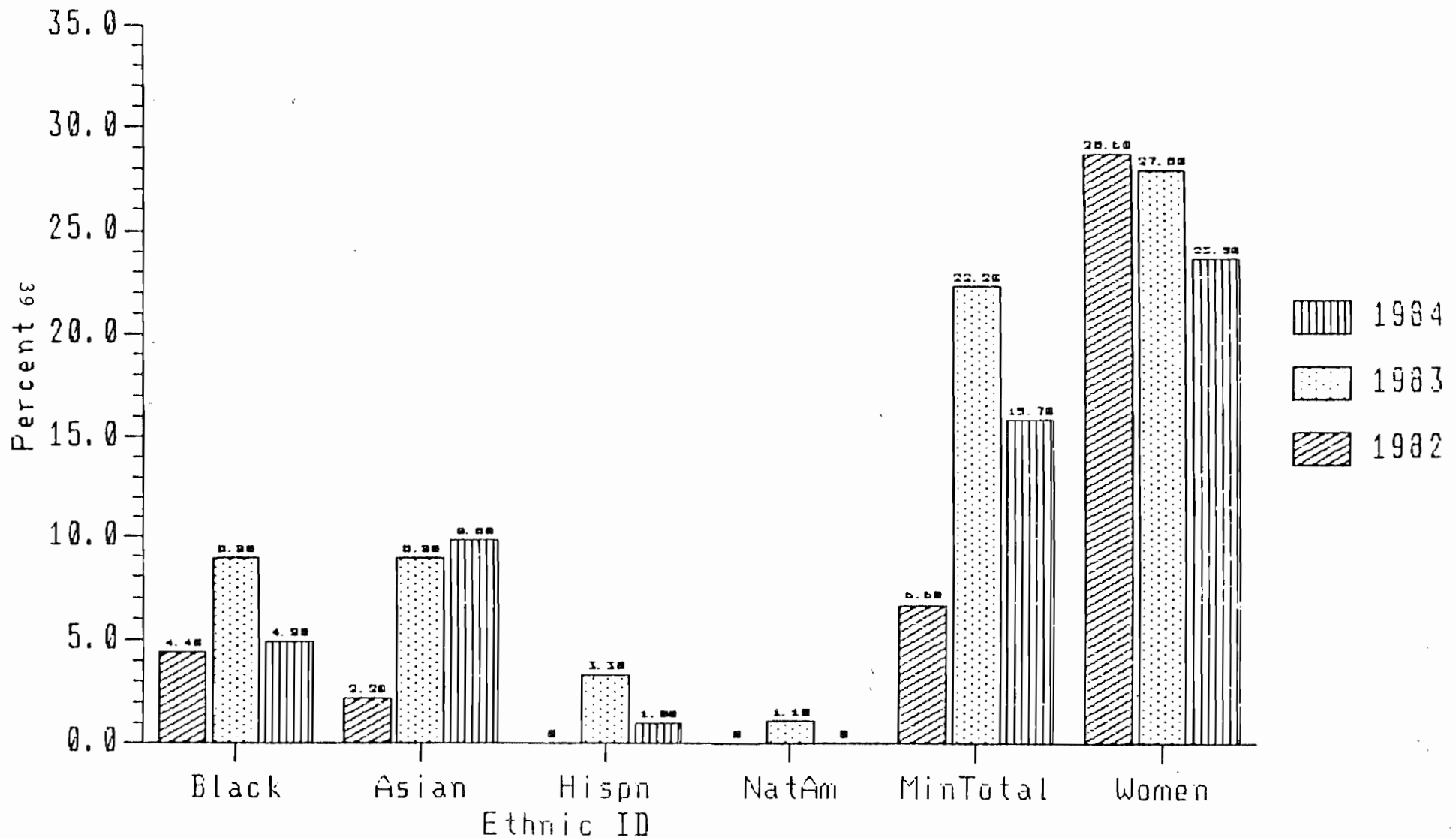
Michigan State University
Composition of Academic Workforce, 1982-84
Percent Native Americans



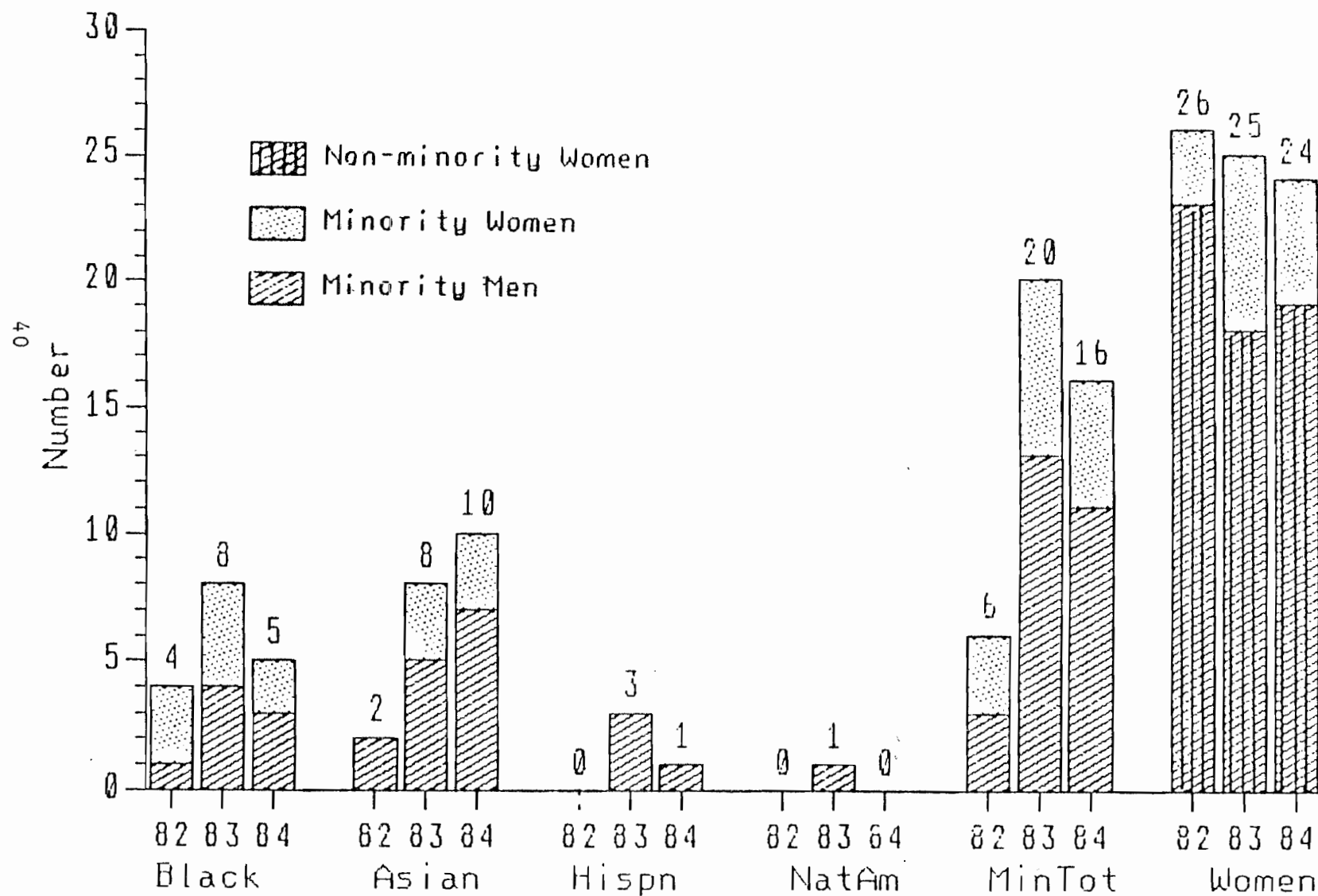
Michigan State University
Composition of the Academic Workforce, 1982-84
Number of Native Americans



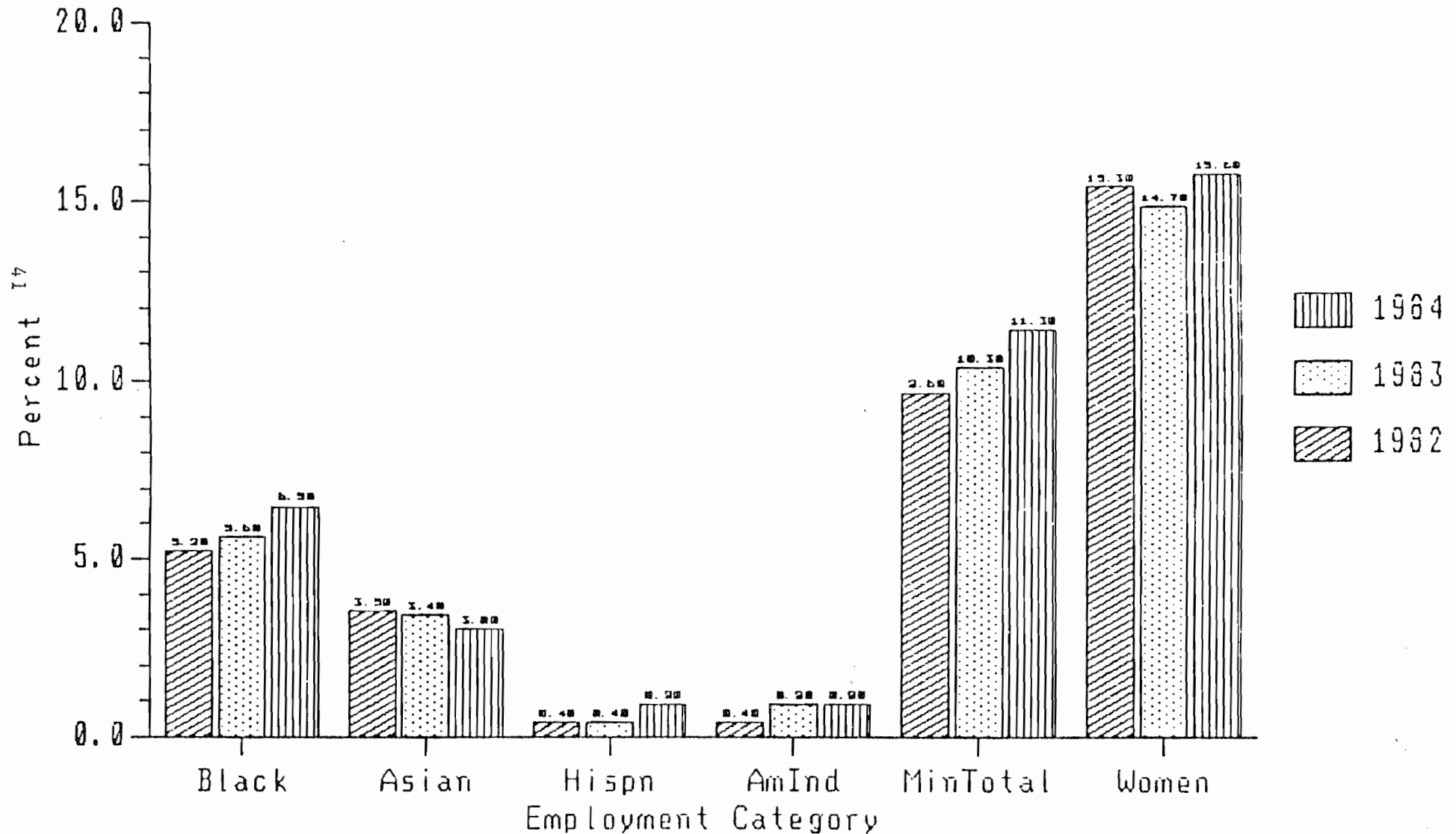
Michigan State University
Tenure System Hiring Rates for Minorities and Women
1981-82 through 1983-84



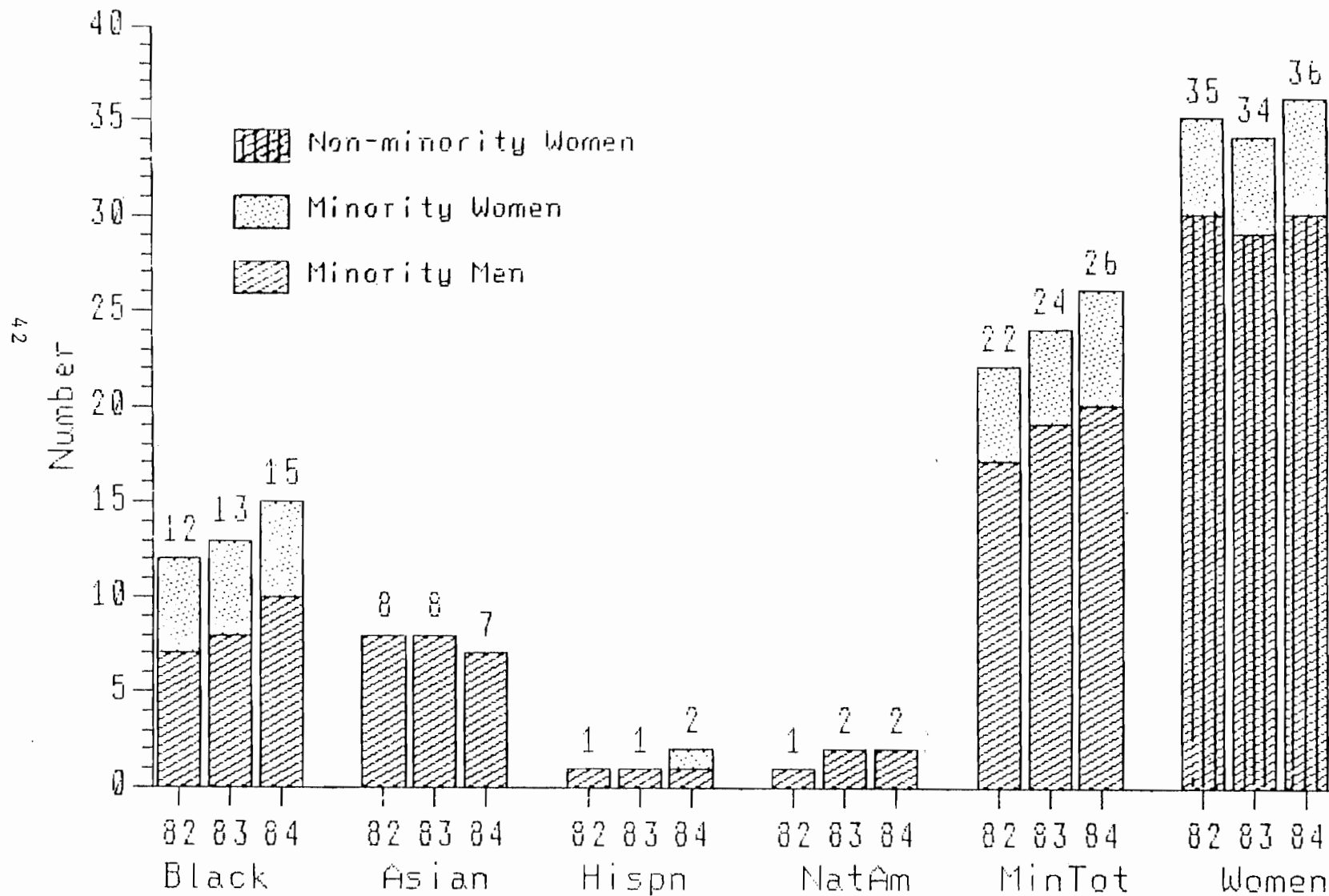
Michigan State University
Tenure System Hiring Rates for Minorities and Women
1981-82 through 1983-84



Michigan State University
Composition of the Academic Workforce, 1982-84
Percent of Administrators Who Are Minorities and/or Women



Michigan State University
Composition of Academic Workforce, 1982-84
Number of Administrators Who Are Minorities and/or Women



IV. EXECUTIVE MANAGEMENT STAFF

The June 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. Currently there are 65 Executive Management positions, of which 8 are vacant. The record-keeping responsibilities for Executive Management positions are located in the Office of the Provost.

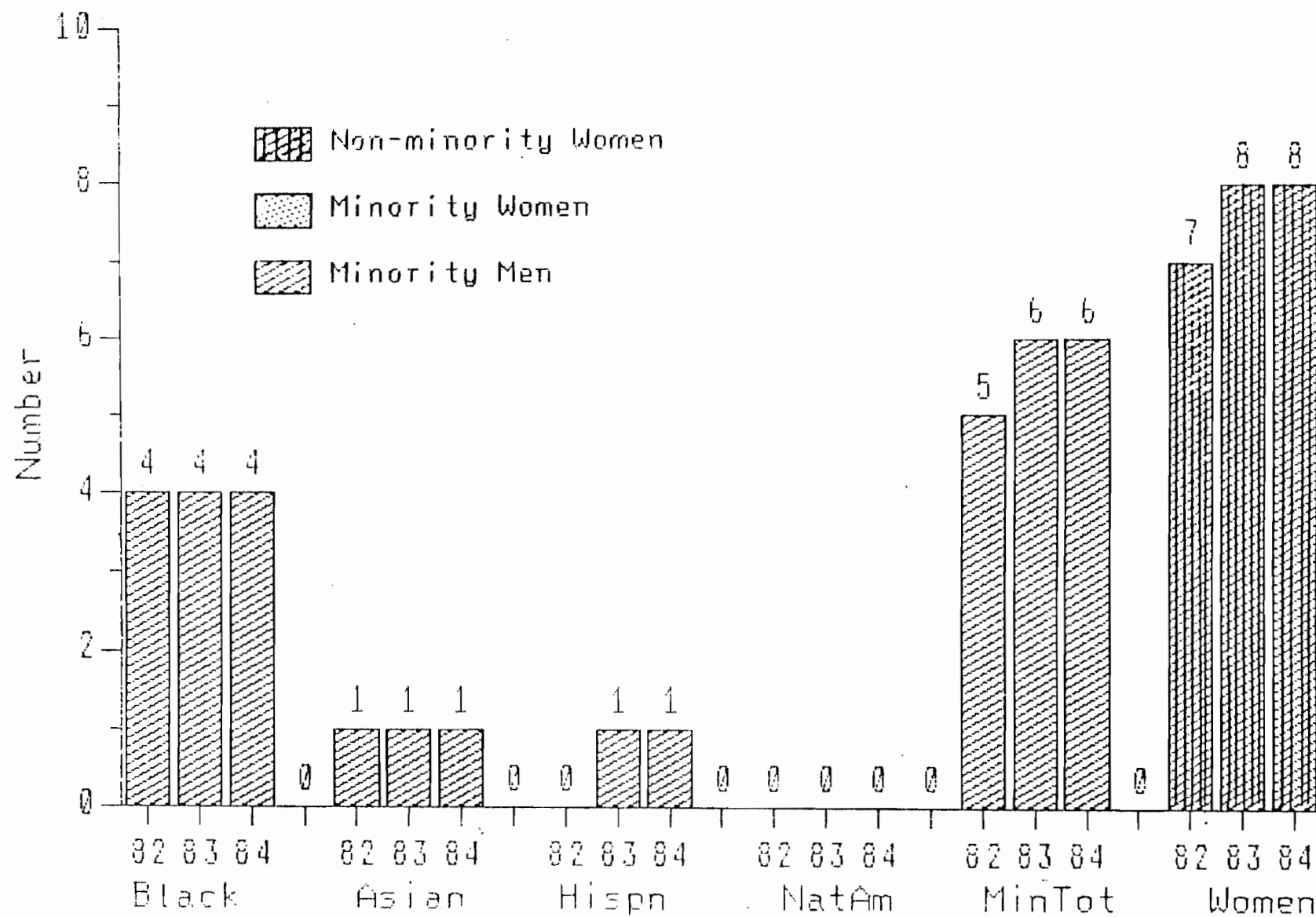
There were four new Executive Management appointments effective during the October through September 1983-84 Affirmative Action Plan year. None involved new appointments of individuals; three represented a re-classification of positions and one involved adding the title of Vice Provost to the Dean of the College of Agriculture and Natural Resources. These were:

Vice Provost for Agriculture and Natural Resources	7-1-84	Non-Minority Male
Asst. V.P. for Services and Industrial Assistance	10-1-84	Non-Minority Male
Director of Corporate Relations	7-1-84	Non-Minority Male
Director of Foundation Relations	7-1-84	Non-Minority Male

The number of appointees in Executive/Management positions as of October 1, 1984 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. For the 1983-86 affirmative action interim goal period, the most recent analysis, in accordance with regular goal-setting procedures, hiring goals for women have been specified, as women are underrepresented in Executive Management positions. In October 1984 the total representation of members of protected classes in Executive Management positions is fourteen (25.5%) the same as 1983, but an increase of two over and up from 21.1% as of October 1, 1982.

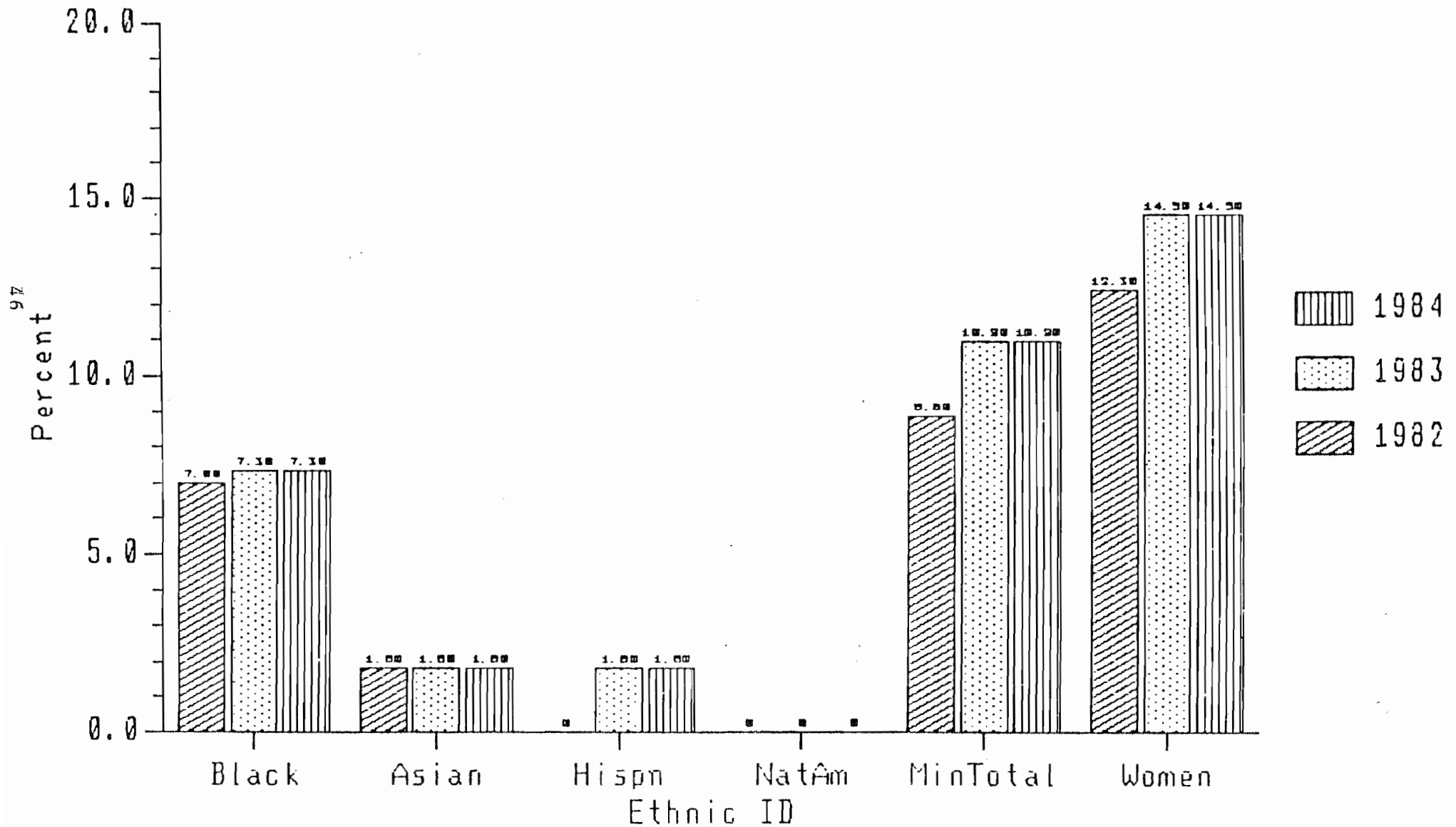
Graph IV-1 displays the three-year trend data for numbers of members of protected classes in Executive Management positions. Graph IV-2 shows these people as percents of the Executive Management work force over the same period: The number and percentage of women and minorities have increased in Executive Management positions over the period. 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.

Michigan State University
Composition of the Academic Workforce 1982-84
Number of Minority and Women Executive Managers



Graph IV-2

Michigan State University
Composition of the Academic Workforce 1982-84
Percent of Executive Managers who are Minorities or Women



V. NON-ACADEMIC PERSONNEL SYSTEM

The University's non-academic classifications are aggregated into 86 job groups and seven reporting categories: administrative-professional, clerical-technical (CTU-MSU), supervisory (MSUSA), public safety (FOP), service maintenance (1585), skilled trades (547, 274, 999), and cooperative extension.

The 12-Step Planning and Vacancy Filling 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

During the 1983-84 affirmative action year, the non-academic workforce increased by 1.6% (78) from 4802 to 4880. The minority employee representation increased by 3.2% (20) from 621 to 641 for a total of 13.1% (12.9% previous) of the workforce. Female employee representation increased by 1.5% (49) from 3167 to 3216 for a total of 65.9% (66.0% previous) of the workforce. The minority female employees increased by 3.0% (14) from 460 to 474 for a total of 9.7% of the workforce. The minority male employees increased by 3.7% (6) from 161 to 167 for a total of 3.4% of the workforce. Minority female employees represent 14.7% (474) of the female workforce and minority male employees represent 10.0% (167) of the male workforce.

Tables V-1 through V-36 itemize the changes in the non-academic workforce.

The composition of the workforce by absolute numbers and percents are displayed in Graphs V-1 through V-32. The displays are by reporting category for total minorities, minorities by race/ethnic group, total female, non-minority and minority females for 1981 through 1984.

The minority representation increased by 8 (8.2%) in the administrative professional, 22 (10.8%) in the clerical technical, 1 (50.0%) in the public safety and 3 (11.1%) in the supervisory categories. Minority representation decreased by 10 (15.8%) for the cooperative extension and 4 (18.1%) for the skilled trades categories. No change was recorded in the overall representation of minorities in the service maintenance category. The clerical-technical category increased by 23 employees with an increase of 22 for minority representation. The supervisory category decreased by 4 employees but experienced an increase of 3 for minority representation. Overall black representation decreased from 405 to 400 but gains were made in the clerical-technical (11) category. Asian/Pacific Islander representation increased from 53 to 65 with gains in the administrative-professional (8), public safety (1), supervisory (2) and service maintenance (1) categories. Hispanic representation increased from 137 to 146 with gains in the administrative-professional (1), clerical-technical (8), supervisory (1) and service maintenance (3) categories. Native American representation increased from 26 to 30 with gains being made in the clerical-technical (3) and cooperative extension (1) categories.

Female representation increased by 51 (9.8%) in the administrative-professional, 21 (1.1%) in the clerical-technical, 3 (37.5%) in the public safety, 2 (0.5%) in the service maintenance, and 1 (5.9%) in the skilled trades categories. Female representation decreased by 28 (16.5%) in the cooperative extension and 1 (0.8%) in the supervisory categories. The public safety category increased by 3 employees with an increase of 3 for female representation. Overall female representation increased from 3167 to 3216 with gains being made in the administrative-professional (51), clerical-technical (21), public safety (3), service maintenance (2) and skilled trades (1) categories. Minority female representation in non-academic employment categories is reported in Graphs V-29 through V-32.

Hiring Rates

The rates of new hires into regular, on-call and temporary positions are summarized on Tables V-37 and V-38. The overall number of new hires decreased from 315 to 232 for minorities and increased from 956 to 1025 for females. Minorities represent 14.2% and females represent 62.8% of all new hires. The percent of minority hires for Black was 53.4% (124), Asian/Pacific Islander was 19.0% (44), Hispanic was 23.3% (54) and Native American was 4.3% (10).

Goal Achievement

Goal achievement is another measure of the University's good faith effort. A table of the goal achievement statistics for the 86 job groups is found in Appendix V-B. Graphics of the goal achievement statistics by reporting category are shown in Graphs V-B-1 through V-B-2.

Goal achievement for women was met by 87.2% (125-established goal, 109- achieved) percent of the established goals. The administrative-professional category met 97.9% (47-established, 46-achieved), clerical-technical met 90% (10-established, 9-achieved), Public Safety met 100% (2), supervisory met 50% (4-established, 2-achieved), service maintenance met 81.4% (59-established, 48-achieved) skilled trades met 66.7% (3-established, 2-achieved) of goal. No goals were established for women in the category of cooperative extension.

Of the 45 job groups that were underutilized for women, 12 job groups had no goal established due to low or no projected opportunities; 18 job groups met or exceeded the established goals; 8 job groups lacked meeting the goal by one (1); 7 job groups lacked meeting the goal by two (2) or three (3).

Considerable gains were made for the second year in attainment of goals for minorities. Goal achievement for minorities was met by 288% (73-established, 210-achieved) of established goals. No goals were established for the cooperative extension, public safety and supervisory categories although gains were made in public safety (2) and supervisory (1). The administrative-professional category met 300% (4-established, 12-achieved), clerical-technical met 319% (58-established, 85-achieved), service maintenance met 100% (9) and skilled trades met 50% (2-established, 1-achieved) of minority goal.

Of the 42 job groups that were underutilized for minorities, 26 job groups had no goals established due to low or no projected opportunities although 6 of these did gain in minority representation; 14 job groups met or exceeded the established goals; and 2 job groups lacked meeting the minority goal by one (1).

Handicapper and Veteran

The non-academic area completed a survey for self-identification of handicappers and/or veterans during the 1983-84 affirmative action year. Employees contacted were those who had previously "declined to identify" and those employees hired since the previous survey (June, 1982 through September, 1984) was completed. The survey resulted in the identification of an additional 26 handicappers and 27 qualified veterans. Six of the newly identified handicappers will soon be contacted concerning the requested accommodation.

A schedule for future surveys has been established. During the fall of each year, new employees will be contacted. Once every three years, a campus-wide survey will be completed to update current records.

Problem Areas

The non-academic problem areas for 1983-84 are contained in Appendix V-C. The following is a synopsis:

- (1) Unit-Based Reports for AFSCME Local 1585 job groups
Unit-based lines of progression are not reflected in the structure of Local 1585 (service maintenance) job groups. A reporting system was developed as a means of analyzing upward mobility within major units to eliminate the need for creating 47 additional job groups. Significant progress was made during 1983-84 in the attainment of goals. Contract discussions pertaining to a bypass procedure will continue to be pursued.
- (2) Recruitment of Protected Classes. Insufficient numbers of qualified applicants from protected classes are available for under-utilized positions. Recruitment activities were developed to increase the pool of qualified candidates. During 1982-83 numerous meetings were held with underutilized departments to identify sources for recruitment and correspondence to administrators encouraged development of skills for their protected class employees. This has met with a positive response from departments in the area of attitudes of recruiting protected class candidates. Various career events were attended or participated in, and a special effort was initiated in the area of laboratory technicians.
- (3) Use of CTUMSU Bypass Provision. The process of "bypass hold" was implemented in August 1982 to allow for internal and/or external recruitment of protected class applicants in the clerical-technical category. During 1983-84, the bypass procedure was used for affirmative action 17 times. A follow-up study is being planned to examine the success of the bypassed employees in their new positions.

- (4) Evaluations based on EEO Efforts. Some supervisors were unaware of the criteria and their responsibilities under the affirmative action program. A letter from the President to administrators and supervisors, reaffirmed the University's commitment to affirmative action. Seventy-three training sessions by the Department of Personnel and Employee Relations and the Department of Human Relations were presented during 1983-84. This is no longer considered a problem area and will be eliminated for future reports.
- (5) Target Areas of Underutilization. The history of certain job groups shows a continual problem of underutilization. The 1980 census figures were incorporated into the Affirmative Action Plan for 1983-84. This resulted in a considerable change in the targeted job groups. Considerable results in goal achievement were made during the year in these targeted areas. The increase is directly related to the University's efforts in bypass, recruitment, training, monitoring and cooperation from departments.

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.

