

**ANNUAL REPORT ON
Affirmative Action**



1984-85


MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT

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November 25, 1985

M E M O R A N D U M

TO: Members of the University Community
FROM: John A. DiBiaggio, President 
RE: University Policy of Equal Opportunity, Non-Discrimination,
and Affirmative Action

As I begin my tenure as MSU's 17th president, it is important, I believe, to restate and reaffirm the University's commitment to the principles of equal opportunity, nondiscrimination, and affirmative action.

By charter, Board policy, and mission, Michigan State University is committed to the elimination of inequity based upon considerations such as race, sex, national origin, age, sexual preference, or physical condition. But it is imperative that our commitment to human dignity exceed the simple invocation of laws or regulations. We must all work to provide the supportive campus environment that encourages the fullest development of each individual's talents and recognizes the inherent value of each member of our community.

I am personally and professionally committed to the goal of equity and to the protection of the rights and privileges of everyone within the University. I expect and encourage each administrator and supervisor to continue to exhibit strong and positive leadership so that together we can eliminate barriers to achieving both excellence and equity. Michigan State's commitment to affirmative action, equal opportunity, and nondiscrimination must be sustained and enhanced.

JAD:ta

ANNUAL REPORT ON AFFIRMATIVE ACTION

for the period

October 1, 1984 to September 30, 1985

Prepared for

MICHIGAN STATE UNIVERSITY'S

Board of Trustees

Compiled by:

The Department of Human Relations

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April, 1986

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INTRODUCTION

During 1970, to strengthen its commitment to affirmative action and equal opportunity, the Michigan State University Board of Trustees established the Office of Equal Opportunity Programs and the Anti-Discrimination Judicial Board (ADJB). In 1971, the University developed its first written affirmative action plan in response to federal regulations regarding employment of minority group members. Today, affirmative action at MSU is a many-faceted, comprehensive program designed to assure compliance with University policy, as well as specific government regulations which require goals and timetables for hiring and promoting women and minorities.* It also encompasses a great variety of University programs and activities which have been developed to meet the needs of the protected classes and other members of the University community. On November 25, 1985, Dr. John A. DiBiaggio, President of Michigan State University, reaffirmed the University's commitment to the principles of equal opportunity, nondiscrimination, and affirmative action. He stated, in part:

" . . . Michigan State University is committed to the elimination of inequity based upon considerations such as race, sex, national origin, age, sexual orientation, or physical condition. But it is imperative that our commitment to human dignity exceeds the simple invocation of laws and regulations. We must all work to provide the supportive campus environment that encourages the fullest development of each individual's talents and recognizes the inherent value of each member of our community . . . "

Since 1973, the Department of Human Relations has been responsible for monitoring and reporting the University's affirmative action activities. Extensive data, compiled pursuant to Executive Orders 11246 and 11375, are continuously updated and retained in the Department office. This information, known as the University's Affirmative Action Compliance Program (AACP), is available for compliance reviews by the U.S. Department of Labor (DOL) pursuant to its responsibility to monitor federal contractors. An index of this information, which is also available for public inspection, is included as Appendix I-B of this report.

The most recent compliance review of the University was conducted by the U.S. DOL during November 1985. A desk review initiated first, required that extensive employment information be delivered to the Labor Department's regional office in Grand Rapids. The next stage of the review included on-site visits by DOL specialists, who conducted interviews with University administrators and other concerned people who had requested individual consultation. After these reviews, the Labor Department issued a determination that the University's Affirmative Action Program is acceptable and meets the requirements of the Executive Orders

* "Minority" is defined by the Federal Inter-agency Committee on Education as one who is a member of one of the following groups: a. American Indian or Alaskan Native; b. Asian or Pacific Islander; c. Black; and d. Hispanic.

and 41 CFR 60. This letter of determination is included in Section I-C of the Appendices.

In carrying out its assignment to lead and review the University's affirmative action/equal opportunity activities, the Department of Human Relations worked closely with all administrators, including both the academic and nonacademic personnel divisions.

This Affirmative Action Report, compiled by the Department of Human Relations, is a comprehensive assessment of the participation of minorities, women and handicappers in the University community. The information for this report was provided by each college and administrative division within the University.

The Overview which follows is a synopsis of the reports received from contributors. It is suggested that readers interested in more detailed information concerning activities of the various reporting units refer to the Table of Contents to locate the section(s) of the report which may be of special interest to them.

Michigan State University
1984-85 Affirmative Action Report
to the Board of Trustees

I. OVERVIEW

Employment

Michigan State University's personnel system is composed of two major classification categories: academic and nonacademic. The academic system is comprised of all faculty and academic staff positions related to the teaching, research and service mission of the University and includes the executive management classifications. The nonacademic system includes all support personnel such as supervisory, clerical, and maintenance employees. The academic system is directed and monitored by the Office of the Provost, while the nonacademic classifications are under the aegis of the Office of Personnel and Employee Relations.

While monitoring under the University's Affirmative Action Compliance Plan is conducted for each of these employee categories, each system is governed by its own set of affirmative action goals and affirmative action hiring procedures.

The following overview of the academic, executive management, and nonacademic personnel systems provides general information about what those goals are, how they are accomplished, and how successful each system has been in meeting those goals. In detail, the Academic Personnel System is addressed in Section II, Executive Management Section III, and the Nonacademic Personnel System is discussed in Section IV. In addition, specific information regarding the workforce composition of Michigan State University, both academic and nonacademic, is presented in Tables I-1 through I-36 (pages 15 - 50) by numbers and percentages for the University as a whole and the individual colleges and administrative units, as of October 1985.

ACADEMIC PERSONNEL SYSTEM

The academic personnel system consists of the following major categories:

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 specific time periods, without assurance of reappointment.

Continuing-staff members include specialists, librarians, field staff of the Cooperative Extension Service, and individuals in the National Superconducting Cyclotron Laboratory 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 specific time periods without assurance of reappointment.

Academic administrators including those who hold faculty appointments, are also included.

The "14-Step Planning and Hiring Procedure for Academic Personnel" assures equal opportunity and enhances consideration of affirmative action goals in the hiring of faculty and academic staff, including academic administrators from both inside and outside the University. Line administrators are involved in both planning and executing the appointment process, with monitoring by the Office of the Provost along with the Department of Human Relations. An abbreviated set of procedures for hiring Research Associate, a type of temporary staff, permits flexibility on the part of the principal investigator whose grant funds the position, while retaining procedures for monitoring to assure nondiscrimination and consideration of opportunities for affirmative action.

Workforce Composition

Vigorous leadership initiatives by the Office of Provost, in cooperation with the various deans of colleges and separately reporting directors, resulted in steady, albeit modest, progress during 1984-85, regarding the appointment of women and minorities in the Academic Personnel System, although no progress was made in increased representation of minorities in the tenure system.

As shown in Graphs II-1 and II-2 (page 59), the representation of minorities in the total academic personnel system increased from 10.3% (373) in 1983 to 10.8% (395) in 1984 and to 10.9% (409) in 1985.

Women constituted 26.9% of academic personnel in Fall 1985, reflecting continuation of the slight increases in their annual proportions, i.e. from 25.9% to 26.4% in 1983 and 1984 respectively (Graph II-12, page 64). Between 1983 and 1985, the number of women in the academic personnel system increased from 937 to 1,007 (Graph II-11, page 64).

Detailed information on each of the protected classes may be obtained in Section II, "Academic Personnel," in this report. In addition, the workforce summary (pages 15 - 50) provides data on protected class representation within individual colleges and major reporting units.

Goal Achievement

A summary of goal achievement for tenure system faculty and continuing staff shows the following results. For the three-year period which ended September 30, 1985, the goal for adding women to the tenure system was exceeded by 24.4% (goal of 63.5 positions; 79 women added); the goal for minorities was exceeded by 28.6% (goal of 35 positions; 45 minorities added). Similar progress has been achieved in the 1983-86 and 1984-87 goal periods which are not yet completed, although in 1984-85 more progress was made in the appointment of women than minorities.

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 II-A contains interim goal achievement analyses for all categories in the Academic Personnel System.

Salary and Promotion Review

A continuing activity in the University's Affirmative Action Plan is the review of both salary levels through an annual cohort salary analysis 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 are also reviewed annually to assess the status of minorities and women compared with non-minority male faculty members. In reviewing the analyses of promotions in 1984-85 and the 1985-86 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 II-F contains the Salary Cohort Analysis for 1984-85.

Academic Managers

The job category of "Academic Manager" was established five years ago to provide a framework for monitoring progress toward the object of increasing the number of minorities and women in academic administrative positions. Academic managers include deans, assistant and associate deans, chairpersons, directors, and other academic supervisors.

The total number of individuals in the Academic Manager group has decreased from 246 in 1981 to 238 in 1985. Graph II-16 (page 66) shows the percentages of minorities and women who were academic administrators as of October 1982, 1983, 1984, and 1985, and Graph II-15 (page 66) contains the number of people in these positions for the same time period.

The representation of women among this group has increased from 12.6% (31) in 1981 to 16.0% (38) in 1985. Minority academic managers decreased to 10.9% in October 1985 from 11.3% last year, but remained constant in terms of numbers (26), 2 greater than the numbers employed in this category in 1983. Of the eighteen opportunities during 1984-85 to appoint chairpersons/directors of academic departments and schools, one Asian/Pacific Islander male was appointed, resulting in a percentage of 5.5% for minority appointments.

Problem Areas (Academic)

Ongoing detailed analyses, both quantitative and qualitative, and continuous 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 show underutilization in the employment of women and/or minority faculty and which also anticipate sufficient opportunities to appoint a reasonable number of tenure system faculty during the next three years to provide realistic chance of moving toward affirmative action goals. It should be noted that progress toward ultimate goals is expected to be slow. As a result of vacancies occurring from all sources, academic units projected hiring a total of only 337 new tenure system faculty members, 16% of the total tenure system faculty, during 1984 through 1987. If the State's fiscal difficulties of the last few years return and result in budget reductions for the University, the number of openings is likely to be smaller. Further, about 68% of the projected tenure system vacancies are in colleges in which the current availability of both women and minorities is low. Detailed information on this category is presented in both Section II and Appendix II-B of this report.

The second category of academic problem areas includes functional topics which cross college lines. For example, 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. The program has been successful during the past several years, with 8 minority postdoctoral fellows appointed for the 1985-86 school year. Specific information about the program may also be obtained in Section II.

Minority Faculty Retention

The Department of Human Relations and the Office of the Provost have developed and conducted programs to improve the retention of minority faculty members, including an Exit Questionnaire Program, workshop programs for academic administrators, conferences, special use of waivers of the 14-Step Hiring Procedure for spouses of individuals whose appointments are in units underutilized for women and minorities, and regular contact with women and minority faculty members on leaves of absence by academic unit administrators. These programs and other special activities are addressed in Sections II and VII of this report.

14-Step Hiring Procedure for Academic Personnel

The most recent revision to the 14-Step Hiring Procedures for Academic Personnel occurred in September 1985. In general, while changes were primarily editorial and organizational, significant procedural changes included the following: (1) in addition to the requirement that search committees have a minority or woman as a member or consultant, those units which have 50% or more representation of women or minorities must have

search committee member or consultant from the group (minority/women) with less than 50% representation;

- (2) updates and modifications of previously approved academic position requests must be resubmitted to the Office of the Provost for review, and
- (3) formal inclusion of procedural changes in the posting process previously implemented on an ad hoc basis.

Handicapper Employment

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. The Office of the Provost, in conjunction with the Department of Human Relations, has responsibility for the implementation and monitoring of this policy for faculty and academic staff.

All academic personnel position descriptions are reviewed prior to posting so that job requirements do not inappropriately limit 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 Fall 1984 survey are reviewed in the Appendices, Section II-1. In addition, requests for reasonable employment accommodations not addressed satisfactorily at the department or school and college levels are reviewed by the Assistant Provost for Academic Personnel Administration and the Director of the Department of Human Relations. Reasonable accommodations for handicappers are determined on a case-by-case basis, depending on the individual's circumstances; accommodations have included various cost effective alterations, adjustments, or changes in the work environment or terms and conditions of employment.

In conclusion, a number of programs were continued during 1984-85 to increase the hiring and retention of women and minorities throughout the Academic Personnel System. These efforts have achieved considerable success since 1982, although less progress than desired was made in 1984-85. The Office of the Provost is developing a plan to target recruitment efforts to secure appointments of protected class individuals, especially minorities, in units with large enrollments and significant representation of women and minority students. This reflects a continuing, strong commitment to move Michigan State University toward a more results-oriented affirmative action stance.

EXECUTIVE MANAGEMENT

Since the June 1981 action by the Board of Trustees which specifically designated Executive Management positions, additional titles have been added to this management group.

Four Executive Management appointments were effected during this affirmative action report year (October through September 1984-85). These positions were filled by non-minority males. Currently there are 66 Executive Management positions, eight of which are vacant. Section III (page 67) in

the report fully describes the protected class representation of the total appointees in this category.

Graph III-1 (page 68) displays four-year trend data for the number of members of protected classes who serve in Executive Management positions. Graph III-2 details percentages of the Executive Management workforce over the same period. The number and percentages of women and minorities have increased over that period. It should be noted that prior to October 1981 there were no women or minorities in the position of Vice President. Currently, a woman and a minority male hold that title.

NONACADEMIC PERSONNEL SYSTEM

The University's nonacademic job classifications are aggregated into 86 job groups and seven reporting categories: administrative-professional, clerical-technical, supervisory, public safety, service maintenance, skilled trades, and cooperative extension.

The "12-Step Planning and Vacancy Filling Procedure for Nonacademic Personnel" is used to assure consideration of affirmative action opportunities for applicants and to facilitate monitoring by the Department of Human Relations and the Office of Personnel and Employee Relations.

Three measures are used to assess good faith efforts in implementing the University's affirmative action commitment: (1) workforce composition; (2) hiring rates, and (3) achievement of goals established pursuant to the regulations of the United States Department of Labor and the Office of Federal Contract Compliance Programs.

Workforce Composition

During the 1984-85 affirmative action year, the total nonacademic workforce increased by 2.4% (117) from 4,880 to 4,997. Minorities accounted for 13.1% (16) of the increase. Consequently, total minority employment rose to 6,116 and the proportion of minorities in the nonacademic workforce remained steady at 13.1%. Women accounted for 70.9% (83) of the increase--3,216 to 3,299--or 66.0% of all employees (65.9% during 1983-84). Detailed information on each of the protected classes may be obtained in Section 1, "Nonacademic Personnel," of this report.

The participation of women and minorities in absolute numbers and percentages is displayed on pages 15 - 50. Graphs IV-1-32 are presented by employment-reporting categories, first by number and then by percentage, for (1) total minority employment; (2) individual racial/ethnic group; (3) total employment of women; (4) employment of non-minority women, and (5) employment of minority women.

Noteworthy changes within reporting categories included minority representation increases of 7.1% (16) in the clerical-technical and 13.7% (7) in the cooperative extension areas. Decreases in the employment of minorities were recorded in several reporting categories: 2.9% (3) in administrative-professional, 6.7% (2) in supervisory, and 1.0% (2) in service maintenance. No changes were recorded in the public safety and skilled trades areas.

Representation of all women in the workforce rose by 29 in the administrative-professional, 50 in the clerical-technical, 3 in the supervisory, and 2 in the cooperative extension categories. The only area to report a loss was service maintenance (1). There were no changes in the FOP and skilled trades categories.

Hiring Rates

Comparing 1983-84 and 1984-85, new hiring of minority employees rose by 2.3% (232 to 270) and of women by 11.3% (1025 to 1141). New minority hires comprised 15.1% and women 63.6% of all new employees in 1984. Of total minority hires, Blacks accounted for 161 (59.6%); Asian/Pacific Islanders, 43 (15.9%); Hispanic, 51 (18.9%), and Native American 15 (5.6%). These numbers represent a 2.3% increase for Blacks, and 0.5% for Native Americans, and decreases of 0.1% for Asian/Pacific Islanders and 0.2% for Hispanics. The employment of women increased by 5.1%. "Nonacademic Hiring Statistics (New)/Cumulative Comparisons," (Appendix IV) outline the changes in hiring for regular, on-call, and temporary positions for 1984-85.

Goal Achievement

Goal achievement is another measure of the University's good faith affirmative action effort.

Of the 125 affirmative action hiring goals established for women, 105 or 84.0% were achieved. In the administrative-professional category, 35 goals were set, with 30 (85.7%) attained. Of the 22 goals established in the clerical-technical area, 100% were achieved. In the supervisory category, 6 of the 10 goals established were met, or 60%. Of the 55 goals set in the service maintenance area, 46 or 83.6% were achieved. Finally, in the skilled trades area, 1 of 3 goals established (33.3%) was attained. No annual goals were set in the public safety and cooperative extension categories.

Considerable progress was made for the second straight year in the attainment of hiring goals for minorities, 122.0%, with 32 established and 39 achieved. In the administrative-professional category, 5 goals were set, with 8 actual hires (160.0%). Of the 23 goals established in the clerical-technical area, 29 (126.1%) were achieved. In the service maintenance category, 100% of the 2 goals set was attained. In the supervisory and skilled trades areas, one goal per category was set, however no minorities were hired. No annual goals were established in the public safety and cooperative extension categories.

Goal achievement statistics are displayed in Appendix IV-B.

Handicapper and Veteran Employment

During the 1984-85 affirmative action year, the Office of Personnel and Employee Relations completed a survey for self-identification of handicappers and/or veterans. Employees contacted included those who had previously "declined to identify" and all new employees hired between October 1, 1984 and September 30, 1985. This survey resulted in the identification of an additional 11 handicappers and 13 qualified veterans.

Affirmative Action Recruitment Activities

During 1984-85, the Office of Personnel and Employee Relations participated in a number of activities to increase its potential employment pool. These efforts included participation in the Lansing School District program which is funded by the Job Training Partnership Act, presentation of information to a conference for Native American women about employment opportunities at Michigan State, and attendance at various community age-related activities to provide information and applicant referral services.

Problem Areas (Nonacademic)

Several areas which continue to be a problem in nonacademic employment are discussed in detail in Appendix IV-C. The following is a synopsis.

Unit-Based Reports for AFSCME Local 1585 Job Groups

It will require several years to effect significant changes in the composition of the Local 1585 job groups primarily due to tight seniority provisions of the collective bargaining agreement. In addition, unit-based lines of progression are not reflected in the structure of the union. While progress was made during 1984-85 in the attainment of goals in the reporting category, contract discussions pertaining to the use of a bypass procedure continue to be pursued.

Recruitment of Protected Classes

Insufficient representation of protected class applicants in underutilized positions continues to be a concern in the area of recruitment. University departments have responded positively to discussions with the Office of Personnel and Employee Relations and the Department of Human Relations regarding these concerns. In addition, the Employment Division has developed affirmative action recruitment activities to increase the pool of protected class applicants.

Target Areas of Underutilization

Certain job groups continue to be underutilized. However, positive results in goal achievement were made this past year in several groups, with the use of the affirmative action bypass procedure. Primarily designed to permit the waiver of seniority provisions of the CTUMSU contract, it has also been adopted as a means to promote qualified minority candidates to higher level positions which may be underutilized. In 1984-85, the bypass was used 12 times, with 2 candidates subsequently earning promotions.

STUDENTS

The following information was abstracted from comprehensive reports contributed by the Office of Planning and Budgets (enrollment); the Office of Admissions and Scholarships (recruitment); the Vice President for Student Affairs (campus life); Undergraduate University Division (support services); Urban Affairs Programs (graduate financial assistance); and Placement Services (placement).