Table V-1

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

University Totals - Numbers

	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	1096	114	1210	72	9	81	17	3	20	48	2	50	5	4	9	2		2	1024	105	1129
ASSOCIATE PROFESSOR	419	104	523	44	13	57	19	6	25	22	5	27	3	1	4		1	1	375	91	466
ASSISTANT PROFESSOR	233	104	337	31	16	47	10	11	21	16	5	21	4		4	1		1	202	88	290
INSTRUCTOR	2	1	3	1		1				1		1							1	1	2
TENURE SYSTEM TOTAL	1750	323	2073	148	38	186	46	20	66	87	12	99	12	5	17	3	1	4	1602	285	1887
CONTINUING STAFF	330	247	577	25	21	46	12	17	29	10	1	11	3	2	5		1	1	305	256	531
TEMPORARY FACULTY	306	196	502	46	27	73	10	11	21	32	14	46	4	2	6				260	169	429
TEMPORARY STAFF	295	194	489	63	27	90	11	13	26	44	11	55	5	3	8	1		1	232	167	399
TOTAL ACADEMIC APPOINTMENTS	2681	960	3641	282	113	395	81	61	142	173	38	211	24	12	36	4	2	6	2399	847	3246
ADMINISTRATIVE PROFESSIONAL	555	569	1124	43	63	106	24	36	60	12	16	28	6	8	14	1	3	4	512	506	1018
CLERICAL TECHNICAL	216	1963	2179	22	203	225	10	131	141	5	19	24	6	40	46	1	13	14	194	1760	1954
LABOR	893	684	1577	102	209	311	54	145	199	8	5	13	33	53	86	7	6	13	791	475	1266
TOTAL NON-ACADEMIC	1664	3216	4880	167	474	641	88	312	400	25	40	65	45	101	146	9	21	30	1497	2742	4239
GRAND TOTAL	4345	4176	8521	449	588	1037	169	373	542	198	78	276	69	113	182	13	24	37	3896	3588	7484

Table V-2

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1984

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	90.6	9.4	100.0	6.0	0.7	6.7	1.4	0.2	1.7	4.0	0.2	4.1	0.4	0.3	0.7	0.2		0.2	84.6	8.7	93.3
ASSOCIATE PROFESSOR	80.1	19.9	100.0	8.4	2.5	10.9	3.6	1.1	4.8	4.2	1.0	5.2	0.6	0.2	0.8		0.2	0.2	71.7	17.4	89.1
ASSISTANT PROFESSOR	69.1	30.9	100.0	9.2	4.7	13.9	3.0	3.3	6.2	4.7	1.5	6.2	1.2		1.2	0.3		0.3	59.9	26.1	86.1
INSTRUCTOR	66.7	33.3	100.0	33.3		33.3				33.3		33.3							33.3	33.3	66.7
TENURE SYSTEM TOTAL	84.4	15.6	100.0	7.1	1.8	9.0	2.2	1.0	3.2	4.2	0.6	4.8	0.6	0.2	0.8	0.1	0.05	0.2	77.3	13.7	91.0
CONTINUING STAFF	57.2	42.8	100.0	4.3	3.6	8.0	2.1	2.9	5.0	1.7	0.2	1.9	0.5	0.3	0.9		0.2	0.2	52.9	39.2	92.0
TEMPORARY FACULTY	61.0	39.0	100.0	9.2	5.4	14.5	2.0	2.2	4.2	6.4	2.8	9.2	0.8	0.4	1.2				51.8	33.7	85.5
TEMPORARY STAFF	60.3	39.7	100.0	12.9	5.5	18.4	2.7	2.7	5.3	9.0	2.2	11.2	1.0	0.6	1.6	0.2		0.2	47.4	34.2	81.6
TOTAL ACADEMIC APPOINTMENTS	73.6	26.4	100.0	7.7	3.1	10.8	2.2	1.7	3.9	4.8	1.0	5.8	0.7	0.3	1.0	0.1	0.1	0.2	65.9	23.3	89.2
ADMINISTRATIVE PROFESSIONAL	49.3	50.6	100.0	7.7	10.9	9.3	4.3	6.3	5.3	2.1	2.8	2.4	1.0	1.4	1.2	0.1	0.3	0.2	92.2	89.1	90.6
CLERICAL TECHNICAL	9.9	90.0	100.0	10.1	10.3	10.3	4.6	6.6	6.4	2.3	0.9	1.1	2.7	2.0	2.1	0.4	0.6	0.6	89.8	89.6	89.6
LABOR	56.6	43.3	100.0	11.4	30.5	19.7	6.0	21.2	12.6	0.8	0.7	0.8	3.6	7.7	5.4	0.7	0.8	0.8	88.5	69.4	80.2
TOTAL NON-ACADEMIC	34.1	65.9	100.0	10.0	14.7	13.1	5.2	9.7	8.2	1.5	1.2	1.3	2.7	3.1	2.9	0.5	0.6	0.6	89.9	85.2	86.8
GRAND TOTAL																					

Table V-3

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

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	1		1																1		1
ASSOCIATE PROFESSOR																					
ASSISTANT PROFESSOR																					
INSTRUCTOR																					
TENURE SYSTEM TOTAL	1		1																1		1
CONTINUING STAFF																					
TEMPORARY FACULTY																					
TEMPORARY STAFF	1		1																1		1
TOTAL ACADEMIC APPOINTMENTS	2		2																2		2
ADMINISTRATIVE PROFESSIONAL		2	2																	2	2
CLERICAL TECHNICAL		5	5																	5	5
LABOR																					
TOTAL NON-ACADEMIC		7	7																	7	7
GRAND TOTAL	2	7	9																2	7	9

Table T-4

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Agriculture and
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	161	1	162	4		4	1		1	3		3							157	1	158
ASSOCIATE PROFESSOR	50	5	55	4	1	5	1	1	2	3		3							46	4	50
ASSISTANT PROFESSOR	45	5	50	2	1	3		1	1	2		2							43	4	47
INSTRUCTOR		1	1																	1	1
TENURE SYSTEM TOTAL	256	12	268	10	2	12	2	2	4	8		8							246	10	256
CONTINUING STAFF	14	4	18	1		1				1		1							13	4	17
TEMPORARY FACULTY	25	4	29	3		3	3		3										22	4	26
TEMPORARY STAFF	50	22	72	11	3	14	2	1	3	8	2	10	1		1				39	19	58
TOTAL ACADEMIC APPOINTMENTS	345	42	387	25	5	30	7	3	10	17	2	19	1		1				320	37	357
ADMINISTRATIVE PROFESSIONAL	50	33	83		2	2					2	2							50	31	81
CLERICAL TECHNICAL	34	182	216	1	11	12		2	2	1	2	3		6	6		1	1	33	171	204
LABOR	68	10	78	2	2	4	1	1	2	1		1		1	1				66	8	74
TOTAL NON-ACADEMIC	172	225	397	3	15	18	1	3	4	2	4	6		7	7		1	1	149	210	359
GRAND TOTAL	497	267	764	28	20	48	8	6	14	19	6	25	1	7	8		1	1	469	247	716

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Arts and Letters

	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	180	30	210	11	2	13	2		2	7	1	8	1	1	2	1		1	169	28	197
ASSOCIATE PROFESSOR	57	25	82	3	2	5	2		2	1	1	2					1	1	54	23	77
ASSISTANT PROFESSOR	21	16	37	7	4	11	1	4	5	2		2	3		3	1		1	14	12	26
INSTRUCTOR																					
TENURE SYSTEM TOTAL	258	71	329	21	8	29	5	4	9	10	2	12	4	1	5	2	1	3	237	63	300
CONTINUING STAFF		3	3																	3	3
TEMPORARY FACULTY	20	19	39		2	2					2	2							20	17	37
TEMPORARY STAFF	6	3	9																6	3	9
TOTAL ACADEMIC APPOINTMENTS	284	96	380	21	10	31	5	4	9	10	4	14	4	1	5	2	1	3	263	86	349
ADMINISTRATIVE PROFESSIONAL	1	4	5		1	1		1	1										1	3	4
CLERICAL TECHNICAL	4	41	45		3	3		2	2					1	1				4	38	42
LABOR		3	3		1	1		1	1											2	2
TOTAL NON-ACADEMIC	5	48	53		5	5		4	4					1	1				5	43	48
GRAND TOTAL	289	144	433	21	15	36	5	8	13	10	4	14	4	2	6	2	1	3	268	129	397

Table T-6

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Business

	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	63		63	2		2				2		2							61		61
ASSOCIATE PROFESSOR	22		22	3		3	2		2	1		1							19		19
ASSISTANT PROFESSOR	31	11	42	2	1	3		1	1	2		2							29	10	39
INSTRUCTOR	2		2	1		1				1		1							1		1
TENURE SYSTEM TOTAL	118	11	129	8	1	9	2	1	3	6		6							110	10	120
CONTINUING STAFF	2	2	4																2	2	4
TEMPORARY FACULTY	14	1	15	1		1				1		1							13	1	14
TEMPORARY STAFF	12	3	15																12	3	15
TOTAL ACADEMIC APPOINTMENTS	146	17	163	9	1	10	2	1	3	7		7							137	16	153
ADMINISTRATIVE PROFESSIONAL	3	2	5																3	2	5
CLERICAL TECHNICAL		41	41		4	4		1	1		1	1		2	2					37	37
LABOR		7	7		3	3		1	1								2	2		4	4
TOTAL NON-ACADEMIC	3	50	53		7	7		2	2		1	1		2	2		2	2	3	43	46
GRAND TOTAL	149	67	216	9	8	17	2	3	5	7	1	8		4	4		4	4	140	59	199

Table V-7

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Communication
Arts and Sciences

	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	17	2	19	1		1	1		1										16	2	18
ASSOCIATE PROFESSOR	13	1	14	1	1	2		1	1	1		1							12		12
ASSISTANT PROFESSOR	10	7	17	3	2	5	3	2	5										7	5	12
INSTRUCTOR																					
TENURE SYSTEM TOTAL	40	10	50	5	3	8	4	3	7	1		1							35	7	42
CONTINUING STAFF	2	5	7																2	5	7
TEMPORARY FACULTY	15	4	19	2		2				1		1	1		1				13	4	17
TEMPORARY STAFF	6	11	17																6	11	17
TOTAL ACADEMIC APPOINTMENTS	63	30	93	7	3	10	4	3	7	2		2	1		1				56	27	83
ADMINISTRATIVE PROFESSIONAL		3	3																	3	3
CLERICAL TECHNICAL	1	22	23	1	2	3	1	2	3											20	20
LABOR		4	4																	4	4
TOTAL NON-ACADEMIC	1	29	30	1	2	3	1	2	3											27	27
GRAND TOTAL	64	59	123	8	5	13	5	5	10	2		2	1		1				56	54	110

Table V-8

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

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																	1	1
ASSOCIATE PROFESSOR		1	1																	1	1
ASSISTANT PROFESSOR																					
INSTRUCTOR																					
TENURE SYSTEM TOTAL		2	2																	2	2
CONTINUING STAFF	186	128	314	8	10	18	6	9	15	1		1	1	1	2				178	118	296
TEMPORARY FACULTY																					
TEMPORARY STAFF	5	8	13	1	1	2	1	1	2										4	7	11
TOTAL ACADEMIC APPOINTMENTS	191	138	329	9	11	20	7	10	17	1		1	1	1	2				182	127	309
ADMINISTRATIVE PROFESSIONAL		1	1																	1	1
CLERICAL TECHNICAL		42	42		3	3		2	2								1	1		39	39
LABOR	6	142	148	2	51	53	2	42	44		1	1		6	6		2	2	4	91	95
TOTAL NON-ACADEMIC	6	185	191	2	54	56	2	44	46		1	1		6	6		3	3	4	131	135
GRAND TOTAL	197	323	520	11	65	76	9	54	63	1	1	2	1	7	8		3	3	186	258	444

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Education

	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	81	11	92	2		2	2		2										79	11	90
ASSOCIATE PROFESSOR	27	12	39	4	1	5	3	1	4	1		1							23	11	34
ASSISTANT PROFESSOR	8	15	23	2	3	5		1	1	1	2	3	1		1				6	12	18
INSTRUCTOR																					
TENURE SYSTEM TOTAL	116	38	154	8	4	12	5	2	7	2	2	4	1		1				108	34	142
CONTINUING STAFF	3	2	5	1		1				1		1							2	2	4
TEMPORARY FACULTY	11	16	27	1	2	3							1	2	3				10	14	24
TEMPORARY STAFF	6	17	23																6	17	23
TOTAL ACADEMIC APPOINTMENTS	136	73	209	10	6	16	5	2	7	3	2	5	2	2	4				126	67	193
ADMINISTRATIVE PROFESSIONAL		6	6																	6	6
CLERICAL TECHNICAL	1	66	67		5	5		4	4					1	1				1	61	62
LABOR		3																		3	
TOTAL NON-ACADEMIC	1	75	76		5	5		4	4					1	1				1	70	71
GRAND TOTAL	137	148	285	10	11	21	5	6	11	3	2	5	2	3	5				127	137	264

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Engineering

	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	46		46	7		7	1		1	6		6							39		39
ASSOCIATE PROFESSOR	33		33	7		7				7		7							26		26
ASSISTANT PROFESSOR	20	1	21	8		8	1		1	7		7							12	1	13
INSTRUCTOR																					
TENURE SYSTEM TOTAL	99	1	100	22		22	2		2	20		20							77	1	78
CONTINUING STAFF	1		1	1		1			1												
TEMPORARY FACULTY	11	3	14	3		3				3		3							8	3	11
TEMPORARY STAFF	6	5	11	1	1	2		1	1	1		1							5	4	9
TOTAL ACADEMIC APPOINTMENTS	117	9	126	27	1	28	3	1	4	24		24							90	8	98
ADMINISTRATIVE PROFESSIONAL	2	1	3																2	1	3
CLERICAL TECHNICAL	3	29	32		4	4		3	3					1	1				3	25	28
LABOR	6	7	13																6	7	13
TOTAL NON-ACADEMIC	11	37	48		4	4		3	3					1	1				11	33	44
GRAND TOTAL	128	46	174	27	5	32	3	4	7	24		24		1	1				101	41	142

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Financial Operations

	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	35	25	60	3	1	4	1	1	2				1		1	1		1	32	24	56
CLERICAL TECHNICAL	5	120	125	1	9	10	1	7	8		1	1		1	1				4	111	115
LABOR	46	6	52	4		4	2		2				2		2				42	6	48
TOTAL NON-ACADEMIC	86	151	237	8	10	18	4	8	12		1	1	3	1	4	1		1	78	141	219
GRAND TOTAL	89	151	240	8	10	18	4	8	12		1	1	3	1	4	1		1	81	141	222

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Housing and Food Service

	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	58	26	84	2	7	9	1	5	6	1	2	3							56	19	75
CLERICAL TECHNICAL	6	130	136	1	21	22		15	15		1	1	1	4	5		1	1	5	109	114
LABOR	263	315	578	46	102	148	26	72	98	3	4	7	15	24	39	2	2	4	217	213	430
TOTAL NON-ACADEMIC	327	471	798	49	130	179	27	92	119	4	7	11	16	26	44	2	3	5	278	341	619
GRAND TOTAL	329	471	800	49	130	179	27	92	119	4	7	11	16	28	44	2	3	5	280	341	621

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Human Ecology

	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	12	14		3	3		1	1		2	2							2	9	11
INSTRUCTOR																					
TENURE SYSTEM TOTAL	10	36	46		4	4		1	1		3	3							10	32	42
CONTINUING STAFF		10	10																	10	10
TEMPORARY FACULTY		9	9		1	1					1	1								8	8
TEMPORARY STAFF	4	11	15																4	11	15
TOTAL ACADEMIC APPOINTMENTS	14	66	80		5	5		1	1		4	4							14	61	75
ADMINISTRATIVE PROFESSIONAL	1	3	4																1	3	4
CLERICAL TECHNICAL		35	35		2	2		2	2											33	33
LABOR		3	3		1	1		1	1											2	2
TOTAL NON-ACADEMIC	1	41	42		3	3		3	3										1	38	39
GRAND TOTAL	15	107	122		8	8		4	4		4	4							15	99	114

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Human Medicine

	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	63	7	70	7	1	8	2		2	4		4	1	1	2				56	6	62
ASSOCIATE PROFESSOR	28	8	36	2	3	5				2	2	4		1	1				26	5	31
ASSISTANT PROFESSOR	9	6	15	2	1	3	2		2		1	1							7	5	12
INSTRUCTOR																					
TENURE SYSTEM TOTAL	100	21	121	11	5	16	4		4	6	3	9	1	2	3				89	16	105
CONTINUING STAFF	2	3	5																2	3	5
TEMPORARY FACULTY	79	52	131	19	12	31	2	3	5	16	9	25	1		1				60	40	100
TEMPORARY STAFF	20	16	36	9	2	11		1	1	9	1	10							11	14	25
TOTAL ACADEMIC APPOINTMENTS	201	92	293	39	19	58	6	4	10	31	13	44	2	2	4				162	73	235
ADMINISTRATIVE PROFESSIONAL	17	46	63	1	2	3	1	1	2		1	1							16	44	60
CLERICAL TECHNICAL	10	125	135	1	7	8		4	4	1	2	3		1	1				9	118	127
LABOR		6	6		2	2		2	2					1	1					4	4
TOTAL NON-ACADEMIC	27	177	204	2	11	13	1	7	8	1	3	4		1	1				25	166	191
GRAND TOTAL	228	269	497	41	30	71	7	11	18	32	16	48	2	2	4				187	239	426

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

International
Studies and 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	1		1																1		1
ASSISTANT PROFESSOR																					
INSTRUCTOR																					
TENURE SYSTEM TOTAL	5		5	1		1										1		1	4		4
CONTINUING STAFF	1		1	1		1				1		1									
TEMPORARY FACULTY		1	1																	1	1
TEMPORARY STAFF	1	1	2																1	1	2
TOTAL ACADEMIC APPOINTMENTS	7	2	9	2		2				1		1				1		1	5	2	7
ADMINISTRATIVE PROFESSIONAL	2	7	9		2	2		1	1		1	1							2	5	7
CLERICAL TECHNICAL		18	18		4	4		4	4											14	14
LABOR		1	1																	1	1
TOTAL NON-ACADEMIC	2	26	28		6	6		5	5		1	1							2	20	22
GRAND TOTAL	9	28	37	2	6	8		5	5	1	1	2				1		1	7	22	29

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

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	1		1																1		1
ASSOCIATE PROFESSOR	5	2	7																5	2	7
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	3	2	5																3	2	5
TEMPORARY STAFF		1	1																	1	1
TOTAL ACADEMIC APPOINTMENTS	16	7	23	1		1	1		1										15	7	22
ADMINISTRATIVE PROFESSIONAL																					
CLERICAL TECHNICAL		7	7		1	1											1	1		6	6
LABOR																					
TOTAL NON-ACADEMIC		7	7		1	1											1	1		6	6
GRAND TOTAL	16	14	30	1	1	2	1		1								1	1	15	13	28

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Lifelong Education

	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	14	2	16																14	2	16
ASSOCIATE PROFESSOR	3		3	1		1	1		1										2		2
ASSISTANT PROFESSOR	3		3																3		3
INSTRUCTOR																					
TENURE SYSTEM TOTAL	20	2	22	1		1	1		1										19	1	21
CONTINUING STAFF	11	1	12	1		1				1		1							10	1	11
TEMPORARY FACULTY	1	1	2																1	1	2
TEMPORARY STAFF	5	3	8																5	3	8
TOTAL ACADEMIC APPOINTMENTS	37	7	44	2		2	1		1	1		1							35	7	42
ADMINISTRATIVE PROFESSIONAL	33	32	65	2	3	5	2	2	4					1	1				31	29	60
CLERICAL TECHNICAL	32	62	94	5	3	8	3	1	4				1	2	3	1		1	27	59	86
LABOR	2	5	7																2	5	7
TOTAL NON-ACADEMIC	67	99	166	7	6	13	5	3	8				1	3	4	1		1	60	93	153
GRAND TOTAL	104	106	210	9	6	15	6	3	9	1		1	1	4	5	1		1	95	100	195

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

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	25		25	2		2				2		2							23		23
TEMPORARY FACULTY	3		3																3		3
TEMPORARY STAFF	18	3	21	3	1	4				2	1	3	1		1				15	2	17
TOTAL ACADEMIC APPOINTMENTS	48	3	51	5	1	6				4	1	5	1		1				43	2	45
ADMINISTRATIVE PROFESSIONAL	26	6	32	1		1	1		1										25	6	31
CLERICAL TECHNICAL		6	6		2	2		1	1								1	1		4	4
LABOR	23		23	1		1	1		1										22		22
TOTAL NON-ACADEMIC	49	12	61	2	2	4	2	1	3								1	1	47	10	57
GRAND TOTAL	97	15	112	7	3	10	3	1	4	4	1	5	1		1		1	1	90	12	102

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Natural Science

	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	233	16	249	27	2	29	2		2	24	1	25	1	1	2				206	14	220
ASSOCIATE PROFESSOR	48	8	56	3	1	4	1		1	2	1	3							45	7	52
ASSISTANT PROFESSOR	23	5	28	1		1				1		1							22	5	27
INSTRUCTOR																					
TENURE SYSTEM TOTAL	304	29	333	31	3	34	3		3	27	2	29	1	1	2				273	26	299
CONTINUING STAFF	14	2	16	1		1				1		1							13	2	15
TEMPORARY FACULTY	44	16	60	9	1	10	1	1	2	8		8							35	15	50
TEMPORARY STAFF	77	28	105	20	5	25	4		4	16	4	20		1	1				57	23	80
TOTAL ACADEMIC APPOINTMENTS	439	75	514	61	9	70	8	1	9	52	6	58	1	2	3				378	66	444
ADMINISTRATIVE PROFESSIONAL	40	30	70	2	2	4				2	2	4							38	28	66
CLERICAL TECHNICAL	34	114	149	4	10	14		7	7	1	1	2	3	1	4		1	1	30	105	135
LABOR	27	11	38	1	1	2	1	1	2										26	10	36
TOTAL NON-ACADEMIC	101	156	257	7	13	20	1	8	9	3	3	6	3	1	4		1	1	94	143	237
GRAND TOTAL	540	231	771	68	22	90	9	9	18	55	9	64	4	3	7		1	1	472	209	681

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Nursing

	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		7	7																	7	7
ASSISTANT PROFESSOR		14	14																	14	14
INSTRUCTOR																					
TENURE SYSTEM TOTAL		23	23																	23	23
CONTINUING STAFF																					
TEMPORARY FACULTY	1	19	20		2	2		2	2										1	17	18
TEMPORARY STAFF		3	3																	3	3
TOTAL ACADEMIC APPOINTMENTS	1	45	46		2	2		2	2										1	43	44
ADMINISTRATIVE PROFESSIONAL		2	2																	2	2
CLERICAL TECHNICAL		10	10		1	1								1	1					9	9
LABOR																					
TOTAL NON-ACADEMIC		12	12		1	1								1	1					11	11
GRAND TOTAL	1	57	58		3	3		2	2					1					1	54	55

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Osteopathic Medicine

	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	7	52	1	1	2		1	1				1		1				44	6	50
ASSOCIATE PROFESSOR	29	5	34	2	1	3		1	1	1		1							28	4	32
ASSISTANT PROFESSOR	10	1	11	1		1				1		1							9	1	10
INSTRUCTOR																					
TENURE SYSTEM TOTAL	85	13	98	4	2	6	1	2	3	2		2	1		1				81	11	92
CONTINUING STAFF		2	2		1	1					1	1								1	1
TEMPORARY FACULTY	26	14	40	1	5	6		3	3		2	2	1		1				25	9	34
TEMPORARY STAFF	19	12	31	5	2	7		1	1	5	1	6							14	10	24
TOTAL ACADEMIC APPOINTMENTS	129	41	170	9	10	19		6	6	7	4	11	2		2				120	31	151
ADMINISTRATIVE PROFESSIONAL	15	22	37		1	1													15	21	36
CLERICAL TECHNICAL	5	77	82	1	7	8		4	4	1		1		2	2		1	1	4	70	74
LABOR		1	1																	1	1
TOTAL NON-ACADEMIC	20	100	120	1	8	9		4	4	1	1	2		2	2		1	1	19	92	111
GRAND TOTAL	149	141	290	10	18	28	1	10	11	8	5	13	2	2	4		1	1	139	123	262

Table W-11

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Physical Plant

	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	4	40	2		2	1		1	1		1							34	4	38
CLERICAL TECHNICAL	4	17	21		1	1								1	1				4	16	20
LABOR	310	92	402	35	39	74	17	18	35	3		3	10	21	31	5		5	275	53	328
TOTAL NON-ACADEMIC	350	113	463	37	40	77	18	18	36	4		4	10	22	32	5		5	313	73	386
GRAND TOTAL	651	113	464	37	40	77	18	18	36	4		4	10	22	32	5		5	314	73	387

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Social Science

	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	108	12	120	4	2	6	2	1	3	1		1	1	1	2				104	10	114
ASSOCIATE PROFESSOR	51	11	62	5	1	6	3	1	4				2		2				46	10	56
ASSISTANT PROFESSOR	18	7	25																18	7	25
INSTRUCTOR																					
TENURE SYSTEM TOTAL	177	30	207	9	3	12	5	2	7	1		1	3	1	4				168	27	195
CONTINUING STAFF	3	9	12																3	9	12
TEMPORARY FACULTY	17	10	27	1	1	2		1	1	1		1							16	9	25
TEMPORARY STAFF	7	13	20	1	1	2		1	1				1		1				6	12	18
TOTAL ACADEMIC APPOINTMENTS	204	62	266	11	5	16	5	4	9	2		2	4	1	5				193	57	250
ADMINISTRATIVE PROFESSIONAL	2	7	9		2	2		1	1					1	1				2	5	7
CLERICAL TECHNICAL	2	69	71		9	9		6	6		2	2		1	1				2	60	62
LABOR		9	9																	9	9
TOTAL NON-ACADEMIC	4	85	89		11	11		7	7		2	2		2	2				4	74	78
GRAND TOTAL	208	147	355	11	16	27	5	11	16	2	2	4	4	3	7				197	131	328

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Urban Affairs Program

	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	1		1	1		1										1		1
ASSOCIATE PROFESSOR	3		3	3		3	3		3												
ASSISTANT PROFESSOR		1	1		1	1		1	1												
INSTRUCTOR																					
TENURE SYSTEM TOTAL	5	1	6	4	1	5	4	1	5										1		1
CONTINUING STAFF		1	1																	1	1
TEMPORARY FACULTY		1	1																	1	1
TEMPORARY STAFF	4		4	2		2	1		1				1		1				2		2
TOTAL ACADEMIC APPOINTMENTS	9	3	12	6	1	7	5	1	6				1		1				3	2	5
ADMINISTRATIVE PROFESSIONAL		2	2		1	1		1	1											1	1
CLERICAL TECHNICAL		8	8		2	2		2	2											6	6
LABOR																					
TOTAL NON-ACADEMIC		10	10		3	3		3	3											7	7
GRAND TOTAL	9	12	22	6	4	10	5	4	9				1		1				3	9	12

Table F-25
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Veterinary Medicine

	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	34	1	35	1		1				1		1							33	1	34
ASSOCIATE PROFESSOR	27	1	28	4		4	1		1	3		3							23	1	24
ASSISTANT PROFESSOR	20	2	22	1		1	1		1										19	2	21
INSTRUCTOR																					
TENURE SYSTEM TOTAL	81	4	85	6		6	2		2	4		4							75	4	79
CONTINUING STAFF	2	4	6		1	1		1	1										2	3	5
TEMPORARY FACULTY	35	23	58	6	1	7	4	1	5	2		2							29	22	51
TEMPORARY STAFF	13	5	18	4	2	6	1	2	3	3		3							9	3	12
TOTAL ACADEMIC APPOINTMENTS	131	36	167	16	4	20	7	4	11	9		9							115	32	147
ADMINISTRATIVE PROFESSIONAL	4	8	12																4	8	12
CLERICAL TECHNICAL	2	50	52	1	4	5	1	2	3		2	2							1	46	47
LABOR	2	5	7																2	5	7
TOTAL NON-ACADEMIC	8	64	72	1	4	5	1	2	3		2	2							7	59	66
GRAND TOTAL	139	99	238	17	8	25	8	6	14	9	2	11							122	91	213

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

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	3	1	4	2		2	1		1	1		1							1	1	2
CLERICAL TECHNICAL		6	6																	6	6
LABOR		1	1																	1	1
TOTAL NON-ACADEMIC	3	8	11	2		2	1		1	1		1							1	8	9
GRAND TOTAL	4	8	12	2		2	1		1	1		1							2	8	10

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Office of the President

	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		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	3	4		1	1		1	1										2	1	3

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Provost

	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	15	6	21	2	1	3	2	1	3										13	5	18
ASSOCIATE PROFESSOR	5	3	8																5	3	8
ASSISTANT PROFESSOR	1		1																1		1
INSTRUCTOR																					
TENURE SYSTEM TOTAL	21	9	30	2	1	3	2	1	3										19	8	27
CONTINUING STAFF	33	63	96	6	9	15	3	7	10	2		2	1	1	2		1	1	27	54	81
TEMPORARY FACULTY	1		1																1		1
TEMPORARY STAFF	6	16	22	2	8	10	1	4	5		2	2	1	2	3				4	8	12
TOTAL ACADEMIC APPOINTMENTS	61	89	149	10	18	28	6	12	18	2	2	4	2	3	5		1	1	51	70	121
ADMINISTRATIVE PROFESSIONAL	54	56	110	9	9	18	4	3	7	3	2	5	2	3	5		1	1	45	47	92
CLERICAL TECHNICAL	44	263	307	2	17	39	1	25	26		4	4	1	6	7		2	2	42	226	268
LABOR	12	11	25		1	1		1	1										12	12	24
TOTAL NON-ACADEMIC	110	332	442	11	47	58	5	29	34	3	6	9	3	9	12		3	3	99	285	384
GRAND TOTAL	171	420	591	21	65	86	11	41	52	5	8	13	5	12	17		4	4	150	355	505

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Vice President for
Administration and 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	25	28	53	3	2	5	2	2	4				1		1				22	26	48
CLERICAL TECHNICAL	6	51	57		6	6		3	3		1	1		2	2				6	45	51
LABOR	67	4	71	5		5	1		1				4		4				62	4	66
TOTAL NON-ACADEMIC	98	83	181	8	8	16	3	5	8		1	1	5	2	7				90	75	165
GRAND TOTAL	107	85	192	9	8	17	4	5	9		1	1	5	2	7				98	77	175

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Vice President for Finance
and Operations and 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	6		6																6		6
ASSISTANT PROFESSOR	4		4	1		1	1		1										3		3
INSTRUCTOR																					
TENURE SYSTEM TOTAL	10		10	1		1	1		1										9		9
CONTINUING STAFF	6	1	7																6	1	7
TEMPORARY FACULTY	28	8	36	4	1	5	3	1	4							1		1	24	7	31
TEMPORARY STAFF																					
TOTAL ACADEMIC APPOINTMENTS	44	9	53	5	1	6	4	1	5							1		1	39	8	47
ADMINISTRATIVE PROFESSIONAL	73	39	112	6	2	8	4	2	6	2		2							67	37	104
CLERICAL TECHNICAL	7	48	55	1	3	4	1	2	3								1	1	6	45	51
LABOR	38	14	52	5	1	6	2	1	3	1		1	2		2				33	13	46
TOTAL NON-ACADEMIC	118	101	219	12	6	18	7	5	12	3		3	2		2		1	1	106	95	201
GRAND TOTAL	162	110	272	17	7	24	11	6	17	3		3	2		2	1	1	2	145	103	248

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

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	6	2	8																6	2	8
ASSOCIATE PROFESSOR	2		2	1		1	1		1										1		1
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	2																1	1	2
TOTAL ACADEMIC APPOINTMENTS	11	4	15	1		1	1		1										10	4	14
ADMINISTRATIVE PROFESSIONAL	10	8	18		1	1										1	1		10	7	18
CLERICAL TECHNICAL	2	18	20		1	1		1	1										2	17	19
LABOR	8	2	10		1	1		1	1										6	1	9
TOTAL NON-ACADEMIC	20	28	48		2	2		2	2										20	26	46
GRAND TOTAL	31	32	63	1	2	3	1	2	3										30	30	60

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984**

Vice President for
Student Affairs and Service

	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	7	2	9	1		1	1		1										6	2	8
ASSOCIATE PROFESSOR	3	2	5	2	1	3	1	1	2				1		1				1	1	2
ASSISTANT PROFESSOR	1	1	2																1	1	2
INSTRUCTOR																					
TENURE SYSTEM TOTAL	11	5	16	3	1	4	2	1	3				1		1				8	4	12
CONTINUING STAFF	3	1	4	1		1	1		1										2	1	3
TEMPORARY FACULTY		1	1																	1	1
TEMPORARY STAFF		3	3																	3	3
TOTAL ACADEMIC APPOINTMENTS	14	10	24	4	1	5	3	1	4				1		1				10	9	19
ADMINISTRATIVE PROFESSIONAL	25	55	80	6	12	18	3	9	12	1	1	2	2	2	4				19	43	62
CLERICAL TECHNICAL	4	56	60	2	14	16	2	10	12					2	2		2	2	2	42	44
LABOR		2	2																	2	2
TOTAL NON-ACADEMIC	29	113	142	8	26	34	5	19	24	1	1	2	2	4	6		2	2	21	87	108
GRAND TOTAL	44	124	166	12	27	39	8	20	28	1	1	2	3	4	7		2	2	31	96	127

MICHIGAN STATE UNIVERSITY¹
WORKFORCE SUMMARY
OCTOBER 1984

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	5		5																5		5
TEMPORARY FACULTY																					
TEMPORARY STAFF																					
TOTAL ACADEMIC APPOINTMENTS	5		5																5		5
ADMINISTRATIVE PROFESSIONAL	7	14	21	1		1	1		1										6	14	20
CLERICAL TECHNICAL		29	29		2	2		1	1					1	1					27	27
LABOR		1	1																	1	1
TOTAL NON-ACADEMIC	7	44	51	1	2	3	1	1	2					1	1				6	42	48
GRAND TOTAL	12	44	56	1	2	3	1	1	2					1	1				11	42	53

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

Vice President for Health
Services and 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	4		4																4		4
ASSOCIATE PROFESSOR	1		1																1		1
ASSISTANT PROFESSOR																					
INSTRUCTOR																					
TENURE SYSTEM TOTAL	5		5																5		5
CONTINUING STAFF	2		2	1		1							1		1				1		1
TEMPORARY FACULTY																					
TEMPORARY STAFF		1	1																	1	1
TOTAL ACADEMIC APPOINTMENTS	7	1	8	1		1							1		1				6	1	7
ADMINISTRATIVE PROFESSIONAL	20	83	103	2	11	13	1	5	6	1	4	5		1	1		1	1	18	72	90
CLERICAL TECHNICAL	8	205	213	1	25	26		18	18	1	2	3		4	4		1	1	7	180	187
LABOR	11	17	28	1	4	5	1	3	4					1	1				10	13	23
TOTAL NON-ACADEMIC	39	305	344	4	40	44	2	26	28	2	6	8		6	6		2	2	35	265	300
GRAND TOTAL	46	306	352	5	40	45	2	26	28	2	6	8	1	6	7		2	2	41	266	307

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1984

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																	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 1984**

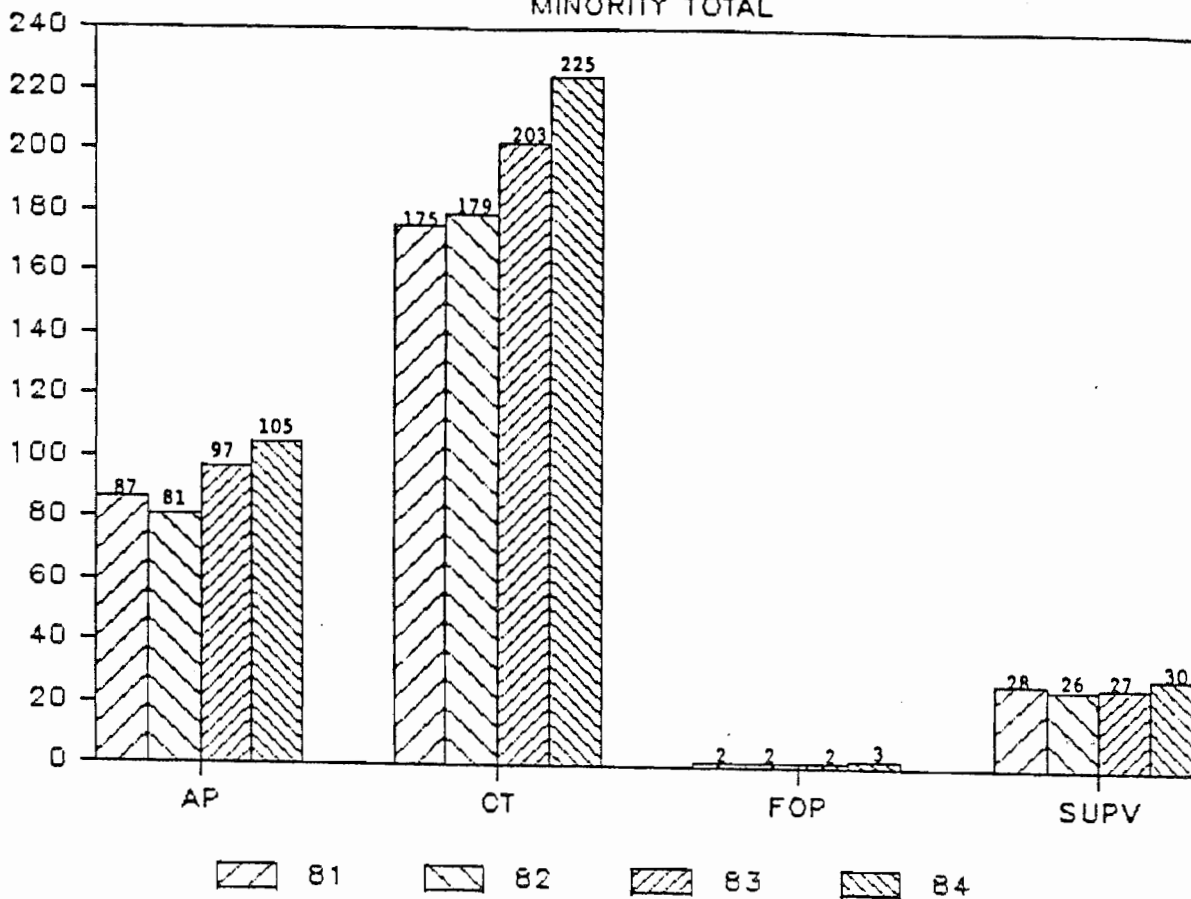
Other

	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																					
TEMPORARY FACULTY																					
TEMPORARY STAFF																					
TOTAL ACADEMIC APPOINTMENTS																					
ADMINISTRATIVE PROFESSIONAL	3	1	4																3	1	4
CLERICAL TECHNICAL	1	3	4																1	3	4
LABOR	4		4																4		4
TOTAL NON-ACADEMIC	8	4	12																8	4	12
GRAND TOTAL	8	4	12																8	4	12