Enrollment

Although total enrollment of minorities and women has shown a slight numeric increase in the past few years, the University continues to exert efforts to attract promising Black, Hispanic, Native American, Asian/Pacific Islander, and women students.

Minority students, as a percentage of total enrollment, increased slightly from 3,515 (8.73%) in Fall 1984 to 3,645 students (8.88%) in Fall 1985. Overall minority enrollment, in both percentage and numeric terms, reached a new high in Fall 1985. Undergraduate minority enrollment also increased numerically, from 2,909 (8.9%) of the total undergraduate enrollment in Fall 1984 to 3,013 (9.1%) in Fall 1985. Total minority graduate enrollment increased from 606 (9.5%) in Fall 1984 to 632 (10.0%) in Fall 1985. This numeric minority enrollment increase is reflected in all three graduate program levels (i.e. graduate-professional, master's and doctoral).

Changes in total minority enrollment between 1984 and 1985 varied from college to college. Table V-3, page 105, indicates that more colleges showed increases than declines in the numbers of minority students enrolled. The Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Communication Arts and Sciences, Education, Human Medicine, Osteopathic Medicine, and James Madison showed numeric and percentage increases. The Colleges of Engineering, Human Ecology, Natural Science, Nursing, Social Science, and Veterinary Medicine showed numeric and percentage decreases.

The number of women students increased from 19,755 in Fall 1984 to 20,399 in Fall 1985. The percentage enrollment growth of women in 1985 is the highest of the past decade. The increase of 644 women students resulted in an increase in the proportion of women students from 49.1% in Fall 1984 to 49.7% in Fall 1985. However, the proportion of women among all students, has remained fairly constant, between 48% and 49% for the past five years, having shown a steady increase prior to that time.

At the graduate level, enrollment of women increased in number, from 3,050 in Fall 1984 to 3,069 in Fall 1985, while increasing in percent of total enrollment, from 48.1% in Fall 1984 to 48.4% in Fall 1985.

Specific enrollment data on minorities and women may be obtained in Section V-A, "Students," of this report.

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 during some years are so sparse that percentage figures can be misleading.

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 minority groups.

The weighted annual persistence rate, five years after entrance, for all first-time freshmen, (over 60%) compares favorably to the national average

for four-year institutions. MSU's 15% attrition rate at the end of first year (FTF) compares to a national rate of 33% for four-year institutions.

In summary, in a competitive environment to enroll quality undergraduate graduate students, MSU has been able to moderately increase its women minority student representation.

Recruitment

The Office of Admissions and Scholarships which is primarily responsible recruitment of undergraduate students is constantly aware of University affirmative action interests. This year, through intensified activities the Minority Admissions and Recruitment Unit, freshman minority enrollment increased from the 1984 total of 674 to 727, which represents 10.88% of 1985 total (6,801) of first year students. This division's efforts increase minority enrollment include school visitations directed toward high schools and community colleges with significant numbers of minority students, high school minority student campus days, the Native American Pow-Wow and Chicano Visitation days.

Through its scholarship program, the University annually sponsors National Achievement Scholarships for achieving Black students and provides up to 20 full-tuition scholarships through the Minority Freshman Scholars Competition Program. More information concerning special recruitment efforts and admission trends are in Section V-B and Table V-14, page 116, of this report.

Campus Life

Personal, social, cultural, financial and career-related issues all influence the recruitment and retention of students. The Division of Student Affairs and Services' staff have increasingly given attention to these factors to aid students as they pursue their educational goals. In efforts to improve the quality of student life, this Division continues to focus on increasing awareness, understanding and appreciation for cultural and ethnic backgrounds of a diverse student population.

Diversity within the staff is also important, and the Student Affairs Division has given particular attention to the recruitment and hiring of minorities. Beginning Fall term 1985, 22% (23) of the professional staff positions were held by minorities. In addition, minority students held (17) of the Division's graduate assistantships and 28% (103) of undergraduate positions, while women students were assigned 60% (111) of professional and graduate assistant positions.

In addition to affirmative action in staffing, this Division also directs efforts toward programming in the area of cultural and cross-cultural understanding. The Coordinated Minority Students Office (CMSPO) expanded its role in providing assistance and support to minority students. Efforts include publication of the CMSPO Alert, a newsletter which is designed to better inform minority students of activities having particular interest to them, and establishment of the Multi-Ethnic Cadre to enhance cross-cultural understanding and appreciation.

Another area of special concern is personal safety and security on campus. To better educate students and provide services for victims of sexual assault, the Sexual Assault Crisis and Safety Education Program continues its significant outreach initiatives. This year, the Division was instrumental in planning and implementing programs for a campus-wide Sexual Awareness Week. Staff development programs also covered topics such as "Eliminating Sexism from Campus." Over 50 residence hall programs included such topics as "Sexual Assault & Self-Defense," "Sexual Harassment," and "Discrimination." Other special services are provided by the Multi-Ethnic Counseling Center Alliance (MECCA) which continues to be an important resource for minority students.

Leadership training programs, activities such as the Minority Sports Fest, and special initiatives for handicapper students provide increased opportunities to expand student involvement. Section V-C of this report more fully describes this Division's activities which significantly enhance campus life for all students.

Support Services

In addition to its affirmative action efforts in employment, recruitment and enrollment, the University also recognizes its responsibility to continuously enhance opportunities for disadvantaged, minority, and handicapper students. To intensify its ability to meet this responsibility, in January 1985, the University reorganized several of its supportive services. The Office of Supportive Services, the Office of Programs for Handicapper Students, and the Upward Bound Program were merged into the Undergraduate University Division. This reorganization allows these units to more efficiently serve the diverse clientele for whom they are responsible. Summary activity reports which are included in Section V-D, reveal the high level of achievement and substantial contributions of these service divisions to provide efficient assistance to enrolled as well as pre-college students.

Other special assistance is provided through the Affirmative Action Graduate Financial Assistance Program which is based on a University commitment to increase the enrollment of women and minorities at the graduate level. Through teaching and research assistantships, fellowships, scholarships, and funds administered by this program, disadvantaged and minority graduate students are afforded opportunities to obtain special support awards to advance their education. During the 1984-85 year, a total of \$1,005,046 was awarded to 281 students. A complete report from this division is included in Section V-D-4, beginning on page 99.

Placement Summary

The Placement Division provides career and job search services for all University students. It has also developed a special program to advise minority, women and handicapper students concerning career planning, job search strategies, and nondiscriminatory hiring practices. Individual workshops have been designed to provide assistance to these protected class undergraduate and graduate students to enhance their knowledge and skills in career planning.

One significant activity is the annual Minority Career Program which attracts employers from numerous occupational fields and allows students discuss career opportunities available in their fields of interest.

During this report period, 794 minority students requested placement assistance. This represents 6.3% of all 12,536 candidates who registered with the Placement Services Division.

Statistical data compiled for this and the previous 3 years are displayed Table V-23, page 122 of this report.

AFFIRMATIVE ACTION IN PROCUREMENT PROGRAM

Michigan State University is committed to provide opportunities minorities and to disadvantaged segments of our society in all phases of operations, including the purchase of goods and services. The Affirmative Action in Procurement Program pursues this ideal, and the activities programs outlined in Section VI of this report reaffirm the University's commitment.

The Purchasing Department's Minority Procurement Coordinator continued oversee and monitor the Affirmative Action in Procurement Program. In addition to advising the University Services Division on minority procurement matters, the Coordinator maintains a University-wide reporting system for minority and women-owned business participation. Activity reports this past year reflect that individual goals for those areas with buy functions were met. Purchasing exceeded its annual 10% goal for protected class participation in the construction area by over 6%, but fell short the 3% goal for the supplies, services, and equipment areas because continued difficulty in identifying competitive vendors in these commodity areas.

Significant gains were reported in the University's Business Office and the Office of the University Architect. Minority architects were appointed on three major structures (Indoor Football Practice Building, Indoor Tennis Facility, and University Services Building). The University also contracted with several minority engineers on smaller projects. Total University construction declined \$22 million during the year. Businesses owned minorities and women, however, did not lose as much University business as other contractors and suppliers. Minority-owned business volume dropped from \$2.98 million to \$2 million, but their share of the University's smaller market went from 7.9% to 12.1%. Similarly, women-owned business volume went from \$3.82 million to \$2.68 million, but their market share increased from 10.7% in 1983-84 to 17.9% in 1984-85.

Another important activity of this unit is its Outreach Program which was established to create a better rapport with the minority business community to provide more information about the University's functions and stimulate more minority vendor participation. Between October 1984 and September 1985, the Minority Procurement Coordinator met regularly with minority vendors and representing agencies. In addition, the University hosted a Minority Development Seminar locally (33 corporations and institutions participated), co-sponsored the Fourth Annual Southwest Michigan Minority Business Procurement Dialogue Program (400 individuals

attendance), and also was one of the co-sponsors for the annual meeting of the National Minority Supplier Development Council in Detroit. The Division has also been active in other trade fairs and conferences.

The overall success of the Procurement Program may be attributed, in part, to the established procedures, the personal contact and assistance provided through outreach activities, and the dedicated efforts of the individuals affiliated with this program.

SPECIAL AFFIRMATIVE ACTION ACTIVITIES

Instruction, research, and public service are the University's three basic responsibilities, and its commitment to affirmative action and equal opportunity are reflected in all three. In instruction, for example, over 450 credit courses focus upon or involve minorities, women and handicappers. From traditional courses such as "Women and Literature" (ENG 342), to non-traditional work in audience measurement biases (TC 831), course offerings listed in Section VII of the Appendices demonstrate MSU's instructional commitment.

Similarly, faculty research spans a remarkable range of scholarly interest in minorities, women, and handicappers. Research on learning and speech disabilities is typical within the relevant disciplines, but a College of Business professor's economic, rather than sociological, perspectives on underemployed minorities are provocative. Other examples abound.

Two examples of public service - one in sports and one in medicine - also serve to indicate MSU's commitment to protected groups. The Office of Clinical Affairs, Osteopathic Medicine, lists three freestanding clinics where services are offered: Partners in Health, Family Medicine, and the Capital Commons Geriatric Clinic. These clinics offer health care especially to women, minorities, handicappers, persons with low-income and senior citizens. Additionally, the Office serves the Ingham County Health Department, the Migrant Health Clinic, and the Cristo Rey Community Center, specializing in care for the medically indigent.

Other significant public service includes the more than 80,000 Cooperative Extension Service contacts with minorities and handicappers. Statewide, over 2,554 handicappers were introduced to a newly accessible sport through the 4-H Horseback Riding for Handicappers Project.

Special activities include staff development, facilities improvement, and student support services. The reports show that faculty and staff participated in an extensive array of development symposiums, coursework and training, ranging from supervisory training to funding, organizing, leading and joining the University-wide faculty seminar series on the Asian/Pacific Islander experience. Facility improvements included enhanced accessibility in Agriculture Hall, Bessey Hall, Communication Arts, Farrall Hall, Student Services, Munn Arena, and extensive re-construction at Kresge Art Center. In student support services, college-level efforts in support of minority students - such as the Equal Opportunity Programs, the Guided Learning Center, the Student Aid Program and the Early Warning System, all in the College of Engineering - are described in the report and appendices.

The Department of Human Relations' Activities

The Department of Human Relations, in addition to serving as the focal point for monitoring the University's commitment to affirmative action and equal opportunity, also has the responsibility to provide programming to assist minorities, women and handicappers to develop their potential and to improve communication and understanding between these groups and the University community-at-large.

Last year, the Department conducted more than 20 presentations on affirmative action employment issues for supervisory personnel. Ten workshops focused primarily on racism, sexism and handicapper status in the workplace. Over fifteen programs on strategies for identifying, recruiting and hiring protected class members were presented to individual academic departments which had potential faculty vacancies. One division of the department, Women's Programs, conducted fifteen workshops for faculty, staff and student audiences on the subject of sexual harassment. "Women at Work" programs were frequently held with such topics as "Comparable Worth," "Workplace Management," and "Conflict Resolution." Career selection and preparation seminars, coordinated with the Office of Personnel and the Placement Division, were available to women faculty, staff and students.

Other programs were sponsored or co-sponsored by the Division of Minorities Programs during Welcome Week. History and cultural programs were also coordinated for Black, Hispanic and other protected class students. Special programs were presented during Black History Month in February of 1985, and a statewide Hispanic conference was also co-sponsored during this reporting year.

Another component of the Department provides information and assistance to the University community in addressing the needs of handicappers and Vietnam-era veterans. This division recently co-sponsored a major conference on Equity and Excellence in Higher Education. The Rehabilitation Act of 1973, Section 504 compliance, is coordinated by the Director of the department. This responsibility includes the review of University facilities to assure barrier-free accessibility and reasonable accommodations.

The responsibility to adjudicate discrimination complaints was mandated to the Board of Trustees by establishment of the Anti-Discrimination Judicial Board (ADJB) in 1971. The ADJB receives and investigates discrimination complaints filed by members of the University community. The Human Relations Department Counsel serves as the Executive Secretary to this Board, which reports to the Board of Trustees through the President of the University.

More detailed information about the activities of the Department of Human Relations is in the Special Activities section of this report and Appendix Sections I-A and VII-C-2.

In summary, it is clear that Michigan State's decentralized emphasis on special affirmative action activities demonstrates widespread support for equal opportunity and nondiscrimination throughout the campus. This diversity is another hallmark of a vital, growing institutional commitment.

Table I-1

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

University Totals - Numbers

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1099	120	1219	72	9	81	16	3	19	51	2	53	4	4	8	1		1	1027	111	1138
Associate Professor	417	107	524	41	12	53	18	6	24	20	6	26	3		3				376	95	471
Assistant Professor	228	111	339	31	18	49	11	9	20	15	8	23	4	1	5	1		1	197	93	290
Instructor		2	2																	2	2
Tenure System Total	1744	340	2084	144	39	183	45	18	63	86	16	102	11	5	16	2		2	1600	301	1901
Continuing Staff	335	259	594	26	23	49	13	16	29	9	3	12	4	2	6		2	2	309	236	545
Temporary Faculty	323	215	538	57	23	80	13	7	20	41	15	56	3	1	4				266	192	458
Temporary Staff	331	193	524	69	28	97	15	14	29	49	10	59	4	3	7	1	1	2	262	165	427
Total Academic Appointments	2733	1007	3740	296	113	409	86	55	141	185	44	229	22	11	33	3	3	6	2437	894	3331
Administrative Professional	570	598	1168	44	58	102	23	33	56	11	17	28	9	6	15	1	2	3	526	540	1066
Clerical Technical	231	2013	2244	22	219	241	8	137	145	4	23	27	8	44	52	2	15	17	209	1794	2003
Labor	897	688	1585	108	206	314	57	142	199	8	4	12	35	53	88	8	7	15	789	482	1271
Non-Academic Total	1698	3299	4997	174	483	657	88	312	400	23	44	67	52	103	155	11	24	35	1524	2816	4340
GRAND TOTAL	4431	4306	8737	470	596	1066	174	367	541	208	88	296	74	114	188	14	27	41	3961	3710	7671

Table I-2

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

University Totals - Percentages

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	90.2	9.8	100.0	5.9	.7	6.6	1.3	.2	1.5	4.2	.2	4.4	.3	.3	.6	.1		.1	84.2	9.1	93.3
Associate Professor	79.6	20.4	100.0	7.8	2.3	10.1	3.4	1.1	4.5	3.8	1.1	4.9	.6		.6				71.8	18.1	89.9
Assistant Professor	67.3	32.7	100.0	9.1	5.3	14.4	3.2	2.7	5.9	4.4	2.4	6.8	1.2	.3	1.5	.3		.3	58.1	27.4	85.5
Instructor		100.0	100.0																	100.0	100.0
Tenure System Total	83.7	16.3	100.0	6.9	1.9	8.8	2.2	.9	3.1	4.1	.8	4.9	.5	.2	.7	.1		.1	76.8	14.4	91.2
Continuing Staff	56.4	43.6	100.0	4.4	3.9	8.3	2.2	2.7	4.9	1.5	.5	2.0	.7	.3	1.0		.3	.3	52.0	39.7	91.7
Temporary Faculty	60.0	40.0	100.0	10.6	4.3	14.9	2.4	1.3	3.7	7.6	2.8	10.4	.6	.2	.8				49.4	35.7	85.1
Temporary Staff	63.2	36.8	100.0	13.2	5.3	18.5	2.9	2.7	5.6	9.4	1.9	11.3	.8	.6	1.4	.2	.2	.4	50.0	31.5	81.5
Total Academic Appointments	73.1	26.9	100.0	7.9	3.0	10.9	2.3	1.5	3.8	4.2	1.2	6.1	.6	.3	.9	.1	.1	.2	65.2	23.9	89.1
Administrative Professional	48.8	51.2	100.0	3.8	5.0	8.8	2.0	2.8	4.8	.9	1.5	2.4	.8	.5	1.3	.1	.2	.3	45.0	46.2	91.2
Clerical Technical	10.3	89.7	100.0	1.0	9.8	10.8	.4	6.1	6.5	.2	1.0	1.2	.4	2.0	2.4	.1	.7	.8	9.3	79.9	89.2

Total	34.0	66.0	100.0	3.5	9.7	13.2	1.8	6.2	8.0	.5	.9	1.4	1.0	2.0	3.0	.2	.5	.7	30.5	56.4	86.9
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Table I-3

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Office of the President

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	2	1	3																2	1	3
Temporary Faculty																					
Temporary Staff																					
Total Academic Appointments	2	1	3																2	1	3
Administrative Professional		1	1		1	1		1	1												
Clerical Technical																					
Labor																					
Non-Academic Total		1	1		1	1		1	1												
GRAND TOTAL	2	2	4		1	1		1	1										2	1	3

Table I-4

MICHIGAN STATE UNIVERSITY **WORKFORCE SUMMARY** **OCTOBER 1985**

Provost

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	14	6	20	2	1	3	2	1	3										12	5	17
Associate Professor	3	3	6																3	3	6
Assistant Professor																					
Instructor																					
Tenure System Total	17	9	26	2	1	3	2	1	3										15	8	23
Continuing Staff	32	65	97	5	8	13	3	5	8	1		1	1	2	3		1	1	27	57	84
Temporary Faculty	1		1																1		1
Temporary Staff	6	18	24	2	10	12	1	5	6		2	2	1	2	3		1	1	4	8	12
Total Academic Appointments	56	92	148	9	19	28	6	11	17	1	2	3	2	4	6		2	2	47	73	120
Administrative Professional	58	66	124	9	10	19	4	3	7	3	4	7	2	2	4		1	1	49	56	105
Clerical Technical	46	279	325	4	49	53	1	28	29	1	8	9	2	11	13		2	2	42	230	272
Labor	14	12	26																14	12	26
Non-Academic Total	118	357	475	13	59	72	5	31	36	4	12	16	4	13	17		3	3	105	298	403

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Agricultural Experiment Station

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2		2																2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	2		2																2		2
Continuing Staff																					
Temporary Faculty	1		1																1		1
Temporary Staff	1		1	1		1				1		1									
Total Academic Appointments	4		4	1		1				1		1							3		3
Administrative Professional		2	2																	2	2
Clerical Technical		5	5																	5	5
Labor																					
Non-Academic Total		7	7																	7	7
GRAND TOTAL	4	7	11	1		1				1		1							3	7	10

Table I-6

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Agriculture and Natural Resources

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	162	1	163	4		4	1		1	3		3							158	1	159
Associate Professor	57	5	62	4	1	5	1	1	2	3		3							53	4	57
Assistant Professor	41	9	50	3	1	4	1	1	2	2		2							38	8	46
Instructor																					
Tenure System Total	260	15	275	11	2	13	3	2	5	8		8							249	13	262
Continuing Staff	13	4	17	2		2				2		2							11	4	15
Temporary Faculty	34	2	36	5	1	6	2	1	3	3		3							29	1	30
Temporary Staff	74	19	93	13	1	14	2	1	3	11		11							61	18	79
Total Academic Appointments	381	40	421	31	4	35	7	4	11	24		24							350	36	386
Administrative Professional	51	48	99		3	3					3	3							51	45	96
Clerical Technical	40	187	227	1	12	13		4	4	1	1	2		5	5		2	2	39	175	214
Labor	58	8	66	1	2	3		1	1	1		1		1	1				57	6	63
Non-Academic Total	149	243	392	2	17	19		5	5	2		2		6	6				145	226	371

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Arts and Letters

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	182	32	214	11	2	13	2		2	7	1	8	1	1	2	1		1	171	30	201
Associate Professor	59	23	82	4	1	5	2		2	2	1	3							55	22	77
Assistant Professor	16	15	31	5	5	10	1	3	4	1	1	2	2	1	3	1		1	11	10	21
Instructor		1	1																	1	1
Tenure System Total	257	71	328	20	8	28	5	3	8	10	3	13	3	2	5	2		2	237	63	300
Continuing Staff		3	3																	3	3
Temporary Faculty	27	17	44	1	2	3				1	2	3							26	15	41
Temporary Staff	6	4	10																6	4	10
Total Academic Appointments	290	95	385	21	10	31	5	3	8	11	5	16	3	2	5	2		2	269	85	354
Administrative Professional	1	4	5		1	1		1	1										1	3	4
Clerical Technical	4	43	47		2	2		1	1					1	1				4	41	45
Labor		4	4		1	1		1	1											3	3
Non-Academic Total	5	51	56		4	4		3	3					1	1				5	47	52
GRAND TOTAL	295	146	441	21	14	35	5	6	11	11	5	16	3	3	6	2		2	274	132	406

Table I-8
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1985

Business

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	64		64	3		3				3		3							61		61
Associate Professor	25	1	26	3		3	2		2	1		1							22	1	23
Assistant Professor	32	11	43	2	2	4		1	1	2	1	3							30	9	39
Instructor	1	1	2			1				1		1								1	1
Tenure System Total	121	12	133	8	2	10	2	1	3	6	1	7							113	10	123
Continuing Staff	2	3	5																2	3	5
Temporary Faculty	8	5	13	1		1				1		1							7	5	12
Temporary Staff	11	1	12																11	1	12
Total Academic Appointments	142	21	163	9	2	11	2	1	3	7	1	8							133	19	152
Administrative Professional	5	3	8																5	3	8
Clerical Technical		39	39		3	3		1	1					2	2					36	36
Labor		10	10		3	3		1	1								2	2		7	7
Non-Academic Total	5	52	57		6	6		2	2					2	2		2	2	5	46	51

Table I-9

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

**Communication
Arts and Sciences**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	15	2	17	1		1	1		1										14	2	16
Associate Professor	14	2	16	1	2	3		1	1	1	1	2							13		13
Assistant Professor	11	6	17	4	2	6	3	2	5				1		1				7	4	11
Instructor																					
Tenure System Total	40	10	50	6	4	10	4	3	7	1	1	2	1		1				34	6	40
Continuing Staff	3	6	9																3	6	9
Temporary Faculty	17	13	30																17	13	30
Temporary Staff	8	7	15	1		1	1		1										7	7	14
Total Academic Appointments	68	36	104	7	4	11	5	3	8	1	1	2	1		1				61	32	93
Administrative Professional		3	3																	3	3
Clerical Technical	2	23	25	1	2	3	1	2	3										1	21	22
Labor		4	4																	4	4
Non-Academic Total	2	30	32	1	2	3	1	2	3										1	28	29
GRAND TOTAL	70	66	136	8	6	14	6	5	11	1	1	2	1		1				62	60	122

Table I-10

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Cooperative Extension

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1	1	2																1	1	2
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	1	1	2																1	1	2
Continuing Staff	184	133	317	8	10	18	6	9	15				2		2		1	1	176	123	299
Temporary Faculty																					
Temporary Staff	9	9	18	1		1	1		1										8	9	17
Total Academic Appointments	194	143	337	9	10	19	7	9	16				2		2		1	1	185	133	318
Administrative Professional		3	3																	3	3
Clerical Technical	1	39	40		3	3		1	1					1	1		1	1	1	36	37
Labor	10	144	154	6	54	60	5	43	48					8	8	1	3	4	4	90	94
Non-Academic Total	11	186	197	6	57	63	5	44	49					9	9	1	4	5	5	129	134

Table 1-10

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Cyclotron Laboratory

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2		2																2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	2		2																2		2
Continuing Staff	33	2	35	2	1	3				2	1	3							31	1	32
Temporary Faculty	1		1																1		1
Temporary Staff	14		14	5		5				4		4	1		1				9		9
Total Academic Appointments	50	2	52	7	1	8				6	1	7	1		1				43	1	44
Administrative Professional	30	7	37	1		1	1		1										29	7	36
Clerical Technical	1	8	9		1	1											1	1	1	7	8
Labor	21		21	1		1							1		1				20		20
Non-Academic Total	52	15	67	2	1	3	1		1				1		1		1	1	50	14	64
GRAND TOTAL	102	17	119	9	2	11	1		1	6	1	7	2		2		1	1	93	15	108

Table I-12

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Education

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	75	12	87	1		1	1		1										74	12	86
Associate Professor	27	13	40	3	1	4	2	1	3	1		1							24	12	36
Assistant Professor	9	14	23	2	3	5		1	1	1	2	3	1		1				7	11	18
Instructor																					
Tenure System Total	111	39	150	6	4	10	3	2	5	2	2	4	1		1				105	35	140
Continuing Staff	3	2	5	1		1				1		1							2	2	4
Temporary Faculty	8	21	29	1	2	3	1	1	2					1	1				7	19	26
Temporary Staff	7	21	28	1		1	1		1										6	21	27
Total Academic Appointments	129	83	212	9	6	15	5	3	8	3	2	5	1	1	2				120	77	197
Administrative Professional		6	6																	6	6
Clerical Technical	1	66	67		5	5		5	5										1	61	62
Labor		2	2																	2	2
Non-Academic Total	1	74	75		5	5		5	5										1	69	70

Table 7-13

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Engineering

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	49		49	8		8	1		1	7		7							41		41
Associate Professor	32		32	6		6				6		6							26		26
Assistant Professor	22	1	23	7		7				7		7							15	1	16
Instructor																					
Tenure System Total	103	1	104	21		21	1		1	20		20							82	1	83
Continuing Staff	1		1	1		1	1		1												
Temporary Faculty	10	3	13	5		5				5		5							5	3	8
Temporary Staff	6	6	12		1	1		1	1										6	5	11
Total Academic Appointments	120	10	130	27	1	28	2	1	3	25		25							93	9	102
Administrative Professional	4	1	5																4	1	5
Clerical Technical	3	31	34		4	4		4	4										3	27	30
Labor	6	6	12		1	1		1	1										6	5	11
Non-Academic Total	13	38	51		5	5		5	5										13	33	46
GRAND TOTAL	133	48	181	27	6	33	2	6	8	25		25							106	42	148

Table I-14

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Human Ecology

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	6	11	17																6	11	17
Associate Professor	2	14	16		1	1					1	1							2	13	15
Assistant Professor	3	13	16		2	2					2	2							3	11	14
Instructor																					
Tenure System Total	11	38	49		3	3					3	3							11	35	46
Continuing Staff		9	9																	9	9
Temporary Faculty		13	13		1	1					1	1								12	12
Temporary Staff	4	8	12																4	8	12
Total Academic Appointments	15	68	83		4	4					4	4							15	64	79
Administrative Professional	1	4	5																1	4	5
Clerical Technical		32	32		2	2		2	2											30	30
Labor		2	2																	2	2
Non-Academic	1	38	38		2	2		2	2											36	36

GRAND TOTAL	16	106	122		6	6		2	2		4	4						16	100	116
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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Human Medicine

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	65	7	72	7	1	8	2		2	4		4	1	1	2				58	6	64
Associate Professor	27	8	35	2	2	4				2	2	4							25	6	31
Assistant Professor	9	6	15	2	2	4	2		2		2	2							7	4	11
Instructor																					
Tenure System Total	101	21	122	11	5	16	4		4	6	4	10	1	1	2				90	16	106
Continuing Staff	1	3	4																1	3	4
Temporary Faculty	88	52	140	24	12	36	2	1	3	20	11	31	2		2				64	40	104
Temporary Staff	24	18	42	7	6	13		2	2	7	4	11							17	12	29
Total Academic Appointments	214	94	308	42	23	65	6	3	9	33	19	52	3	1	4				172	71	243
Administrative Professional	18	40	58	1	2	3	1	1	2		1	1							17	38	55
Clerical Technical	10	124	134	1	9	10		5	5	1	2	3		2	2				9	115	124
Labor		10	10		2	2		2	2											8	8
Non-Academic Total	28	174	202	2	13	15	1	8	9	1	3	4		2	2				26	161	187
GRAND TOTAL	242	268	510	44	36	80	7	11	18	34	22	56	3	3	6				198	232	430

Table I-16

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

International
Studies and Programs

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	3		3																3		3
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	3		3																3		3
Continuing Staff	1		1	1		1				1		1									
Temporary Faculty		2	2																	2	2
Temporary Staff	1	1	2																1	1	2
Total Academic Appointments	5	3	8	1		1				1		1							4	3	7
Administrative Professional	2	7	9		1	1					1	1							2	6	8
Clerical Technical		17	17		3	3		3	3											14	14
Labor		1	1																	1	1
Non-Academic	2	25	27		4	4		3	3		1	1							2	21	23

GRAND TOTAL	7	28	35	1	4	5		3	3	1	1	1						6	24	30
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Table I-17

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

James Madison

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	4		4																4		4
Associate Professor	2	2	4																2	2	4
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		1	1																	1	1
Temporary Faculty	6	2	8	2		2	1		1	1		1							4	2	6
Temporary Staff	1	1	2																1	1	2
Total Academic Appointments	20	6	26	3		3	2		2	1		1							17	6	23
Administrative Professional																					
Clerical Technical		8	8		1	1											1	1		7	7
Labor																					
Non-Academic Total		8	8		1	1											1	1		7	7
GRAND TOTAL	20	14	34	3	1	4	2		2	1		1					1	1	17	13	30

Table I-18

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Lifelong Education

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	12	2	14																12	2	14
Associate Professor	3		3	1		1	1		1										2		2
Assistant Professor	3		3																3		3
Instructor																					
Tenure System Total	18	2	20	1		1	1		1										17	2	19
Continuing Staff	11	1	12	1		1				1		1							10	1	11
Temporary Faculty	5	5	10																5	5	10
Temporary Staff																					
Total Academic Appointments	34	8	42	2		2	1		1	1		1							32	8	40
Administrative Professional	34	33	67	2	2	4	2	1	3					1	1				32	31	63
Clerical Technical	30	61	91	4	3	7	3	1	4					2	2	1		1	26	58	84
Labor	1	4	5																1	4	5
Non-Academic																					

GRAND TOTAL	99	106	205	8	5	13	6	2	8	1		1		3	3	1		1	91	101	192
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Table 1-19

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Natural Science

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	229	17	246	25	2	27	2		2	23	1	24		1	1				204	15	219
Associate Professor	44	10	54	3	1	4	1		1	2	1	3							41	9	50
Assistant Professor	28	4	32	1		1				1		1							27	4	31
Instructor																					
Tenure System Total	301	31	332	29	3	32	3		3	26	2	28		1	1				272	28	300
Continuing Staff	14	5	19	2	1	3	1		1	1	1	2							12	4	16
Temporary Faculty	42	23	65	9	2	11		1	1	8	1	9	1		1				33	21	54
Temporary Staff	75	26	101	18	3	21	3	1	4	13	2	15	2		2				57	23	80
Total Academic Appointments	432	85	517	58	9	67	7	2	9	48	6	54	3	1	4				374	76	450
Administrative Professional	42	25	67	2	1	3				2	1	3							40	24	64
Clerical Technical	39	113	152	4	11	15		8	8		1	1	3	2	5	1		1	35	102	137
Labor	31	11	42	1	1	2	1	1	2										30	10	40
Non-Academic Total	112	149	261	7	13	20	1	9	10	2	2	4	3	2	5	1		1	105	136	241
GRAND TOTAL	544	234	778	65	22	87	8	11	19	50	8	58	6	3	9	1		1	479	212	691

Table I-20

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Nursing

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor		2	2																	2	2
Associate Professor		8	8																	8	8
Assistant Professor		15	15																	15	15
Instructor																					
Tenure System Total		25	25																	25	25
Continuing Staff																					
Temporary Faculty	1	20	21		1	1		1	1										1	19	20
Temporary Staff	1	3	4																1	3	4
Total Academic Appointments	2	48	50		1	1		1	1										2	47	49
Administrative Professional		4	4																	4	4
Clerical Technical		10	10		1	1								1	1					9	9
Labor																					
Non-Academic																					

GRAND TOTAL	2	62	64		2	2		1	1				1	1				2	60	62
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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Osteopathic Medicine

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	46	7	53	2	1	3		1	1	1		1	1		1				44	6	50
Associate Professor	31	5	36	1	1	2	1	1	2										30	4	34
Assistant Professor	7	2	9	1		1				1		1							6	2	8
Instructor																					
Tenure System Total	84	14	98	4	2	6	1	2	3	2		2	1		1				80	12	92
Continuing Staff		2	2		1	1					1	1								1	1
Temporary Faculty	26	10	36																26	10	36
Temporary Staff	20	9	29	6	2	8				6	1	7		1	1				14	7	21
Total Academic Appointments	130	35	165	10	5	15	1	2	3	8	2	10	1	1	2				120	30	150
Administrative Professional	12	20	32	2	2	4					1	1	2	1	3				10	18	28
Clerical Technical	5	71	76		7	7		4	4					2	2		1	1	5	64	69
Labor		1	1																	1	1
Non-Academic Total	17	92	109	2	9	11		4	4		1	1	2	3	5		1	1	15	83	98
GRAND TOTAL	147	127	274	12	14	26	1	6	7	8	3	11	3	4	7		1	1	135	113	248

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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Social Science

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	110	14	124	4	2	6	2	1	3	1		1	1	1	2				106	12	118
Associate Professor	50	10	60	5	1	6	3	1	4				2		2				45	9	54
Assistant Professor	13	8	21	1		1	1		1										12	8	20
Instructor																					
Tenure System Total	173	32	205	10	3	13	6	2	8	1		1	3	1	4				163	29	192
Continuing Staff	3	8	11		1	1		1	1										3	7	10
Temporary Faculty	19	10	29	3	2	5	2	2	4	1		1							16	8	24
Temporary Staff	6	13	19	1		1				1		1							5	13	18
Total Academic Appointments	201	63	264	14	6	20	8	5	13	3		3	3	1	4				187	57	244
Administrative Professional	2	4	6																2	4	6
Clerical Technical	4	66	70		5	5		3	3		2	2							4	61	65
Labor		7	7																	7	7
Non-Academic Total	6	77	83		5	5		3	3		2	2							6	72	78

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Urban Affairs Program

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2	1	3	1		1	1		1										1	1	2
Associate Professor	3		3	3		3	3		3												
Assistant Professor		1	1		1	1		1	1												
Instructor																					
Tenure System Total	5	2	7	4	1	5	4	1	5										1	1	2
Continuing Staff		1	1																	1	1
Temporary Faculty		1	1																	1	1
Temporary Staff	4		4	1		1	1		1										3		3
Total Academic Appointments	9	4	13	5	1	6	5	1	6										4	3	7
Administrative Professional		2	2		1	1		1	1											1	1
Clerical Technical		10	10		5	5		4	4					1	1					5	5
Labor																					
Non-Academic Total		12	12		6	6		5	5					1	1					6	6
GRAND TOTAL	9	16	25	5	7	12	5	6	11					1	1				4	9	13

Table I-24

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Veterinary Medicine

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	36	1	37	2		2				2		2							34	1	35
Associate Professor	26	1	27	3		3	1		1	2		2							23	1	24
Assistant Professor	22	6	28	1		1	1		1										21	6	27
Instructor																					
Tenure System Total	84	8	92	6		6	2		2	4		4							78	8	86
Continuing Staff	2	4	6		1	1		1	1										2	3	5
Temporary Faculty	34	21	55	6		6	5		5	1		1							28	21	49
Temporary Staff	13	8	21	4	3	7	1	2	3	3	1	4							9	5	14
Total Academic Appointments	133	41	174	16	4	20	8	3	11	8	1	9							117	37	154
Administrative Professional	14	23	37		1	1					1	1							14	22	36
Clerical Technical	8	145	153	2	12	14	1	6	7	1	2	3		1	1		3	3	6	133	139
Labor	9	11	20		1	1		1	1										9	10	19
Non-Academic Total	31	179	210	2	14	16	1	7	8	1	3	4		1	1		3	3	29	165	194

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

OCTOBER 1985

Office of the
Senior Consultant to the President

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2		2																2		2
Associate Professor		1	1																	1	1
Assistant Professor																					
Instructor																					
Tenure System Total	2	1	3																2	1	3
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Total Academic Appointments	2	1	3																2	1	3
Administrative Professional	2	1	3																2	1	3
Clerical Technical	1	2	3																1	2	3
Labor																					
Non-Academic Total	3	3	6																3	3	6
GRAND TOTAL	5	4	9																5	4	9

Table I-26

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Vice President for Finance
and Operations and Treasurer

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1		1																1		1
Associate Professor	8		8																8		8
Assistant Professor	3		3	1		1	1		1										2		2
Instructor																					
Tenure System Total	12		12	1		1	1		1										11		11
Continuing Staff	9	2	11	1		1	1		1										8	2	10
Temporary Faculty																					
Temporary Staff	28	10	38	5	1	6	4	1	5							1		1	23	9	32
Total Academic Appointments	49	12	61	7	1	8	6	1	7							1		1	42	11	53
Administrative Professional	87	54	141	7	3	10	4	3	7	1		1	2		2				80	51	131
Clerical Technical	11	77	88	1	9	10	1	5	6		2	2		2	2				10	68	78
Labor	102	21	123	11	1	12	4	1	5	1		1	6		6				91	20	111
Non-Academic Total	200	152	352	19	13	32	9	9	18	2	2	4	8	2	10				181	139	320

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Financial Operations

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	30	26	56	2	1	3		1	1				1		1	1		1	28	25	53
Clerical Technical	6	128	134	2	10	12	1	7	8		2	2	1	1	2				4	118	122
Labor	45	6	51	4		4	2		2				2		2				41	6	47
Non-Academic Total	81	160	241	8	11	19	3	8	11		2	2	4	1	5	1		1	73	149	222
GRAND TOTAL	84	160	244	8	11	19	3	8	11		2	2	4	1	5	1		1	76	149	225

Table I-28

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Housing and Food Service

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	29	87	2	5	7	1	3	4	1	2	3							56	24	80
Clerical Technical	7	134	141	1	18	19		13	13		1	1	1	3	4		1	1	6	116	122
Labor	265	319	584	46	100	146	27	71	98	2	4	6	15	23	38	2	2	4	219	219	438
Non-Academic																			281	359	640

GRAND TOTAL	332	482	814	49	123	172	28	87	115	3	7	10	16	26	42	2	3	5	203	333	674
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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Physical Plant