NON-ACADEMIC WORKFORCE

MINORITY TOTAL

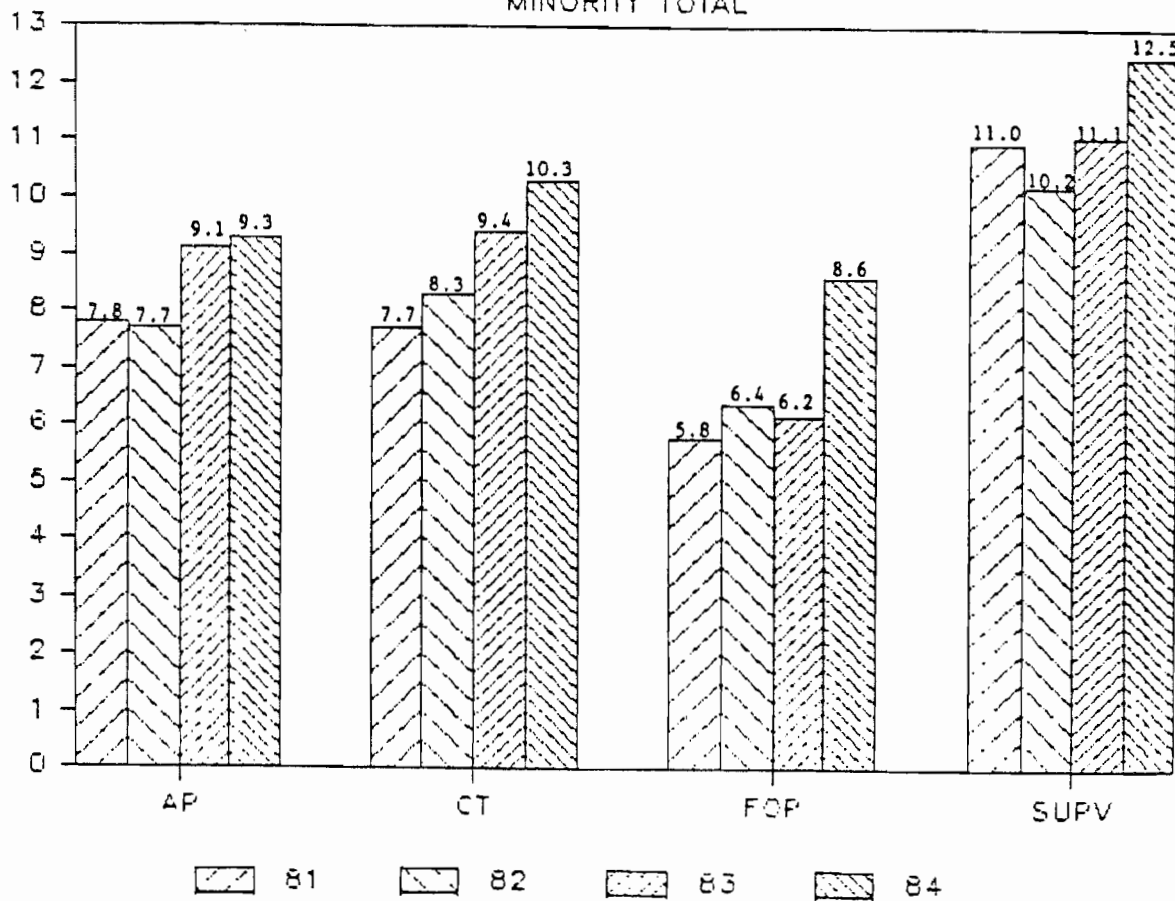
NUMBER OF EMPLOYEES



Graph V-1

MINORITY TOTAL

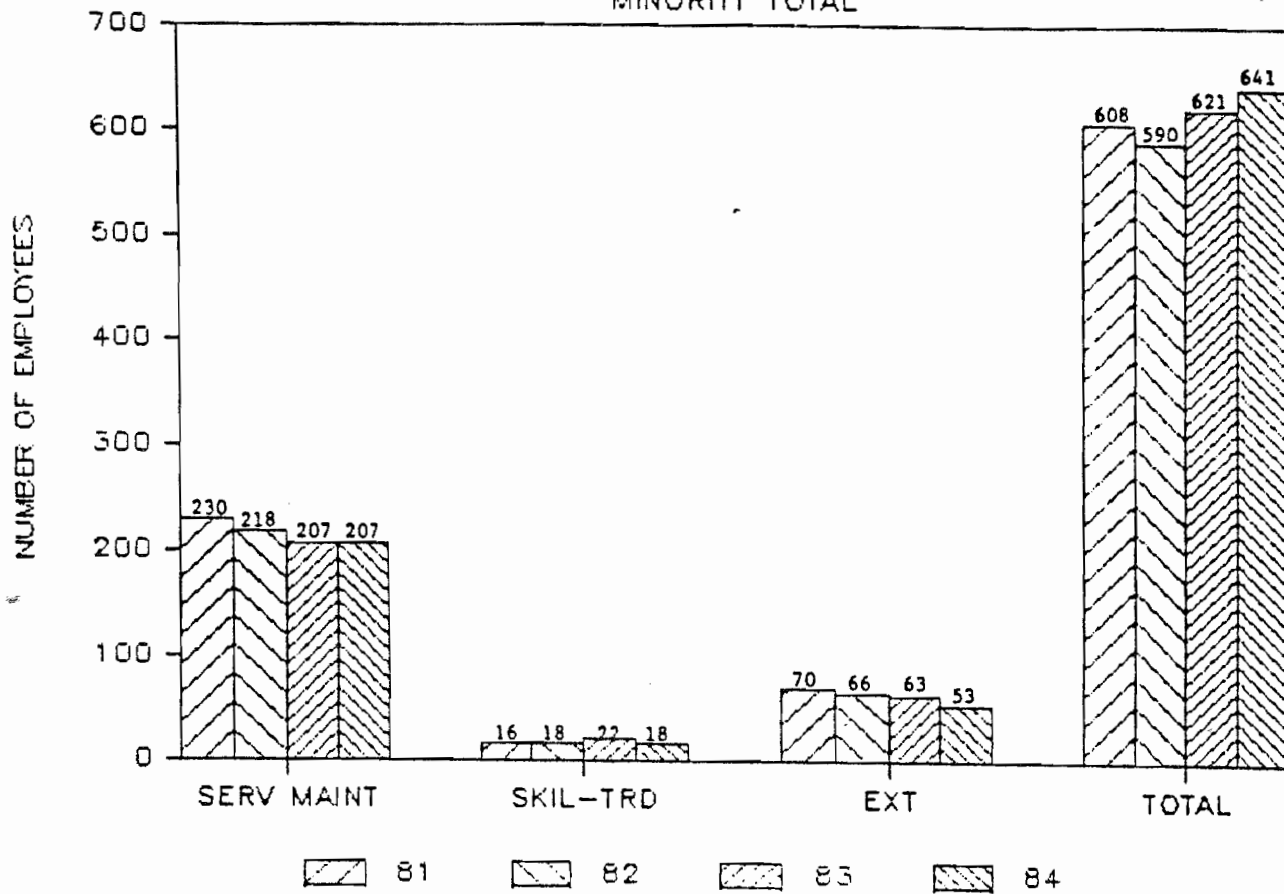
PERCENT OF EMPLOYEES



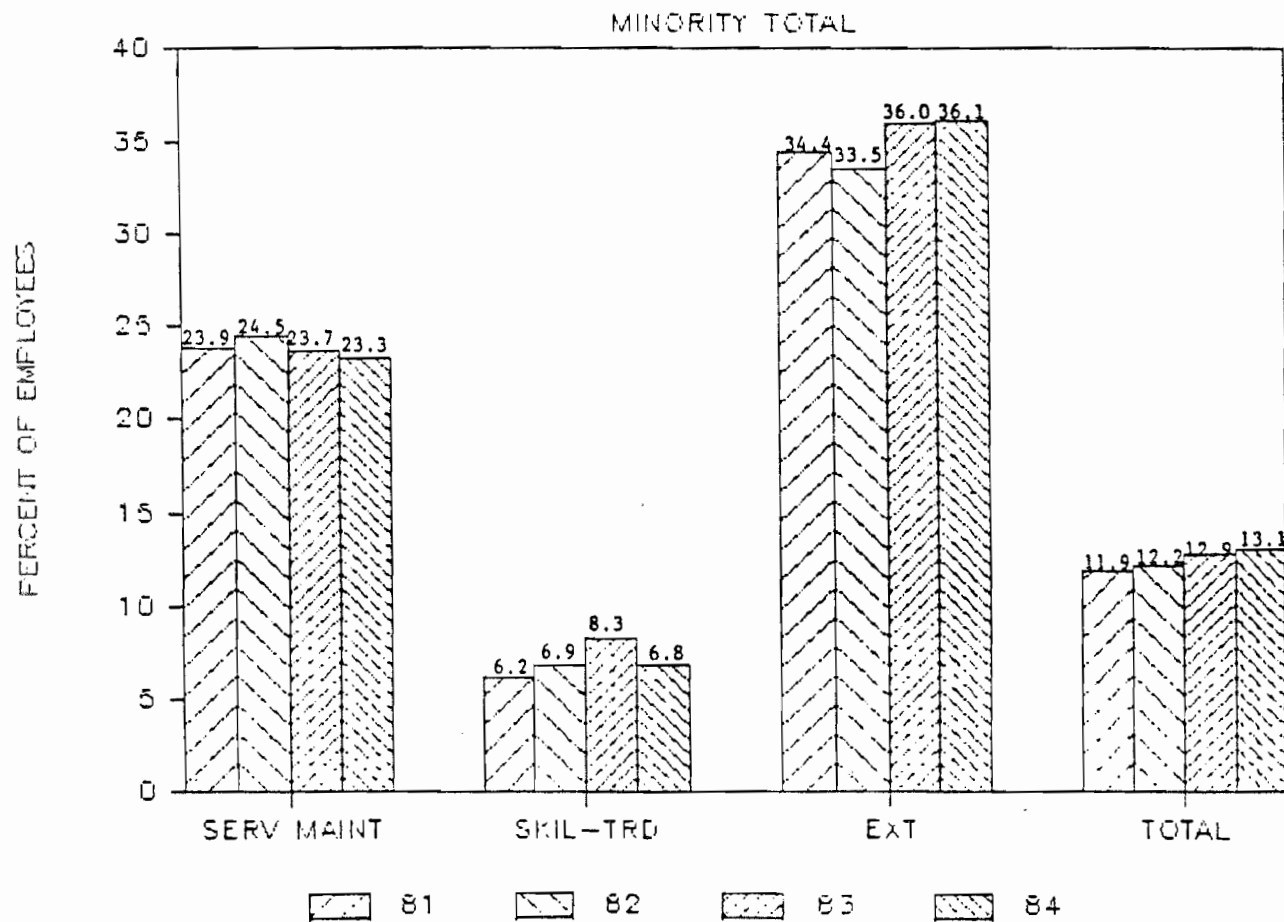
Graph V-2

NON-ACADEMIC WORKFORCE

MINORITY TOTAL



Graph V-3

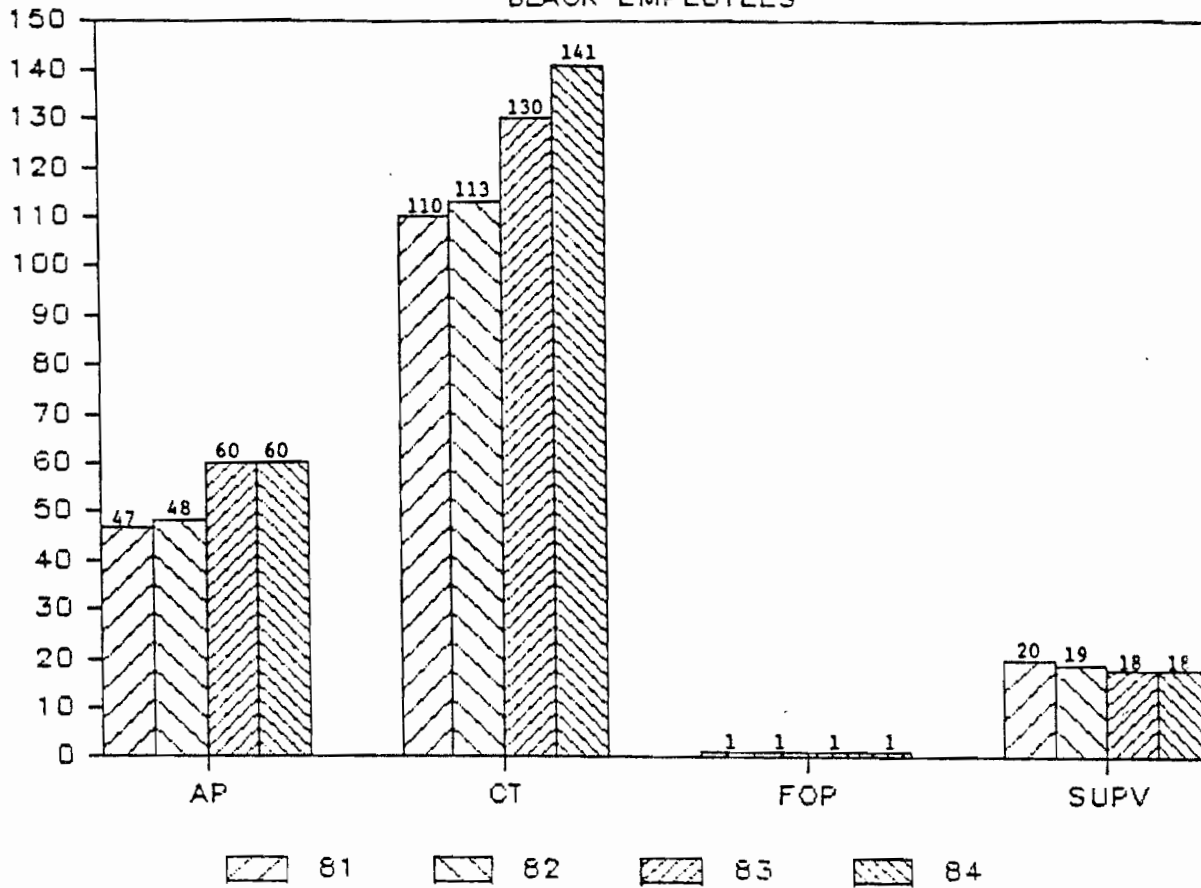


Graph V-4

NON-ACADEMIC WORKFORCE

BLACK EMPLOYEES

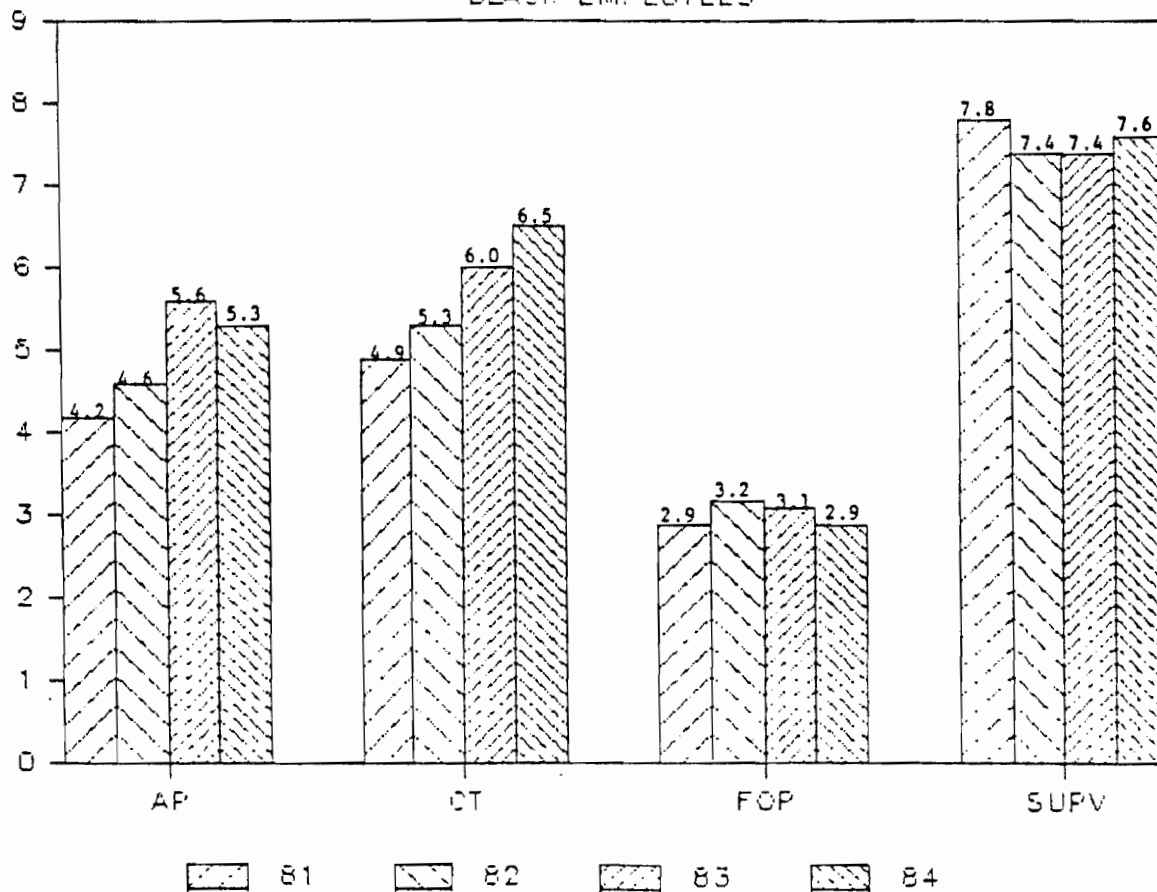
NUMBER OF EMPLOYEES



Graph V-5

BLACK EMPLOYEES

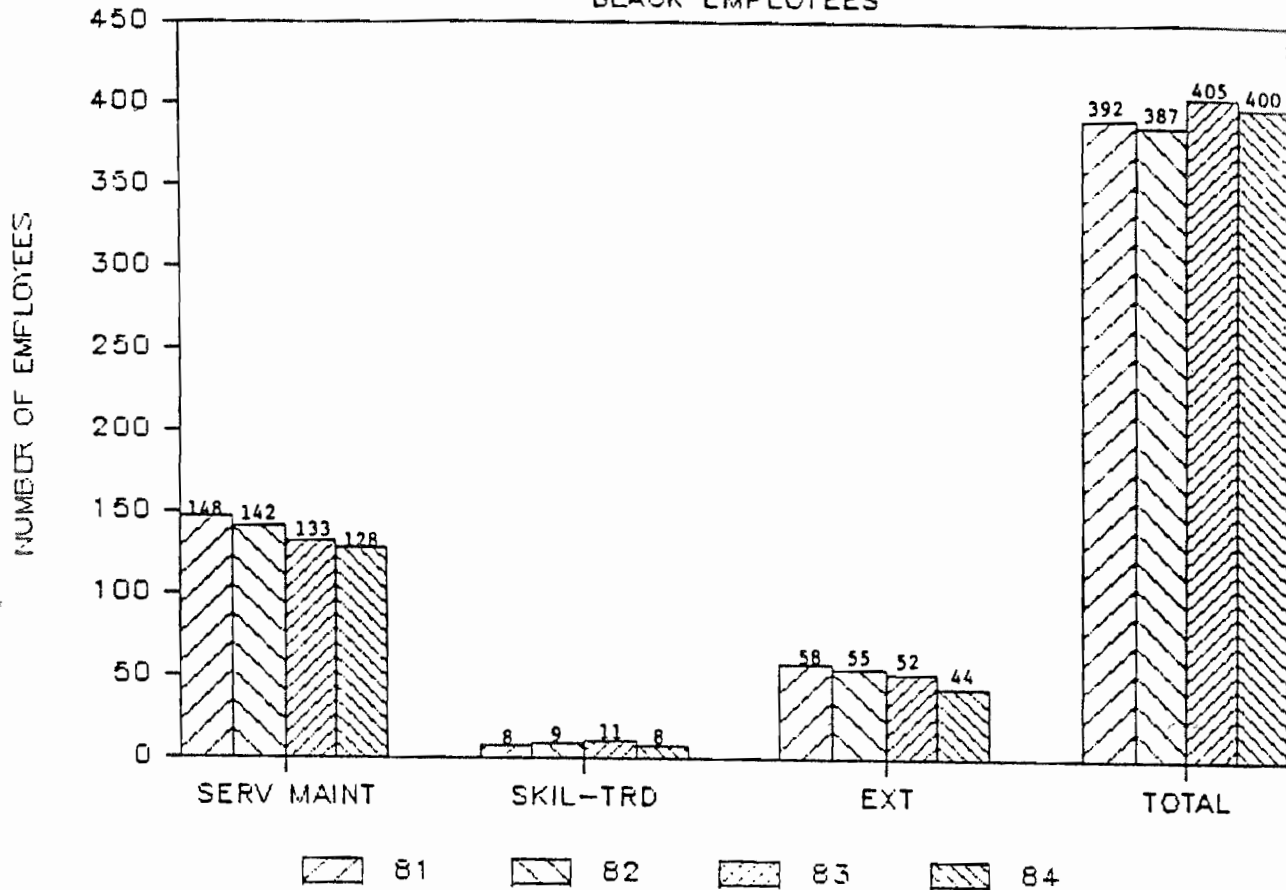
PERCENT OF EMPLOYEES



Graph V-6

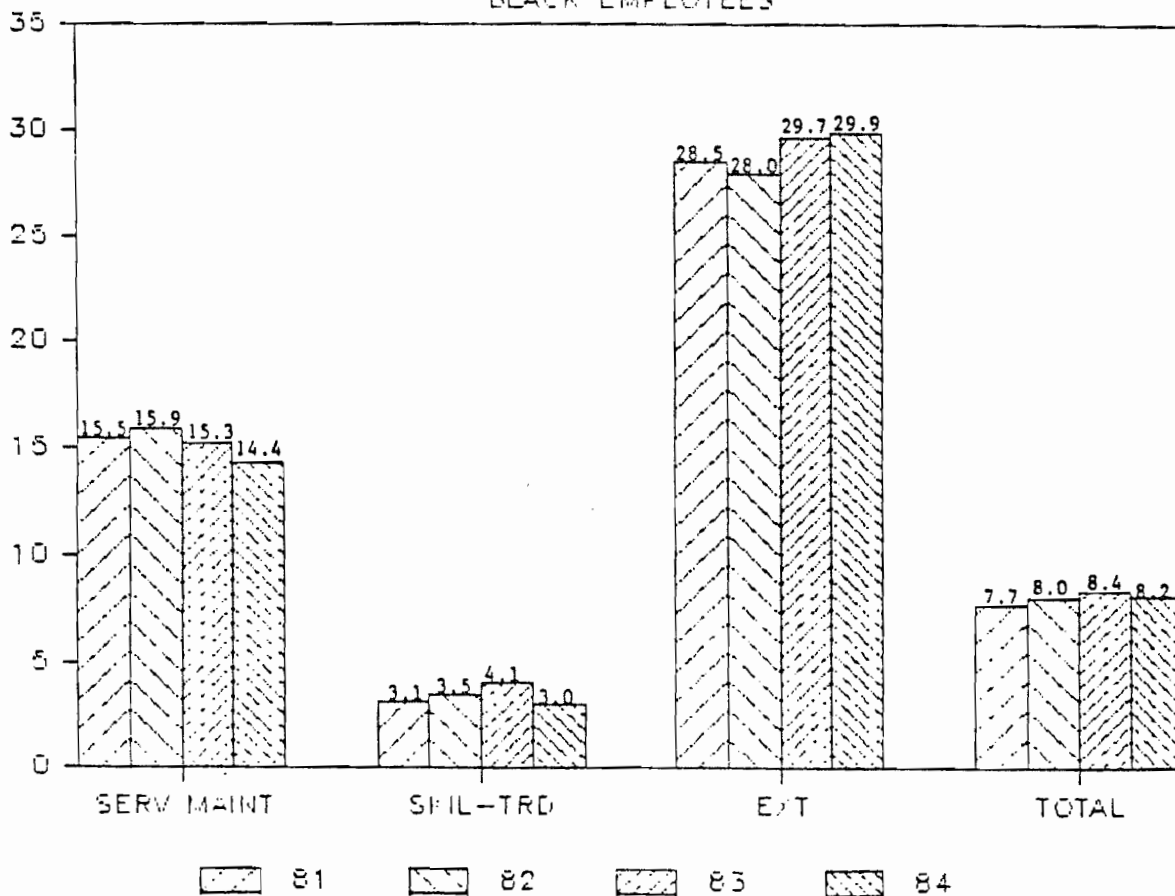
NON-ACADEMIC WORKFORCE

BLACK EMPLOYEES



Graph V-7

BLACK EMPLOYEES

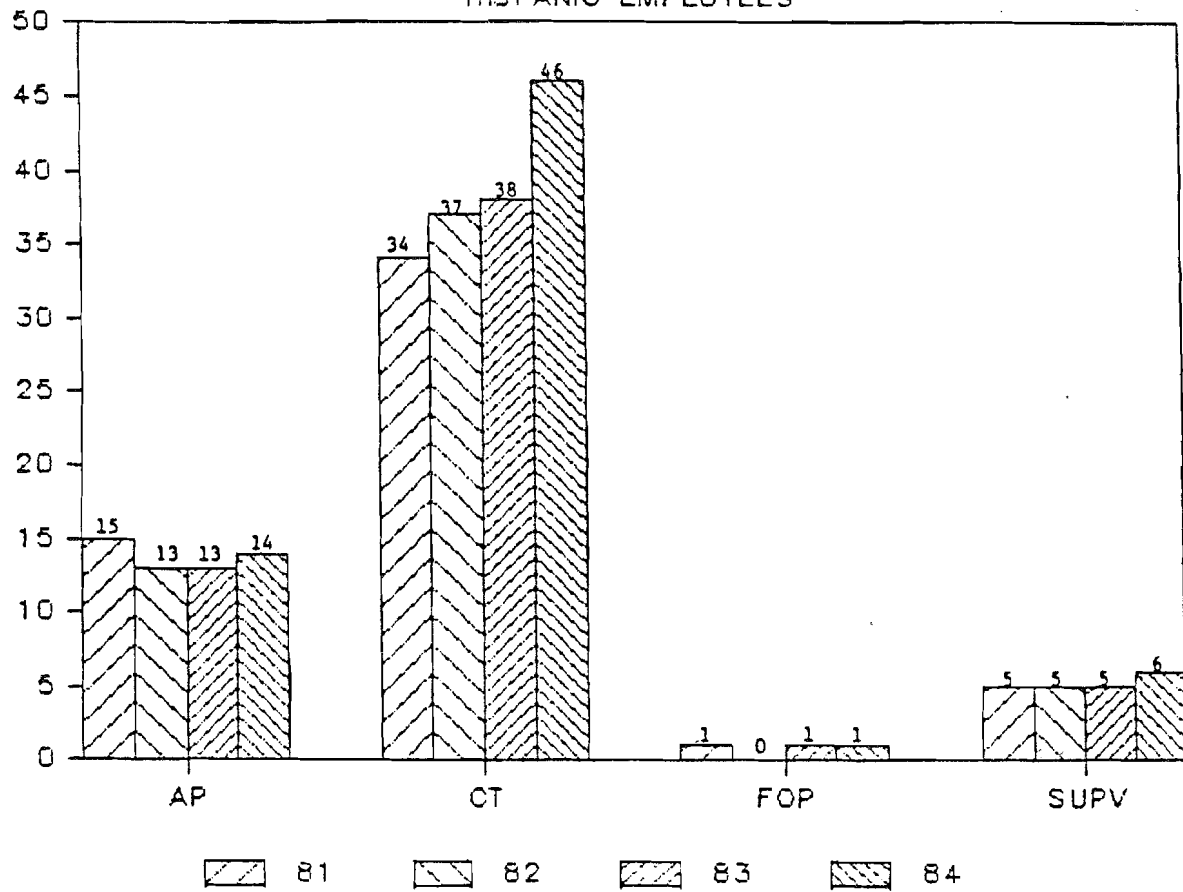


Graph V-8

NON-ACADEMIC WORKFORCE

HISPANIC EMPLOYEES

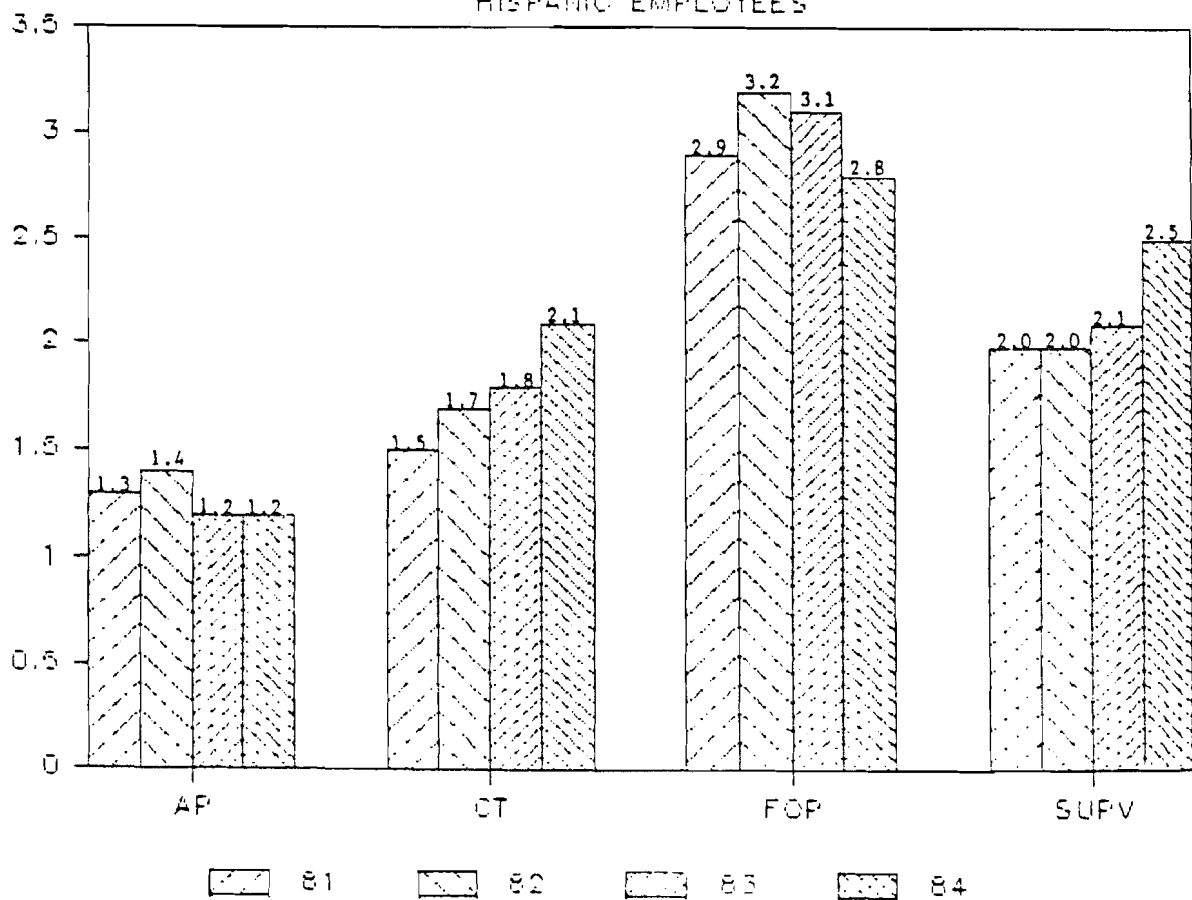
NUMBER OF EMPLOYEES



Graph V-9

HISPANIC EMPLOYEES

PERCENT OF EMPLOYEES

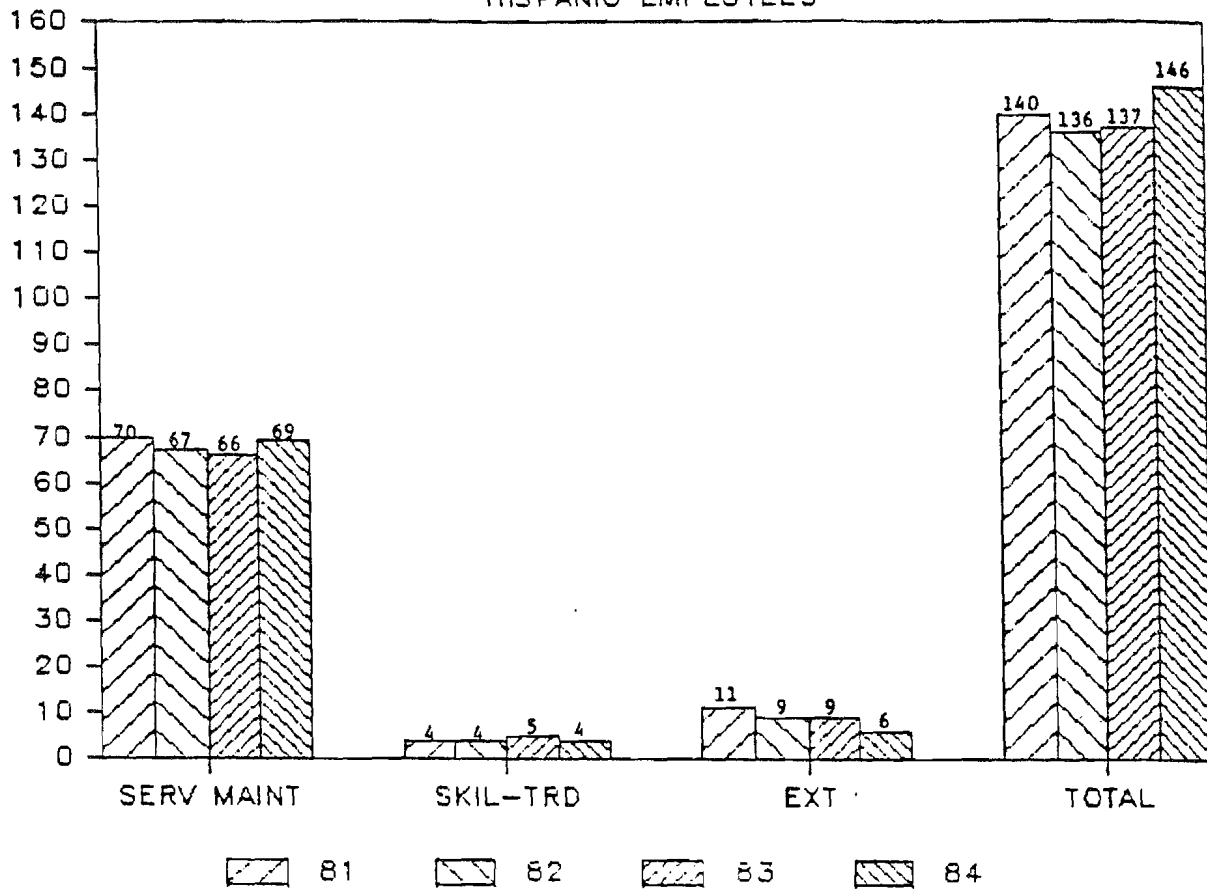


Graph V-10

NON-ACADEMIC WORKFORCE

HISPANIC EMPLOYEES

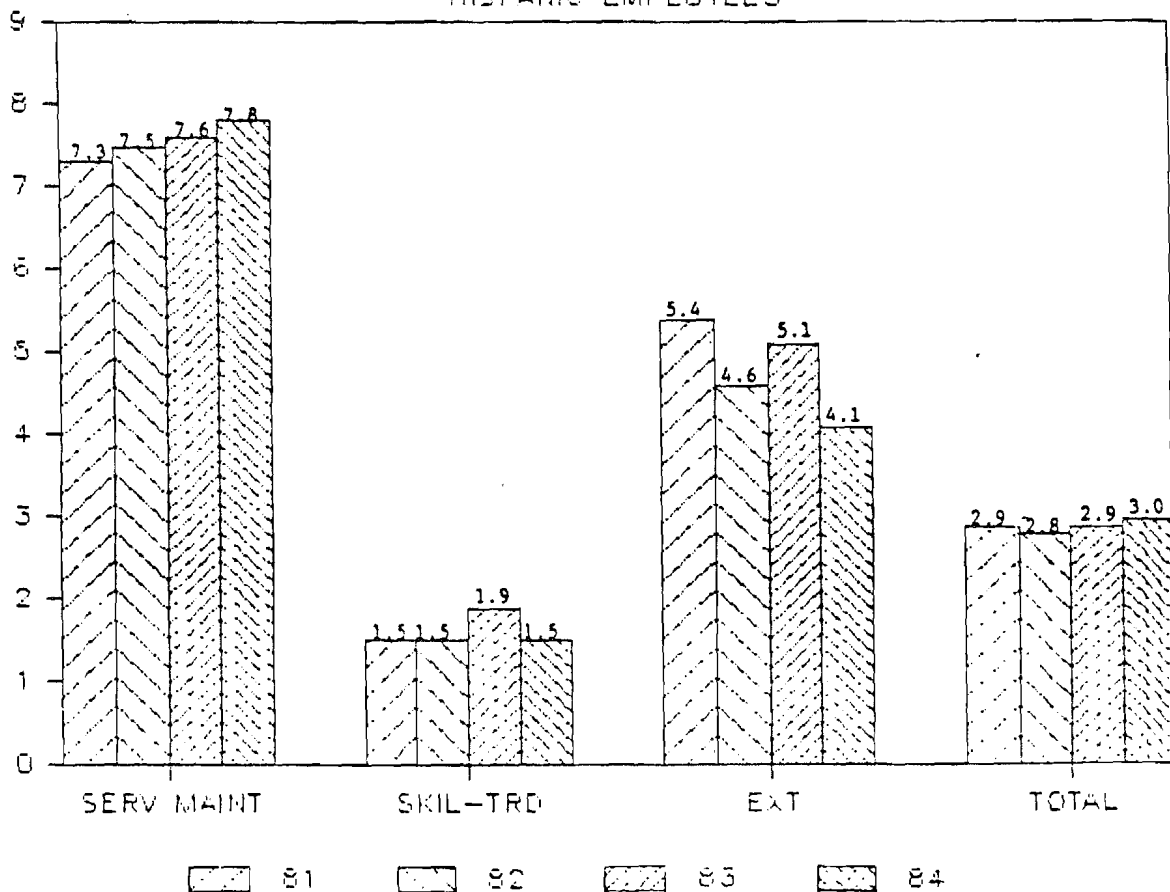
NUMBER OF EMPLOYEES



Graph V-11

HISPANIC EMPLOYEES

PERCENT OF EMPLOYEES

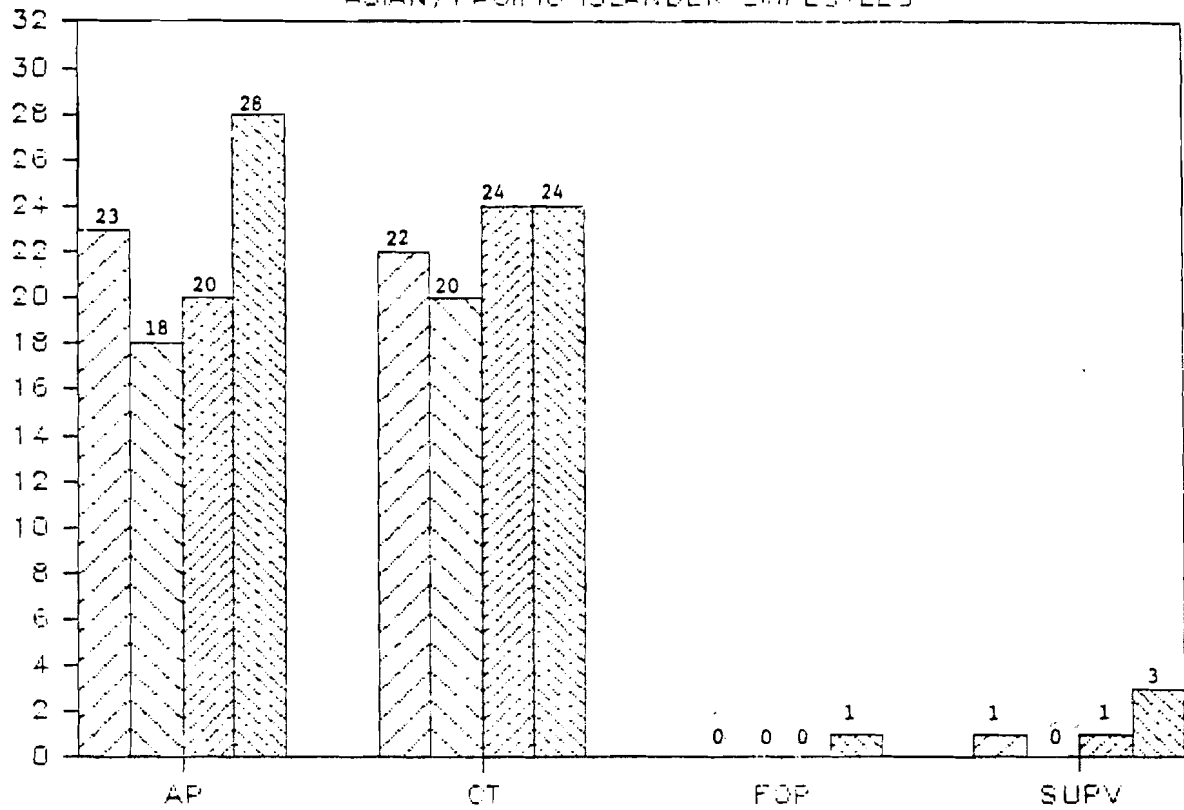


Graph V-12

NON-ACADEMIC WORKFORCE

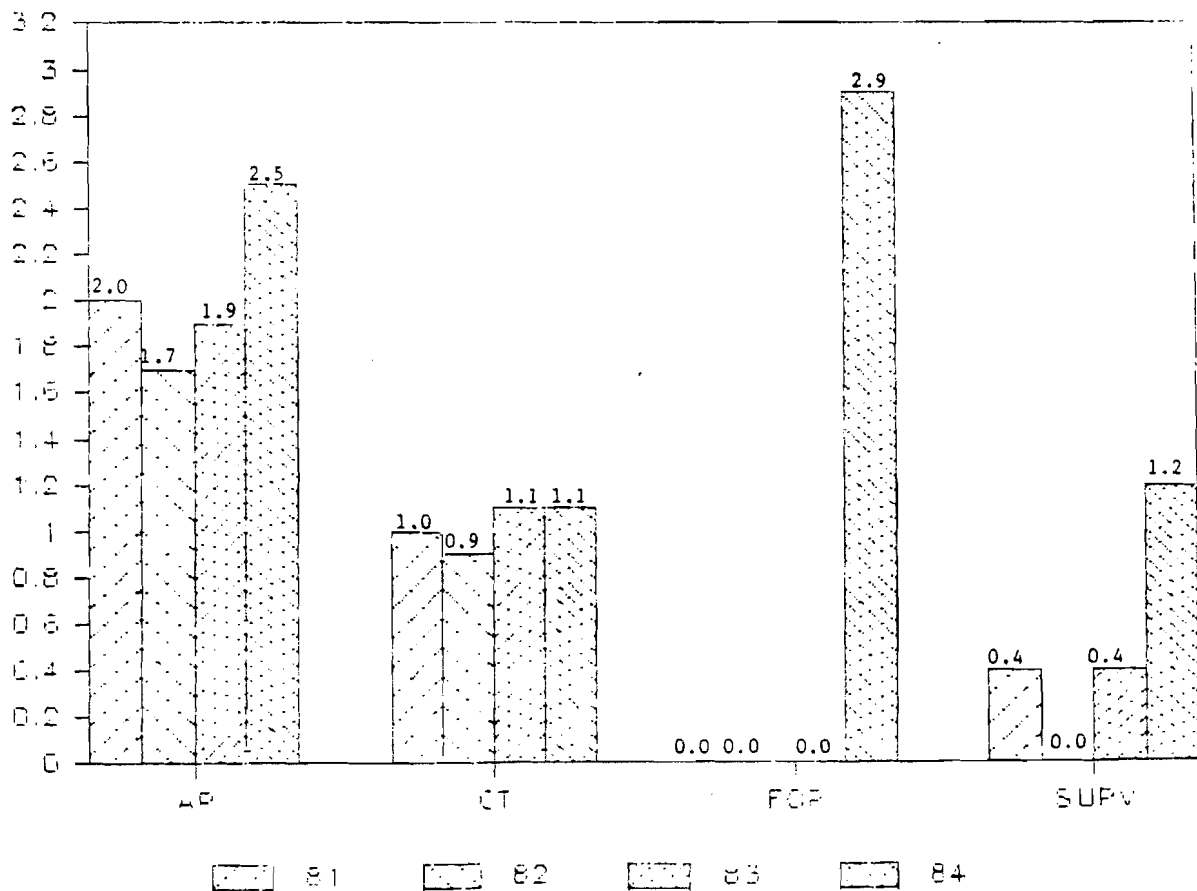
ASIAN/PACIFIC ISLANDER EMPLOYEES

NUMBER OF EMPLOYEES



Graph V-13

PERCENT OF EMPLOYEES

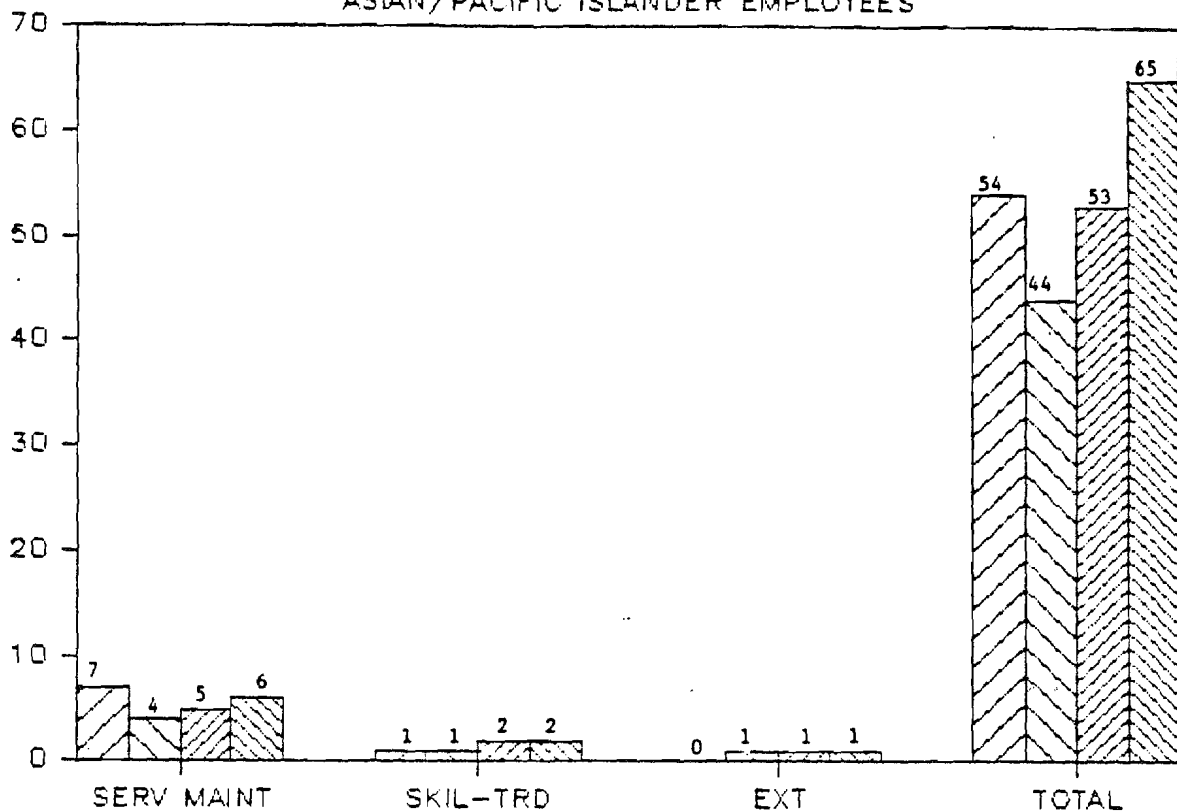


Graph V-14

NON-ACADEMIC WORKFORCE

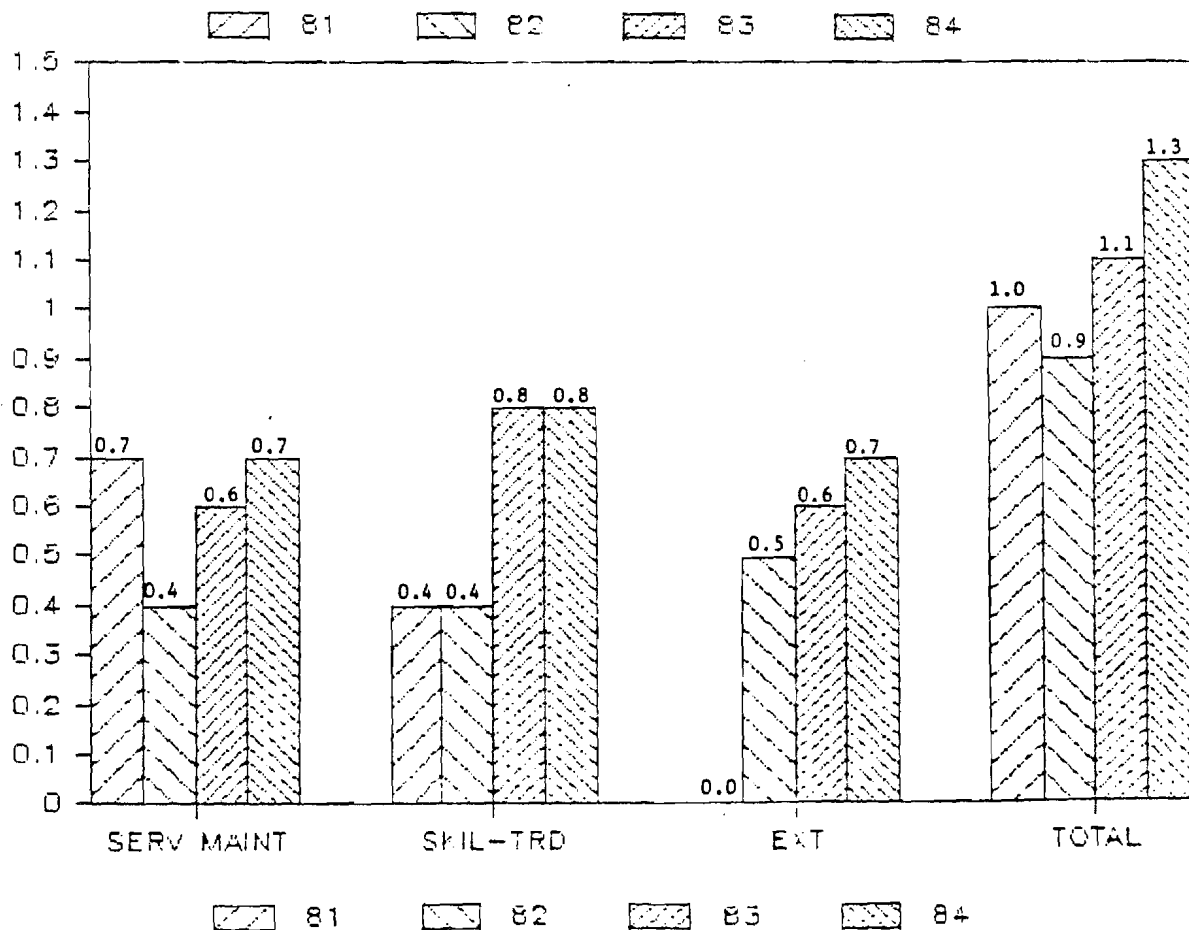
ASIAN/PACIFIC ISLANDER EMPLOYEES

NUMBER OF EMPLOYEES



Graph V-15

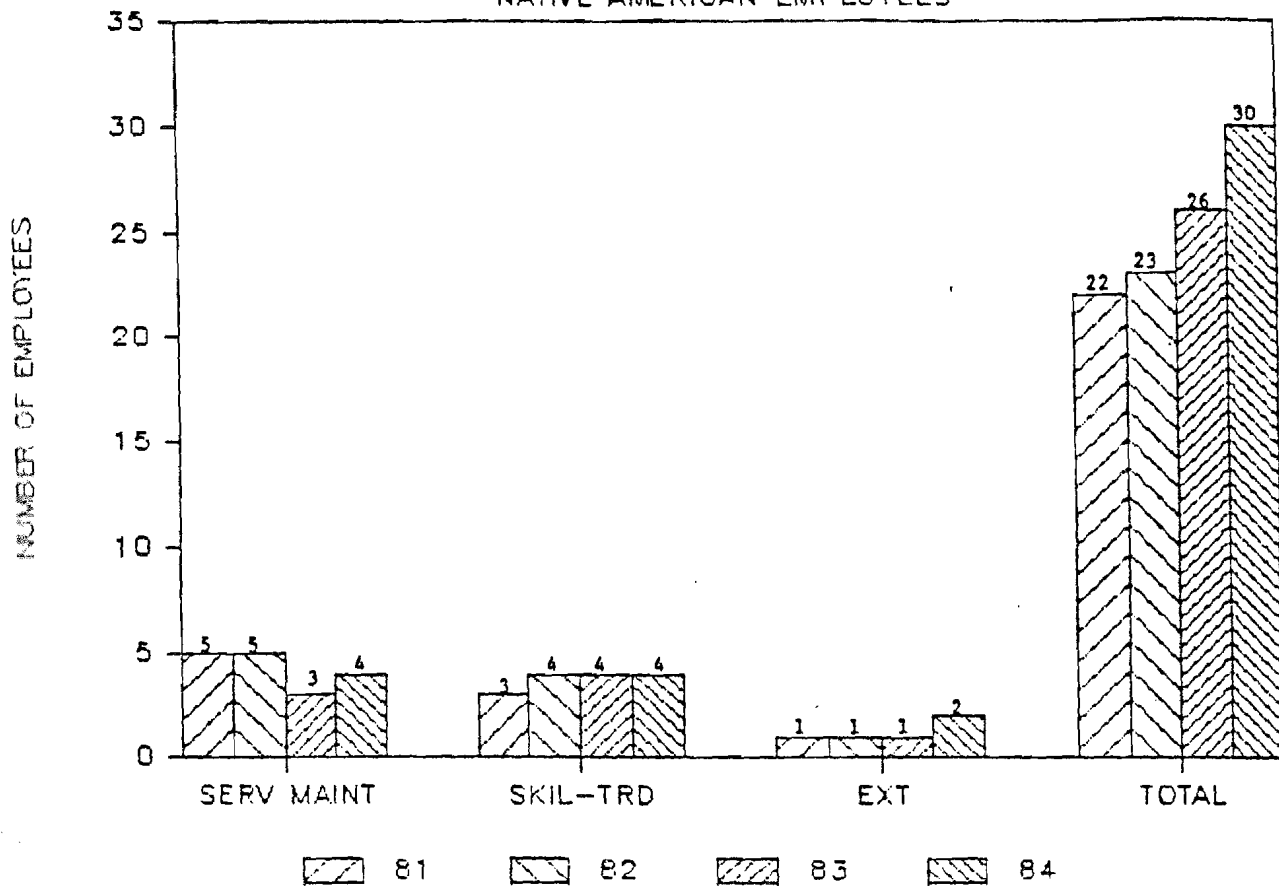
PERCENT OF EMPLOYEES



Graph V-16

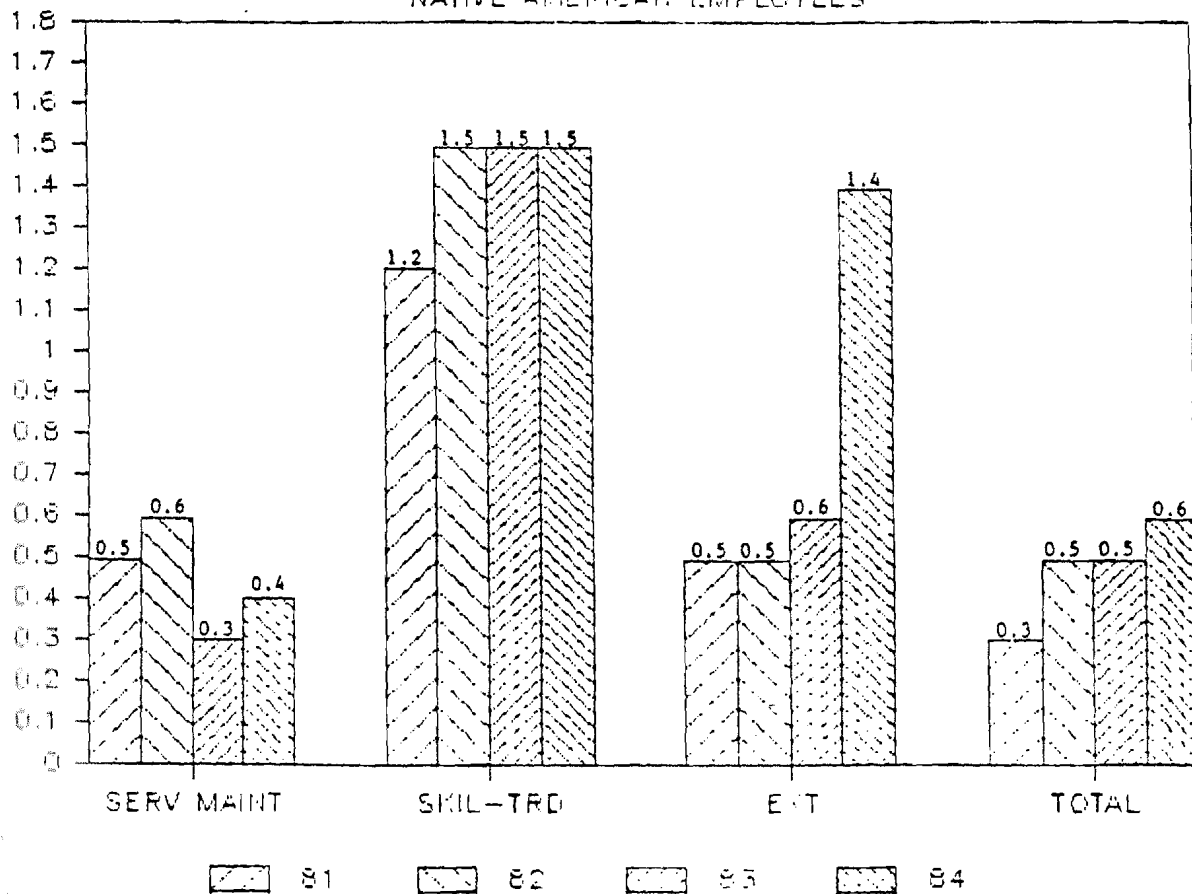
NON-ACADEMIC WORKFORCE

NATIVE AMERICAN EMPLOYEES



Graph V-17

NATIVE AMERICAN EMPLOYEES

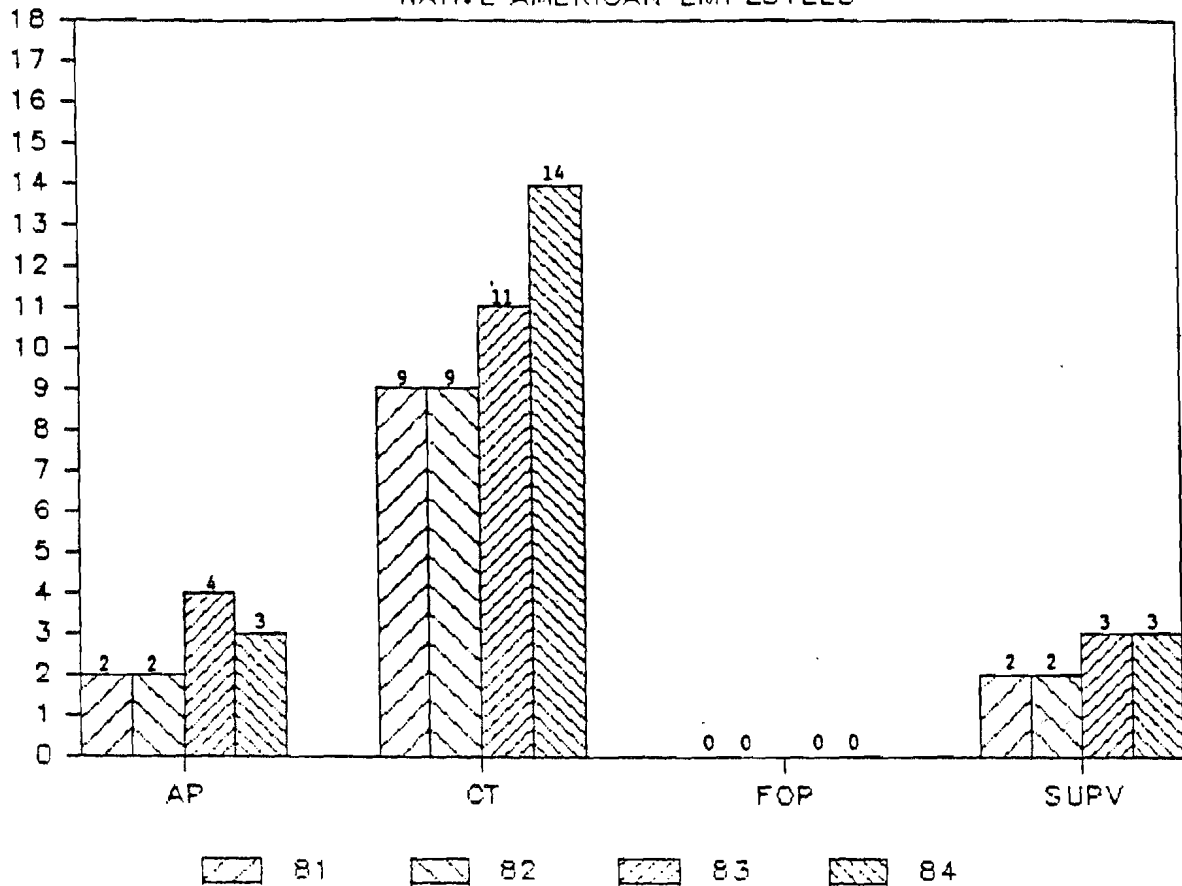


Graph V-18

NON-ACADEMIC WORKFORCE

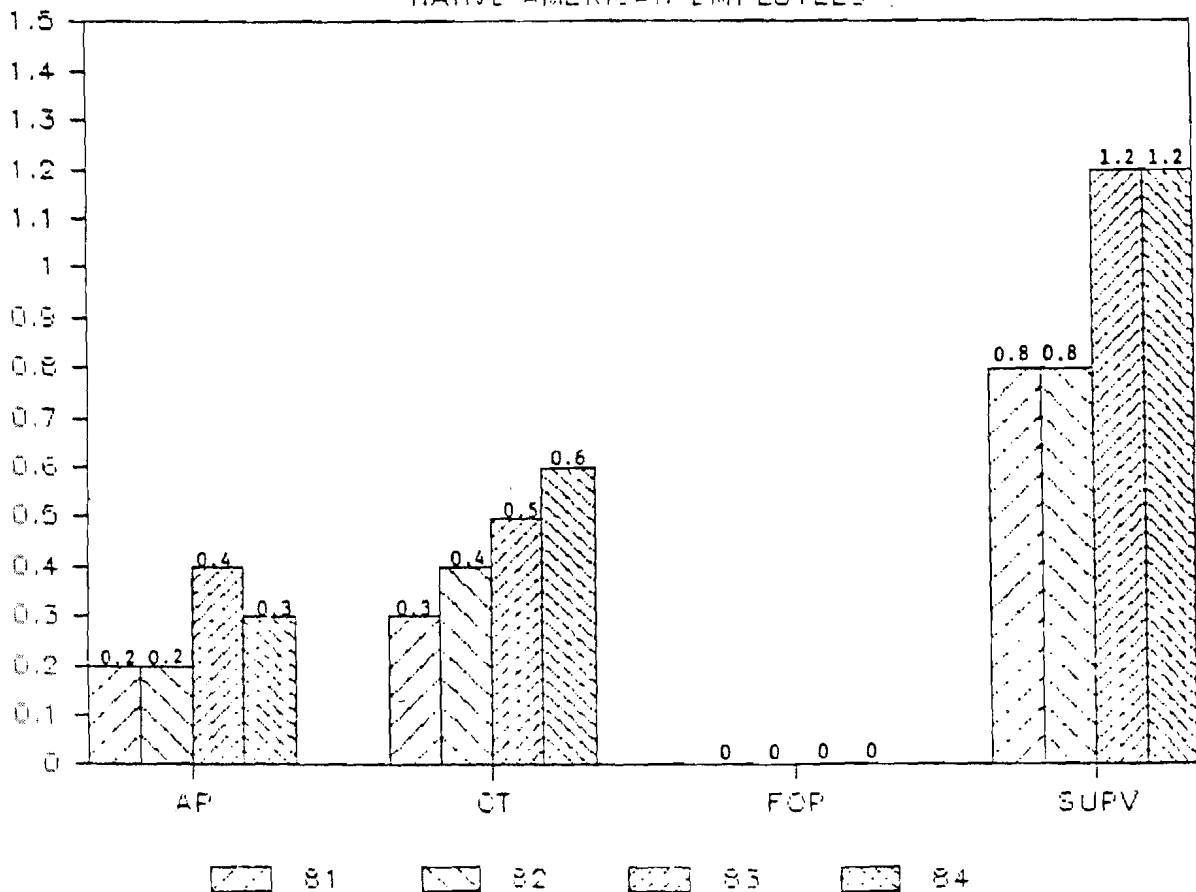
NATIVE AMERICAN EMPLOYEES

NUMBER OF EMPLOYEES



Graph V-19

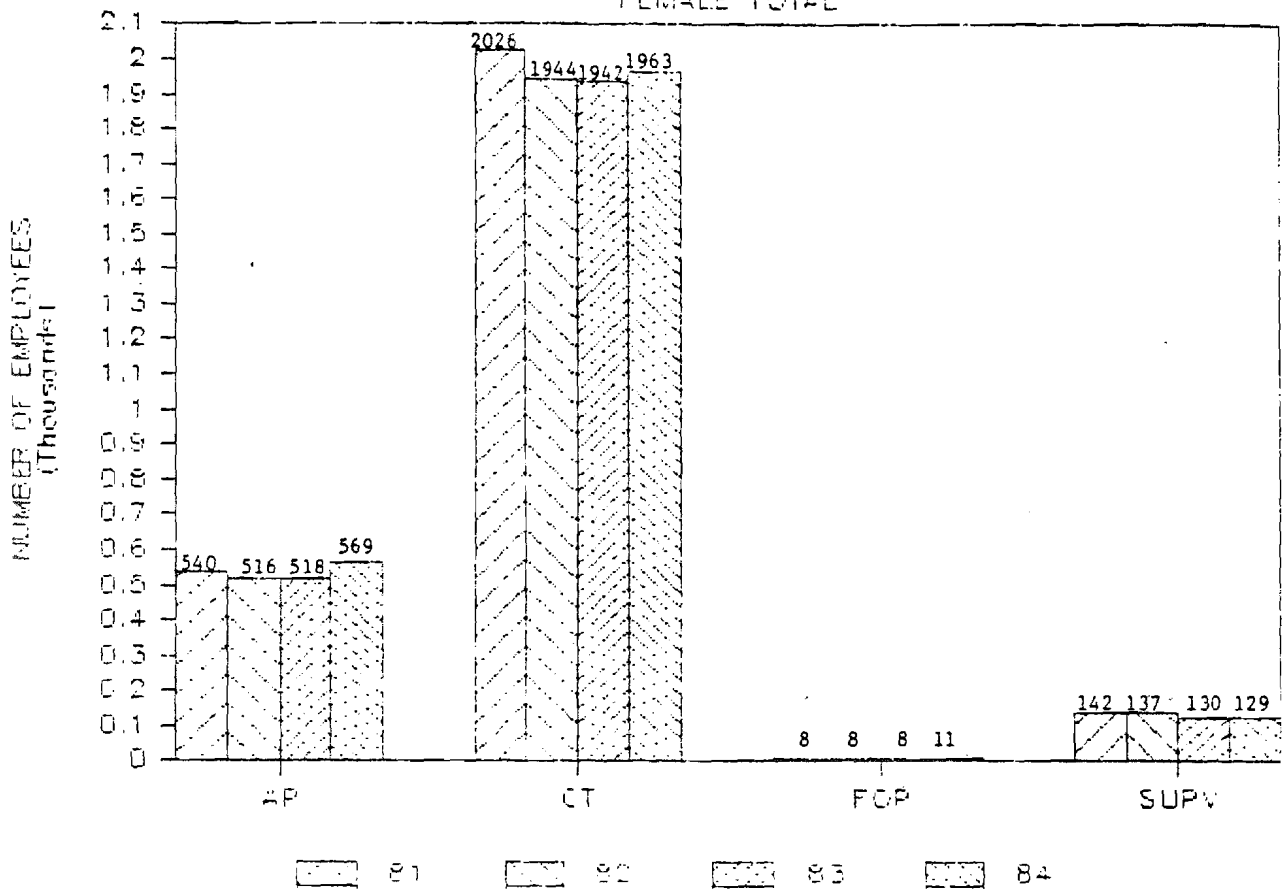
NATIVE AMERICAN EMPLOYEES



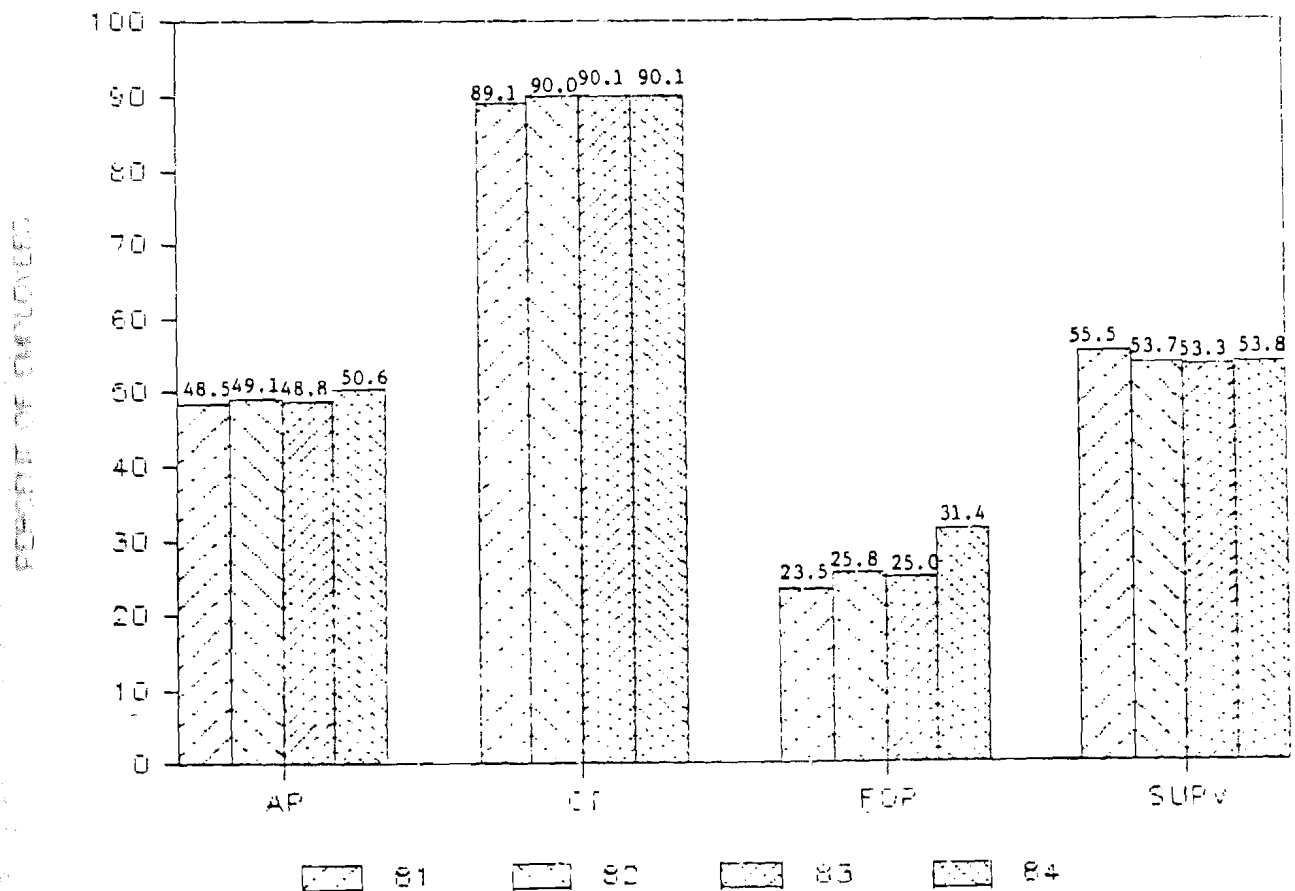
Graph V-20