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	39	7	46	3		3	2		2	1		1							36	7	43
Clerical Technical	4	20	24		4	4		3	3					1	1				4	16	20
Labor	320	90	410	37	36	73	17	16	33	4		4	11	20	31	5		5	283	54	337
Non-Academic Total	363	117	480	40	40	80	19	19	38	5		5	11	21	32	5		5	323	77	400
GRAND TOTAL	365	117	482	40	40	80	19	19	38	5		5	11	21	32	5		5	325	77	402

Table I-30

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

**Vice President for Health
Services and Facilities**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	3		3																3		3
Associate Professor	1		1																1		1
Assistant Professor																					
Instructor																					
Tenure System Total	4		4																4		4
Continuing Staff	2		2	1		1							1		1				1		1
Temporary Faculty																					
Temporary Staff																					
Total Academic Appointments	6		6	1		1							1		1				5		5
Administrative Professional	15	73	88	2	9	11	1	5	6	1	2	3		1	1		1	1	13	64	77
Clerical Technical	1	132	133		17	17		14	14		1	1		2	2				1	115	116
Labor	4	8	12	1	3	4	1	2	3					1	1				3	5	8
Non-Academic	20	213	213	3	29	32	2	21	23	1	3	4		4	4		1	1	17	184	201

GRAND TOTAL	26	213	239	4	29	33	2	21	23	1	3	4	1	4	5		1	1	22	184	206
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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Vice President for Research
and Graduate Studies

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	7	2	9																7	2	9
Associate Professor	1		1																1		1
Assistant Professor	1		1																1		1
Instructor																					
Tenure System Total	9	2	11																9	2	11
Continuing Staff	1	1	2																1	1	2
Temporary Faculty																					
Temporary Staff	6	2	8	3		3				3		3							3	2	5
Total Academic Appointments	16	5	21	3		3				3		3							13	5	18
Administrative Professional	11	8	19																11	8	19
Clerical Technical	2	17	19		1	1		1	1										2	16	18
Labor	6	3	9		1	1		1	1										6	2	8
Non-Academic Total	19	28	47		2	2		2	2										19	26	45
GRAND TOTAL	35	33	68	3	2	5		2	2	3		3							32	31	63

Table I-32

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

**Vice President for
Student Affairs and Services**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	7	2	9	1		1	1		1										6	2	8
Associate Professor	2	1	3	2	1	3	1	1	2				1		1						
Assistant Professor	1	1	2																1	1	2
Instructor																					
Tenure System Total	10	4	14	3	1	4	2	1	3				1		1				7	3	10
Continuing Staff	4	2	6	1		1	1		1										3	2	5
Temporary Faculty																					
Temporary Staff	1	4	5		1	1		1	1										1	3	4
Total Academic Appointments	15	10	25	4	2	6	3	2	5				1		1				11	8	19
Administrative Professional	32	63	95	8	13	21	5	11	16	1	1	2	2	1	3				24	50	74
Clerical Technical	4	81	85	1	19	20		11	11		1	1	1	4	5		3	3	3	62	65
Labor	1	3	4																1	3	4
Non-Academic																					

GRAND TOTAL	52	157	209	13	34	47	8	24	32	1	2	3	4	5	9		3	39	123	162
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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Vice President for
University Development

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	6	15	21																6	15	21
Clerical Technical		30	30		1	1		1	1											29	29
Labor		1	1																	1	1
Non-Academic Total	6	46	52		1	1		1	1										6	45	51
GRAND TOTAL	11	46	57		1	1		1	1										11	45	56

Table I-34

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Vice President
for University Relations

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	13	23	1	1	2	1	1	2										9	12	21
Clerical Technical		8	8																	8	8
Labor																					
Non-Academic Total	10	21	31	1	1	2	1	1	2										9	20	29

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

MSU Alumni Association

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	2	5	2	1	3	1	1	2	1		1							1	1	2
Clerical Technical		6	6																	6	6
Labor																					
Non-Academic Total	3	8	11	2	1	3	1	1	2	1		1							1	7	8
GRAND TOTAL	4	8	12	2	1	3	1	1	2	1		1							2	7	9

Table I-36

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1985

Other

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	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	1	2																1	1	2
Labor	4		4																4		4
Non-Academic	8	2	10																8	2	10

II. ACADEMIC PERSONNEL

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, field staff of the Cooperative Extension Service, and individuals in the National Superconducting Cyclotron Laboratory in the applicable continuing appointment system (see Cooperative Extension Services Annual Report, Appendix II-H). 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 Procedure for Academic Personnel" assures equal opportunity and enhances consideration of affirmative action goals in the hiring of faculty and academic staff, including academic administrators, from both inside and outside the University. (Waivers of the procedures are permitted in the following instances: (1) for short-term and/or repeat temporary appointments, (2) in the case of unpaid adjunct/clinical faculty/staff, and (3) in extraordinary and limited circumstances.) Line administrators are involved in both planning and executing the appointment 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 nondiscrimination and consideration of opportunities for affirmative action.

Workforce Composition

Vigorous leadership initiatives by the Office of the Provost, in cooperation with the various deans of colleges and separately reporting directors, resulted in steady, albeit modest, progress during 1984-85 regarding the appointment of women and minorities in the Academic Personnel System, although no progress was made in increased representation of minorities in the tenure system. As shown in Graphs II-1 and II-2 (page 59), the representation of minorities in the total academic personnel system increased from 9.4% (332) in 1982 to 10.3% (373) in 1983 to 10.8% (395) in 1984 and to 10.9% (409) in 1985. Women constituted 26.9% of academic personnel in Fall 1985, reflecting a continuation of the slight increases in their annual proportions, i.e. from 25.2% to 25.9% to 26.4% in 1982, 1983 and 1984, respectively (Graph II-12, page 64). Between 1982 and 1985 the number of women in the academic personnel system increased from 893 to 937 to 960 to 1,007 (Graph II-11, page 64); their representation among non-minority individuals appointed in the academic personnel system increased from 24.9% (800) to 25.5% (826) to 26.1% (847) to 26.8% (894) during this same time period. The representation of minority women among total minorities appointed in the Academic Personnel System increased between 1982 and 1983 and has declined slightly in 1984 and 1985, although total numbers have increased or remained the same from year to year: 28.0% (93 women) in 1982, 29.8% (111 women) in 1983, 28.6% (113 women) in 1984, and 27.6% (113 women) in 1985.

The workforce summary (Section I, Table I, page 15) shows the percentage and numeric distribution within categories of the academic (as well as nonacademic) personnel system by gender and racial/ethnic group. Patterns of change from last year again varied among the four protected racial/ethnic groups with moderate improvement or decline being registered. The representation of Black academic personnel decreased slightly from 3.9% (142/3,641) in 1984 to 3.8% (141/3,740) in 1985 due to a net loss of one person (Graphs II-3 and II-4, page 60). The number of Blacks in the tenure system--63--represents a decrease of three individuals over last year. Asian/Pacific Islanders increased their representation from 5.5% to 6.1% of academic personnel and from 211 to 229 individuals (Graphs II-5, and II-6, page 61). The number of Asian/Pacific Islanders in the tenure system increased from 99 to 102. Representation of Hispanics declined from 1.0% to 0.9% (Graph II-8, page 62); total Hispanic appointments declined from 36 to 33 (Graph II-7, page 62). The number of Hispanics in the tenure system declined from seventeen to sixteen, and Hispanics with continuing staff appointments increased from 5 to 6 (0.9% to 1.0%). Native Americans remained at the same numerical and percentage levels (0.2%) (Graphs II-9 and II-10, page 63). Graphs I-11 through II-12 summarize the distribution of minorities and non-minority women. They provide some details for each of the categories of the Academic Personnel System for the past four 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 to 9.0% (186) in Fall 1984, although registering a slight decline to 8.8% (183) in Fall 1985. Among minority tenure system faculty, women have also made gains in the past four years, rising from 18.2% to 20.0% to 20.4% to 21.3%, increasing in numbers from 30 to 35 to 38 to 39. The proportion of women among non-minority tenure system faculty remained constant (15.1%) between 1982 and 1984 and increased to 15.8% in 1985; the number of women varied from 295 to 285 to 301 in 1982, 1983, 1984 and 1985, respectively. In Fall 1985 women had an overall representation of 16.3% (15.6% in 1984) in the tenure system (340 of the 2,084 total tenure system faculty). Within the academic ranks of the tenure system, women and minorities usually have less representation at the successively higher rank but have made some gains. In October 1985 women comprise 32.7% (111/339) of assistant professors (30.9%--104/337--in 1984), 20.1% (107/524) of associate professors (19.9%--104/523--in 1984) and 9.8% (120/1,223) of full professors compared to 9.4% (114/1,210) in 1984. Minority representation within the full professor group decreased slightly from 6.7% (81/1,210) in Fall 1984 to 6.6% (81/1,219) in Fall 1985, with the total number remaining constant. Associate professors were 10.1% (53/524) in 1985 compared to 10.9% (57/523) in 1984. The percentage of minorities among assistant professors was 14.5% (49/337) in Fall 1985, an increase from 13.9% (47/337) last year; thus, representation percentages of all racial/ethnic groups increased in one rank, declined in another rank and remained about the same in one rank. 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 is the case for most appointments.

As shown in Graphs II-13 and II-14 (page 65), 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 to 9.5% (9 of 95) in 1984-85. Black, five Asian/Pacific Islanders, and two Hispanic faculty members were appointed in 1984-85. The proportion of women among new appointments increased significantly from 23.5% in 1983-84 to 31.6% in 1984-85; the absolute number

women hired increased from 24 in 1983-84 to 30 in 1984-85. (On a non-duplicative count basis, 33 individuals, or 34.7% of the total appointments in the tenure system, were members of protected groups.) A significant reason for the percentage drop in minorities appointed in the tenure system is that 63% (60) 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 minorities. A major factor in the more successful recruitment records of 1982-83 and 1983-84 was Office of the Provost funding commitments to underwrite appointments in support of affirmative action objectives; as noted below, this thrust is to be reinstituted this year. Graphs II-13 and II-14 compare tenure system hiring rates by gender and ethnic identification for the past four years.

Goal Achievement

A summary of goal achievement for tenure system faculty and continuing staff shows the following results: for the three-year period which ended September 30, 1985, the goal for adding women to the tenure system was exceeded by 24.4% (goal of 63.5 positions; 79 women added); the goal for minorities was exceeded by 28.6% (goal of 35 positions; 45 minorities added). Similar progress has been achieved in the 1983-86 and 1984-87 goal periods which are not yet completed, although in 1984-85, more progress was made in the appointment of women than minorities.

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 a projected continuation of the historic pattern of replacing approximately one-third of temporary faculty and staff each year. Appendix II-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.

Salary and Promotion Review

A continuing activity in the University's Affirmative Action Report 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 reviewing the analyses of promotions in 1984-85 and the 1985-86 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 II-F contains the Salary Cohort Analysis for 1984-85.

Academic Managers

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 work force analysis reported above, these individuals were counted in their appropriate faculty or staff position category;

in other words, the figures discussed here do not refer to positions in addition to those reported above.

The number of individuals in the Academic Manager group has decreased from 246 in 1981 to 238 in 1985. Graph II-16 (page 66) shows the percentages of minorities and women who were academic administrators as of October 1982, 1983, 1984, and 1985, and Graph II-15 (page 66) contains the numbers of people in these positions for the same time period. The representation of women among this group has increased from 12.6% (31 women) in 1981 to 16.0% (38) in 1985; minority academic managers decreased to 10.9% in October 1985 from 11.3% last year and remain constant in terms of numbers (26), 2 greater than the numbers employed in the category in 1983. Of the eighteen opportunities during 1984-85 to appoint heads of academic departments and schools, one Asian/Pacific Islander male (Chairperson of the Department of Metallurgy, Mechanics, and Materials Science) was appointed resulting in a percentage of 5.5% for minority appointments. Nine of the eighteen opportunities to employ academic managers were in regular appointments i.e., not acting; of the nine, six (66.7%) involved national searches and resulted in the appointment of a minority.

Problem Areas

Comparison of current employment patterns with the current estimated availability of minorities and women, according to the guidelines approved by the Office of Federal Contract Compliance Programs (OFCCP), shows that, of the 96 individual academic units involved in faculty and academic staff hiring, minorities are underrepresented in 57 units (59%) and women are underrepresented in 78 units (81%). Last year women were underrepresented in 79 of the 95 academic units, 83%, and minorities were underrepresented in 60 units (63%). The number of units underutilizing 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 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 show underutilization in the employment of women and/or minority faculty and which also anticipate sufficient opportunities to appoint a reasonable number of tenured system faculty during the next three years to provide a realistic chance of moving toward affirmative action goals. It should be noted that progress toward ultimate goals is expected to be slow. As a result of vacancies occurring from all sources, academic units project hiring a total of only 337 new tenure system faculty members, 16% of the total of tenure system faculty, during 1984 through 1987. If the State's fiscal difficulties of the last few years return and result in budget reductions for the University, the number of openings is likely to be smaller. Further, about 68% of the projected tenure system vacancies (230 of 337) 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 1984-85 Affirmative Action Report. Efforts and plans of each of these colleges are described in Appendix II-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 1985-86 academic year, 8 minority postdoctoral fellows--7 males and 1 female, 6 Blacks and 2 Hispanics--have been appointed in the Departments of Botany and Plant Pathology, Large Animal Clinical Science, Microbiology and Public Health, Pathology, Plant Research Laboratory, and Small Animal Clinical Science. 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.

Minority Faculty Retention

The Department of Human Relations and the Office of the Provost have developed and conducted programs to improve the retention of minority faculty members, including:

- 1) an Exit Questionnaire Program for all tenure system faculty, including women and minority faculty, to obtain in-depth information about the reasons for departure (e.g., the atmosphere of the institution, salary, opportunities for advancement, etc.); responses will be used to provide a basis for corrective action. A redesigned questionnaire was implemented July 1, 1984, achieving an improved response rate (see Appendix II-G);
- 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 were repeated for academic administrators appointed since June 1983 in Winter Term 1985);
- 3) A one-day conference (How to Survive and Thrive in the Michigan State University Academic Personnel System) for faculty, especially probationary tenure system faculty, was conducted in February 1985 to provide information on "how to make it" in the University's tenure system;

- 4) special use of waivers of the 14-step hiring procedure for spouses of individuals whose appointments are in units underutilized for women and minorities are used as a means of retaining women and minority tenure system faculty members, and
- 5) 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.

14-Step Hiring Procedure for Academic Personnel

As noted in the 1983-84 Report to the Board of Trustees, two modifications made in the 14-Step Hiring Procedure for Academic Personnel during 198

- 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; efforts to ensure such representation have been encouraged by special Department of Human Relations' programs for selected departments in order to develop more active recruiting stances for women and minorities, and
- 2) a system for waiving the 14-step procedure 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 appointment or retention served University affirmative action goals were ap in six cases, two of which resulted in the retention of women tenure faculty at Michigan State University. In 1984-85, special waivers for spou individuals whose appointment or retention advance the University's affir action objectives were provided in two cases; in both cases the approval special affirmative action waiver resulted in the retention of two women system faculty at Michigan State University. Waivers are often accompan position allocations to departments, with Provost Office funding on a f part-time basis until funds are available in the department, school or cc

The most recent revision to the 14-Step Hiring Procedure for Academic Per occurred in September 1985. In general, changes were primarily editori organizational; significant procedural changes included the following:

- 1) in addition to the requirement that search committees have a minority or woman as a member or consultant, those units which have 50% or more representation of women or minorities must have a search committee member or consultant from the group (minority/woman) with less than 50% representation;

- 2) dates and modifications of previously approved academic position requests must be resubmitted to the Office of the Provost for review; and
- 3) inclusion of procedural changes in the posting process that were previously implemented.

Other Employment Initiatives

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 diversify the University 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. Specifically, \$25,000 was allocated centrally to support appointments with participating colleges on a matching funds basis. In the 1985-86 academic year four appointments (two Black males, one Native American male and one Asian/Pacific Islander woman) have been arranged in the Colleges of Agriculture and Natural Resources, Arts and Letters, James Madison, and Natural Science. Also, the College of Nursing arranged a 15% visiting appointment of a Black female and the College of Veterinary Medicine continued the faculty exchange program with Tuskegee Institute. 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 listed Appendix VII-B, Special Activities.

Handicapper Employment

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. The Office of the Provost, in conjunction with the Department of Human Relations, has responsibility for the implementation and monitoring of this policy for faculty and academic staff. All academic personnel position descriptions are reviewed prior to posting so that job requirements do not inappropriately limit 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 survey made in Fall 1984 are reported in Appendix II-I; the analysis of Fall 1985 survey results was not complete at the time this report was prepared). Requests for reasonable employment accommodations not addressed satisfactorily at the department or school level are

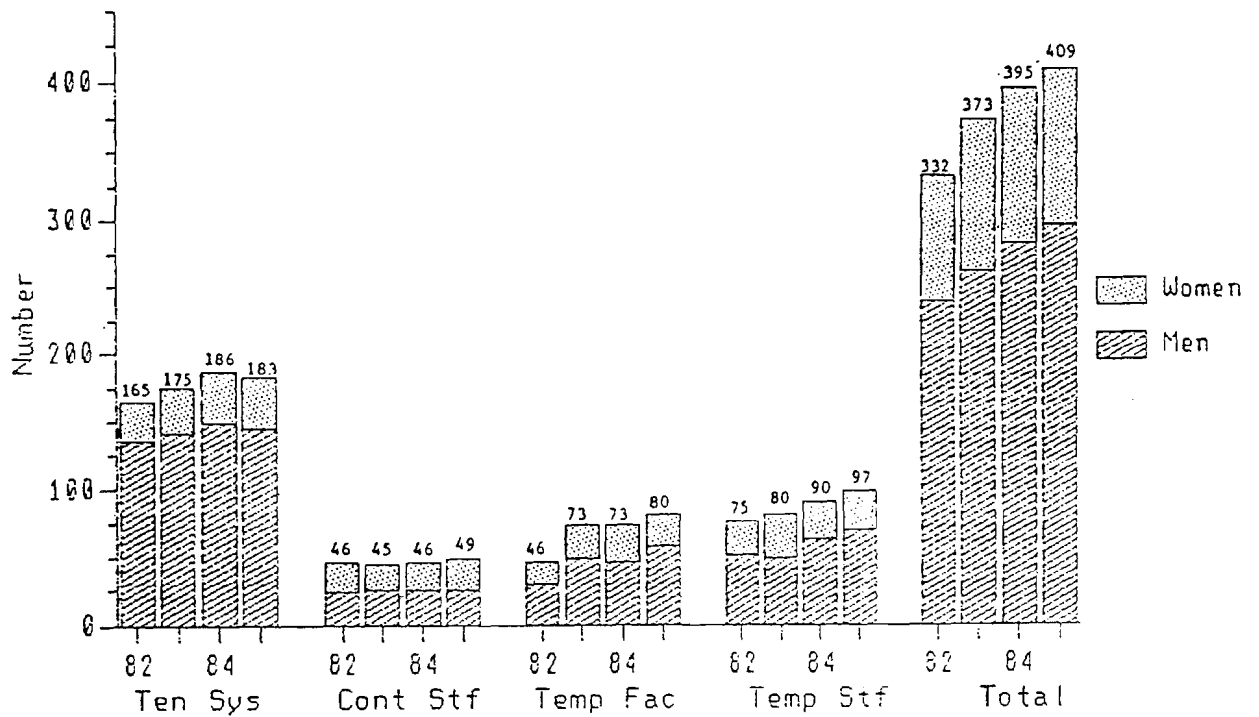
reviewed by the Assistant Provost for Academic Personnel Administration and the Director and staff of the Department of Human Relations. These reviews involve consultation with the applicable college dean(s) in efforts to resolve the matter. Reasonable accommodations for handicappers are determined on a case-by-case basis, depending on the individual's circumstances; accommodations have included various cost effective alterations, adjustments, or changes in the work environment or terms and conditions of employment which have enabled otherwise qualified handicapper to perform the particular job successfully.