NON-ACADEMIC WORKFORCE

FEMALE TOTAL



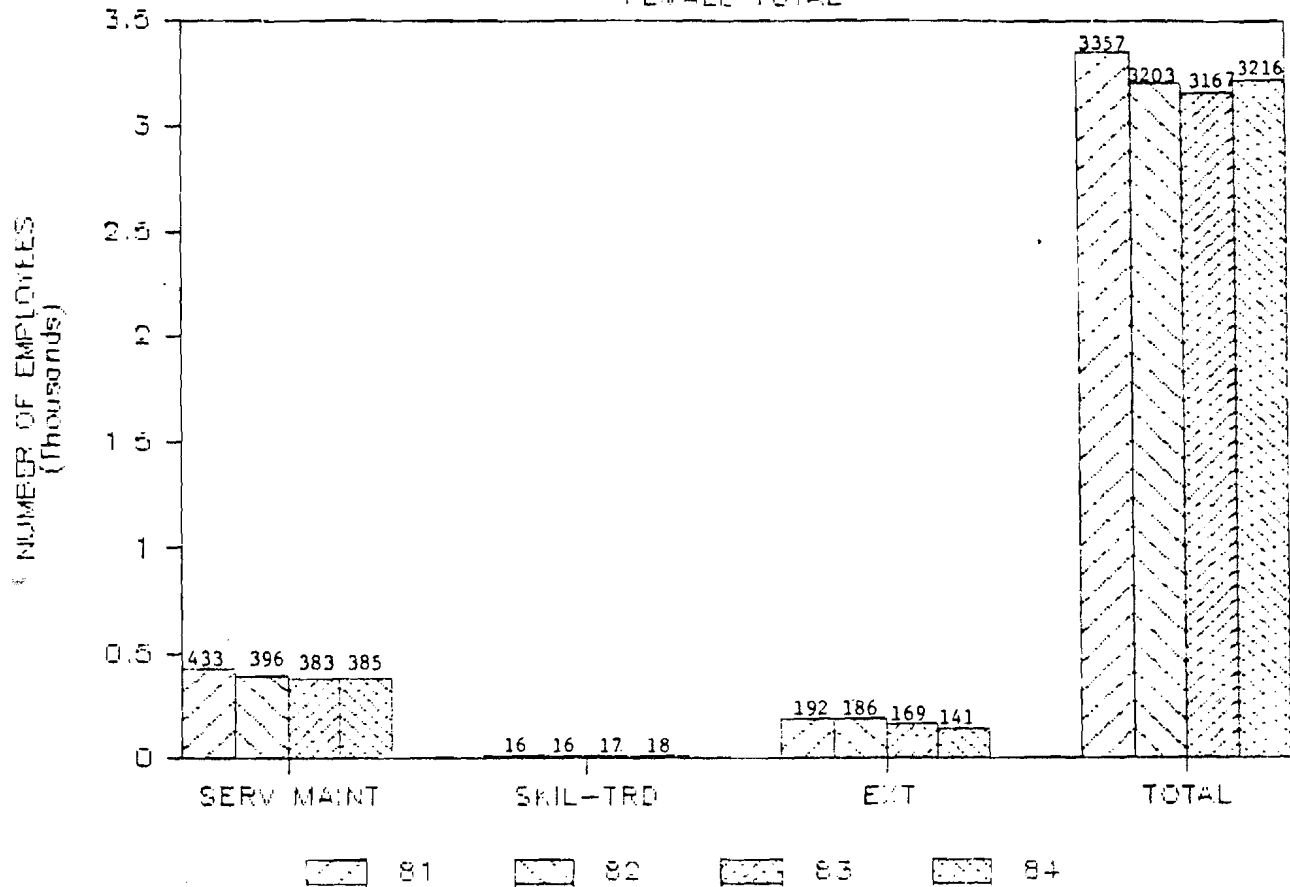
Graph V-21



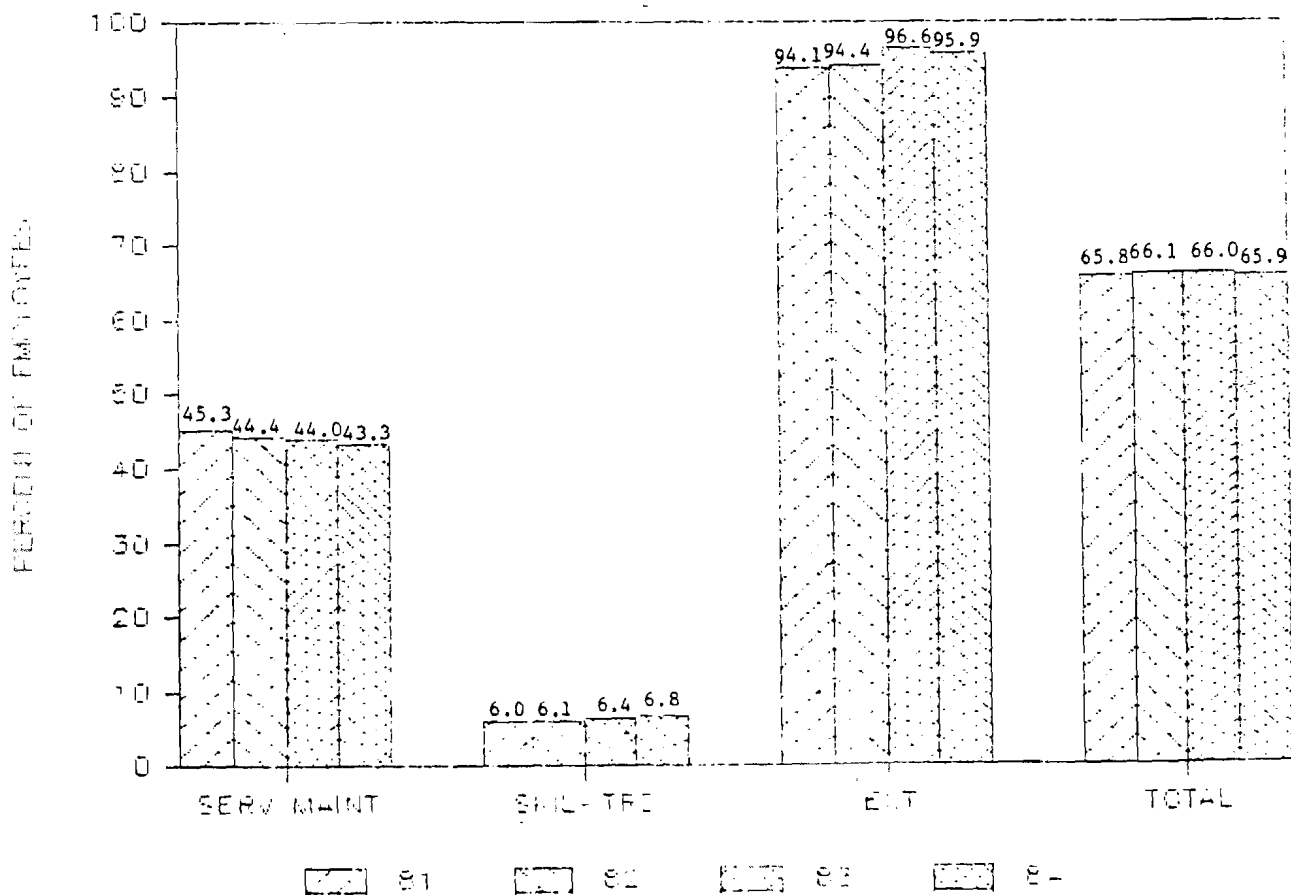
Graph V-22

NON-ACADEMIC WORKFORCE

FEMALE TOTAL



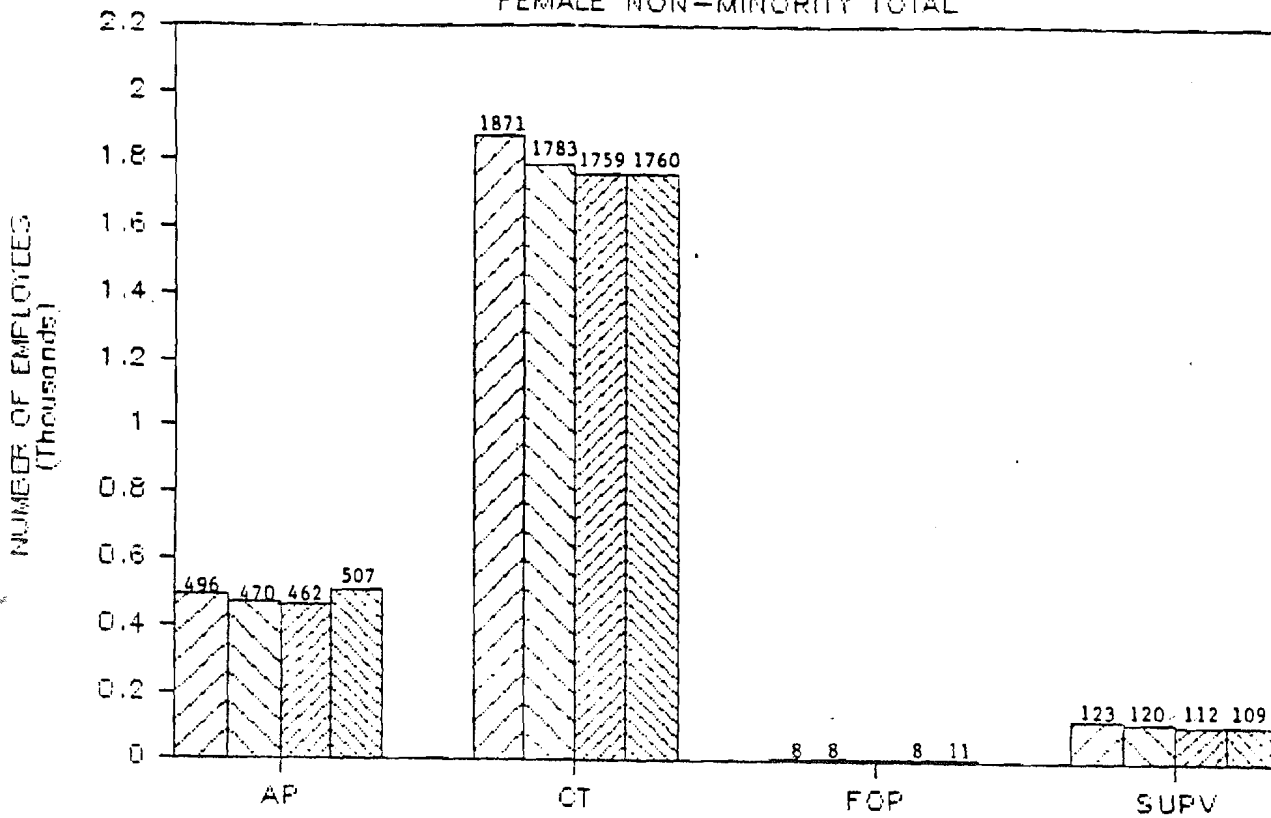
Graph V-23



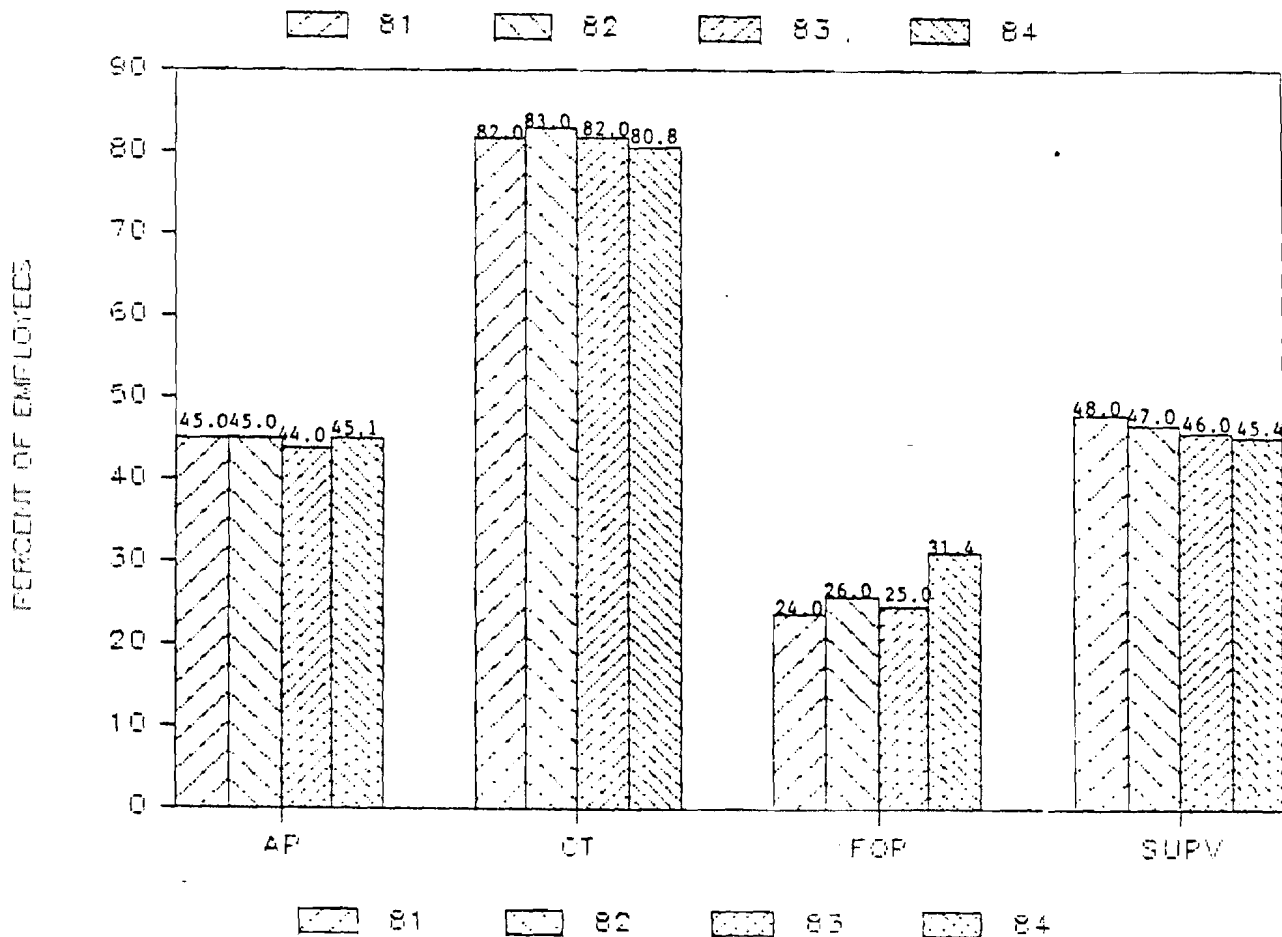
Graph V-24

NON-ACADEMIC WORKFORCE

FEMALE NON-MINORITY TOTAL



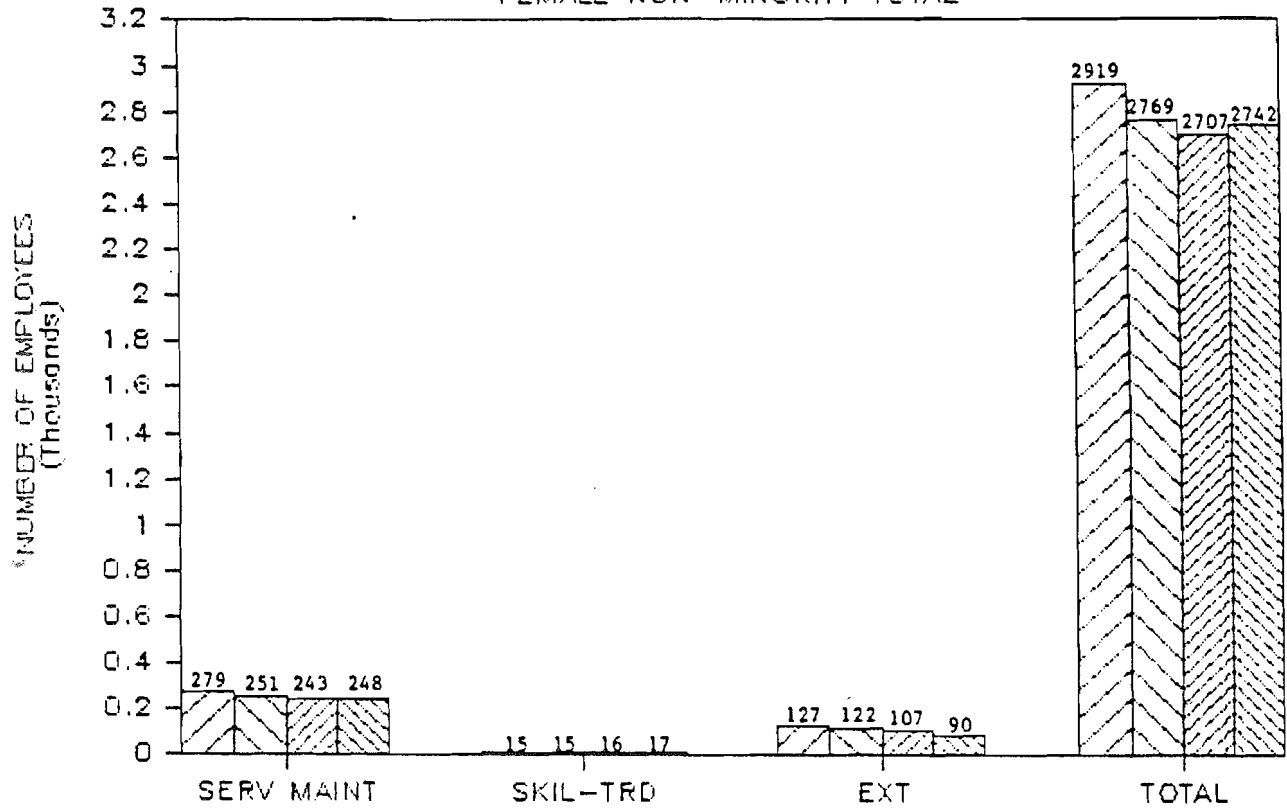
Graph V-25



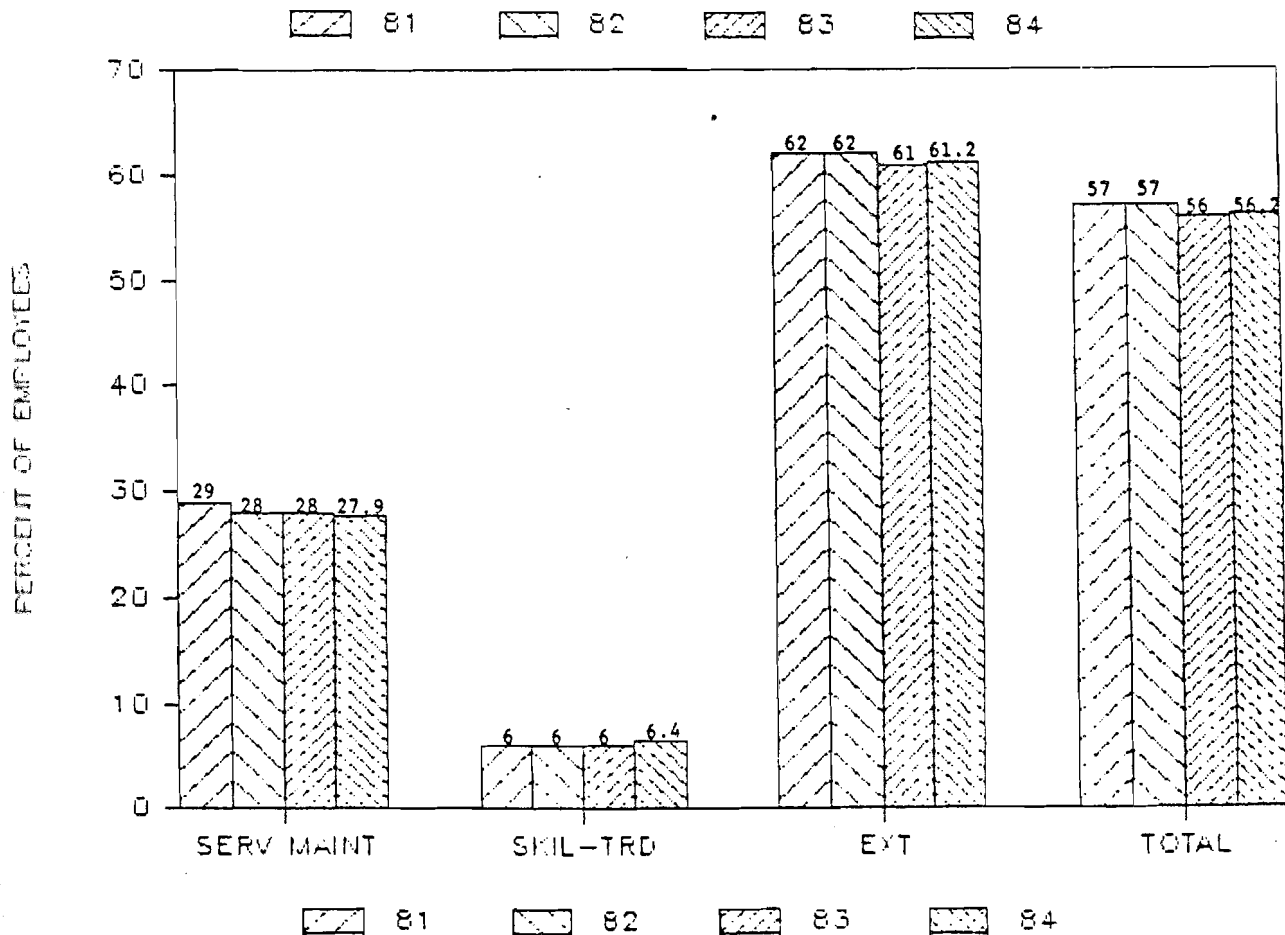
Graph V-26

NON-ACADEMIC WORKFORCE

FEMALE NON-MINORITY TOTAL



Graph V-27

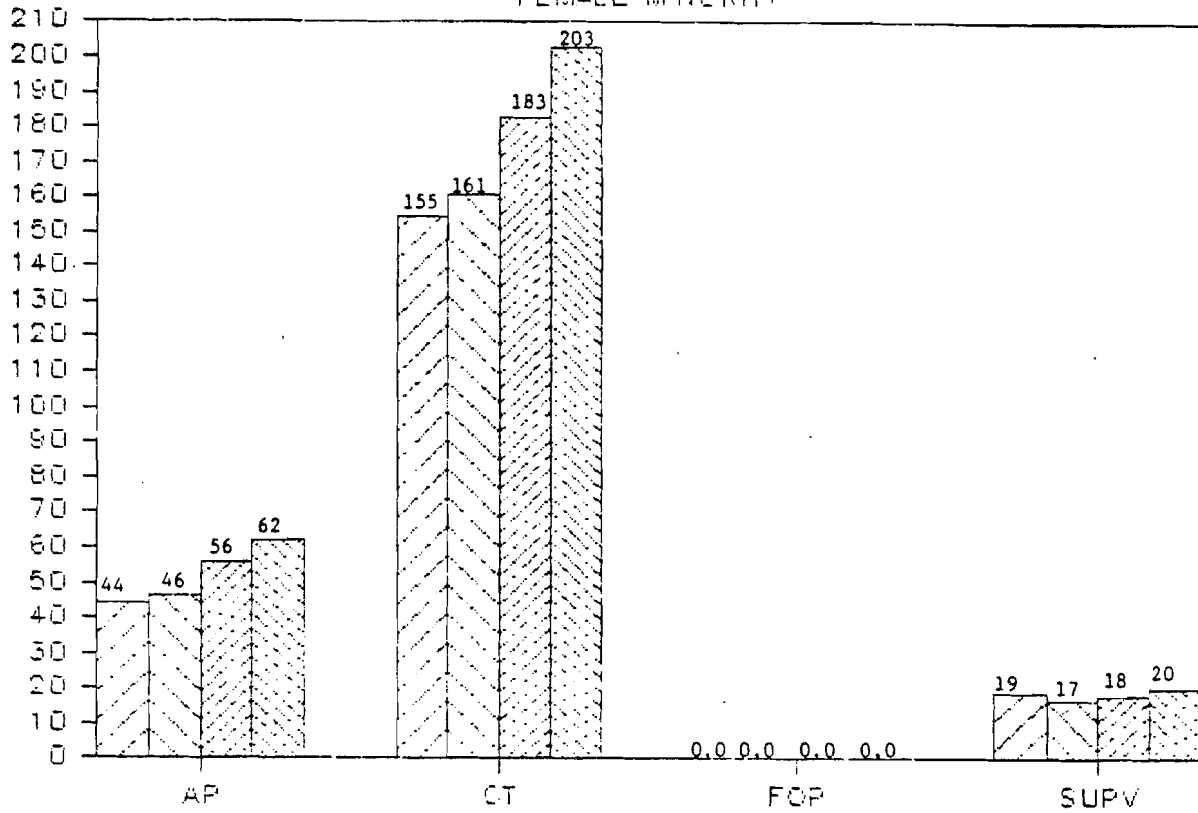


Graph V-28

NON-ACADEMIC WORKFORCE

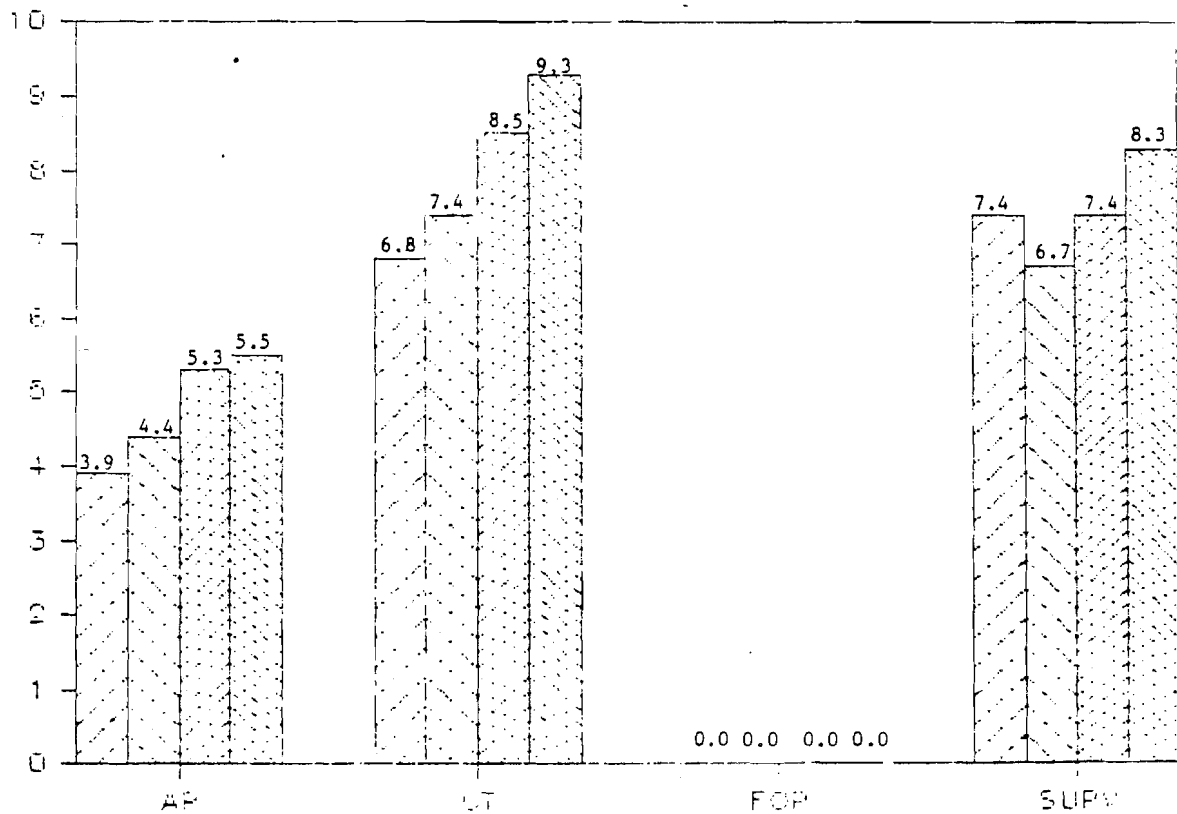
FEMALE MINORITY

NUMBER OF EMPLOYEES



Graph V-29

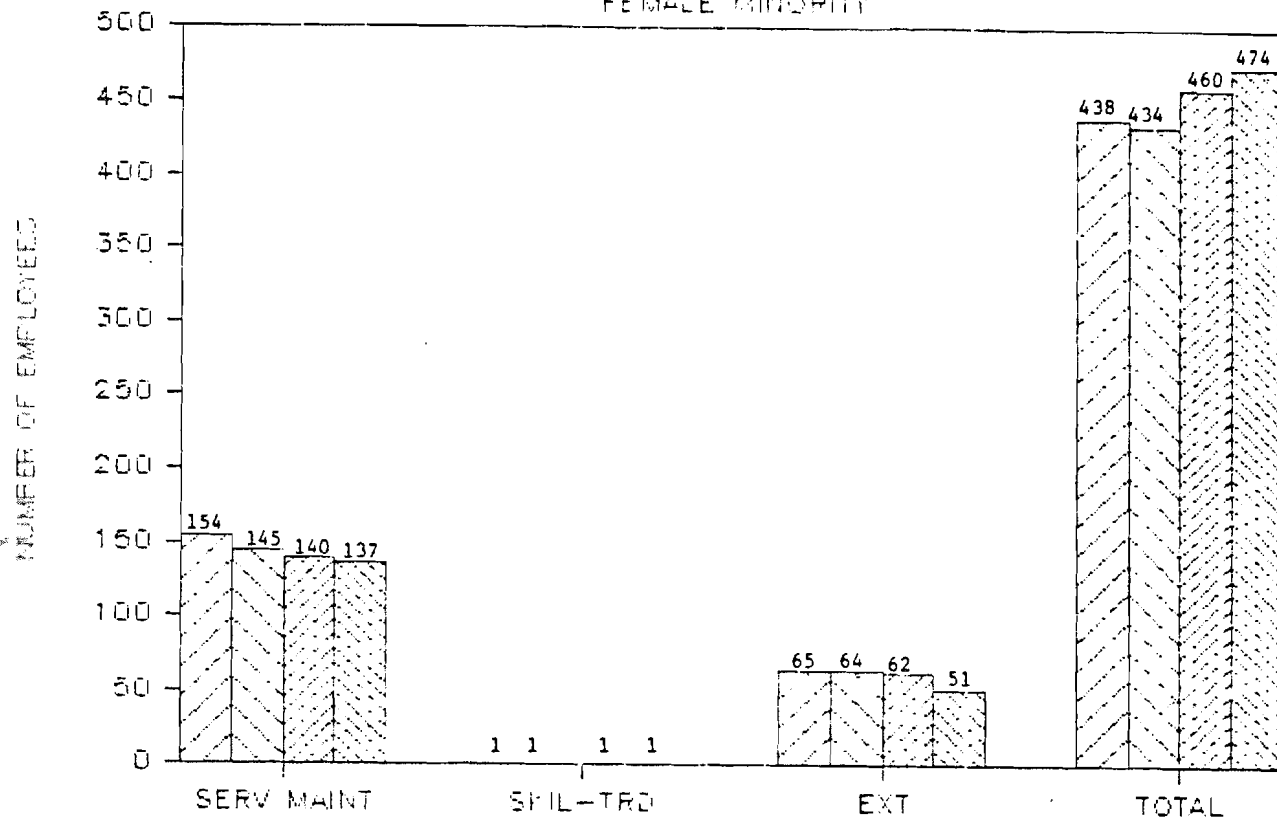
PERCENT OF EMPLOYEES



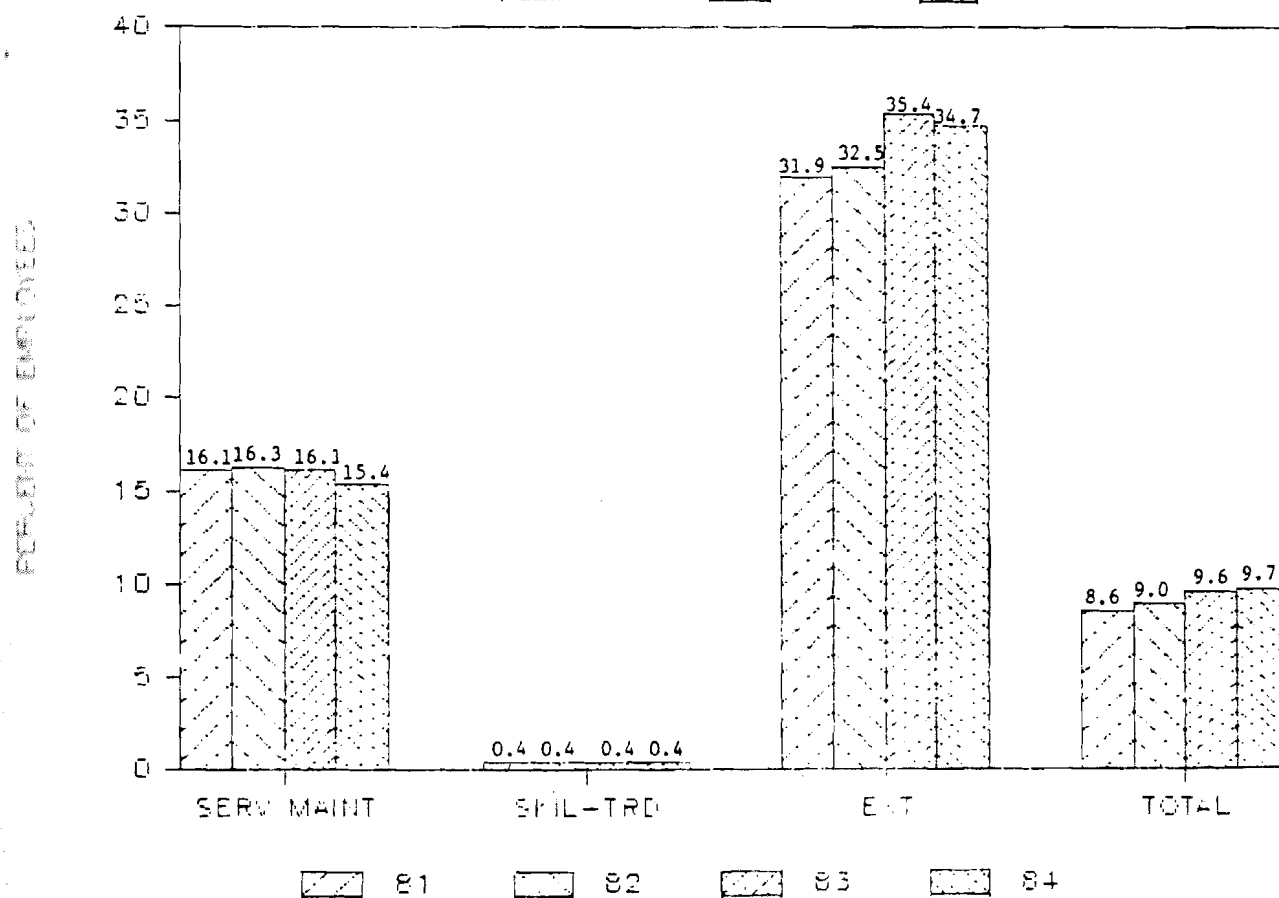
Graph V-30

NON-ACADEMIC WORKFORCE

FEMALE MINORITY



Graph V-31



Graph V-32

Table V-37

Non-Academic Hiring Statistics (New)
Cumulative Comparison: NUMERICAL
October-September

	TOTAL			MINORITIES			BLACK			ASIAN PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			NON MINORITY AND OTHER		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
TEMPORARY:																					
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
1983-84	282	310	592	46	54	100	23	27	50	9	10	19	12	17	29	2	0	2	236	256	492
REGULAR :																					
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
1983-84	235	495	730	36	82	118	18	48	66	10	12	22	6	18	24	2	4	6	199	413	612
ON-CALL :																					
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
1983-84	93	220	313	7	7	14	3	5	8	2	1	3	0	1	1	2	0	2	86	213	299

Table V-38

Non-Academic Hiring Statistics (New)
Cumulative Comparison: PERCENT*

	TOTAL			MINORITIES			BLACK			ASIAN PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			NON MINORITY AND OTHER		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
TEMPORARY:																					
1981-82	39.2	60.8	--	6.6	6.4	13.1	4.1	3.7	7.8	1.4	0.8	2.1	1	0.8	1.8	0.2	1.2	1.4	32.6	54.4	86.9
1982-83	49	51	--	12.1	13.2	25.3	8.2	8.8	17	0.9	1.4	2.3	1.9	2.2	4.2	1	0.8	1.8	37	37.7	74.7
1983-84	47.6	52.4	--	7.8	9.1	16.9	3.9	4.6	8.4	1.5	1.7	3.2	2	2.9	4.9	0.3	0	0.3	39.9	43.2	83.1
REGULAR :																					
1981-82	28.4	71.6	--	2.4	11	13.4	1.3	7	8.2	0.2	1.1	1.3	0.7	2.6	3.3	0.2	0.4	0.5	26	60.6	86.6
1982-83	30.5	69.5	--	5	13.8	18.8	2.8	9	11.7	1	1.7	2.8	1	2.4	3.4	0.2	0.7	0.9	25.5	55.7	81.2
1983-84	32.2	67.8	--	4.9	11.2	16.2	2.5	6.6	9	1.4	1.6	3	0.8	2.5	3.3	0.3	0.5	0.8	27.3	56.6	83.8
ON-CALL :																					
1981-82	38	62	--	3.6	1.6	5.2	0	1	1	1.6	1	2.6	0	1	1	0	0.5	0.5	36.5	58.3	94.8
1982-83	35	65	--	1.2	3.3	4.5	0.8	1.6	2.4	0.4	0.4	0.8	0	0.8	0.8	0	0.4	0.4	33.7	61.8	95.5
1983-84	29.7	70.3	--	2.2	2.2	4.5	1	1.6	2.6	0.6	0.3	1	0	0.3	0.3	0.6	0	0.6	27.5	68.1	95.5

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

VI. STUDENT RECRUITMENT EFFORTS

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

The staff of the Office of Admissions and Scholarships is constantly aware of the affirmative action interest at Michigan State University, and dedicates a great deal of effort in that direction. During the past year two new counselors have been added to that staff--one black female and one caucasian male. Within the context of more assertive recruitment activities in the Office of Admissions and Scholarships, last year, the Minority Admissions and Recruitment Unit within OAS intensified its activities in attracting racial and ethnic minorities. Among the activities were school visitations directed toward informing minority students of the education opportunities and services; campus days designed to involve specific groups of potential students--Detroit counselor visitation, a Detroit-area campus day, Native American Pow-Wow and a Chicano visitation day were among the activities. There were expanded recruiting networks through minority focused professional, religious, and fraternal organizations and the materials utilized by the admissions staff included brochures and flyers specifically directed at minority group students.