University Commitment

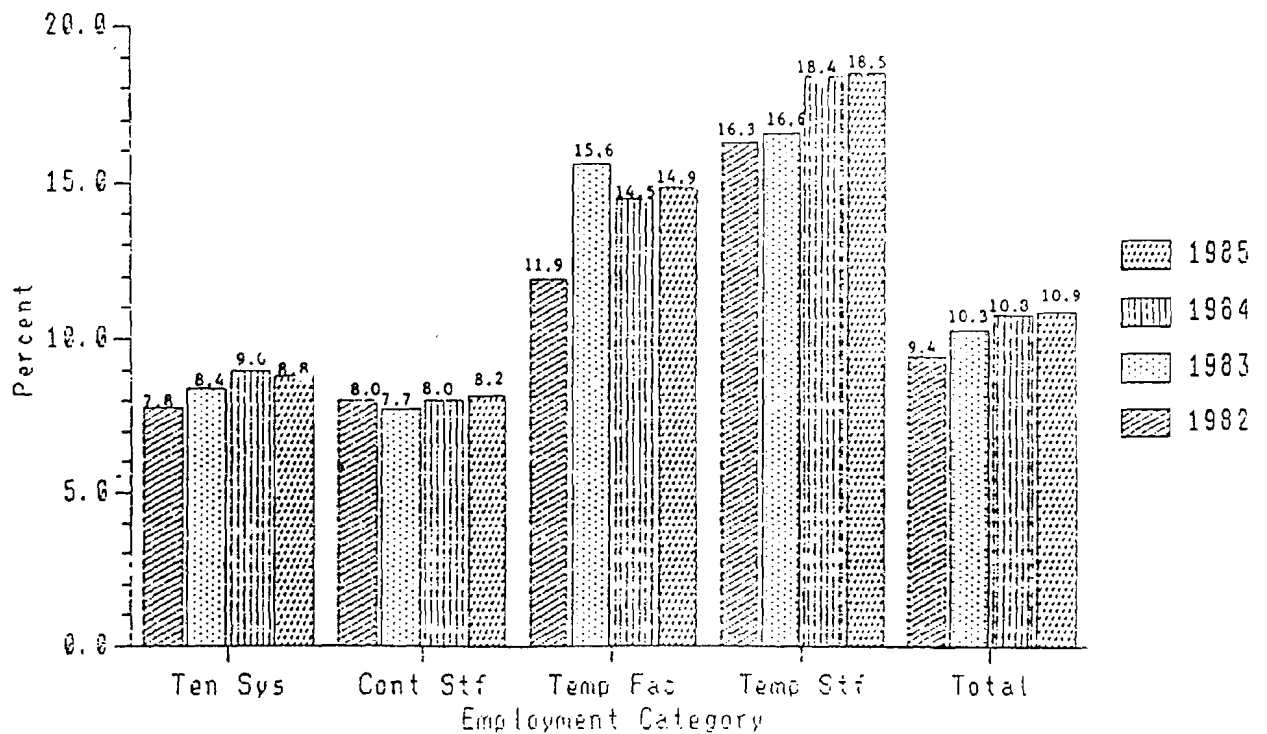
Line administrators are responsible for implementing the University's affirmative action policies. The new President has restated and reaffirmed the University's commitment to affirmative action/equal opportunity which has provided the framework for the implementation of the policies by each of the vice 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 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 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 units to develop specific plans for implementation of policies and strategies. Appendix VII lists examples of special affirmative action efforts made by individual units with respect to and/or for academic personnel.

In summary, a number of programs were continued during 1984-85 to increase hiring and retention of women and minorities throughout the Academic Personnel System. As indicated previously, these efforts have achieved considerable success since 1982, although less progress was made in 1984-85 than desired. The Office of the Provost is fashioning a plan to target recruitment efforts to secure appointments of protected class individuals, especially minorities, in units with large enrollments and significant representation of women and minority students. This will involve commitments from colleges to target a number of open, funded positions to advance the University's affirmative action commitments including in some cases, the allocation of funds to achieve this objective. This reflects continuation of a strong commitment to efforts to move Michigan State University toward a more results-oriented affirmative action stance with respect to the appointment of faculty and academic staff.

Graph II-1
Michigan State University
Composition of Academic Workforce, 1982-85
Number of Minorities

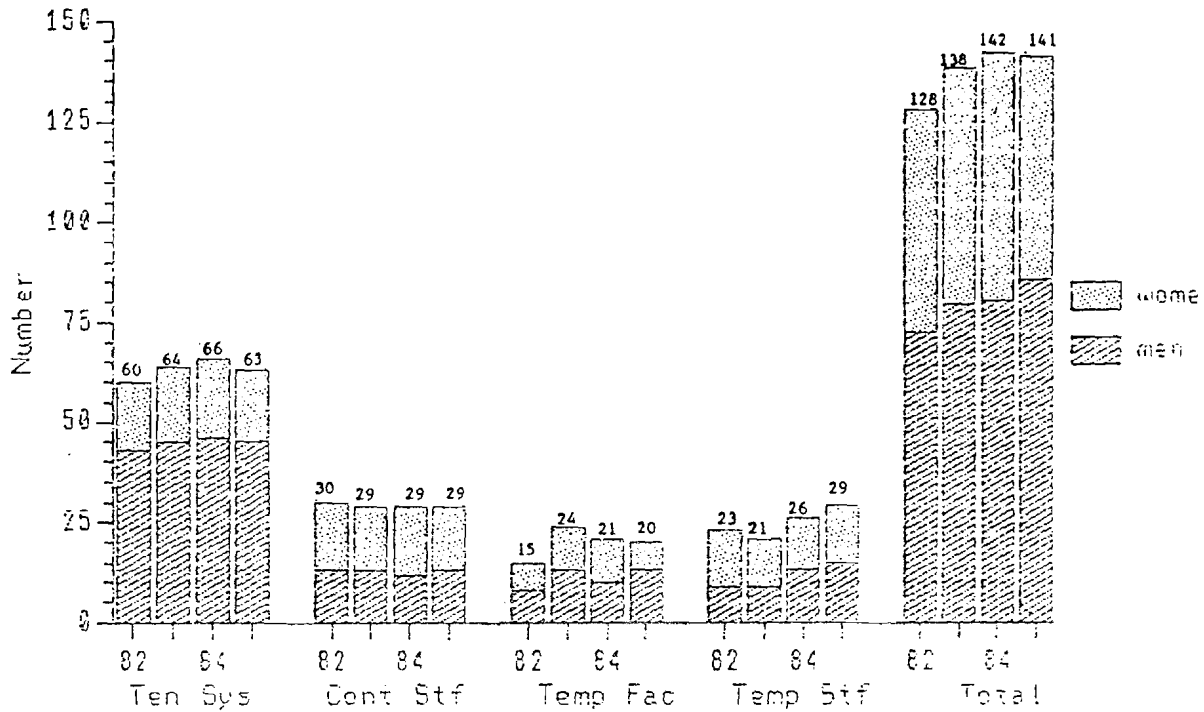


Graph II-2
Michigan State University
Composition of the Workforce 1982-85
Percent Minorities



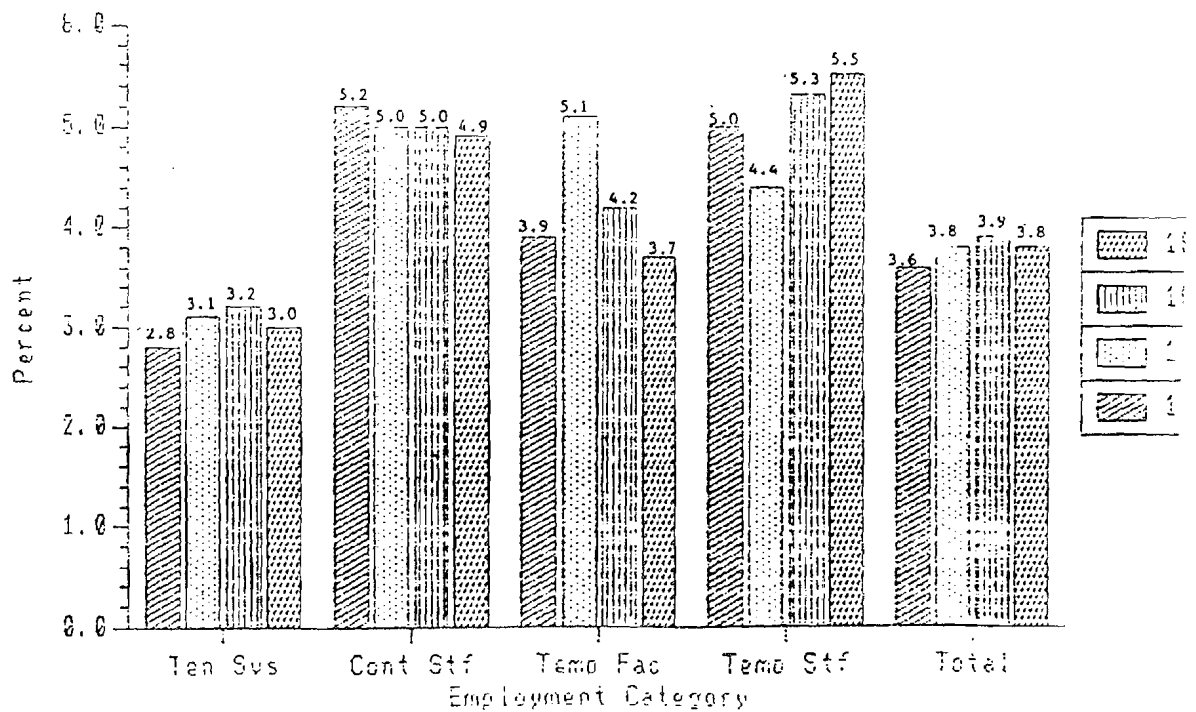
GRAPH II-3

Michigan State University
Composition of Academic Workforce, 1982-85
Number of Blacks



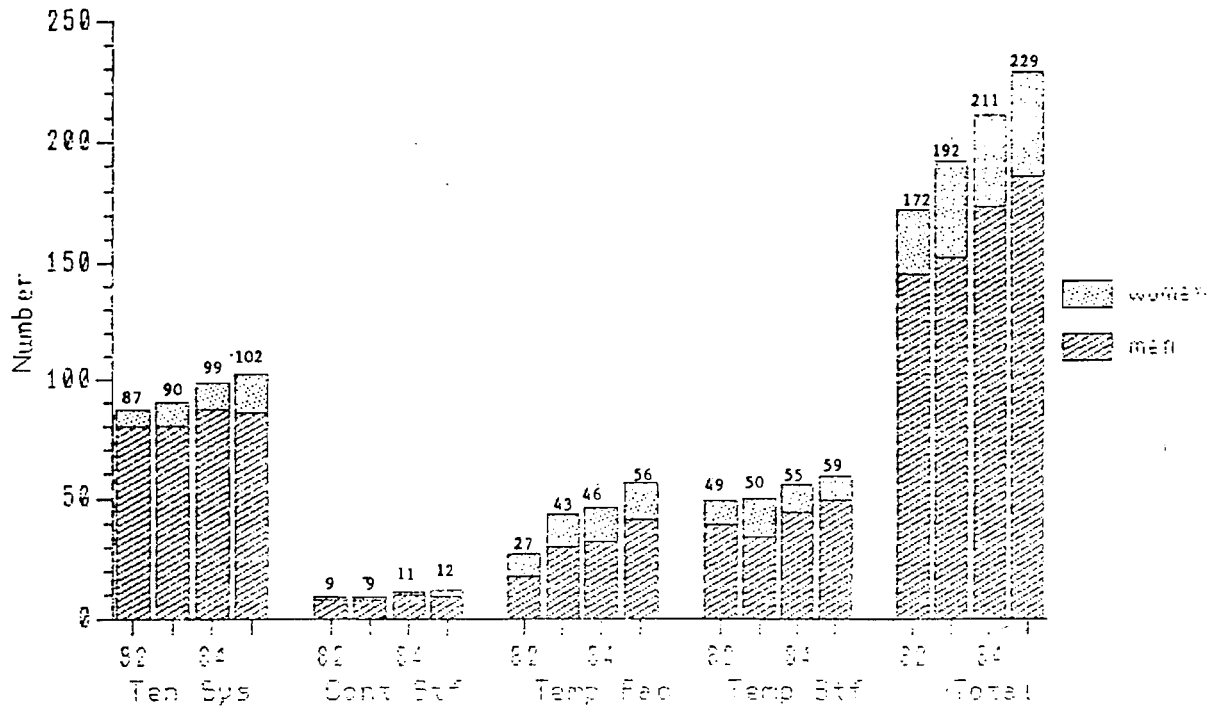
GRAPH II-4

Michigan State University
Composition of Academic Workforce, 1982-85
Percent Black



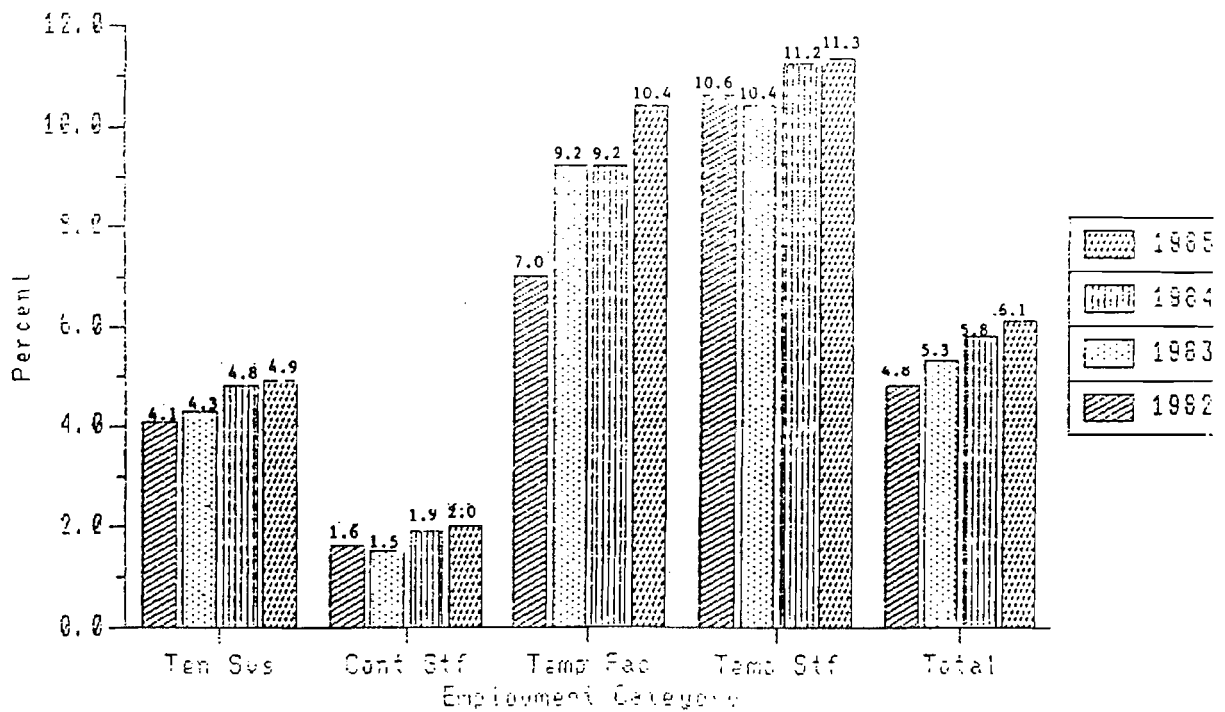
GRAPH II-5

Michigan State University
Composition of the Academic Workforce, 1982-85
Number of Asian/Pacific Islanders



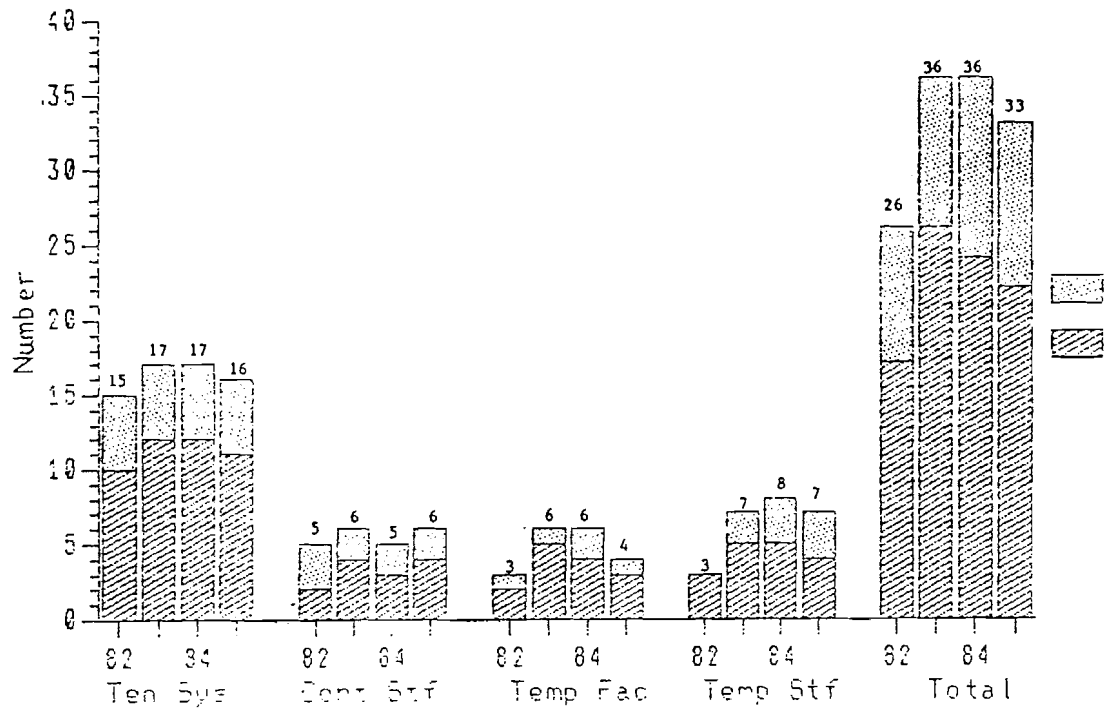
GRAPH II-6

Michigan State University
Composition of the Academic Workforce, 1982-85
Percent Asian/Pacific Islander



GRAPH II-7

Michigan State University
Composition of the Academic Workforce, 1982-85
Number of Hispanics