The MSU Upward Bound Program, sponsored by the Office of the Provost, last year again assisted approximately 106 minorities and disadvantaged high school youth (62% Black, 18% Caucasian, 14% Hispanic, 5% 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 served 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.

Michigan State University annually provides scholarships to attract outstanding students to the campus. The University annually sponsors ten National Achievement Scholarships for high achieving black students identified through the National Scholarship Program. In addition, five academic scholarships are awarded annually to top freshman Chicano students. Most significantly, the University initiated within the last year the Minority Distinguished Freshman Scholarship Competition. This competition provides up to 15 full tuition scholarships at in-state rates. Students are selected on a competitive basis, and this program has been instrumental in attracting additional numbers of high ability minority students to Michigan State University.

The University's inclusive style which is so much a part of its land-grant tradition is clearly in focus when one thinks of the College Admissions Achievement program. This program, designed for economically disadvantaged students and minority students with an opportunity to pursue education at Michigan State. Students admitted through this program are provided with a variety of academic support services that are directed at enhancing the probability of success at Michigan State. This long standing program has a history of great achievement and

remains an important facet of the overall admissions efforts. The recruitment year that culminated in the Fall 1984 enrollment was a year of significant achievement for affirmative action. Undergraduate applications, offers of admissions, and enrollments for every racial/ethnic category increased significantly. The table below portrays the number and percentage growth for applicants and admitted students by racial/ethnic category:

<u>Freshman</u>	<u>Applications 1984</u>	<u>% of Change</u>	<u>Admits 1984</u>	<u>% of Change</u>
Female*	(7,801)	(11%)	(6,573)	(12%)
Caucasian	12,790	10%	10,607	10%
Black	1,391	10%	933	15%
Chicano	77	24%	64	33%
Other Hispanic	100	21%	81	32%
Native American	39	21%	32	28%
Asian/Pacific Islander	261	18%	217	23%
Other	76	1%	51	-11%
<u>TOTAL</u>	<u>14,734</u>	<u>10%</u>	<u>11,985</u>	<u>11%</u>
<u>Transfer</u>				
Female*	(2,503)	(6%)	(1,593)	(14%)
Caucasian	4,580	1%	2,828	6%
Black	301	13%	138	34%
Chicano	33	6%	9	-36%
Other Hispanic	47	11%	22	4%
Native American	20	-24%	12	20%
Asian/Pacific Islander	73	5%	24	-49%
Other	18	-44%	11	-22%
<u>TOTAL</u>	<u>5,072</u>	<u>1%</u>	<u>3,036</u>	<u>6%</u>
<u>Graduate</u>				
Female*	(2,603)	(6%)	(1,082)	(-10%)
Caucasian	2,796	4%	1,654	-9%
Black	144	-12%	65	-24%
Chicano	16	6%	12	9%
Other Hispanic	54	20%	20	-20%
Native American	14	7%	10	42%
Asian/Pacific Islander	79	12%	32	-9%
Other	13	-0-	6	-40%
<u>TOTAL</u>	<u>3,116</u>	<u>4%</u>	<u>1,799</u>	<u>-9%</u>

*Data on females are not computed in the totals.

VII-A. STUDENT ENROLLMENT

Michigan State University is an institution committed to non-discrimination and affirmative action in education. As such, it seeks broad representation of all races, gender, and ethnic groups in its student body. As one of the leading land grant institutions in the country, Michigan State University attempts to address relevant issues and circumstances perceived as contributing to the low representation of both women and minority groups through its Affirmative Action Program. As a consequence of this commitment, minority enrollment continues to increase throughout the University. Between Fall 1983 and Fall 1984 total minority enrollment increased along with a concurrent increase in overall enrollment. In Fall 1983 total minority enrollment was 3,430 students or 8.5% of the overall student enrollment figure. Fall 1984 total minority enrollment increased to 3,515 students or 8.7% of the total student body (Graphs VII-1 and VII-2). An increase in the number of minority students occurred only in the undergraduate category, but was large enough to offset a slight decline in the number of graduate level minority students. In Fall 1983 minority graduate student enrollment numbered 621 or 8.0% of the total graduate student body. In Fall 1984, 595 minority graduate students enrolled representing 7.9% of the total graduate student enrollment (Table VII-9).

As noted in prior reports, much of the increase in minority enrollment is due to the continued growth, in the past few years, of black undergraduate student enrollment both in absolute numbers and as a percentage of total enrollments. Black enrollment in Fall 1984 represents 68.7% of the total minority student enrollment, or 2,416 students (Graphs VII-3 and VII-4), an increase in absolute numbers from Fall 1983 when black students comprised 69.9% of the minority students enrolled, or 2,396 students.

Hispanic enrollment in Fall 1984 increased to 460 students from the enrollment levels of Fall 1983 when the population consisted of 438 students enrolled at the University (Graph VII-5). This reflects an increase of 22 students: historically the highest number enrolled at Michigan State University. The proportion of Hispanics rose from 1.09% to 1.14% of the total student body (Graph VII-6). The number of Native American students in 1984 has increased to 124 as compared to 119 students enrolled in 1983 (Graph VII-7). The percentage of Native American students on campus is 0.31% of the total student body (Graph VII-8). Asian/Pacific Islander enrollment in Fall 1984 represented 1.28% of Michigan State University's total campus enrollment, or 515 students (Graphs VII-9 and VII-10), also the largest number since records were initially compiled in Fall of 1970.

The number of women students increased in Fall 1984 compared with Fall 1983 rising from 19,389 to 19,755 (Graph VII-11). The increase of 366 women students resulted in an increase in the proportion of women students from 48.3% in Fall 1983 to 49.1% in Fall 1984, the largest proportion on record (Graph VII-12). The proportion of women among all students, however, has remained fairly constant between 48% and 49% for the past five years, having shown a steady increase prior to that time. Compiled figures indicate that minority women now number 2,038 and comprise 10.3% of female students. Numerical increases for minority women occurred in all minority groups. The overall minority student population, at the undergraduate level, has increased significantly over the past four years: 2,648 (7.7%) in 1981; 2,704 (8.2%) in Fall 1982; 2,809 (8.7%) in Fall 1983; and 2,909 (8.9%) for Fall 1984. This increase is indicative of both the Affirmative Action Program and the general recruitment efforts of the University.

Another positive indication is reflected in the number of minority students gradually changing their enrollment trends from what has historically been defined as traditional fields to more non-traditional fields. For example, minority enrollments have attained a significant percentage of the total college enrollment in the following colleges: Communication Arts and Sciences, Engineering, Natural Science, Nursing, Social Science, Human Medicine, and Osteopathic Medicine (Table VII-2).

Black enrollment has made a significant increase in Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, Natural Science and James Madison in recent years as indicated in Table VII-4. Hispanic enrollment has shown recent increases in Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, and Natural Science (Table VII-5). Native American enrollments increased in Human Medicine, Engineering, Osteopathic Medicine, Social Science and Veterinary Medicine (Table VII-6). Asian/Pacific Islanders show an increase in Business, Communication Arts and Sciences, Engineering, Nursing, and Natural Science and Social Science (Table VII-7).

Women have also made significant gains in non-traditional fields. Table VII-8 indicates that in Fall 1984 women attained numerical peaks in the College of Communication Arts and Sciences and percentage maximums in James Madison, Osteopathic Medicine, Social Science, and Veterinary Medicine. Moreover, women enrollments in general made a recovery to the percentage trend in enrollment after the slight dip in Fall of 1982 and 1983 (Graph VII-12).

Minority students enrolled at the graduate level during Fall 1984 constituted approximately 5.9% of master's students, 8.1% of doctorate students, and 13.2% of graduate professional students (those seeking Doctor of Medicine, Doctor of Osteopathic Medicine, and Doctor of Veterinary Medicine degrees) (Table VII-9). At the master's level, Black enrollment consists of 136 students and women comprise over 50% of students with minority women accounting for 6.7% of the total women enrolled at this level. An overview of minority enrollment for undergraduate, graduate and professional programs during the period of 1982 through 1984, is provided in Table VII-10.

Michigan State University continues to make relevant 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 1984 professional students are women (44.19%), and minority enrollment increased significantly (from 157 the previous year to 170 this fall) resulting in minority representation of 13.18 percent. The gains made by Native American were especially noteworthy; their enrollment has risen from five in 1980 (0.40%) to 12 (.96%) in 1982, to 17 (1.34%) in 1983, to 20 (1.55%) in 1984. Asian/Pacific Islanders remained stable with 37 (2.91%) in Fall 1984. Both Blacks and Hispanics showed an increase in number representation; Blacks from 69 (5.43%) in 1983 to 74 (5.73%) in 1984. Hispanics increased from 34 in 1983 (2.68%) to 39 (3.02%) this year.

Persistence rates are an important component of institutional evaluation. MSU analyzes persistence data for domestic undergraduate students who entered as first time freshman, transfer students with 85 or more transfer credits, and transfer students with less than 85 transfer credits, by gender and ethnicity. Persistence rates for all three entrance categories are high relative to those for other public four year institutions.

VII-A. STUDENT ENROLLMENT

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Black enrollment has made a significant increase in Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, Natural Science and James Madison in recent years as indicated in Table VII-4. Hispanic enrollment has shown recent increases in Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, and Natural Science (Table VII-5). Native American enrollments increased in Human Medicine, Engineering, Osteopathic Medicine, Social Science and Veterinary Medicine (Table VII-6). Asian/Pacific Islanders show an increase in Business, Communication Arts and Sciences, Engineering, Nursing, and Natural Science and Social Science (Table VII-7).

Women have also made significant gains in non-traditional fields. Table VII-8 indicates that in Fall 1984 women attained numerical peaks in the College of Communication Arts and Sciences and percentage maximums in James Madison, Osteopathic Medicine, Social Science, and Veterinary Medicine. Moreover, women enrollments in general made a recovery to the percentage trend in enrollment after the slight dip in Fall of 1982 and 1983 (Graph VII-12).

Minority students enrolled at the graduate level during Fall 1984 constituted approximately 5.9% of master's students, 8.1% of doctorate students, and 13.2% of graduate professional students (those seeking Doctor of Medicine, Doctor of Osteopathic Medicine, and Doctor of Veterinary Medicine degrees) (Table VII-9). At the master's level, Black enrollment consists of 136 students and women comprise over 50% of students with minority women accounting for 6.7% of the total women enrolled at this level. An overview of minority enrollment for undergraduate, graduate and professional programs during the period of 1982 through 1984, is provided in Table VII-10.

Michigan State University continues to make relevant 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 1984 professional students are women (44.19%), and minority enrollment increased significantly (from 157 the previous year to 170 this fall) resulting in minority representation of 13.18 percent. The gains made by Native American were especially noteworthy; their enrollment has risen from five in 1980 (0.40%) to 12 (.96%) in 1982, to 17 (1.34%) in 1983, to 20 (1.55%) in 1984. Asian/Pacific Islanders remained stable with 37 (2.91%) in Fall 1984. Both Blacks and Hispanics showed an increase in number representation; Blacks from 69 (5.43%) in 1983 to 74 (5.73%) in 1984. Hispanics increased from 34 in 1983 (2.68%) to 39 (3.02%) this year.

Persistence rates are an important component of institutional evaluation. MSU analyzes persistence data for domestic undergraduate students who entered as first time freshman, transfer students with 85 or more transfer credits, and transfer students with less than 85 transfer credits, by gender and ethnicity. Persistence rates for all three entrance categories are high relative to those for other public four year institutions.

Persistence rates for first-time-freshman (FTF) women are slightly lower than those for FTF men. Rates for minority FTF tend to be lower than those for majority FTF; however, the numbers of students in some minority groups in some years are small enough that percentage figures can be misleading. Within minority groups the rates for Native Americans tend to be lower, with Asian/Pacific Islanders generally the highest.

Tables for transfer students display similar patterns, again cautioning that small group sizes may exaggerate rates (positively or negatively) in an unrealistic manner. In general, males persist at slightly higher rates than do females, and non-minorities at higher rates than blacks and other minority groups.

MSU's five year graduate rate for first time freshman of over 63% compares favorably to the national average of 53% for four year institutions. Its 16% attrition rate at the end of the first year (FTF) compares to a national rate of 33% for four year institutions. For more detailed information on the persistence-attrition of MSU domestic undergraduate students, see Appendix VII-A.

The 1983-84 enrollment of self identified handicapper students was 216, two less than the previous year. Over the last four years there has been a 4% increase in minority handicapper enrollment. The total percentage of handicappers who are minorities is over 10%. The representation of black handicappers increased by 1% from the previous year. A similar increase has been experienced by Asian/Pacific Islanders. The percentage of Native Americans has remained approximately the same with one Native American handicapper. There has been a drop in 3 of Hispanic handicapper students. Forty-five percent of our minority handicappers are graduate students. The female/male ratio of handicapper students during the past two years has averaged 47% female/53% male.

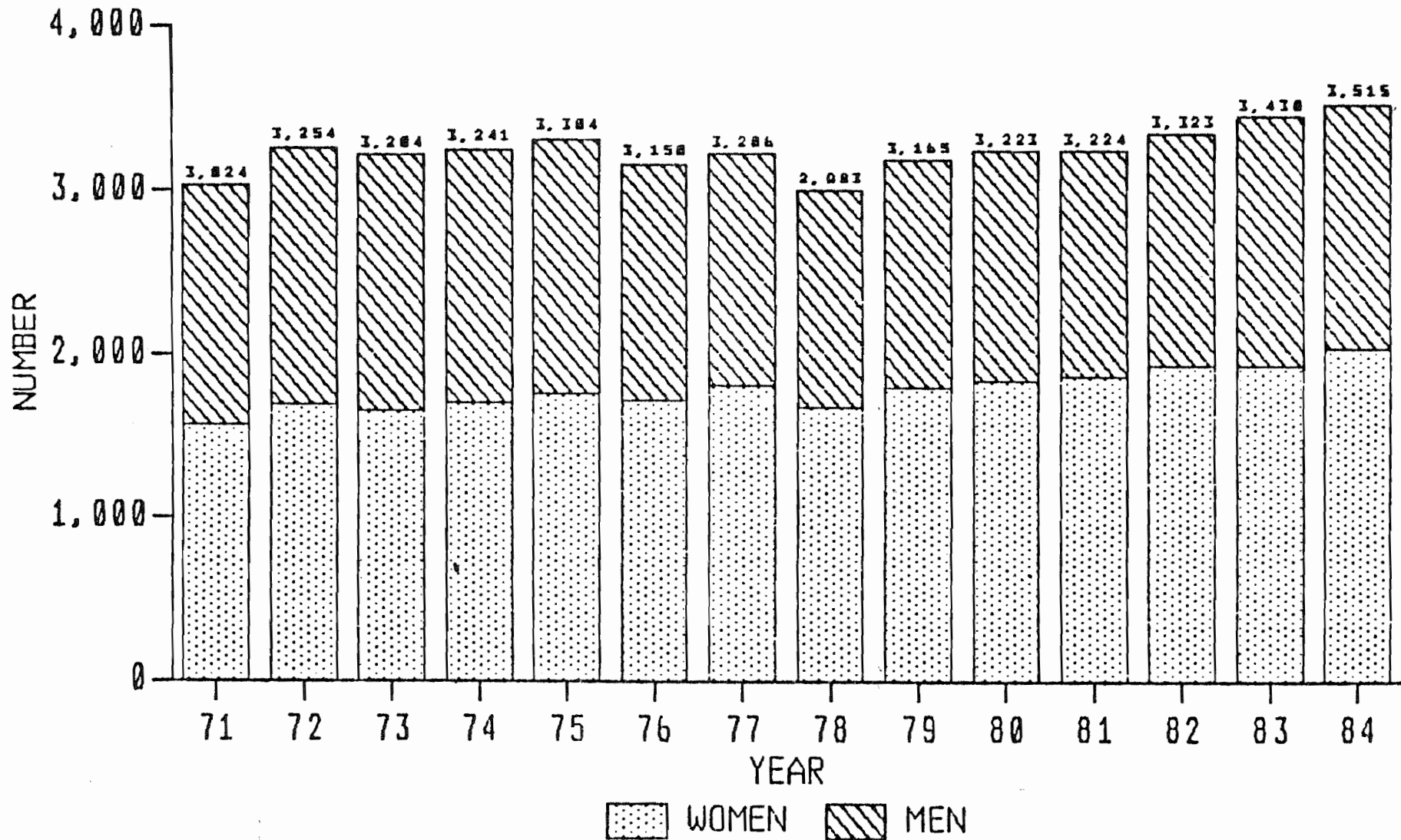
During a four year period from 1980-1984, the Office of Programs for Handicapper Students has experienced over a 200% increase in the number of affirmative action inquiries regarding potential handicapper students.

The reduction in the overall enrollment of handicapper students for the first time this past year is most likely due to the financial aid restraints including policy changes of Michigan Rehabilitation Services. Such financial aid barriers and disincentives for handicappers will need to be addressed if affirmative action opportunities for handicappers are to continue.

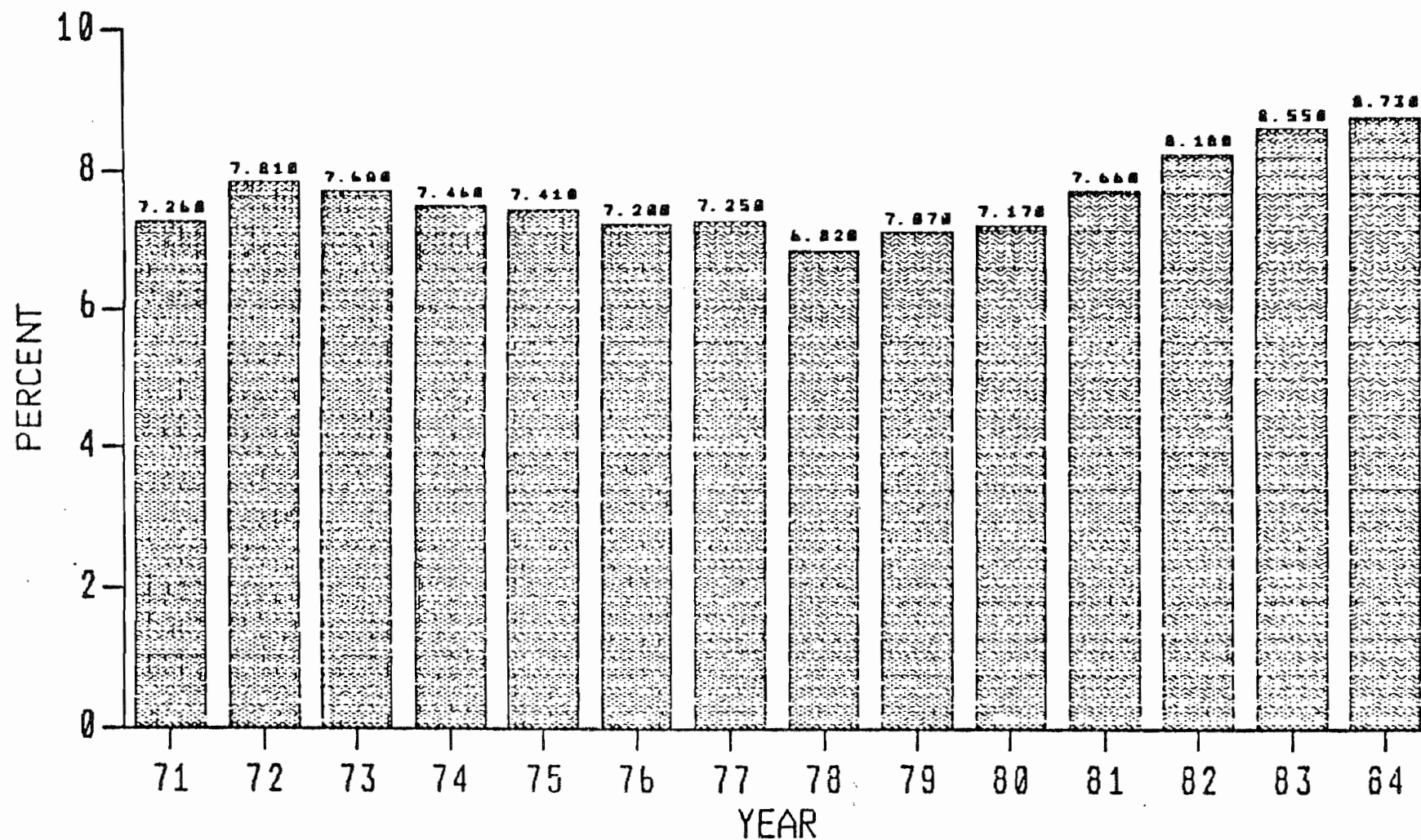
Demographics for handicapper students show them enrolled in the majority of undergraduate and graduate programs in every college. Minority students are represented in the handicapper student population. Most of the handicapper students are primarily located in the mobility, temporarily mobile, visual, hearing, and learning disability categories.

Graph VII-1

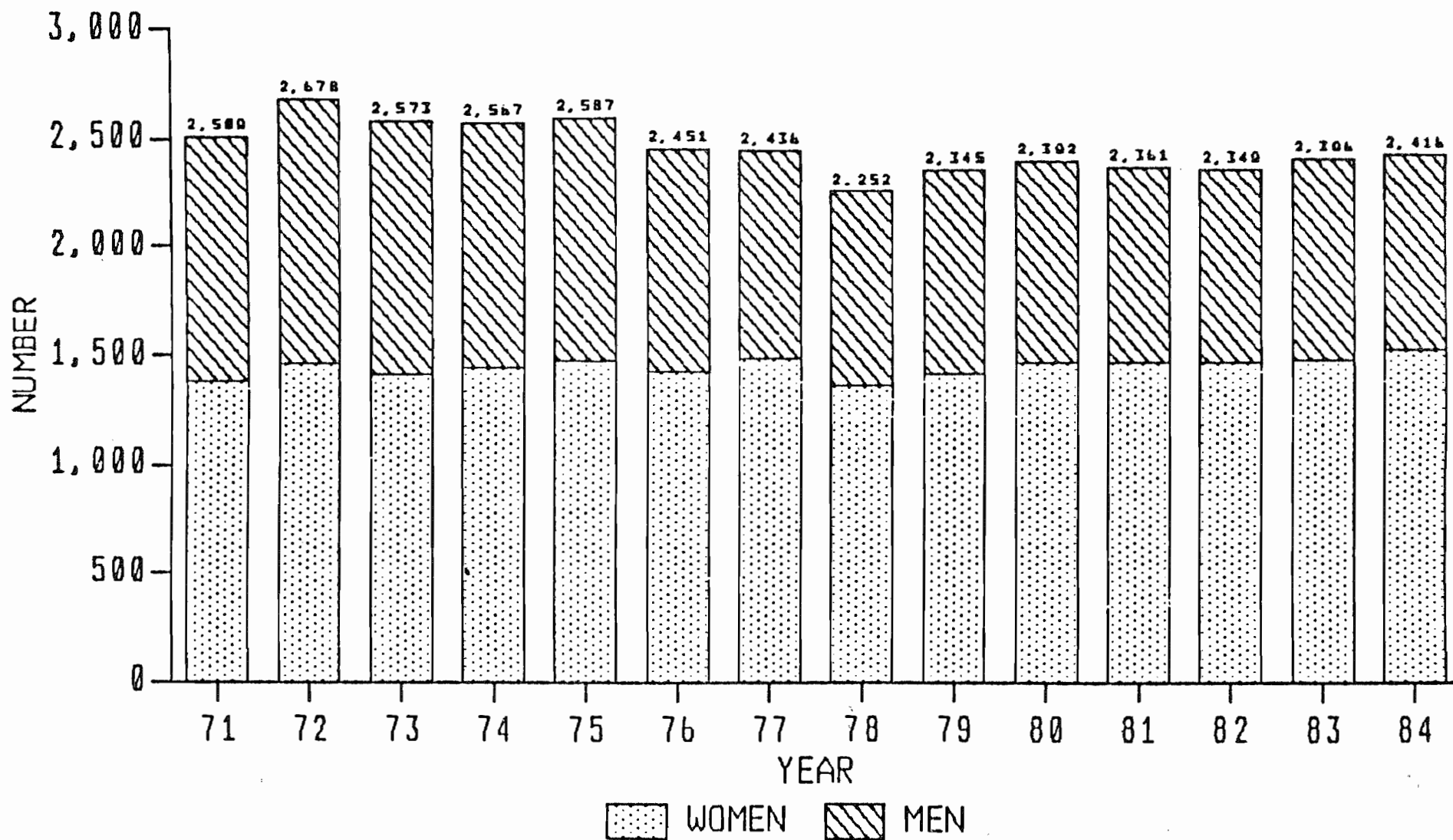
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT
FALL TERMS
1971-84



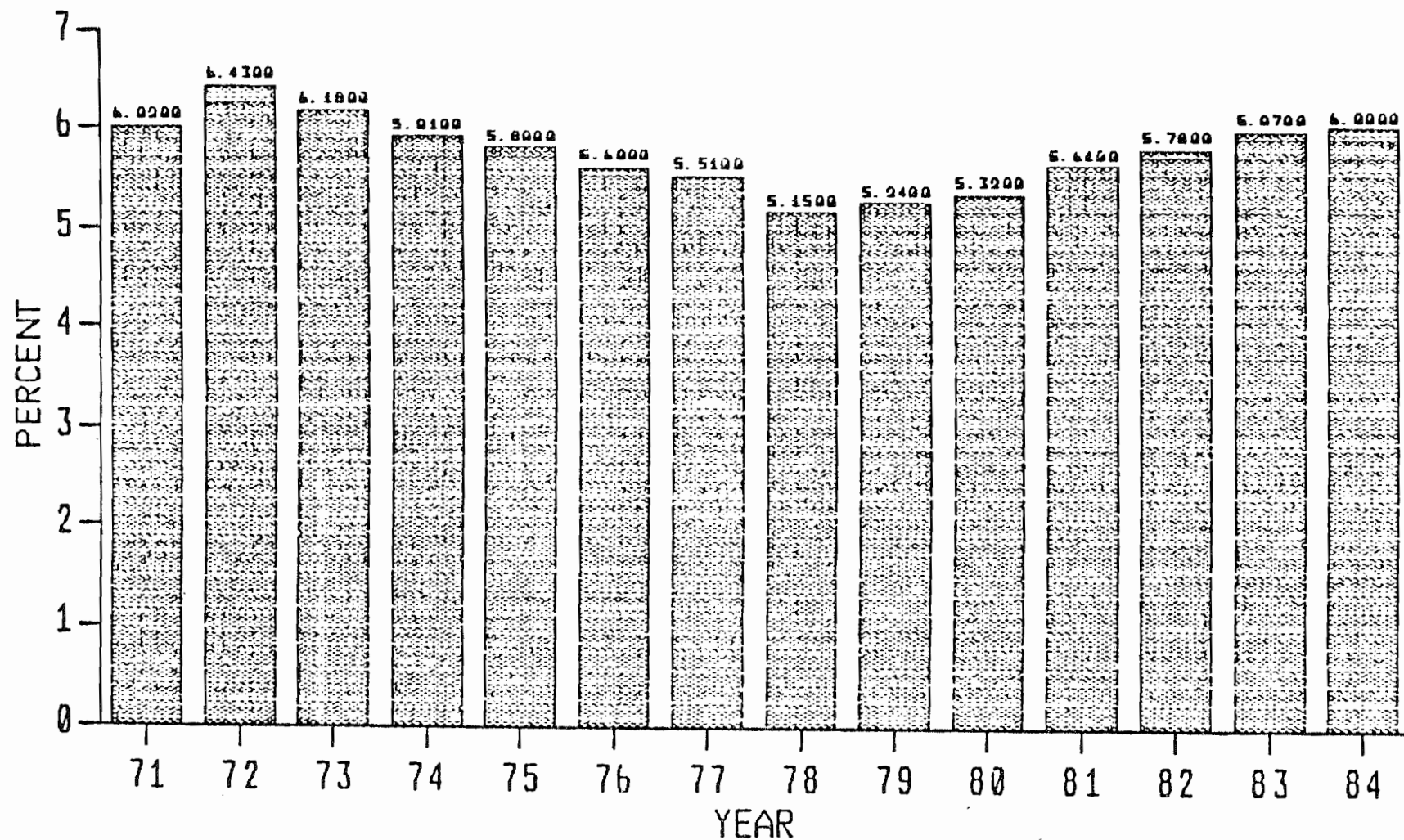
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-84



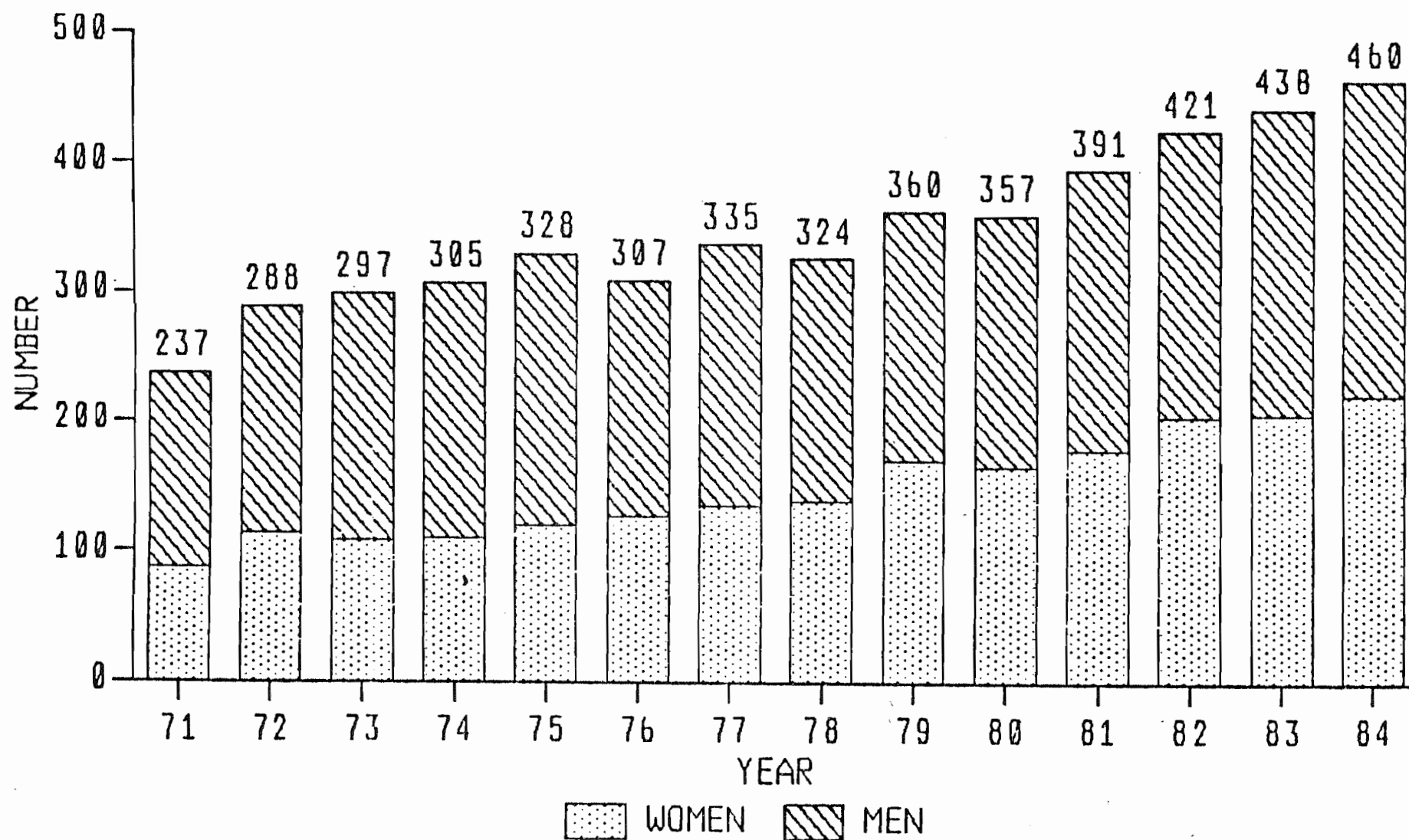
MICHIGAN STATE UNIVERSITY BLACK ENROLLMENTS FALL TERMS 1971-84



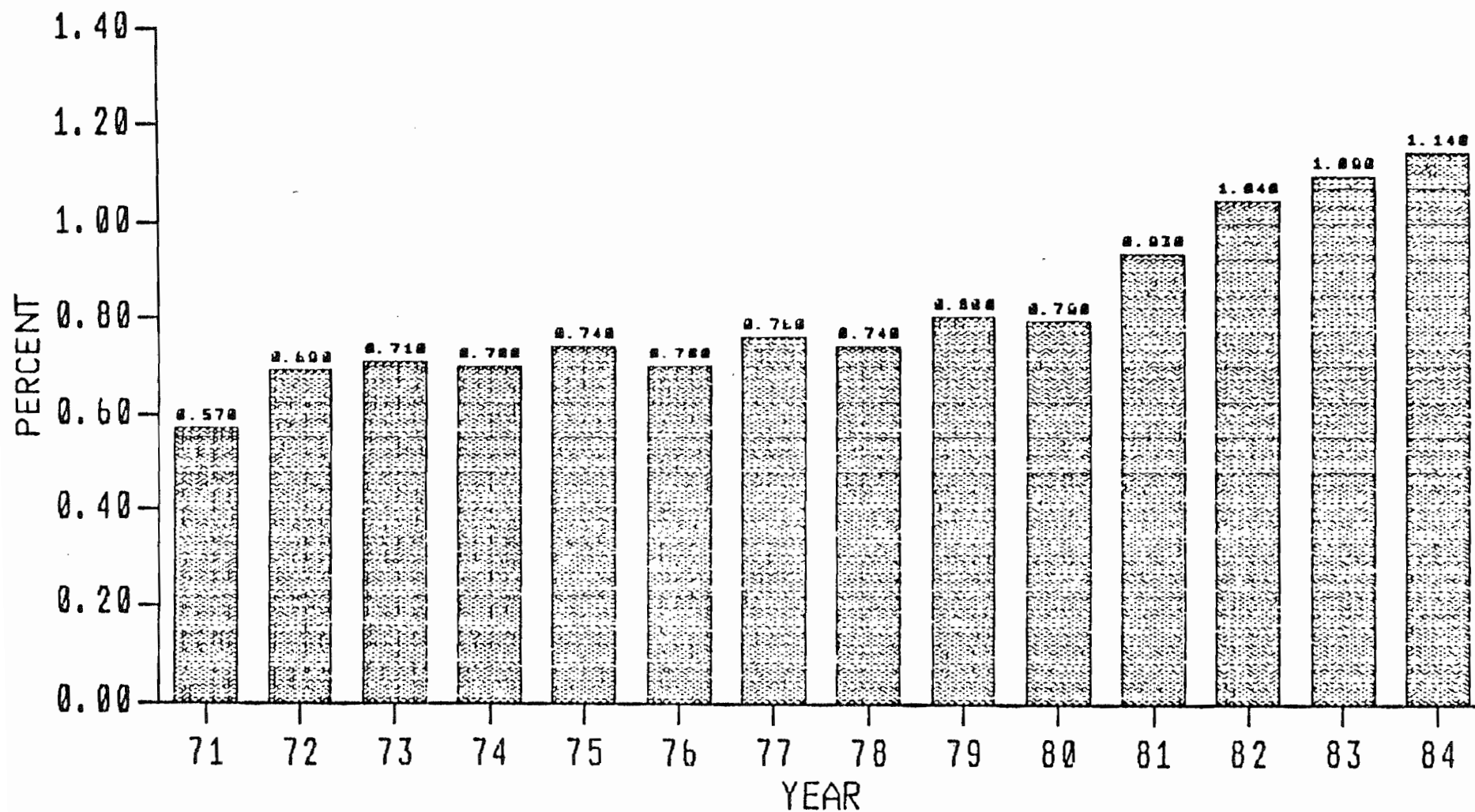
MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-84



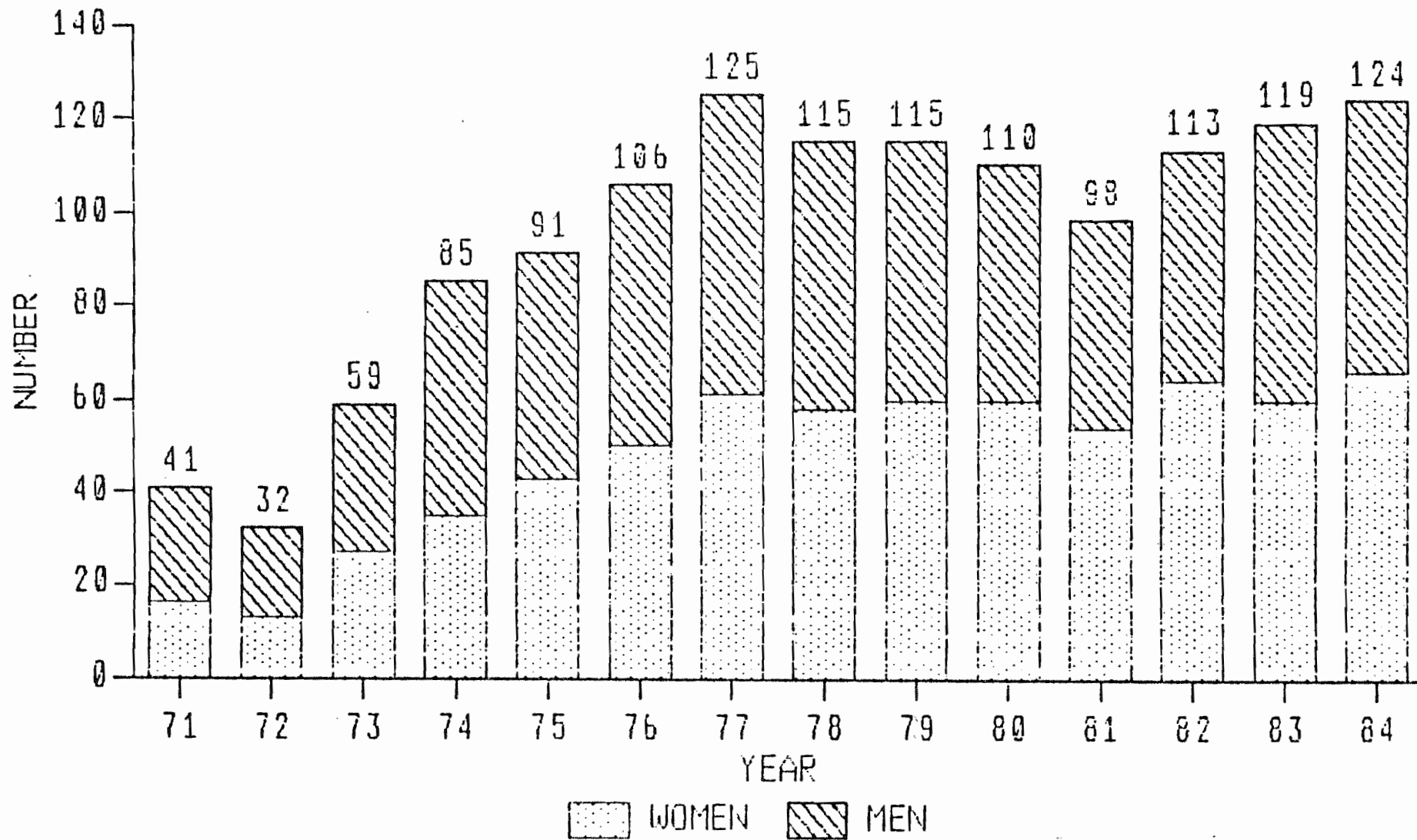
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENTS
FALL TERMS
1971-84



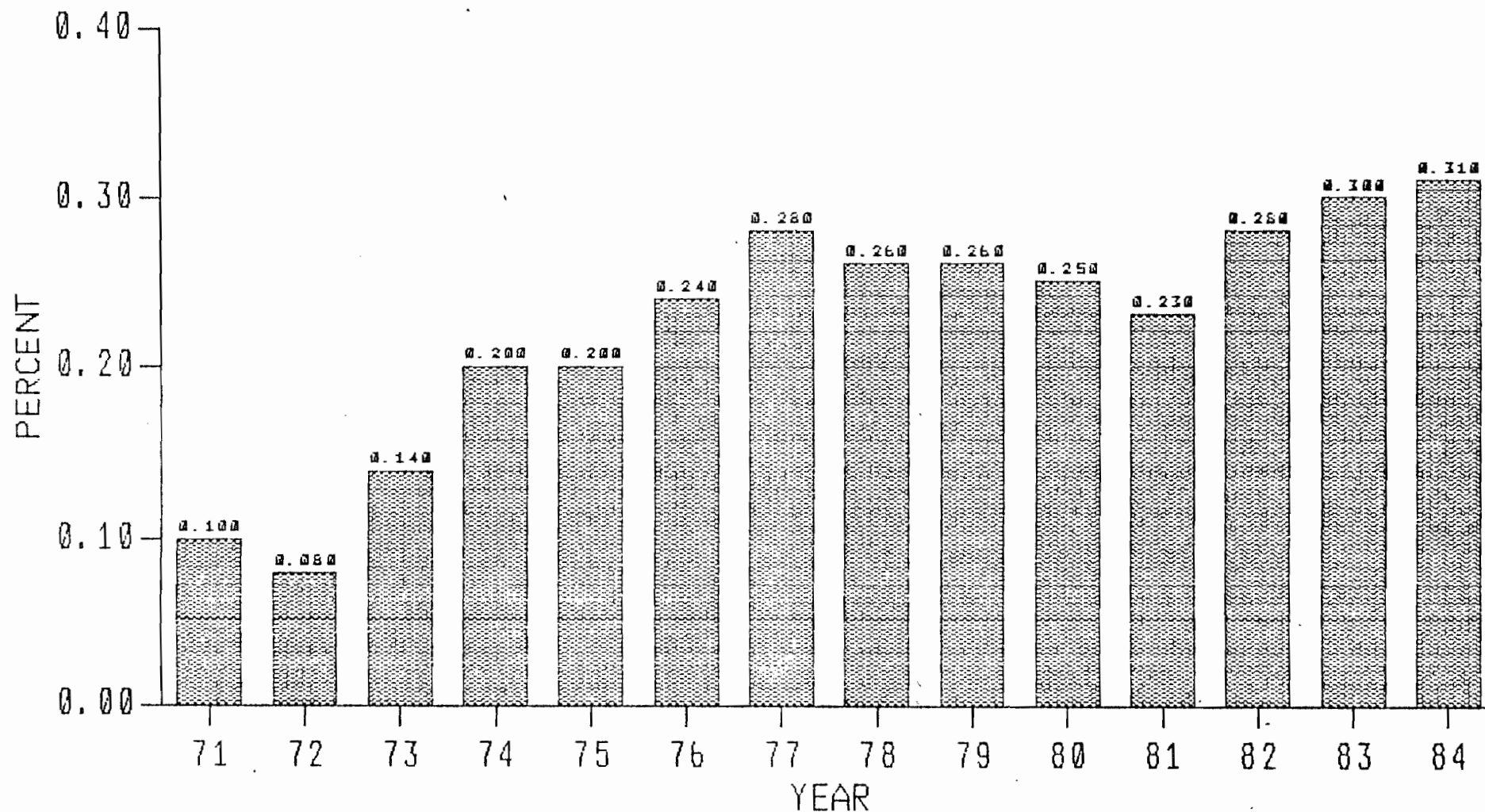
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-84



MICHIGAN STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENTS
FALL TERMS
1971-84

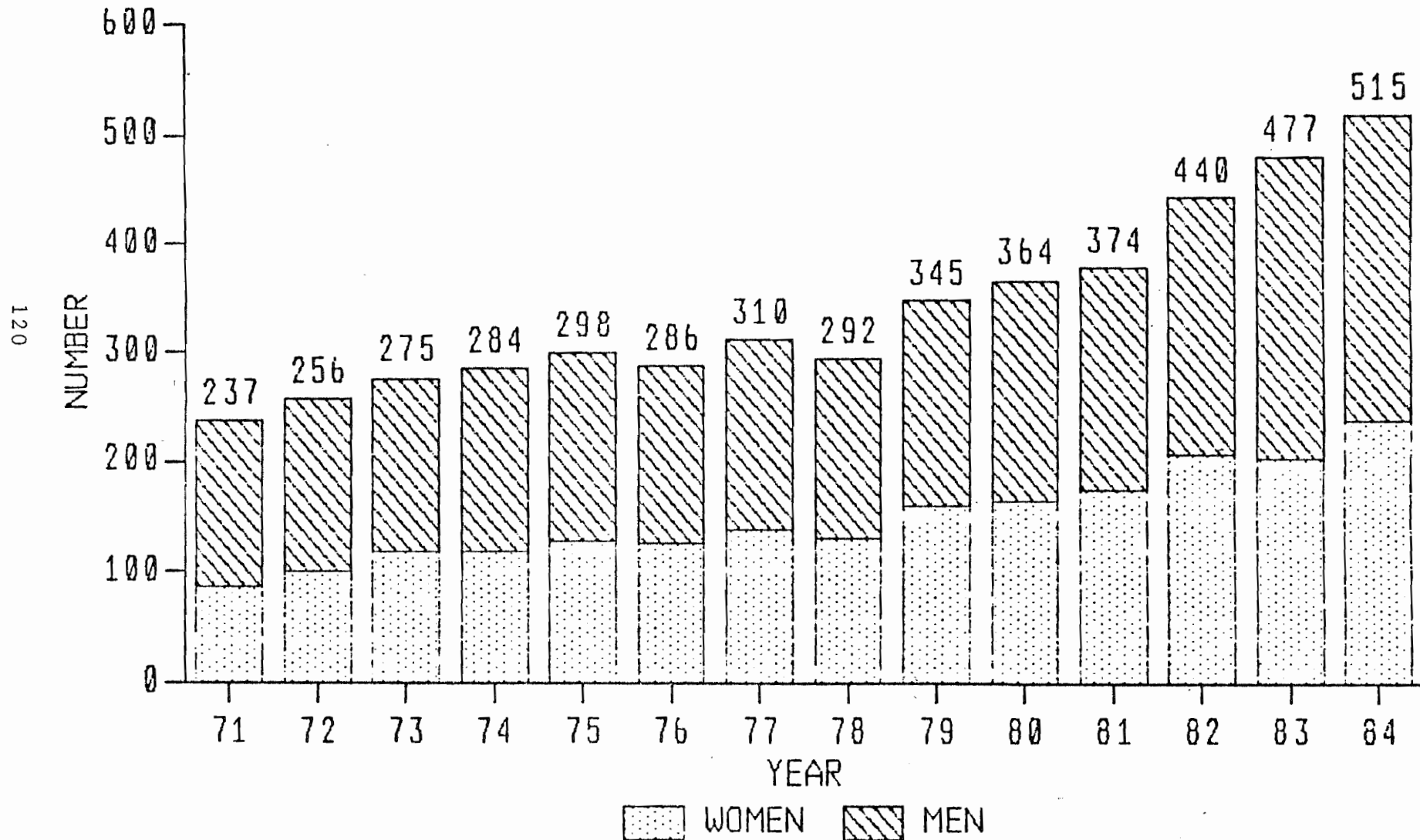


MICHIGAN STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENTS AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-84



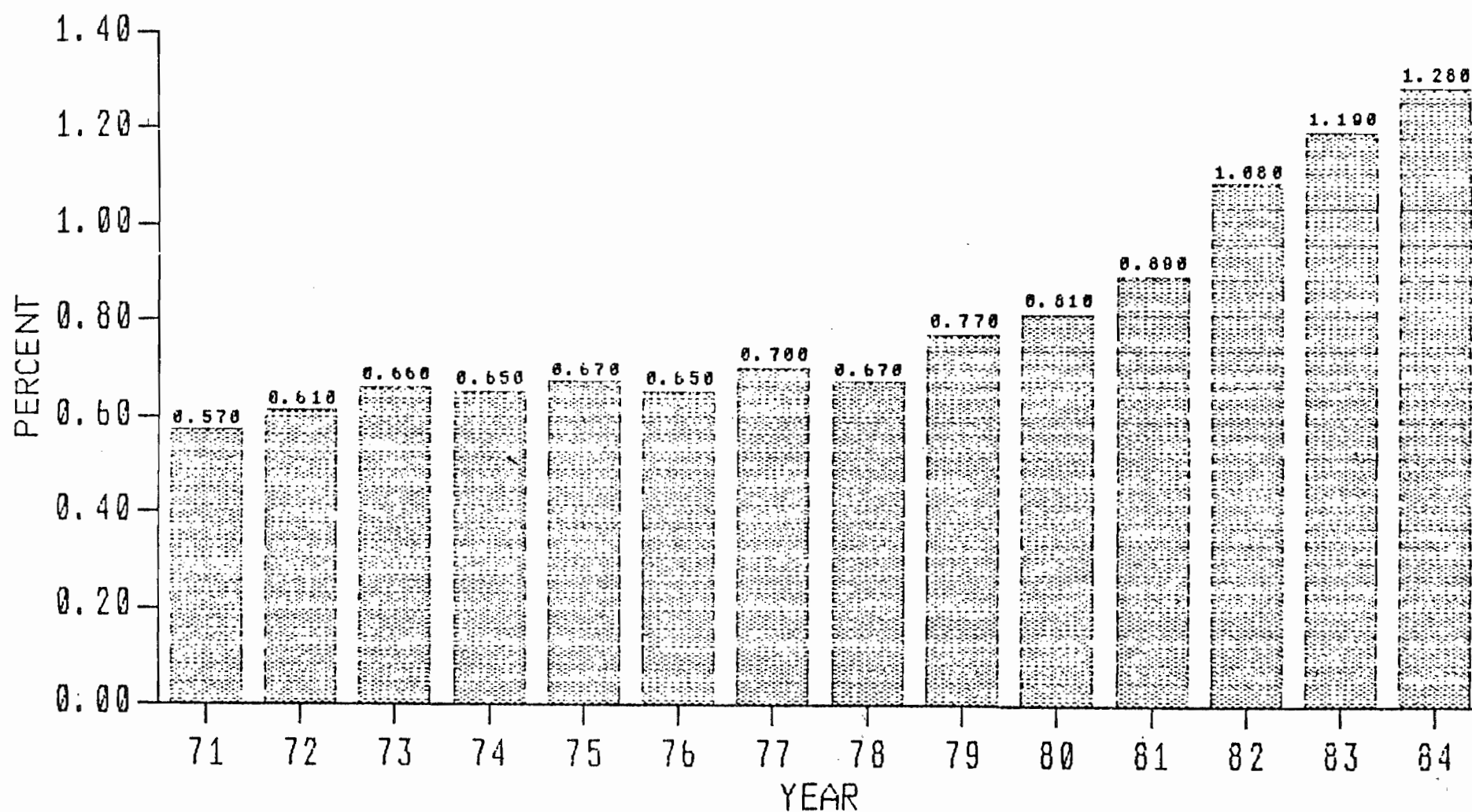
GRAPH 722-9

MICHIGAN STATE UNIVERSITY
ASIAN/PACIFIC ISLANDER ENROLLMENTS
FALL TERMS
1971-84

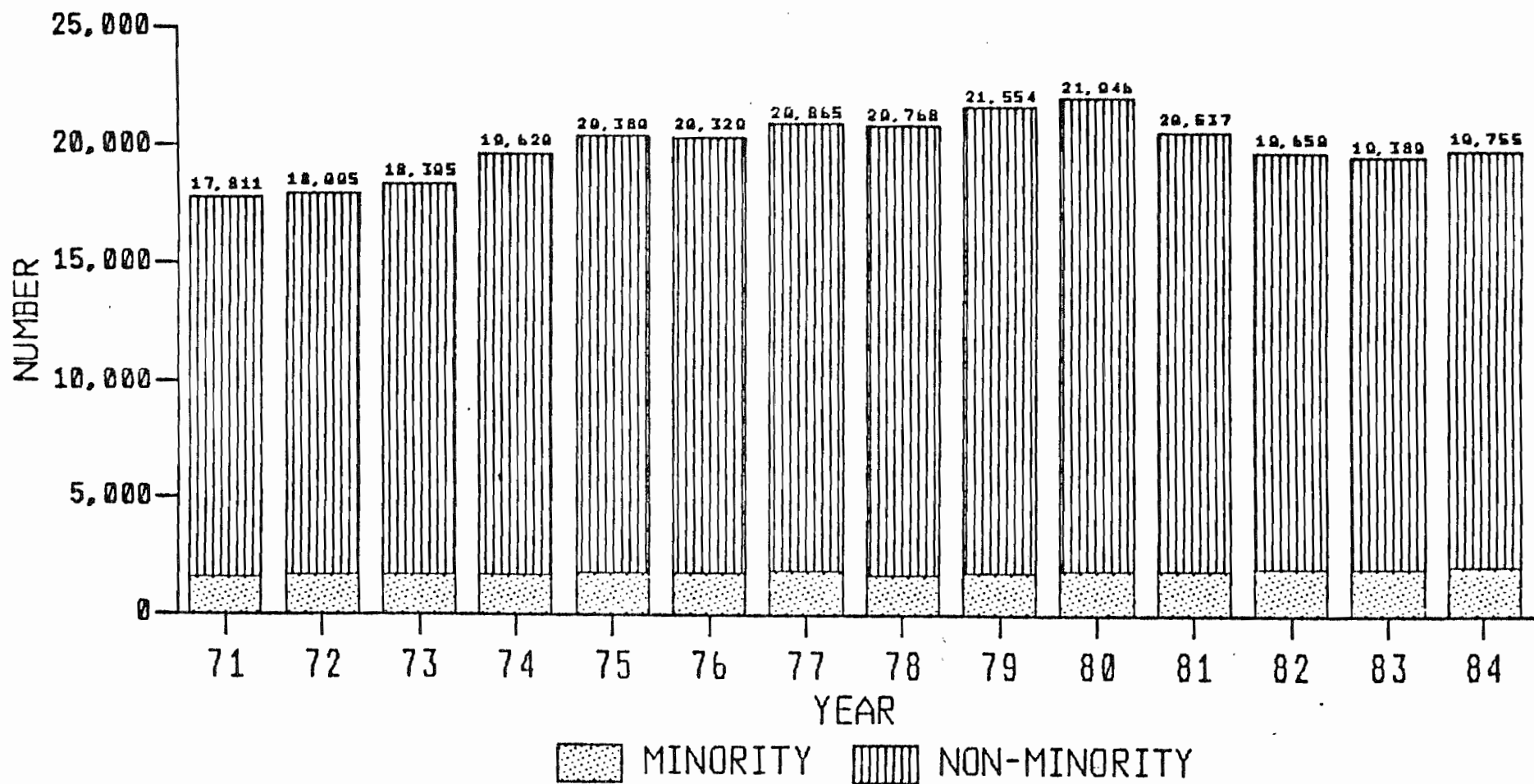


Michigan VHS-10

MICHIGAN STATE UNIVERSITY
ASIAN/PACIFIC ISLANDER ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1971-84



MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENTS
(INCLUDING FOREIGN)
FALL TERMS
1971-84



MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
(INCLUDING FOREIGN)
FALL TERMS
1971-84

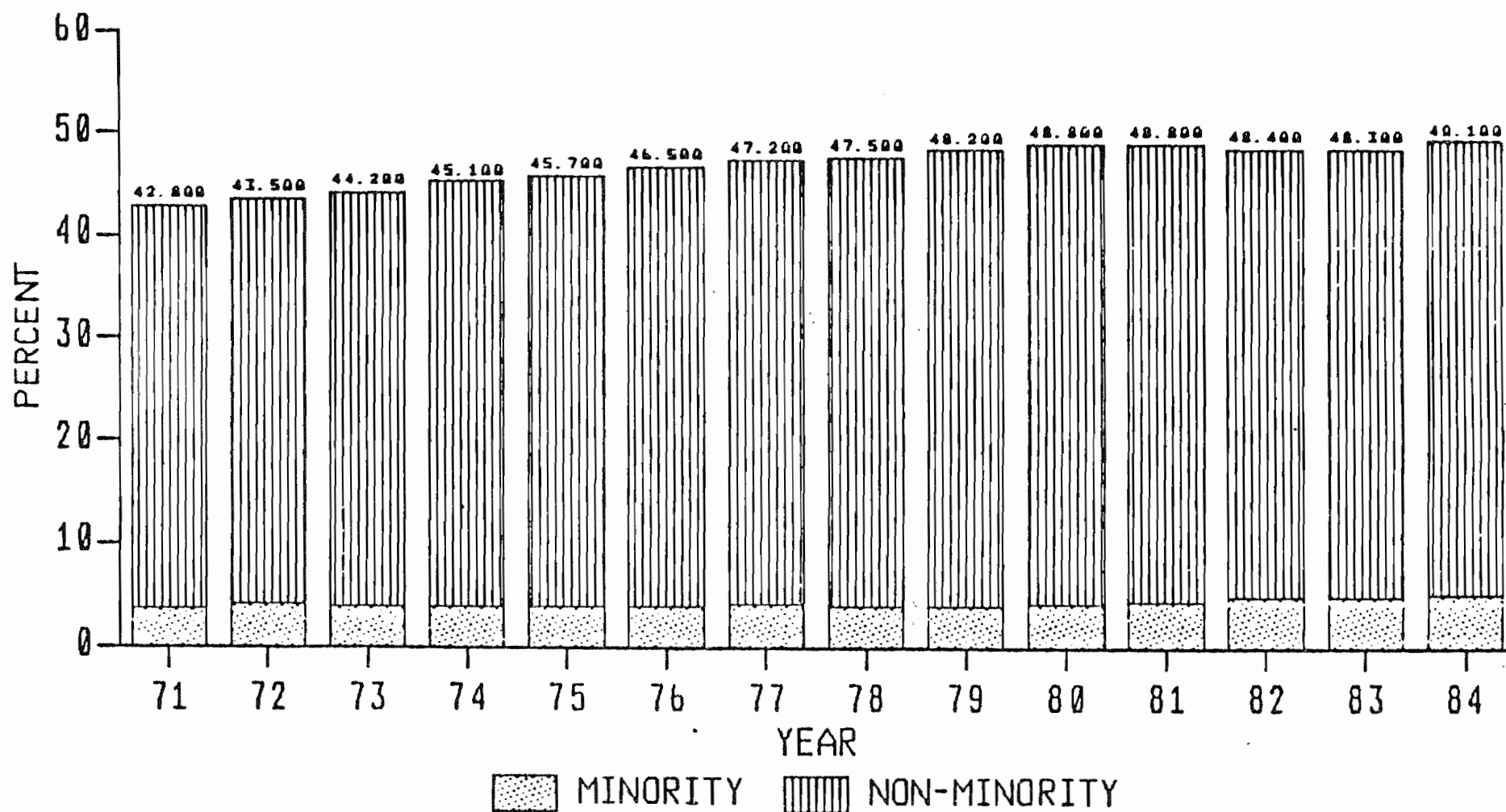


TABLE VII-1

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
FALL TOTAL ENROLLMENTS BY COLLEGE*

	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
Agri. & Natural Resources	3944	4495	4714	4783	4530	4477	4538	4314	3910	3458	3107
Arts and Letters	3726	3530	3245	3025	2774	2715	2698	2401	2326	2266	2227
Business	4713	5210	5494	6119	6560	7846	7869	7300	6944	6916	7044
Comm. Arts and Sciences	2147	2340	2358	2662	2829	3112	3219	3297	3749	4034	4076
Education	5448	5501	4969	4553	3978	3771	3626	3100	2428	2210	2177
Engineering	2308	2728	2862	3173	3618	3973	4334	4498	4744	4810	4678
Human Ecology	2193	2188	2138	2127	2003	1937	1725	1619	1484	1449	1535
Human Medicine	1108	1171	1229	1215	1183	1121	1116	1039	489	482	467
James Madison	519	468	460	653	780	832	890	859	863	819	930
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	4887
Nursing	-	-	-	-	-	-	684	584	608	672	652
Osteopathic Medicine	235	264	288	316	333	361	410	396	430	461	520
Social Science	5378	5434	5110	5017	4822	4902	4931	4427	4012	3723	3774
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	914
No Preference	3586	3345	3202	3233	3355	2880	2486	2276	2392	2454	2696
Unclassified - LLE - Post. Doc.	-	-	-	-	-	193	387	424	438	516	590
TOTAL	43459	44580	43749	44211	43744	44756	44940	42094	40627	40122	40272

*Includes undergraduate, graduate, and graduate-professional.

¹ College of Urban Development prior to Fall 1982.

TABLE VII-2

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

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

	Fall 1977 Enrollment			Fall 1981 Enrollment			Fall 1982 Enrollment			Fall 1983 Enrollment			Fall 1984 Enrollment		
	Total	Minority*		Total	Minority*		Total	Minority*		Total	Minority*		Total	Minority*	
	N	N	%	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	3107	190	6.1
Arts and Letters	3329	203	6.1	2401	144	6.0	2326	138	5.9	2266	122	5.4	2227	123	5.5
Business	6119	314	5.1	7300	433	5.9	6944	417	6.0	6916	418	6.0	7044	474	6.7
Communication Arts & Science	2662	302	11.3	3297	304	9.2	3749	341	9.1	4034	368	9.1	4076	369	9.1
Education	4553	400	8.8	3100	238	7.7	2428	214	8.8	2210	192	8.7	2177	164	7.5
Engineering	3173	270	8.5	4498	408	9.1	4744	447	9.4	4810	502	10.4	4678	508	10.9
Human Ecology	2127	157	7.4	1619	124	7.7	1484	125	8.4	1449	126	8.7	1535	119	7.8
Human Medicine	522	95	18.2	500	84	16.8	489	72	14.7	482	82	17.0	467	91	19.5
James Madison	653	36	5.5	859	62	7.2	863	69	8.0	819	68	8.3	930	75	8.1
Natural Science ¹	6014	395	6.6	4913	387	7.9	4786	449	9.4	4892	509	10.4	4887	509	10.4
Nursing	332	39	11.7	584	78	13.4	608	82	13.5	672	81	12.1	652	90	13.8
Osteopathic Medicine	316	61	19.3	396	56	14.1	430	70	16.3	461	64	13.9	520	67	12.9
Social Science ²	5158	540	10.5	4502	496	11.0	4028	438	10.9	3725	417	11.2	3774	432	11.4
Veterinary Medicine	1237	32	2.6	1111	48	4.3	1008	55	5.5	958	54	5.6	914	57	6.2
No Preference	3154	247	7.8	2276	165	7.2	2392	204	8.5	2454	221	9.0	2694	227	8.4
Unclassified/Postdoctoral	79	0	0.0	424	18	4.2	438	19	4.3	516	22	4.3	590	20	3.4
TOTAL	44211	3206	7.3	42094	3224	7.7	40627	3323	8.2	40122	3430	8.6	40272	3515	8.7

*Does not include foreign students.

College enrollment counts have been adjusted to reflect the Fall 1984 organizational structure of the University.

1. Natural Science includes Lyman Briggs.

2. Social Science includes Justin Morrill and Urban Affairs.

See Table VII-3 for details.

Source: Distribution of Student Majors, Fall 1977, 1981, 1982, 1983, and 1984, Office of the Registrar.
Minority Census, Office of Planning and Budgets

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

TOTAL FALL MINORITY ENROLLMENT BY COLLEGE*

	1975	%	1976	%	1977	%	1978	%	1979	%	1980	%	1981	%	1982	%	1983	%	1984	%
Ag. & Nat. Resources	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	190	5.4
Arts & Letters	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	123	3.5
Business	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	474	13.5
Comm. Arts & Sciences	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	369	10.5
Education	540	16.3	468	14.9	400	12.5	333	11.2	297	9.4	247	7.7	238	7.4	214	6.4	192	5.6	164	4.7
Engineering	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	508	14.4
Human Ecology	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	119	3.4
Human Medicine	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	91	2.6
James Madison	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	75	2.1
Justin Morrill	28	0.8	23	0.7	23	0.7	14	0.5	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	54	1.6	55	1.7	48	1.5	51	1.7	67	2.1	66	2.0	73	2.3	-	-	-	-	-	-
Natural Sci.	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	509	14.4
Nursing	-	-	-	-	-	-	-	-	-	-	88	2.7	78	2.4	82	2.5	81	2.4	90	2.6
Osteo. Medicine	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	67	1.9
Social Science	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	432	12.3
Urban Affairs Programs ²	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	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	57	1.6
No Preference	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	227	6.5
Unclassified - LLE	-	-	-	-	-	-	-	-	12	0.4	22	0.7	18	0.6	19	0.6	22	0.6	20	0.6
TOTAL	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	3515	100.0

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

¹Student 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.

²College of Urban Development prior to Fall 1982.

TABLE VII-4
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

BLACK FALL ENROLLMENT AND PERCENT BY COLLEGE*¹

	<u>1975</u> ²		<u>1976</u>		<u>1977</u>		<u>1978</u>		<u>1979</u>		<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>		<u>1984</u>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	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	141	74.2
Arts & Letters	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	79	64.2
Business	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	331	69.8
Comm. Arts & Sciences	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	309	83.7
Education	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	102	62.1
Engineering	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	345	67.9
Human Ecology	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	89	74.8
Human Medicine	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	42	46.2
James Madison	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	56	74.7
Justin Morrill	19	67.9	15	65.2	12	52.2	10	71.4	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	39	72.2	42	76.4	32	66.7	35	68.6	49	73.1	48	72.7	51	69.9	-	-	-	-	-	-
Natural Sci.	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	304	59.7
Nursing	-	-	-	-	-	-	-	-	-	-	76	86.4	68	87.2	70	85.4	64	79.0	64	71.1
Osteo. Medicine	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	29	43.3
Social Science	436	80.9	384	79.0	355	78.2	346	79.4	352	76.5	358	76.5	348	76.8	326	76.2	323	77.6	317	70.1
Urban Affairs Programs	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	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	32	56.1
No Preference	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	164	72.2
Unclassified-LLE	-	-	-	-	-	-	-	-	8	66.7	14	63.6	11	61.1	12	63.2	12	54.5	12	60.0
TOTAL	2587		2451		2436		2251		2345		2392		2361		2349		2396		2416	

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

¹Student 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.

²The 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.

³College of Urban Development prior to Fall 1982.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

HISPANIC FALL ENROLLMENT AND PERCENT BY COLLEGE*¹

	<u>1975</u> # % ²		<u>1976</u> # %		<u>1977</u> # %		<u>1978</u> # %		<u>1979</u> # %		<u>1980</u> # %		<u>1981</u> # %		<u>1982</u> # %		<u>1983</u> # %		<u>1984</u> # %	
Ag. & Nat. Resources	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	26	13.7
Arts & Letters	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	20	16.3
Business	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	65	13.7
Comm. Arts & Sciences	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	33	8.9
Education	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	35	21.3
Engineering	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	42	8.3
Human Ecology	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	11	9.2
Human Medicine	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	22	24.2
James Madison	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	9	12.0
Justin Morrill	5	17.9	4	17.4	5	21.7	3	21.4	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	2	3.7	2	3.6	1	2.1	3	5.9	4	6.0	7	10.6	10	13.7	-	-	-	-	-	-
Natural Sci.	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	84	16.5
Nursing	-	-	-	-	-	-	-	-	-	-	3	3.4	3	3.8	3	3.7	6	7.4	10	11.1
Osteo. Medicine	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	11	16.4
Social Science	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	52	12.0
Urban Affairs Programs ³	1	1.3	1	1.2	3	3.5	3	4.3	2	2.5	-	-	1	2.3	-	-	-	-	-	-
Vet. Medicine	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	11	19.3
No Preference	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	28	12.3
Unclassified-LLE	-	-	-	-	-	-	-	-	2	16.7	2	9.1	2	11.1	1	5.3	2	9.1	1	5.0
TOTAL	328		307		335		324		360		357		391		421		438		460	

*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.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

NATIVE AMERICAN FALL ENROLIMENT AND PERCENT BY COLLEGE*¹

	1975		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	#	% ²	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	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	7	3.7
Arts & Letters	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	6	4.9
Business	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	10	2.1
Comm. Arts & Sciences	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	7	1.9
Education	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	10	6.1
Engineering	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	11	2.2
Human Ecology	2	1.2	-	-	2	1.3	4	3.0	5	4.3	5	4.3	3	2.4	3	2.4	4	3.2	3	2.5
Human Medicine	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	12	13.2
James Madison	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	4	5.3
Justin Morrill	3	10.7	2	8.7	4	17.4	1	7.1	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	0	0	1	1.8	3	6.2	2	3.9	0	0	1	1.5	1	1.4	-	-	-	-	-	-
Natural Sci.	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	11	2.2
Nursing	-	-	-	-	-	-	-	-	-	-	3	3.4	2	2.6	3	3.7	3	3.7	3	3.3
Osteo. Medicine	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	6	9.0
Social Science	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	21	4.6
Urban Affairs Programs	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	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	7	12.3
No Preference	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	6	2.6
Unclassified-LLE	-	-	-	-	-	-	-	-	0	0	0	0	0	0	-	-	2	9.1	0	
TOTAL	91		106		125		115		115		110		98		113		119		124	

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

¹Student 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.

²The percentages indicate the percent of Native American enrollment relative to total minority enrollment within each college (Table I).

³Percentage figures indicated in Tables II-IV will total to 100% for each college.

⁴College of Urban Development prior to Fall 1982.

TABLE VII-7
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

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

	1975 ²		1976		1977		1978		1979		1980		1981		1982		1983		1984	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	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	16	8.4
Arts & Letters	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	18	14.6
Business	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	68	14.3
Comm. Arts & Sciences	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	20	5.4
Education	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	17	10.4
Engineering	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	110	21.7
Human Ecology	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	16	13.4
Human Medicine	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	15	16.5
James Madison	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	6	8.0
Justin Morrill	1	3.6	2	8.7	2	8.7	0	0	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	13	24.1	10	18.2	12	25.0	11	21.6	14	20.9	10	15.2	11	15.1	-	-	-	-	-	-
Natural Sci.	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	110	21.6
Nursing	-	-	-	-	-	-	-	-	-	-	6	6.8	5	6.4	6	7.3	8	9.9	13	14.4
Osteo. Medicine	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	21	31.3
Social Science	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	42	9.3
Urban Affairs Programs	1	1.3	1	1.2	2	2.3	2	2.9	2	2.5	2	2.7	1	1.3	-	-	-	-	-	-
Vet. Medicine	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	7	12.3
No Preference	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	29	12.8
Unclassified-LLE	-	-	-	-	-	-	-	-	2	16.7	6	27.3	5	27.8	6	31.6	6	27.3	7	35.0
TOTAL	298		286		310		292		345		364		374		440		477		515	

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

¹Student 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.