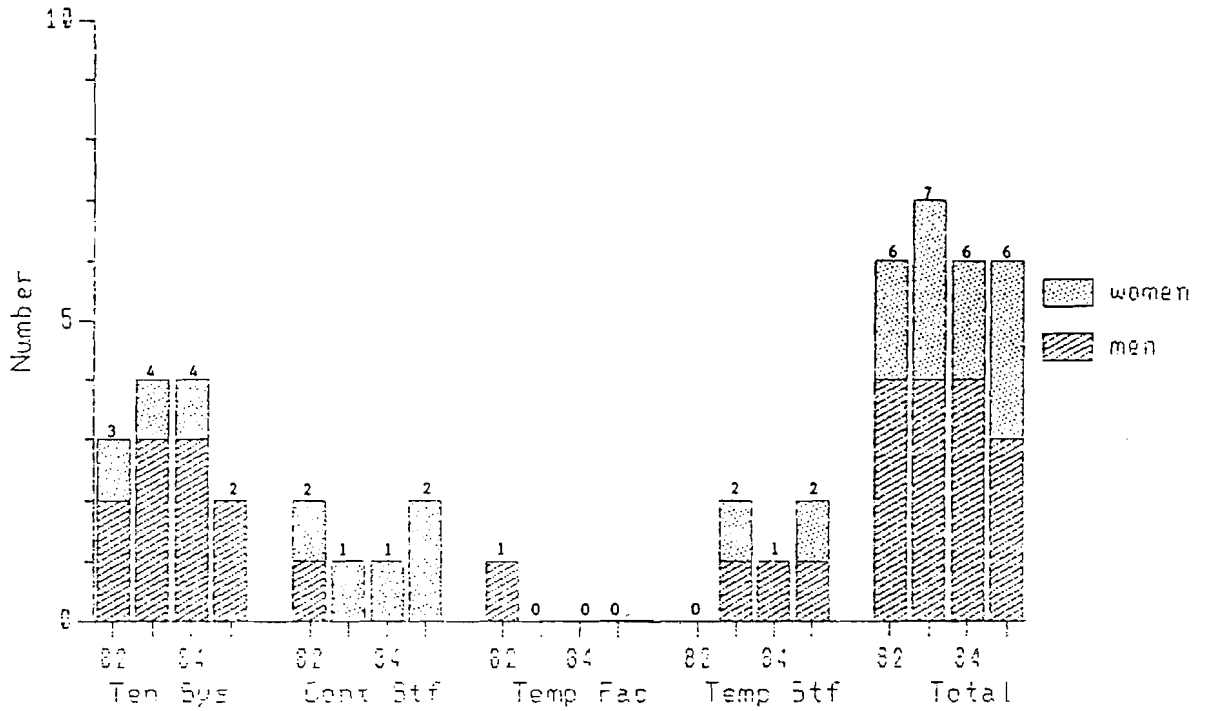
GRAPH II-8

Michigan State University
Composition of Academic Workforce, 1982-85
Percent Hispanics



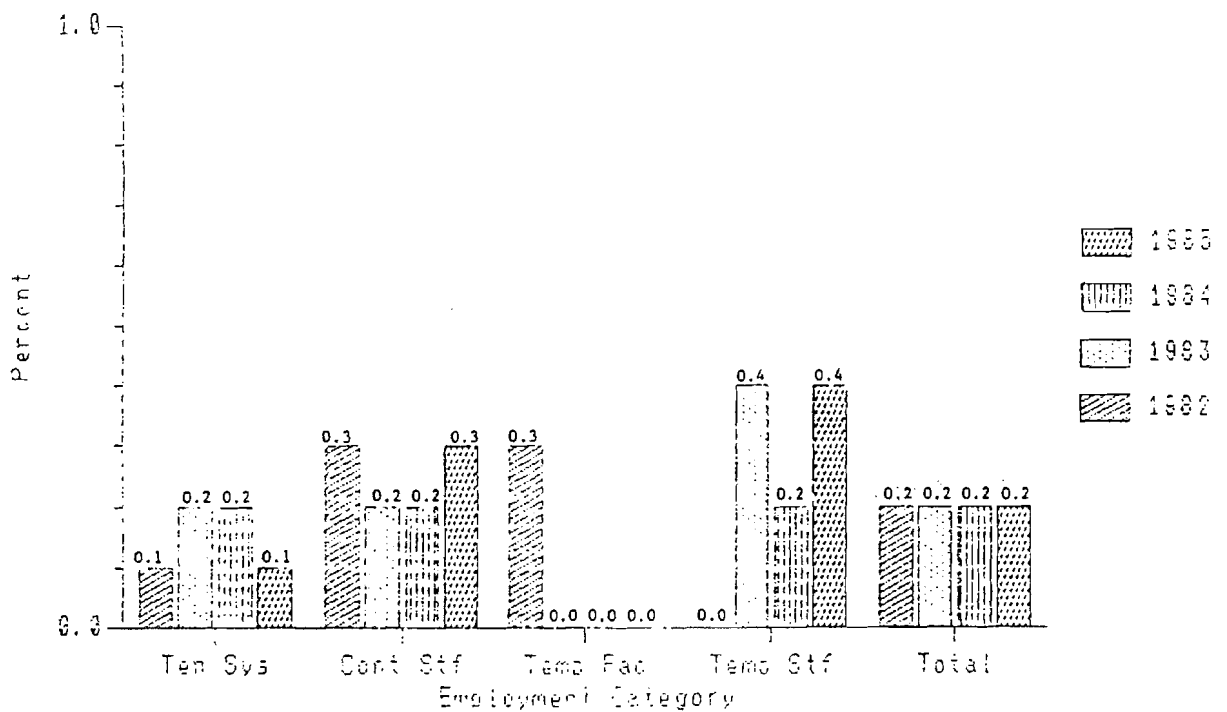
GRAPH II-9

Michigan State University
Composition of the Academic Workforce, 1982-85
Number of Native Americans

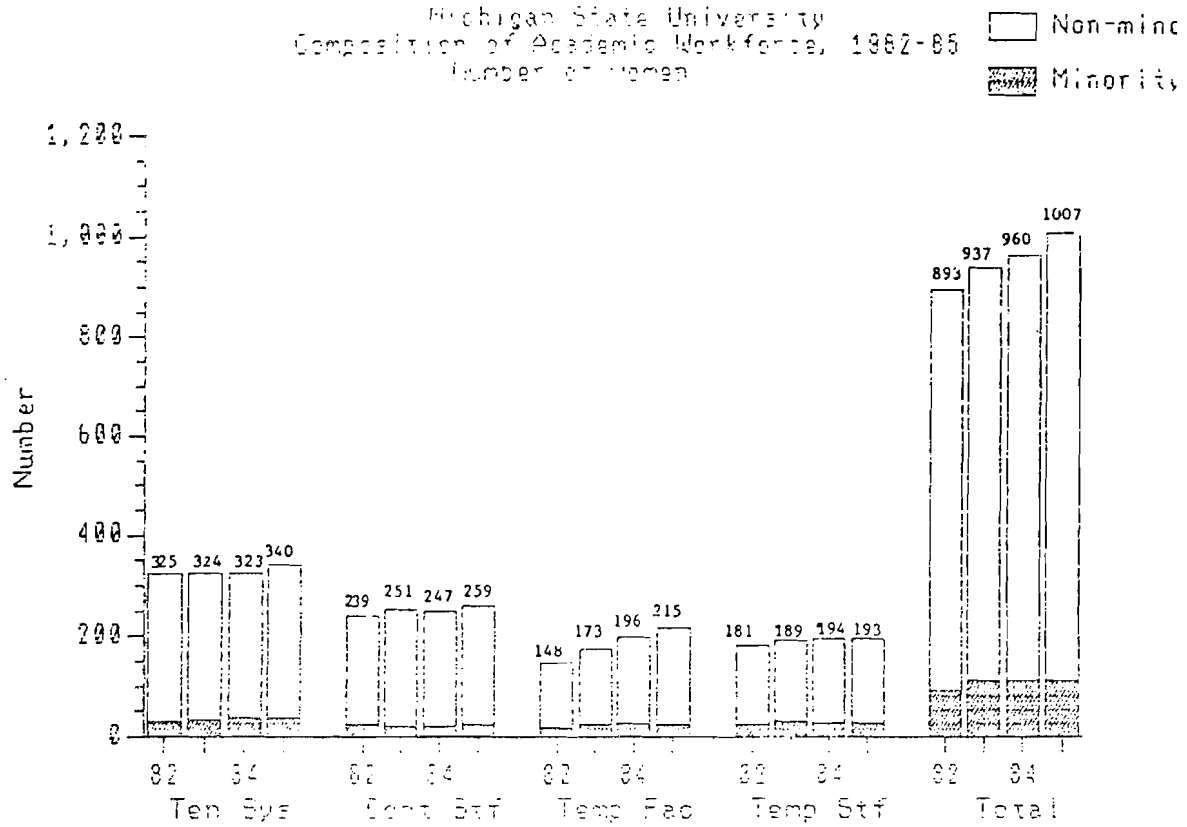


GRAPH II-10

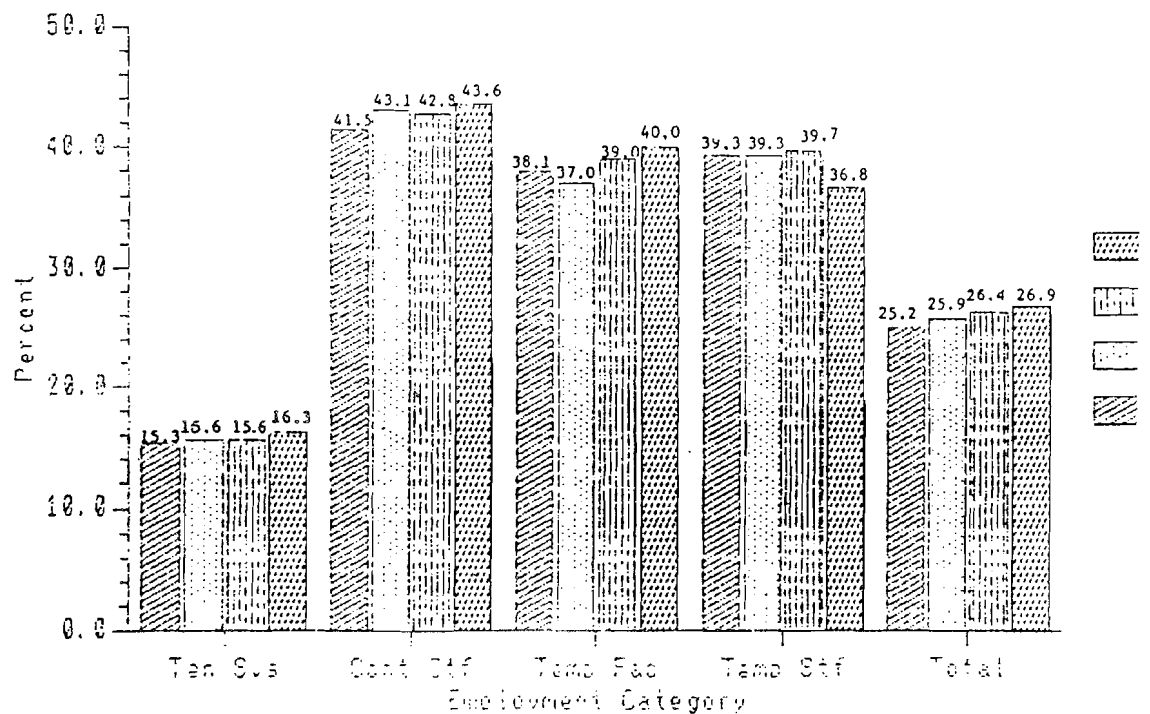
Michigan State University
Composition of Academic Workforce, 1982-85
Percent Native Americans



GRAPH II-11
Michigan State University
Composition of Academic Workforce, 1982-85
Number of Women

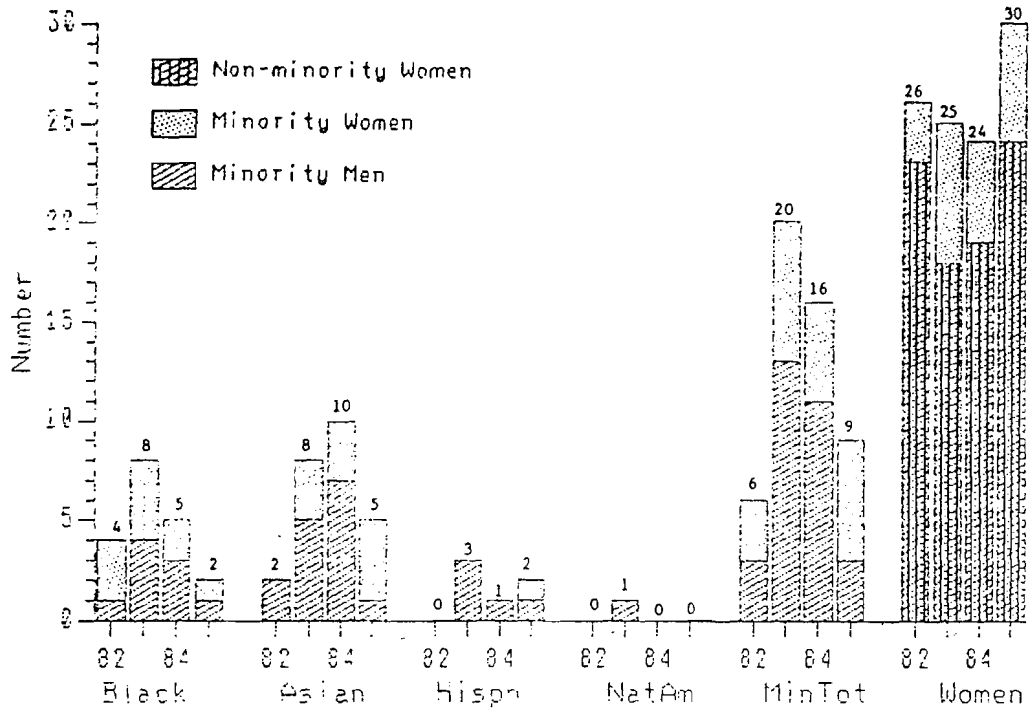


GRAPH II-12
Michigan State University
Composition of the Academic Workforce, 1982-85
Percent Women



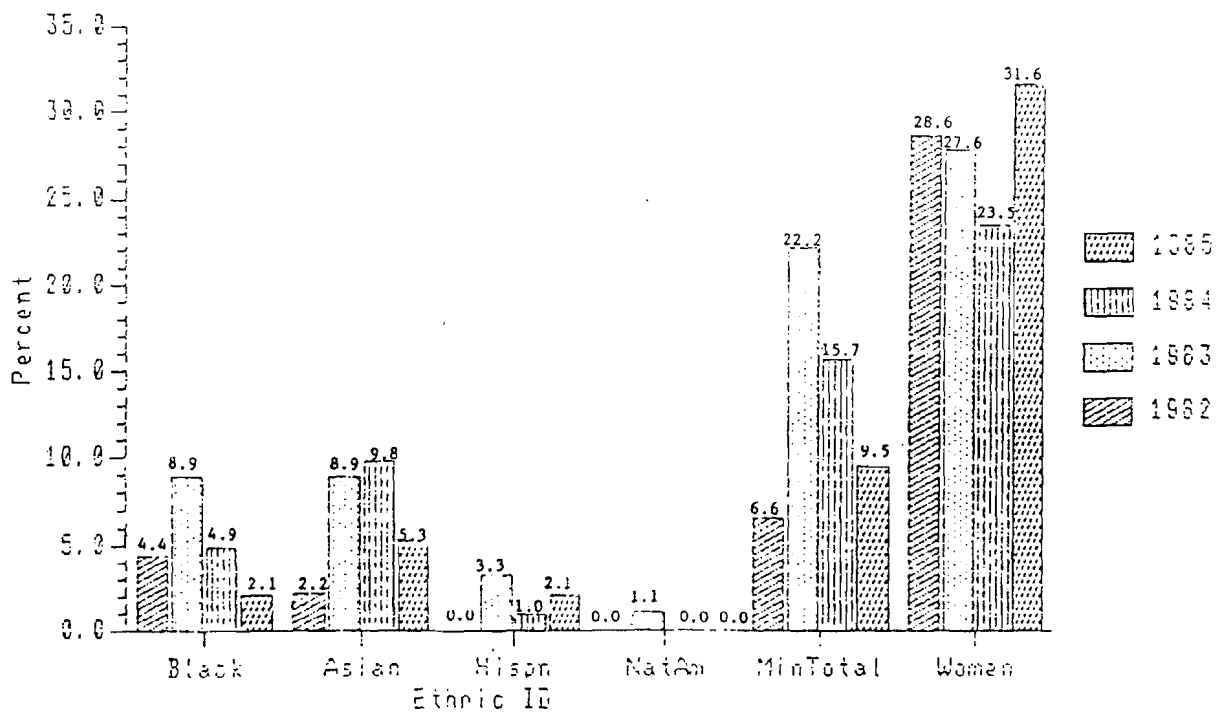
GRAPH II-13

Michigan State University
Tenure System Hiring Rates for Minorities and Women
1981-82 through 1984-85



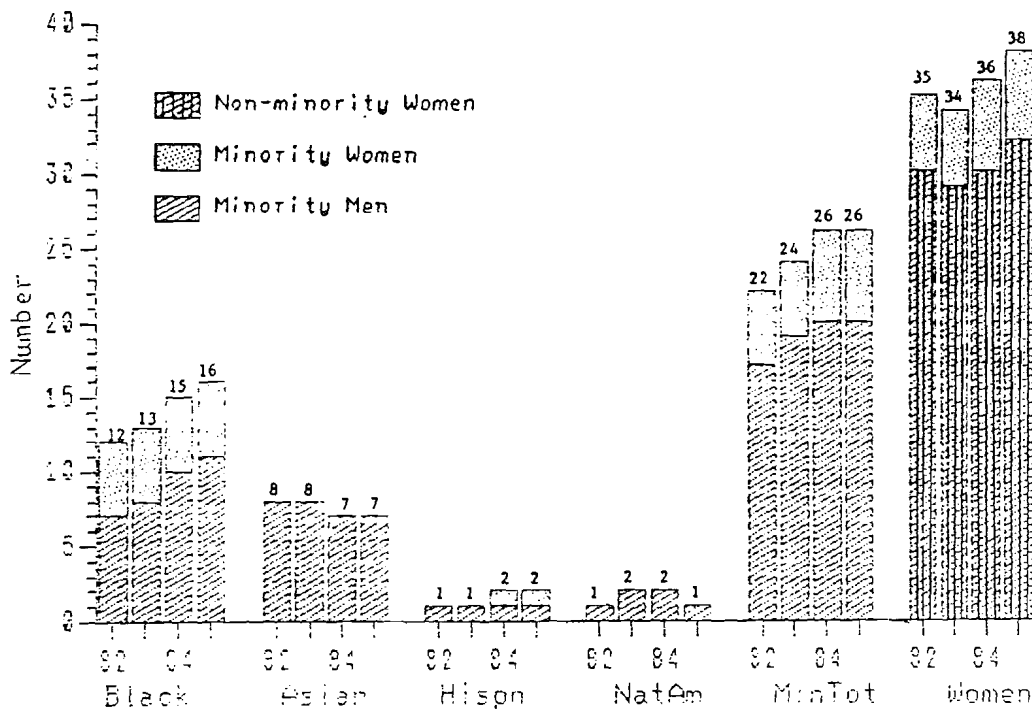
GRAPH II-14

Michigan State University
Tenure System Hiring Rates for Minorities and Non-Minority Women
1981-82 through 1984-85



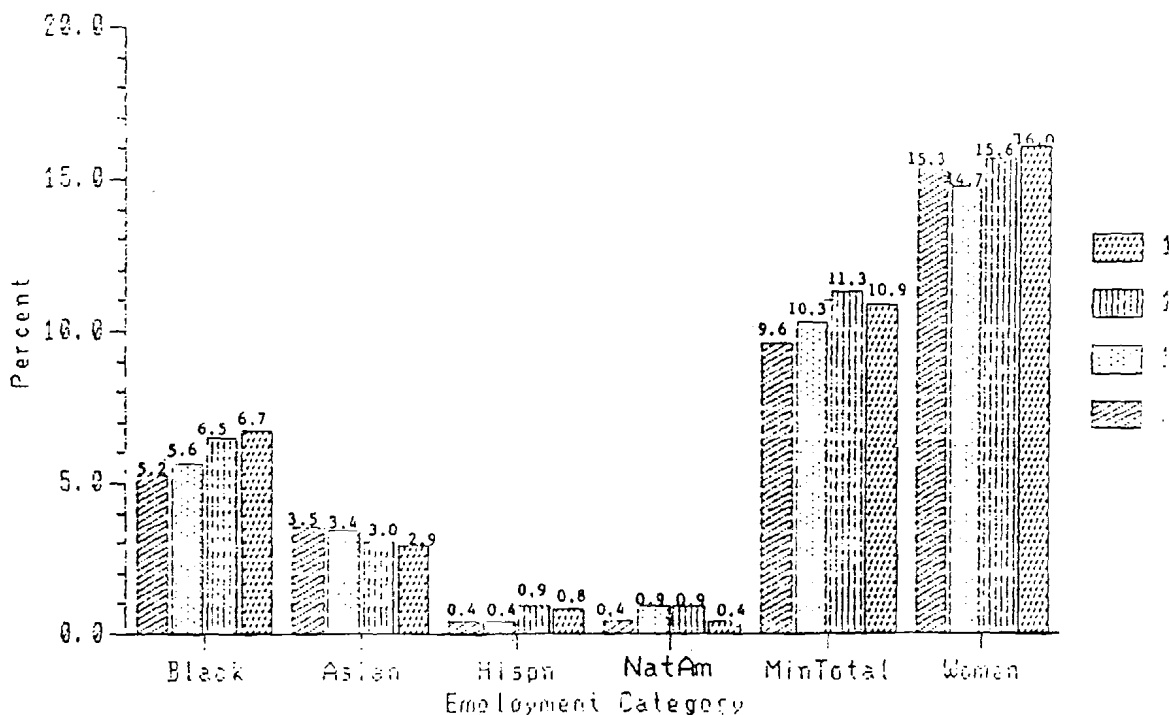
GRAPH II-15

Michigan State University
Composition of Academic Workforce, 1982-85
Number of Administrators Who Are Minorities and/or Women



GRAPH II-16

Michigan State University
Composition of the Academic Workforce, 1982-85
Percent of Administrators Who Are Minorities and/or Women



III. EXECUTIVE MANAGEMENT

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; additional titles have been subsequently added by Board of Trustees' action. One such position title was added during 1984-85. Currently there are 66 Executive Management positions, of which 8 are vacant. The recordkeeping responsibilities for Executive Management positions are located in the Office of the Provost.

Four Executive Management appointments were effective during this affirmative action year (October through September 1984-85). These were:

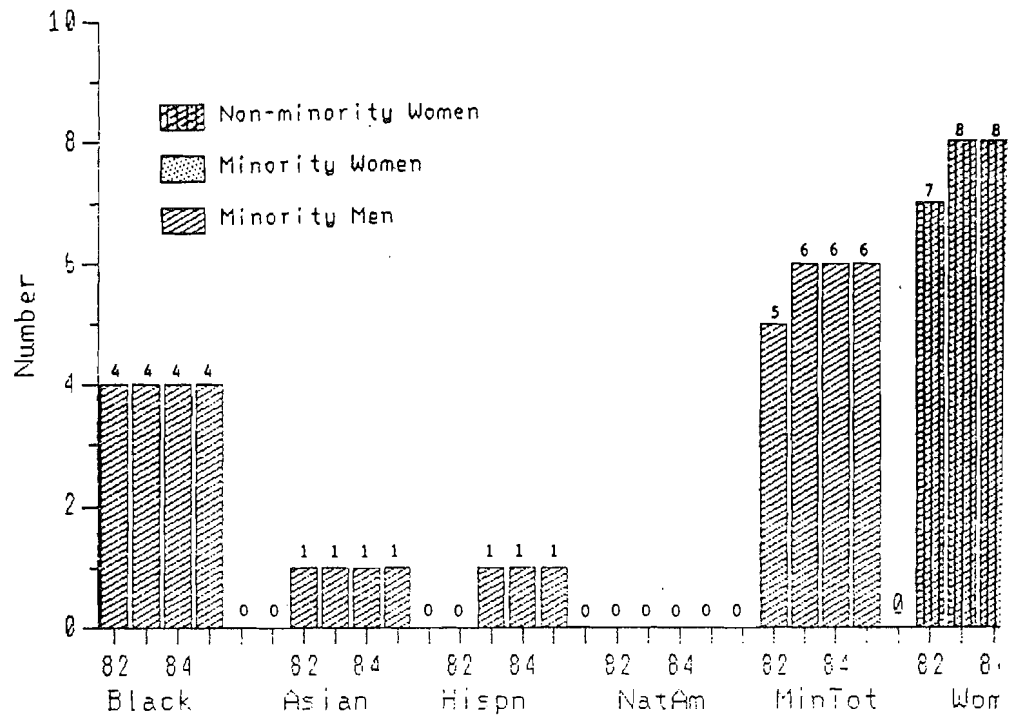
Director, University Housing Programs	7-1-85	Non-Minority Female
Director, Facilities Maintenance and Telecommunication Systems	7-1-85	Non-Minority Male
Executive Assistant to the President	7-1-85	Non-Minority Male
President	7-1-85	Non-Minority Male

The number of appointees in Executive Management positions as of October 1, 1985 is 55 incumbents (three individuals hold two executive management position titles). Of these, nine (16.4%) are non-minority women and six (10.9%) are minority men. Of the minority men, four (7.3%) are Black; one (1.8%) is Asian/Pacific Islander, and one (1.8%) is Hispanic. The total representation of members of protected classes is fifteen (27.3%), an increase of one and up from 25.5% from October 1, 1984. For the 1984-87 affirmative action interim goal period, the most recent analysis in accordance with regular goalsetting procedures, hiring goals for women have been specified, as women are currently underrepresented in Executive Management positions.

Graph III-1 (page 68) displays four-year trend data for the numbers of members of protected classes who serve in Executive Management positions. Graph III-2 details percentages of the Executive Management workforce over the same period. The number and percentages of women and minorities have increased over that period. It should be noted that prior to October 1979, no woman or minority held the title of Vice President. Now, one non-minority woman and one minority male hold the title of Vice President.

GRAPH III-1

Michigan State University
Composition of the Academic Workforce 1982-85
Number of Minority and Women Executive Managers



GRAPH III-2

Michigan State University
Composition of the Academic Workforce 1982-85
Percent of Executive Managers who are Minorities or Women



IV. NONACADEMIC PERSONNEL

The University's nonacademic job 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 Nonacademic Personnel" is used to assure consideration of affirmative action opportunities for applicants and to facilitate monitoring by the Department of Human Relations and the Office of Personnel and Employee Relations. Appendix IV-D provides an evaluation of the use of the 12-step procedure for 1984-85.

In addition, three measures are utilized to assess the effectiveness of good faith efforts in implementing the University's affirmative action commitment: (1) workforce composition, (2) hiring rates, and (3) achievement of goals established pursuant to the regulations of the United States Department of Labor, Office of Federal Contract Compliance.

Workforce Composition

During the 1984-85 affirmative action year, the total nonacademic workforce increased by 117 (2.4%) from 4,880 to 4,997. Minority employee representation comprised 16 employees from 641 to 657, a total of 13.7% of the increase. Women accounted for 83 employees from 3,219 to 3,229 a total of 70.9% of the increase in the workforce. The number of minority women increased by 9 from 474 to 483 or 7.7% of the increase.

Women and minority representation constitute 66.0% and 13.1% respectively of the nonacademic workforce. Minority women comprise 14.6% of all women in the nonacademic workforce. Minority men account for 10.2% of all men in the nonacademic workforce and 3.5% of the total workforce. Graphs IV-1 through IV-32, pages 74 - 89 itemize changes in the workforce from 1981-1985.

These graphs are presented by employment reporting category, first by number and then percentage, for (1) total minority employment; (2) individual racial/ethnic group; (3) total employment of women; (4) employment of non-minority women, and (5) employment of minority women.

Composition of the nonacademic workforce detailing the participation of women and minorities in absolute numbers and percentages is displayed by university totals and by college or major administrative units in Tables I-1 through I-36, pages 15 - 50.

Minority representation increased by 16, from 225 to 241, (7.1%) in the clerical-technical and 7, from 53 to 60, (13.2%) in the cooperative extension areas. Decreases in the employment of minorities were recorded in several reporting categories: 3 (2.9%) in administrative-professional; 2 (6.7%) in supervisory, and 2 (1.0%) in service maintenance. No changes were recorded in the public safety or skilled trades areas. Changes for individual racial/ethnic groups are displayed in Graphs IV-5 through IV-20, pages 76 - 83.

Total black representation in the nonacademic workforce remained constant at 400 employees (8.0% of the total nonacademic workforce), with gains reported in the

clerical-technical (4) and cooperative extension (4) categories. Losses were recorded in the administrative-professional (4), service maintenance (2), skilled trades (2) areas. No changes in employment were reported in the FOP supervisory categories.

Overall Hispanic representation increased from 146 to 155 employees (3.0% of total nonacademic workforce). Gains were recorded in administrative-professional (1), clerical-technical (6), skilled trades (2), cooperative extension (2) areas. The supervisory and service maintenance categories registered losses of one employee each, while there was no change in the FOP category.

Asian/Pacific Islander representation rose from 65 to 67 employees (1.4% of total nonacademic workforce), with gains recorded in the clerical-technical and service maintenance (1) areas. Losses were reported in the supervisory and cooperative extension (1) categories. There was no change in administrative-professional, FOP, and skilled trades areas.

Total Native American employment increased by 5 employees, from 30 to 35 (0.5% of the total nonacademic workforce). The clerical-technical (3) and cooperative extension (2) areas reflected gains, while there was no change in all other reporting categories.

Representation of all women in the workforce rose by 29 in administrative-professional, 50 in the clerical-technical, 3 in the supervisory and two in the cooperative extension categories. The only area to report a decrease was service maintenance (1). There were no changes in the FOP and skilled trades categories. Total representation of women increased by 83, from 3,239 (Graphs IV-21 through IV-24).

Representation of non-minority women increased by 74 employees (89.2% of increase in nonacademic employment of women). Employment increases were recorded in the administrative-professional (33), clerical-technical (34), supervisory (4), service maintenance (3), and skilled trades (1) categories. The cooperative extension area registered a drop of 1 employee, while FOP reported no change.

Overall representation of minority women rose by 9 employees (14.7% of increase in nonacademic employment of women). Gains were reported in clerical-technical (16) and cooperative extension (3) categories, while 1 decrease occurred in the administrative-professional (4), supervisory (1), service maintenance (4) and skilled trades (1) areas. FOP reported no change in employment of minority women.

Hiring Rates

Comparing 1983-84 and 1984-85, new hiring of minority employees rose by 2.3% (from 267 to 270) and women by 11.3% (1,025 to 1,141). New minority hires comprised 63.6% of all new employees for 1984-85. Of total minority hires, Blacks accounted for 161 (59.6%); Asian/Pacific Islanders, 43 (15.9%); Hispanics, 51 (18.9%); and Native Americans, 15 (5.6%). These numbers represent a 0.1% increase for Blacks and a 0.5% increase for Native Americans, and decreases of 0.1% for Asian/Pacific Islanders and 0.2% for Hispanics. The employment of

increased by 5.1%. Appendix IV-B outlines the changes in hiring for regular, on-call and temporary positions for 1984-85.

Goal Achievement

Goal achievement is another measure of the University's good faith affirmative action efforts.

Of the 125 affirmative action hiring goals established for women, 105 or 84.0% were achieved. In the administrative-professional category, 35 goals were set, with 30 (85.7%) attained. Of the 22 goals established in the clerical-technical area, 100% were achieved. In the supervisory category, 6 of the 10 goals established were met, or 60%. Of the 55 goals set in the service maintenance area, 46 or 83.6% were achieved. Finally, in the skilled trades area, 1 of the 3 goals established (33.3%) was attained. No annual goals were set in the public safety and cooperative extension categories.

Of the 44 individual job groups which were underutilized for women, 15 had no goals established due to low or no projected opportunities; goals were met or exceeded in 14 job groups, while goals failed to be met by one (1) in 9 job groups and by 2 or 3 in 6 other job groups.

Considerable gains were made for the second straight year in the attainment of hiring goals for minorities, 122.0%, with 32 established and 39 achieved. In the administrative-professional category, 5 goals were set, with 8 actual hires (160.0%). Of the 23 goals established in the clerical-technical area, 29 or 126.1% were achieved. In the service maintenance category, 100% of the 2 goals set were attained. In the supervisory and skilled trades areas, one goal per category was set; however, no minorities were hired. No goals were established in the public safety and cooperative extension categories.

In the 36 individual job groups which were underutilized for minorities, 25 had no goals established due to low or no projected opportunities. However, in 4 of these job groups, minority representation did increase. Goals were met or exceeded in 6 job groups, while goal achievement in 10 job groups failed to be met, lacking one additional minority hire.

Appendix IV-B provides data on goal achievement and an analysis of the University's efforts in this area during 1984-85.

Handicapper and Veteran Employment

The Office of Personnel and Employee Relations completed a survey for self-identification of handicappers and/or veterans during the 1984-85 affirmative action year. Employees contacted were those who previously "declined to identify," and all employees hired between October 1, 1984 and September 30, 1985. The survey resulted in the identification of an additional 11 handicappers and 13 veterans who may qualify for reasonable accommodation or affirmative action as provided by University policy.

Affirmative Action Recruitment Activities

In order to increase the pool of qualified candidates for employment, the Office of Personnel and Employee Relations participated with the Lansing School District in the Job Training Partnership Act Work-Study Program. This effort resulted in the placement of three minority women in the Personnel/Employment Division. One trainee has joined the MSU staff as a full-time clerical/technical employee.

Problem Areas

The nonacademic problem areas for 1984-85 are discussed in detail in Appendix IV-C. The following is a synopsis.

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 group categories. Significant progress was made during 1984-85 in the attainment of goals. Contract discussions pertaining to a bypass procedure will continue to be pursued.

However, significant changes in the composition of the Local 1585 job groups require several years, due to the tight seniority provisions of the collective bargaining agreement. The economic climate is also expected to have some impact on how quickly the bargaining unit will agree to a bypass procedure as part of its contract.

Recruitment of Protected Classes

Insufficient numbers of qualified applicants from protected classes underutilized positions continue to be a problem. Recruitment activities developed to increase the pool of qualified candidates. Continued contact with staff members assigned to affirmative action activities has received positive response from departments regarding recruitment of protected classes.

Budgetary constraints, however, remain a problem and may restrict future employment opportunities in nonacademic divisions.

Lack of Protected Class Applicants for Positions in the Clerical-Technical Category

The CTUMSU contract with the University permits a waiver of the seniority provision of the hiring procedures in some circumstances, i.e. exit interviews, candidates, layoff, and return from leave. The waiver has been adopted also as a means to promote qualified minority applicants to higher level positions where they are underutilized. For example, in 1984-85, the affirmative action bypass was used 21 times; follow-up study indicates an 85.7% retention rate, where, in many instances, subsequent promotions were awarded.

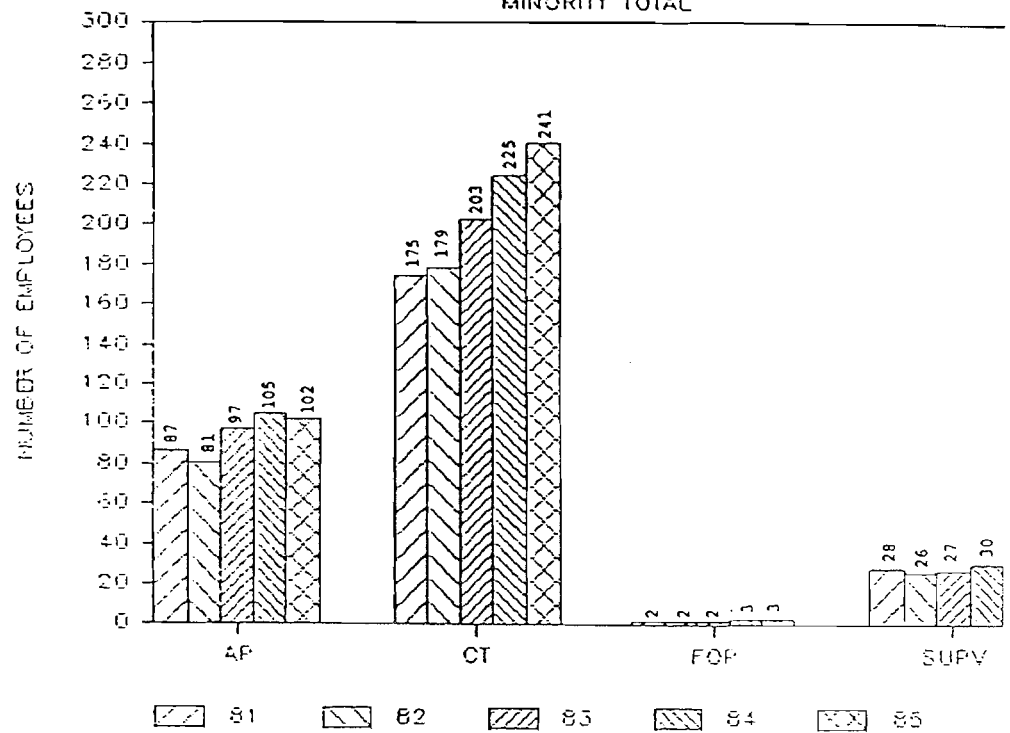
Target Areas of Underutilization

The history of certain job groups shows a continual problem of underutilization. Positive results in goal achievement were made during the past year in certain categories.

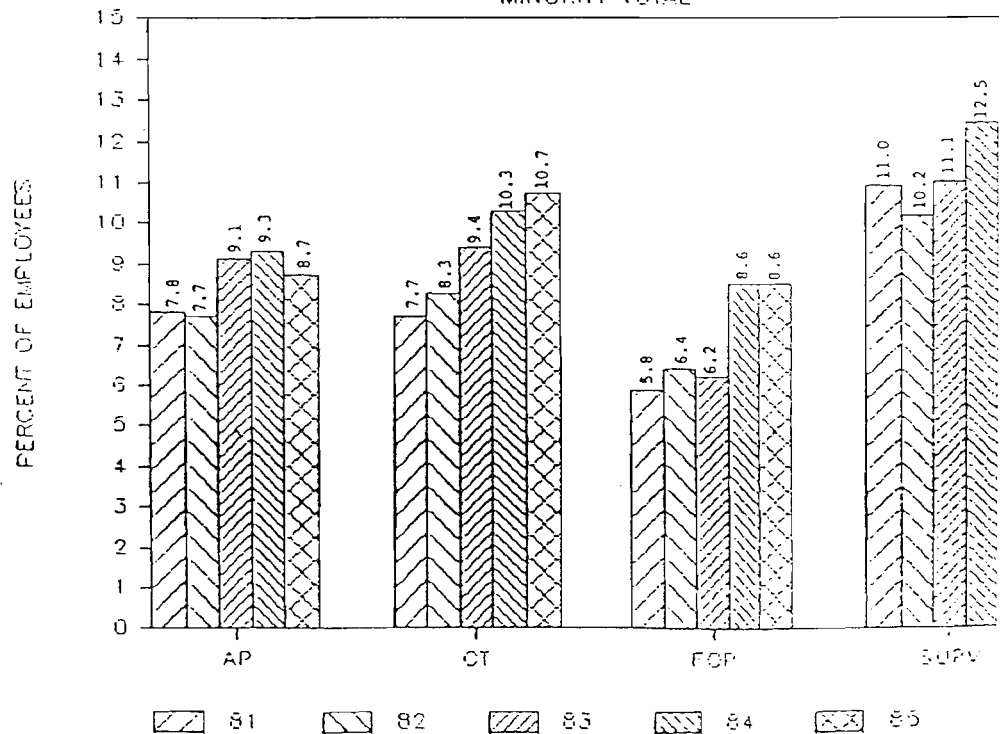
targeted areas (see Appendix IV-B). The results in these job groups are attributable, in some respects, to the use of the affirmative action bypass, special recruitment and training activities, monitoring, and cooperation from hiring divisions.