²The percentages indicate the percent of Asian/Pacific Islander enrollment relative to total minority enrollment within each college (Table I).

³Percentage figures indicated in Tables II-IV will total to 100% for each college.

⁴College of Urban Development prior to Fall 1982.

OFFICE OF PLANNING AND BUDGETS
TOTAL ENROLLMENT OF WOMEN AND PERCENT BY COLLEGE*
Fall Terms

	<u>1975</u>		<u>1976</u>		<u>1977</u>		<u>1978</u>		<u>1979</u>		<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>		<u>1984</u>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Resources	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	1,040	33.5
Arts & Letters	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	1,304	58.6
Business	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	3,120	44.3
Comm. Arts & Sciences	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	2,336	57.3
Education	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	1,468	67.4
Engineering	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	1,063	22.7
Human Ecology	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	1,406	91.6
Human Medicine	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	204	43.7
Residential Colleges	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	451	48.5
Natural Science	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	1,996	40.8
Nursing ²	-	-	-	-	-	-	-	-	-	-	660	96.5	567	97.1	588	96.7	656	97.6	627	96.1
Osteo. Medicine	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	191	36.7
Social Science	2,324	42.8	2,278	44.6	2,343	46.7	2,321	48.1	2,511	51.2	2,629	53.3	2,381	53.8	2,076	51.7	1,964	52.8	2,062	54.7
Urban Affairs Program	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	-	-
Veterinary Medicine	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	543	59.4
No Preference	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	1,624	60.3
Unclassified	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	303	55.4
Total	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	19,738	49.1

*Includes women nonresident aliens.

1. Residential colleges include James Madison, Justin Morrill, and Lyman Briggs for 1973-78.

2. Nursing included in Natural Science prior to 1980.

3. College of Urban Development prior to 1982.

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Graduate Minority Students
Fall Terms
Number and Percent

College	1980					1981					1982					1983					1984				
	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot
Agric. & Nat. Resources	13	19	-	818	3.9	9	15	-	740	3.2	16	22	-	754	5.0	15	29	-	757	5.8	17	22	-	743	5.2
Arts & Letters	21	15	-	525	6.9	23	17	-	501	8.0	19	23	-	550	7.6	22	20	-	558	7.5	18	20	-	548	6.9
Business	25	8	-	820	4.0	28	12	-	809	4.9	37	10	-	787	6.0	36	9	-	823	5.5	27	14	-	773	5.3
Comm. Arts & Sci.	17	5	-	274	8.0	12	4	-	268	6.0	21	5	-	317	8.2	16	4	-	311	6.4	16	4	-	337	5.9
Education	85	82	-	1849	9.0	79	72	-	1585	9.5	72	75	-	1358	10.8	60	69	-	1302	9.9	50	60	-	1233	8.9
Engineering	13	5	-	332	5.4	14	2	-	346	4.6	12	1	-	375	3.5	15	5	-	427	4.7	15	4	-	428	4.4
Human Ecology	11	4	-	217	6.9	10	4	-	188	7.5	10	7	-	186	9.1	9	8	-	187	9.1	11	5	-	190	8.4
Human Medicine	1	2	81	508	16.5	-	4	80	500	16.8	1	2	69	489	14.7	-	3	79	482	17.0	1	3	87	467	19.5
Natural Science	14	16	-	803	3.7	13	15	-	733	3.8	19	22	-	757	5.4	16	25	-	768	5.3	15	28	-	772	5.6
Nursing	1	-	-	36	2.8	1	-	-	32	3.1	2	-	-	33	6.1	1	-	-	43	2.3	1	-	-	40	2.5
Osteo. Medicine	-	-	63	410	15.4	-	-	56	396	14.1	-	-	70	430	16.3	-	1	63	461	13.9	-	1	66	520	12.9
Social Science	49	26	-	931	8.1	54	24	-	828	9.4	46	27	-	819	8.9	54	22	-	789	9.6	54	28	-	774	10.6
Veterinary Medicine	4	2	8	521	2.7	3	2	10	489	3.1	4	4	12	477	4.2	6	4	15	468	5.3	4	7	17	442	6.3
Total ¹	254	184	152	8044	7.3	246	171	146	7415	7.6	259	198	151	7332	8.3	250	199	157	7376	8.2	229	196	170	7267	8.2

¹ Does not include unclassified/postdoctorals

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Graduate Women Students
Fall Terms
Number and Percent

College	1980					1981					1982					1983					1984				
	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot
Agric. & Nat. Resources	131	48	-	818	21.9	129	39	-	740	22.7	141	44	-	754	24.5	143	51	-	757	25.6	146	64	-	743	28.3
Arts & Letters	193	77	-	525	51.4	220	72	-	501	58.3	218	86	-	550	55.3	239	80	-	558	57.2	232	84	-	548	57.7
Business	187	30	-	820	26.5	207	31	-	809	29.4	197	33	-	787	29.2	201	43	-	823	29.7	176	41	-	773	28.1
Comm. Arts & Sci.	139	13	-	274	55.5	129	18	-	268	54.9	153	14	-	317	52.7	168	20	-	311	60.5	188	19	-	337	61.4
Education	766	299	-	1849	57.6	612	272	-	1585	55.8	476	269	-	1358	54.9	458	281	-	1302	56.8	419	279	-	1233	56.6
Engineering	23	5	-	332	8.4	23	5	-	346	8.1	41	5	-	375	12.3	60	4	-	427	15.0	57	6	-	428	14.7
Human Ecology	137	45	-	217	83.9	116	43	-	188	84.6	113	42	-	186	83.3	110	49	-	187	85.0	117	48	-	190	63.7
Human Medicine	28	11	169	508	40.9	11	17	187	500	43.0	10	23	192	489	46.0	9	18	188	482	42.7	5	19	180	467	43.7
Natural Science	98	93	-	803	23.8	92	85	-	733	24.1	72	100	-	757	22.7	77	112	-	768	24.6	85	119	-	772	26.4
Nursing	35	-	-	36	97.2	31	-	-	32	96.9	30	-	-	33	90.9	43	-	-	43	100.0	38	-	-	40	95.0
Osteopathic Medicine	1	5	140	410	35.6	2	5	134	396	35.6	0	5	146	430	35.1	-	8	156	461	35.6	2	8	181	520	36.7
Social Science	345	105	-	931	48.3	313	96	-	828	49.4	296	105	-	819	49.0	307	104	-	789	52.1	316	104	-	774	54.3
Veterinary Medicine	12	6	209	521	44.0	5	7	221	489	47.6	9	9	219	477	49.7	10	10	218	468	50.9	9	10	209	442	51.6
Total ¹	2095	737	518	8044	41.6	1890	690	542	7415	42.1	1756	735	557	7332	41.6	1825	780	562	7376	42.9	1790	801	570	7267	43.5

¹Does not include unclassified/postdoctoral

TABLE VII-11
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Graduate Minority and Women Students
Fall 1984

College	Total Graduate Enrollment				Graduate Women				Graduate Minorities			
	Mas.	Doc.	G-P	Total	Mas.	Doc.	G-P	Total	Mas.	Doc.	G-P	Total
Agric. & Nat. Resources	429	314	-	743	146	64	-	210	17	22	-	39
Arts & Letters	351	197	-	548	232	84	-	316	18	20	-	38
Business	623	150	-	773	176	41	-	217	27	14	-	41
Comm. Arts & Sciences	281	56	-	337	188	19	-	207	16	4	-	20
Education	642	591	-	1233	419	279	-	698	50	60	-	110
Engineering	289	139	-	428	57	6	-	63	15	4	-	19
Human Ecology	128	62	-	190	117	48	-	165	11	5	-	16
Human Medicine	12	44	411	467	5	19	180	204	1	3	87	91
Natural Science	257	515	-	772	85	119	-	204	15	28	-	43
Nursing	40	-	-	40	38	-	-	38	1	-	-	1
Osteo. Medicine	5	20	495	520	2	8	181	191	-	1	66	67
Social Science	529	245	-	774	316	104	-	420	54	28	-	82
Vet. Medicine	26	32	384	442	9	10	209	228	4	7	17	28
Total ¹	3612	2365	1290	7267	1790	801	570	3161	229	196	170	595

1. Does not include unclassified/postdoctorals.

Table VII-12

Number and Percent of Campus Total at Each Graduate Level by Women and By Minority Students
Fall 1982 and Fall 1983

	<u>Master's</u>		<u>Doctoral</u>		<u>Grad-Professional</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%
<u>Fall 1982*</u>								
Campus Total (U.S. Citizens)	3409		1788		1249		6446	
Women (U.S. Citizens)	1726	50.6	652	36.5	557	44.6	2935	45.5
Native American	15	.4	9	.5	12	1.0	36	.5
Black	142	4.2	107	6.0	70	5.6	319	4.9
Chicano	11	.3	10	.6	21	1.7	42	.7
Other Hispanic	39	1.1	32	1.8	18	1.4	89	1.4
Asian-Pacific Islander	63	1.8	40	2.2	30	2.4	133	2.1
TOTAL MINORITY	270	7.9	198	11.1	151	12.0	619	9.6
<u>Fall 1983*</u>								
Campus Total (U.S. Citizens)	3451		1743		1268		6462	
Women (U.S. Citizens)	1824	52.9	668	38.3	552	44.3	3054	47.2
Native American	11	.3	6	.3	17	1.3	34	.5
Black	153	4.4	103	5.9	69	5.4	325	5.0
Chicano	8	.2	11	.6	15	1.2	34	.5
Other Hispanic	35	1.0	36	2.1	19	1.5	90	1.4
Asian-Pacific Islander	58	1.7	43	2.5	37	2.9	138	2.1
TOTAL MINORITY	265	7.7	199	11.4	157	12.4	621	9.6

* Official 10th of term totals. Summation of department/school figures will not match due to a later reporting by departments/schools which reflect late registrations and withdrawals.

Table VII-13

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

Number and Percent of Campus Total at Each Graduate Level
by Women and by Minority Students
Fall 1984

	Master		Doctoral		Grad-Prof		Total	
	#	%	#	%	#	%	#	%
<u>Fall 1984*</u>								
Campus Total (U.S. Citizens)	3366		1737		1288		6391	
Women (U.S. Citizens)	1807	53.7	673	38.7	570	44.3	3050	47.7
Native American	13	.4	8	.5	20	1.5	41	.6
Black	136	4.0	99	5.7	74	5.7	309	4.8
Chicano	11	.3	10	.6	15	1.2	36	.6
Other Hispanic	33	1.0	34	1.9	24	1.9	91	1.4
Asian/Pacific Islander	47	1.4	45	2.6	37	2.9	129	2.0
TOTAL MINORITY	240	7.1	196	11.3	170	13.2	606	9.4

*Official 10th of term totals. All values and derived percentages exclude foreign students.

Office of Planning and Budgets

Minority Student Enrollment Data
East Lansing Campus
Fall Terms

	Total Students	% of Campus	Women	UNDERGRADUATE								GRADUATE						
				Frsh	Soph	Jr	Sr	Spec	TOTAL	FTF	XPER	Grad Prof	Mast	Dr	TOTAL	New Mast	New Dr	New G-P
FALL 1982																		
American Indian	113	.28	64	16	11	23	26	1	77	5	8	12	15	9	36	3	3	4
Black	2349	5.78	1456	790	453	428	346	13	2030	478	68	70	142	107	319	34	14	17
Hispanic	421	1.04	204	96	57	89	47	1	290	60	22	39	50	42	131	11	8	5
Chicano	165	.41	82	50	26	33	14	-	123	27	7	21	11	10	42	3	2	5
Other Hispanic	256	.63	122	46	31	56	33	1	167	33	15	18	39	32	89	8	6	0
Asian American	440	1.08	206	107	60	55	80	5	307	76	18	30	63	40	133	14	3	10
MINORITY TOTAL	3323	8.18	1930	1009	581	595	499	20	2704	619	116	151	270	198	619	62	28	36
Foreign	1639	4.04	428	108	64	66	65	112	415	36	53	1	676	547	1224	166	94	1
Post Doctoral	37	.09	13	-	-	-	-	-	-	-	-	-	-	37	37	-	-	-
No Response	528	1.30	248	91	34	51	28	57	261	61	58	10	226	31	267	143	6	5
Other	129	.32	50	30	22	25	21	3	101	23	9	9	9	10	28	1	2	3
White	34971	86.07	16690	7347	6668	7768	7444	249	29476	5560	1921	1079	2904	1512	5495	563	174	198
TOTAL ON-CAMPUS	40627	100.00	19659	8585	7369	8505	8057	441	32957	6299	2157	1250	4085	2335	7670	935	304	243
FALL 1983																		
American Indian	119	.30	60	24	12	22	24	3	85	18	11	17	11	6	34	2	0	5
Black	2396	5.97	1470	764	493	444	359	11	2071	450	73	69	153	103	325	42	7	26
Hispanic	438	1.09	205	97	64	81	70	2	314	56	28	34	43	47	124	16	8	7
Chicano	170	.42	84	41	34	37	24	0	136	29	13	15	8	11	34	4	1	3
Other Hispanic	268	.67	121	56	30	44	46	2	178	27	15	19	35	36	90	12	7	4
Asian American	477	1.19	202	126	72	83	56	2	339	75	21	37	58	43	138	18	5	10
MINORITY TOTAL	3430	8.55	1937	1011	641	630	509	18	2809	599	133	157	265	199	621	78	20	48
Foreign	1747	4.35	460	107	99	87	74	103	470	103	59	2	678	597	1277	203	116	1
Post Doctoral	44	.11	13	-	-	-	-	-	-	-	-	-	-	44	44	-	2	-
No Response	553	1.38	265	55	32	57	38	63	245	38	68	10	265	33	308	165	8	6
Other	93	.23	34	9	20	18	20	1	68	4	4	9	11	5	25	2	-	1
White	34255	85.38	16680	7400	6562	7274	7279	232	28747	5494	2047	1092	2910	1506	5508	849	191	280
TOTAL ON-CAMPUS	40122	100.00	19389	8582	7354	8066	7920	417	32339	6238	2311	1270	4129	2384	7783	1297	337	336
FALL 1984																		
American Indian	124	.31	66	28	12	24	18	1	83	18	10	20	13	8	41	6	0	2
Black	2416	6.00	1517	846	481	429	342	9	2107	510	83	74	136	99	309	32	10	19
Hispanic	460	1.14	221	103	71	76	78	5	333	68	26	39	44	44	127	11	3	14
Chicano	176	.44	83	46	31	33	28	2	140	30	8	15	11	10	36	4	0	6
Other Hispanic	284	.70	138	57	40	43	50	3	193	38	18	24	33	34	91	7	3	8
Asian American	515	1.28	234	115	89	102	73	7	386	88	19	37	47	45	129	10	8	9
MINORITY TOTAL	3515	8.73	2038	1092	653	631	511	22	2909	684	138	170	240	196	606	59	21	44
Foreign	1853	4.60	520	131	85	96	98	101	511	63	37	2	669	671	1342	120	75	-
Post Doctoral	43	.11	17	-	-	-	-	-	-	-	-	-	-	43	43	-	17	-
No Response	647	1.61	320	132	36	66	23	74	331	122	75	15	263	38	316	246	50	9
Other	106	.26	49	29	20	18	15	3	85	24	8	5	10	6	21	9	4	0
White	34108	84.69	16811	7913	6611	7147	6773	259	28703	5838	2110	1098	2853	1454	5405	776	188	270
TOTAL ON-CAMPUS	40272	100.00	19755	9297	7405	7958	7420	459	32539	6731	2368	1290	4035	2408	7733	1210	355	323

Total On-Campus figures obtained from Enrollment Reports - Office of the Registrar

VII-B. 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 Affirmative Action 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 Affirmative Action Graduate Financial Assistance Policy 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 \$8,000 plus compensation for out-of-state tuition charges the first year, and the difference between \$8,000 and the income from an assistantship for the second and third years.

Programmatic Funding. Programmatic Funding is based on guidelines developed by the Affirmative Action Graduate Financial Assistance Policy 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, and Botany and Plant Pathology. Each student receives a stipend of \$4,500 plus tuition and fees each year for up to three years.

Committee on Institutional Cooperation Fellowships. The Committee on Institutional Cooperation, composed of 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 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 1977-78 to 1983-84 is presented in Table VII-B-1. Tables VII-B-2 through VII-B-5 include actual yearly expenditures for those programs, the number of awards each year, and the ethnic/minority-gender breakdowns of those awards.

Table VII-B-1
 Minority Graduate Financial Assistance Program
 1977-78 to 1979-80 Expenditures and 1980-81 to 1983-84 Budgets

	<u>1977-78</u>	<u>1978-79</u>	<u>% Change 77-78 to 78-79</u>	<u>1979-80</u>	<u>% Change 78-79 to 79-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>% Change 80-81 to 81-82</u>	<u>1982-83</u>	<u>% Change 81-82 to 82-83</u>	<u>1983-84</u>	<u>% Change 82-83 to 83-84</u>
Equal Opportunity Program - Need Based	\$221,806	\$219,546	- 1.0	\$237,634	8.2	\$264,000	\$465,500 ^a	76.3 ^b	\$451,760	-2.9	\$546,469	21.0
Minority Competi- titive Doctoral Fellowships	---	---	--	43,941	--	80,000	152,000 ^c	90.0 ^d	126,000	-17.1	121,690	-3.4
Programmatic Funding	---	---	--	89,022	--	36,000	36,000	0.0	135,133	275.0	170,920	26.5
Affirmative Action Graduate Assist- anceships	<u>113,063</u>	<u>121,543</u>	<u>7.5</u>	<u>130,051</u>	<u>7.0</u>	<u>153,805</u>	<u>232,805</u>	<u>51.4</u>	<u>271,110</u>	<u>16.4</u>	<u>280,750</u>	<u>3.6</u>
Total	\$334,869	\$341,089	1.9	\$500,648	46.0	\$533,805	\$886,305	66.0	984,003	11.0	\$1,119,829	13.8

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.

Table VII-B-2
Affirmative Action Graduate Assistantships

<u>Year</u>	<u>Total Number of Awards</u>	<u>Black (M/F)</u>	<u>Hispanic (M/F)</u>	<u>Asian Pac Isl (M/F)</u>	<u>Native American (M/F)</u>	<u>Caucasian & Other (M/F)</u>	<u>Expenditures</u>
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
1983-84	38	8/5	5/6	1/1	1/0	0/11	267,409

Table VII-B-3
Equal Opportunity Graduate Fellowships
(Needs Based)

<u>Year</u>	<u>Total Number of Awards</u>	<u>Black (M/F)</u>	<u>Hispanic (M/F)</u>	<u>Asian Pac Isl (M/F)</u>	<u>Native American (M/F)</u>	<u>Caucasian & Other (M/F)</u>	<u>Expenditures</u>
1976-77	182	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	390,000
1982-83	181	50/68	19/16	7/8	2/5	1/5	451,760
1983-84	165	47/60	14/19	6/9	1/2	2/5	541,211

Table VII-B-4
Minority Competitive Doctoral Fellowship Program

<u>Year</u>	<u>Total Number of Awards</u>	<u>Black (M/F)</u>	<u>Hispanic (M/F)</u>	<u>Asian Pac Isl (M/F)</u>	<u>Native American (M/F)</u>	<u>Caucasian & Other (M/F)</u>	<u>Expenditures</u>
1979-80	6	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
1983-84	6	3/3	0/0	0/0	0/0	0/0	127,548

Table VII-B-5
Programmatic Funding

<u>Year</u>	<u>Number of Awards</u>	<u>Expenditures</u>
1979-80	12	\$ 89,022
1980-81	20	78,026
1981-82	14	80,000
1982-83	16	136,078
1983-84	14	122,000

Employment Trends of MSU Undergraduates

VII-C. 1983-84 Placement Summary for Minorities and Women

Eight hundred and twenty-six (826) minorities registered. This number represents 7.0% of the 11,744 candidates registered at Placement Services. A total of 378 were graduating seniors and 105 were master's and doctoral students. Three hundred and forty-three (343) students registered with the Student Employment Office for summer career-related jobs. Black students represented 75.9% or 627, of the registration. Four thousand six hundred and thirty-five (4,635), or 48.9% of the candidates registered were women.

The unemployment rates for all minority graduates decreased in 1983-84 compared with 1982-83 except for Hispanics. The rates were 17.7% for Blacks, 11.1% for Native Americans, 5.6% for Asian/Pacific Islanders, and 9.1% for Hispanics. The all-university employment rate was 10.1%.

Salary offers for all minorities except Hispanics were higher than those received by all graduates. Black bachelor's degree graduates received average starting salaries of \$19,432; Native Americans, \$21,165; Asian/Pacific Islanders, \$21,975; Hispanics, \$18,051; women, \$17,447; and all new college graduates with bachelor's degrees received an average of \$18,934.

Fewer minority graduates remained in Michigan compared to 1982-83. According to these data, the percentages staying in Michigan included the following: Black graduates, 78.1%, Native Americans, 33.3%, Asian/Pacific Islanders, 58.3%, Hispanics, 51.5% and for women 67.3%. The all-university rate was 63.9%.

These statistics and data compiled for the last five years are listed on the attached Tables VII-C-1, C-2 and C-3. 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-C-1

Percentage of Bachelor's Degree Graduates Staying in Michigan

	1979-80	1980-81	1981-82	1982-83	1983-84
All Bachelor's Degree Graduates	63.9	61.6	63.0	64.4	63.9
Female Students	68.7	67.4	65.6	67.6	67.3
Black	75.0	65.5	66.3	75.0	78.1
Native American	70.0	64.1	100.0	83.3	33.3
Asian/Pacific Islander	50.0	65.7	60.0	69.4	58.3
Hispanic Students	.0	72.0	56.5	69.0	51.5
Teacher Education	78.5	68.9	70.9	70.4	74.4
Advanced Degree Graduates					
Master's	71.1	64.3	64.9	65.0	64.7
Doctorate	45.6	49.4	45.4	48.3	50.4

Table VII-C-2

Percentage of Unemployed Bachelor's Graduates
Within Three Months After Graduation

All Bachelor's Degree Graduates	9.1	13.2	15.1	13.7	10.1
Female Students	9.5	15.4	16.6	15.5	11.5
Black	10.5	22.8	21.8	22.5	17.4
Native American	20.0	20.0	28.5	0.0	11.1
Asian/Pacific Islander	3.3	20.0	16.6	16.3	5.6
Hispanic Students	3.9	16.0	21.7	3.4	9.1
Teacher Education	8.1	14.8	16.3	13.3	10.4
Advanced Degree Graduates					
Master's	2.7	5.9	7.4	7.5	5.3
Doctorate	1.7	2.4	4.1	3.6	3.0

Table VII-C-3

Starting Salaries For Graduates

All Bachelor's Degree Graduates	14,866	16,283	17,048	17,670	18,934
Female Students	13,476	14,505	15,433	16,133	17,447
Black	15,575	16,418	17,916	16,834	19,432
Native American	..	18,635	20,000	17,000	21,165
Asian/Pacific Islander	..	15,701	17,851	19,311	23,975
Hispanic Students	..	16,524	18,040	17,458	18,051
Teacher Education	..	12,540	13,566	13,926	14,828
Advanced Degree Graduates					
Master's	..	18,796	20,544	21,068	22,937
Doctorate	..	21,018	22,045	23,263	25,441

Source: Placement Services Follow-Up Reports for 1979-84. Note that 1983-84 data include responses received through November 30, 1984.

VIII. STUDENT LIFE

Because the success and satisfaction of students is often influenced by factors not necessarily related directly to their academic program, the Division of Student Affairs and Services has increasingly given attention to social, cultural, personal, and financial factors within the campus environment which serve to support, or restrict, students as they pursue their educational goals. During the past year increased emphasis has been given to improving the quality of life and to extending educational opportunities for all students.

Central to this effort has been the continued focus on increasing awareness, understanding and appreciation for the cultural and ethnic backgrounds of a diverse campus population. This has been done through extensive programming with both students and staff and through a concerted effort within the division to hire and maintain a staff of diverse backgrounds to better serve a widely diverse student population. Of the professional staff within the division (106) 21.7% are minorities and 59.4% are women. Minority students now hold 22% of the graduate assistantships available within the division (81), while 54% of the assistantships are held by women. In addition to graduate assistantships, the division offers a number of undergraduate assistantships (321 resident assistants and 39 minority aides). Of the undergraduate positions, 28.6% are held by minorities and 49.7% are held by women.

The successful effort to increase the number of minorities who hold assistantships follows an extensive recruitment program for minority candidates.

The Coordinated Minority Student Programs Office (CMSPO) has expanded its role in providing assistance and support to minority students on the campus. In addition to the minority aide program within residence halls, new assistantships have been created to help meet the interests and needs of the Asian/Pacific Islander student population; a monthly calendar of events highlighting activities and programs believed to be of special interest to minority students has been instituted; support and assistance has been given to a variety of student groups as they have planned programs of particular interest to minority students; coordination has been given to the Black Student Caucuses within residence halls through the establishment of an Executive Officer Roundtable; additional emphasis has been placed on the orientation of new minority students; and leadership training opportunities for minority students have been given increased attention.

A comprehensive review of undergraduate student financial aid was completed this past year. Among the outcomes of this review was the establishment of the minority scholarship program, the expansion of the National Achievement Scholarship program, and the development of new strategies to help ensure that funds would be available to help provide opportunities for those who may be disadvantaged and have special need. The University's commitment to equal access and equal opportunity has been furthered through these actions. Special attention has been given to programs focusing on careers for both minority students and women. Last spring a new program, "Career and Personal Development: A Minority Agenda," was developed by the Multi-Ethnic Counseling Center Alliance. "Career Challenges for Women" was again sponsored by the Division of Student Affairs and Services in conjunction with Placement Services. These special campus programs are in addition to the increased emphasis given to the career area through the division's new Career Development Program and through increased programming within residence halls.

Campus safety and security is a continuing concern, particularly of women. The Sexual Assault Crisis and Safety Education Program has put new emphasis on education in the area of acquaintance rape while continuing to expand its role in areas of education and service. Specific training programs for residence hall staff at all levels is an example of this expanded educational role.

Of particular importance this past year has been the progress made toward providing students with physical limitations greater access to health and recreational facilities and programs. The acquisition of a handicapper exercise course, as well as a hydro-lift and portable stairs giving handicappers access to two pools are examples of this effort. Goal ball for unsighted participants is yet another example of expanded opportunities for involvement. The completion of Transition Plan renovations at Olin Health Center has made that facility a national model of accessibility and usability for handicappers.

The activities noted reflect specific efforts which have been made this year to foster an environment conducive to learning. These efforts, coupled with on-going programs and an on-going commitment to improve the quality of life for students brings us closer to equity in educational opportunity. The project included: large scale site re-landscaping to provide a grade level, rather than ramped, approach; a unique snow melting system; a set of automated entry doors; handicapper accommodations in all affected toiletrooms; a set of highly innovative elevator controls; a thoroughly redesigned reception/interview area and several other major improvements.

Through the good offices of the Department of Facilities, Planning, and Space Management similar enhancements were made at the MSU Museum, while the Student Services, Agriculture Engineering, and Agriculture Hall buildings received toiletroom renovations for handicapper use. Also, several structures on campus were provided grade level approaches, most notably North and South Hubbard Halls. Elevator controls were made handicapper usable in Bessey Hall, Communication Arts Building, and Natural Resources. A more detailed report on architectural affirmative action can be found in Appendix X-H.

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. He advises and consults with individuals from the Bookstore, Food Stores, Cyclotron and Library who have been designated to represent their respective areas on matters concerning minority procurement.

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 was included in 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.

The Purchasing Department purchased and is now using the minority/small business identification program entitled "Procurement Automated Source System" (PASS). The PASS system, developed by the Small Business Administration, provides a full listing of over 900,000 minority-owned, woman-owned and small business firms nation-wide.

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 by over 4 percent, but fell short of the 3 percent goal for the supplies, services and equipment areas because of continued difficulty in identifying competitive protected class vendors in these commodity areas.

It is important to note that the University's total dollars spent with minority- and woman-owned firms during fiscal 1983-84 exceeded the total dollars for fiscal 1982-83 by 187 percent.

Michigan State University continued 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 (both Detroit and Muskegon), 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, 1983, through September 30, 1984, the Minority Procurement Coordinator made 38 trips to Detroit, 12 trips to Grand Rapids, 6 trips to Kalamazoo, and 9 trips to other parts of the state. 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 in addition to increasing the dollars spent with minority vendors.

Michigan State University co-sponsored the Third Annual Southwestern Michigan Minority Business Procurement Dialogue Program, which was held in Kalamazoo on May 23-24, 1984. Over 400 people attended the luncheon program. Michigan State University also sponsored a segment of the annual meeting of the National Minority

Supplier Development Council. This meeting attracted various companies and vendors from across the United States. The 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 1983-84 fiscal year.

12 Months Ended
June 30, 1984

Minority-Owned Business

Potential Dollars	\$37,670,559
Actual Dollars Awarded	\$ 2,979,581
Percent Actual of Potential Dollars	7.91%

Woman-Owned Business

Potential Dollars	\$35,739,962
Actual Dollars Awarded	\$ 3,824,432
Percent Actual of Potential Dollars	10.70%

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.

X. SPECIAL ACTIVITIES

MSU's approach towards achieving affirmative action goals utilizes a decentralized mode with responsibility falling directly upon each respective unit. One of the most viable aspects of the affirmative action program are the activities which individual departments and units sponsor in support of affirmative action and on behalf of women, minorities, and handicappers. Documentation of these efforts is accomplished by an annual survey which is conducted by the Department of Human Relations. Appendices X-A through X-H summarize the variety of activities which the many university departments reported during the 1983-84 period. Data are organized into eight categories:

- Appendix X-A examples of academic staff development
- Appendix X-B examples of non-academic staff development
- Appendix X-C examples of instructional courses and programs
with content related to or involving members of
protected groups
- Appendix X-D public service activities for the general
public
- Appendix X-E research activities and programs
- Appendix X-F examples of student support services/extra-
curricular activities
- Appendix X-G examples of special activities conducted by
the Department of Human Relations
- Appendix X-H examples of handicapper accessibility

Academic Staff Development

Academic excellence is maintained at MSU by a dedicated academic staff and faculty who enhance their academic credentials through their involvement in professional development activities at MSU or at off-campus sites. These activities may involve delivering lectures or papers on special topics here at MSU or at professional conferences in Michigan or nation-wide. Department or unit sponsorship of cultural programs, seminars, symposiums, or conferences for the University community are other forms of academic staff development. Participation on department, college, University-wide or state and national committees and boards are other methods which permit faculty to enhance their professional expertise. Examples of these experiences appear in Appendix X-A.

Non-Academic Staff Development

Michigan State University provides non-academic personnel with a variety of options for increasing their professional work skill and expertise. These opportunities and experiences are made available through their respective units, as well as through programs sponsored by the Department of Human Relations and/or the Human Resources Program office. Promotional Preparedness, Human Relations in the Workplace, the Career Development Supervisory Training Program and lectures on Male/Female Working Relationships, are but a few of these experiences available. In addition, units provide opportunities for staff to participate on University committees as well as to attend classes, conferences or other work-related programs. Examples of non-academic staff development activities appear in Appendix X-B.

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 1983-84 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.

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.

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 1983-84 academic year are abstracted in Appendix X-E.

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 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). During the 1983-84 academic year, the Office of Programs for Handicapper Students made substantial gains in creating an environment that is physically,

programmatically, and attitudinally conducive to a positive affirmative action response to handicappers. Over 216 handicapper students were served. Transportation to and from classes was provided for 72 students (over 25,000 rides) 2,324 hours of recorded material was prepared by volunteer readers, and 4,902 hours of direct reading of texts was coordinated.

Mobility handicappers (123) remains the largest handicapper group served, followed by visual (37), learning (20), hearing (19), and other handicappers. Over 8% of this handicapper population has ethnic minority characteristics.

More departments and programs in the University contributed to handicapper involvement and participation in University activities than ever before.

Since 1980 there has been over a 200% increase in inquiries about MSU's affirmative action position toward the provision of services to handicapper students. Attendance of handicappers at the last Welcome Week increased by 25%. Several buildings have become accessible during the school year. Increased efforts to accommodate handicappers' needs in several structures have resulted in more participation and independence on the part of handicappers. The OPHS Library of materials has been utilized in responding to increased requests on affirmative action awareness, decision making, and implementation. Several technical devices for blind and deaf students have been acquired to promote equal accessibility. The provision of interpreter services for non-Michigan Rehabilitation clients has strengthened the University's affirmative action position.

Office of Supportive Services (OSS). Economically disadvantaged students and minority students admitted to the University through the College Achievement Admissions Program, are provided with academic support services by staff within the Office of Supportive Services (OSS). For the 1983-84 academic OSS provided a wide array of services to students. During the Summer Academic Orientation program the staff held special orientation program sessions with three hundred and forty-seven (347) first time freshman 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 in order to reinforce the expected use of support services available to the students.

The need for Supportive Services has been demonstrated by an across the board increase in the utilization of services by students. Workshop participation, tutorial contact, and academic counseling contracts increased considerably over the past year. The support services provided to students during the academic year included workshops on financial aid, study skill improvement, value clarification, time management, library skills and leadership. Career and graduate placement orientation for students was facilitated by a resume writing workshop and by visits to work sites and other universities. Supportive Services sponsored potential graduate student tours to

Michigan State University College of Human Medicine, Michigan State University College of Osteopathic Medicine, Wayne State University Medical School and the University of Michigan Medical School. OSS also sponsored a trip for students to the University of Iowa to attend a Minority Pre-Med and Pre-Law Conference. During the year several recruiters from various companies contacted OSS staff for student recommendations for summer internships and permanent job positions.

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 OSS also provided support to the Chemistry and Mathematics Departments in the College of Natural Science for Tutorial Assistance in Chemistry (TAC) and mathematics instruction under the Charles Drew Program.

Throughout the year the staff with OSS worked in conjunction with student groups such as CHISPA (Chicano and Hispanics Students for Progressive Action), NAISO (Native American Indian Student Organization), APASO (Asian/Pacific American Student Organization) and OBA (Office of Black Affairs). OSS staff also presented skill workshops at residence hall caucus meetings and for many dorm floor meetings.

On May 11, 1984, the Supportive Services program in cooperation with the Upward Bound and Office of Programs for Handicapper Students coordinated a Trio Celebration of over a decade of service to students. Scholarships were presented to program students and awards were presented to faculty, staff and 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. One hundred and six (106) 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 (14%), Asian/Pacific Islander (5%), Native American (1%), and Caucasian (18%).

Undergraduate University Division (UUD). The Undergraduate University Division (UUD) provides a broad range of academic support services to all freshman 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. Four new minority advisors (two Hispanic, one Black, one Asian/Pacific Islander) have recently joined the UUD advising staff which previously had included two Black advisors and one black and one female administrator. UUD advisors work closely with the advisors 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 exists 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 representatives 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 represent 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.

Other units provide student oriented support activities. The Office of Admissions and Scholarships provides campus visitation days for prospective students and orientation programs for admitted students. Many of these programs are targeted specifically to each racial/ethnic minority group. Scholarship programs are available for minority students, as well as special 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.

The Department of Human Relations

The Department of Human Relations, in addition to serving as the focal point for monitoring the University's commitment to affirmative action, provides a number of experiences directed at improving the campus climate by eliminating sex, race, and handicapper bias at MSU. Two program units, the Division of Minority Programs and the Division of Women's Programs develop, sponsor, and coordinate a number of developmental and educational activities relating to women and minorities in higher education institutions. Through workshops, seminars, conferences and other programs, women and minorities receive many opportunities to develop their potential as persons and to improve communication and understanding between themselves and the University community-at-large.

The Division of Minority Programs serves as staff support to the Minority Advisory Council, a presidentially-appointed committee composed of 13 individuals representing various University constituents. This special council advises the President on minority-related issues and concerns at MSU.

The Division of Women's Programs serves as staff support to three University-wide women's advisory committees. These committees advise the Vice President for Administration and Public Affairs, the Provost, and the Vice President for Student Affairs and Services on issues of concern to women at MSU.

Another component of the Department of Human Relations provides information and assistance to the University community in addressing the needs of handicappers and Vietnam Era Veterans. During this report year a survey of all employees was