Economic pressures are expected to continue, however, which may result in a lack of funds for competitive salaries, reduced workforce opportunities, and a lack of job security. The Office of Personnel and Employee Relations is currently researching the use of an applicant system which is expected to enhance recruitment capabilities.

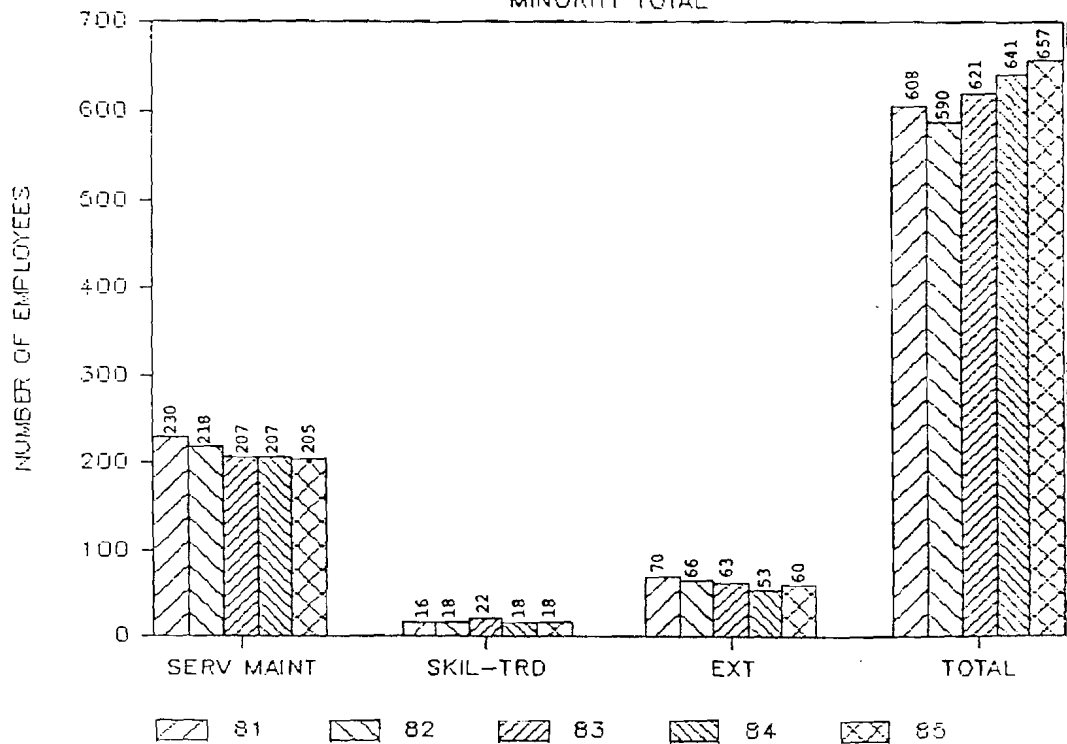
Graph IV-1
NON-ACADEMIC WORKFORCE
MINORITY TOTAL



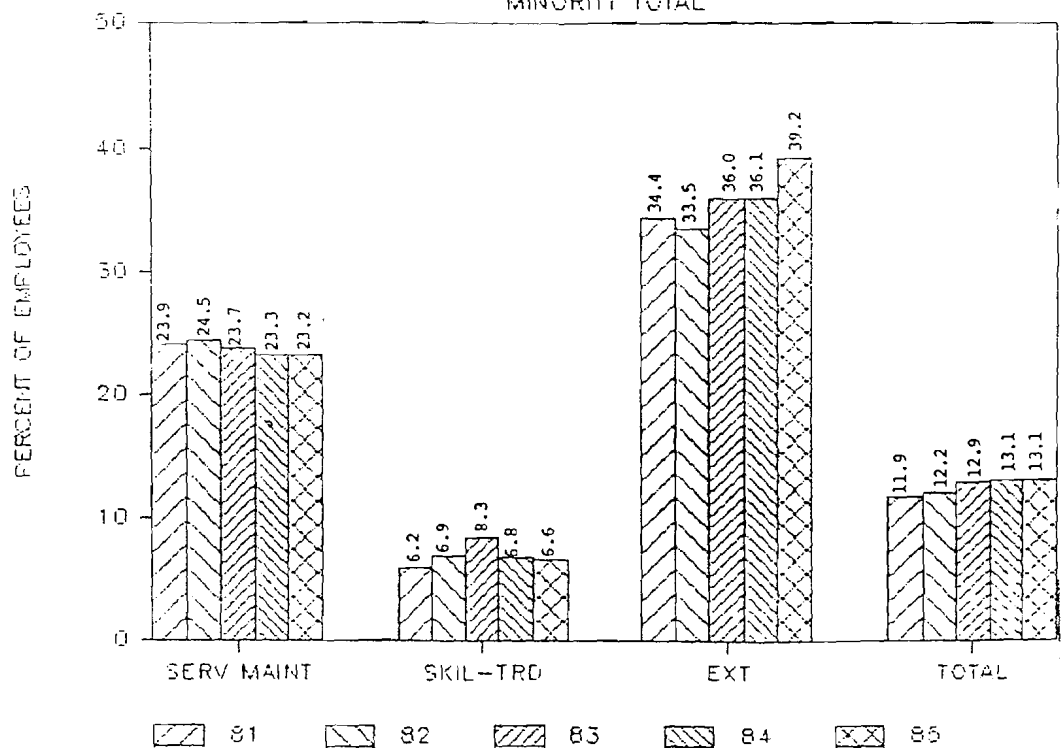
Graph IV-2
NON-ACADEMIC WORKFORCE
MINORITY TOTAL



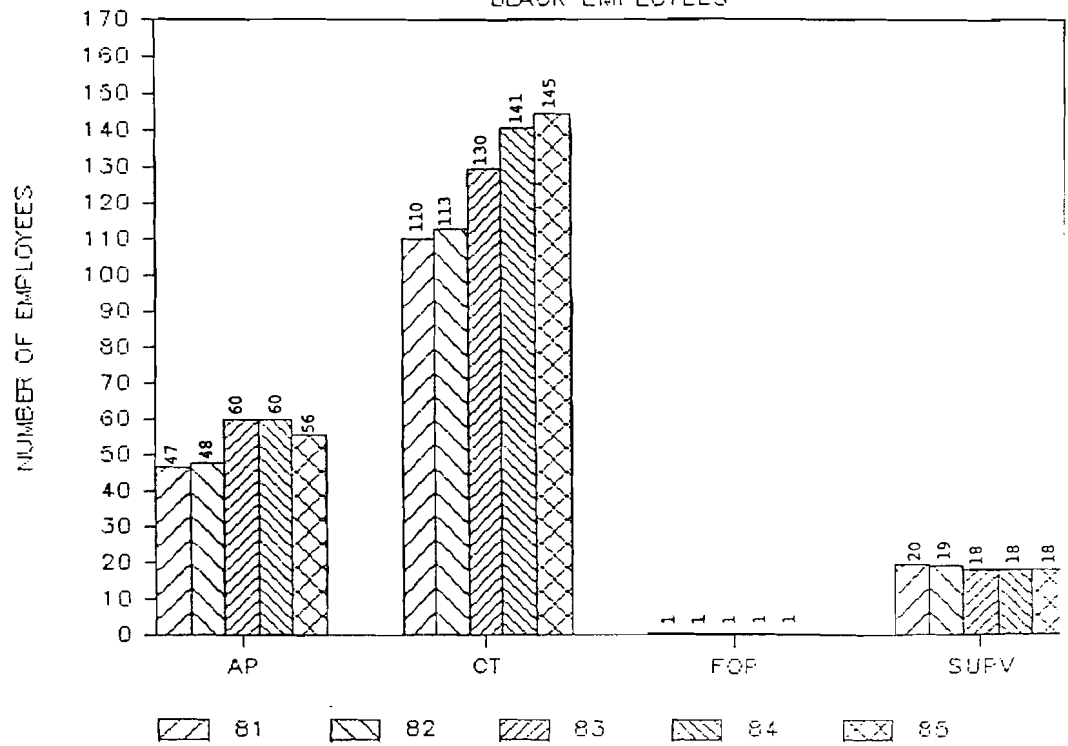
Graph IV-3
NON-ACADEMIC WORKFORCE
MINORITY TOTAL



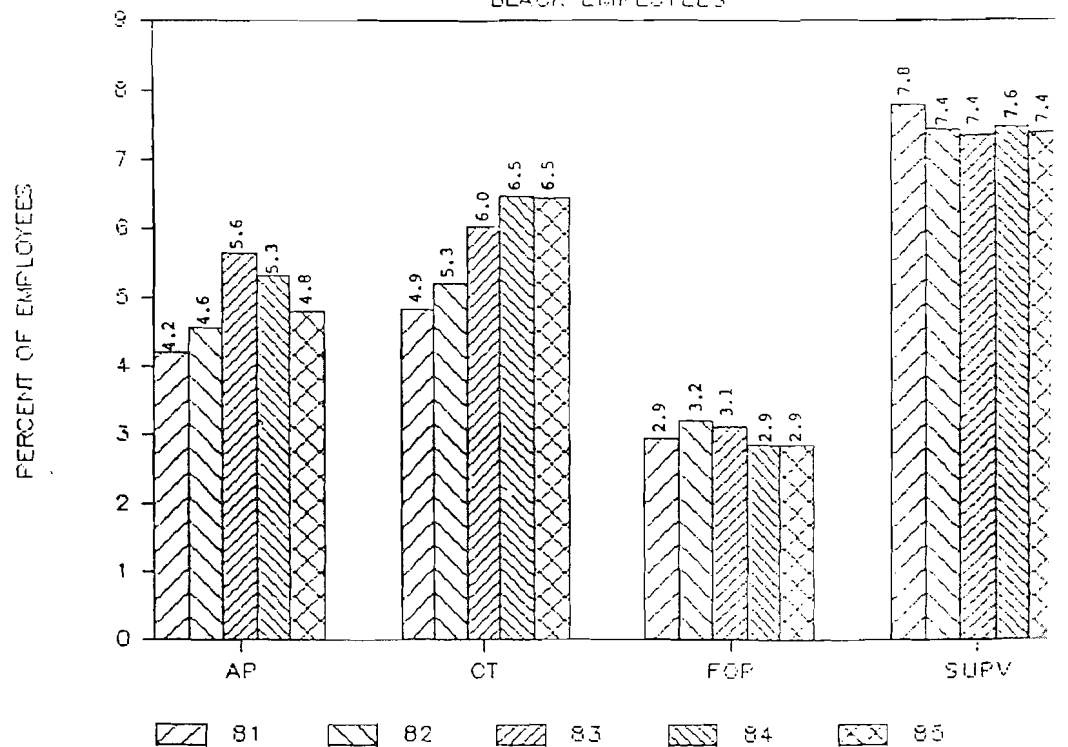
Graph IV-4
NON-ACADEMIC WORKFORCE
MINORITY TOTAL



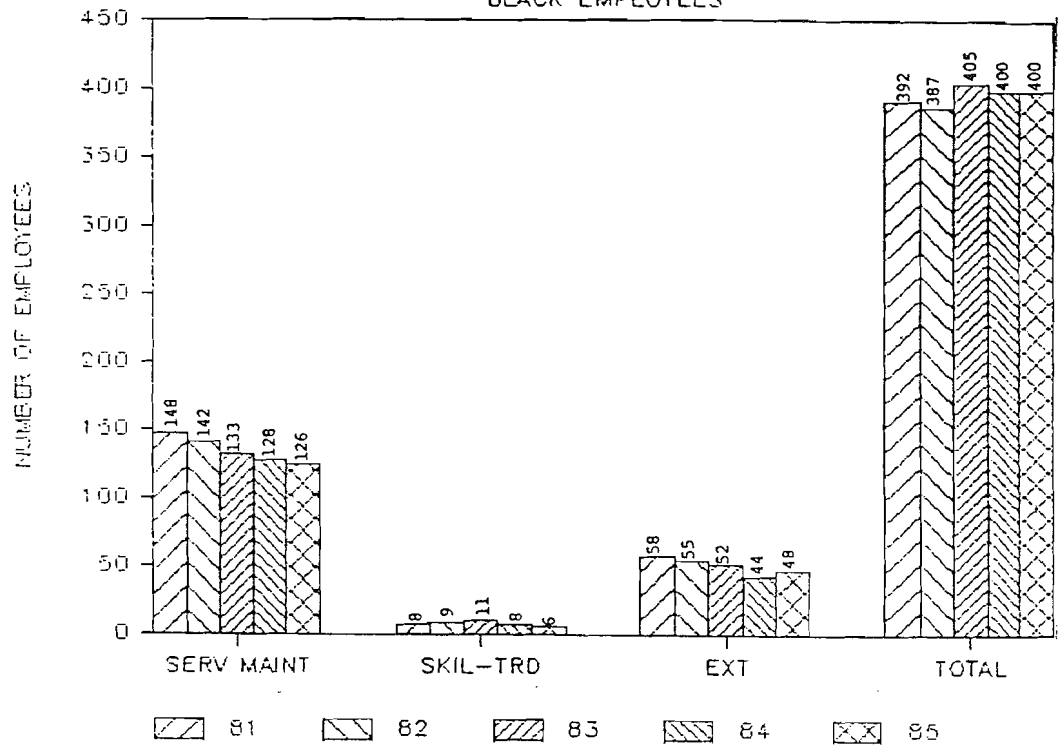
Graph IV-5
NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



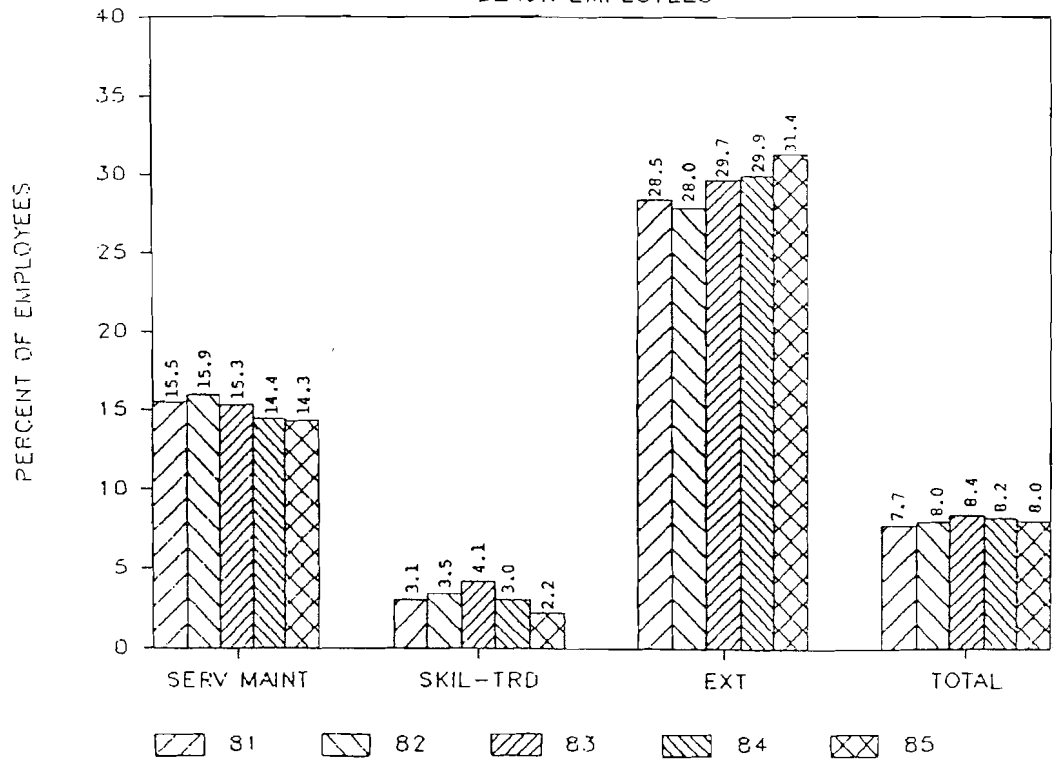
Graph IV-6
NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



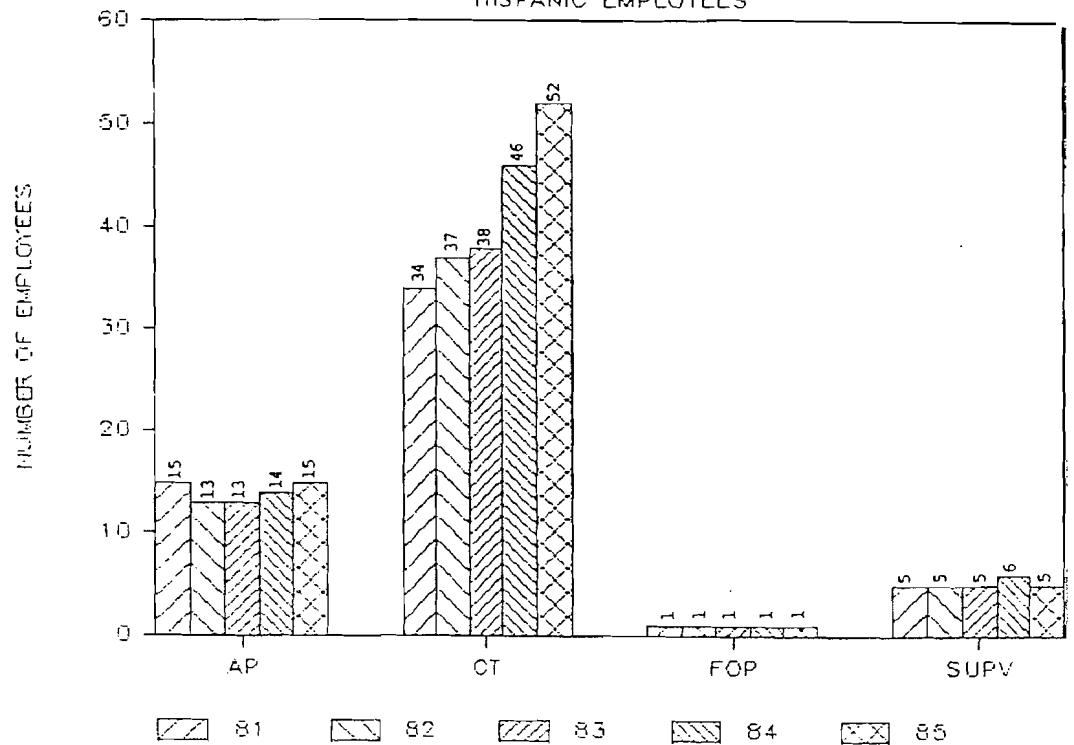
Graph IV-7
NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



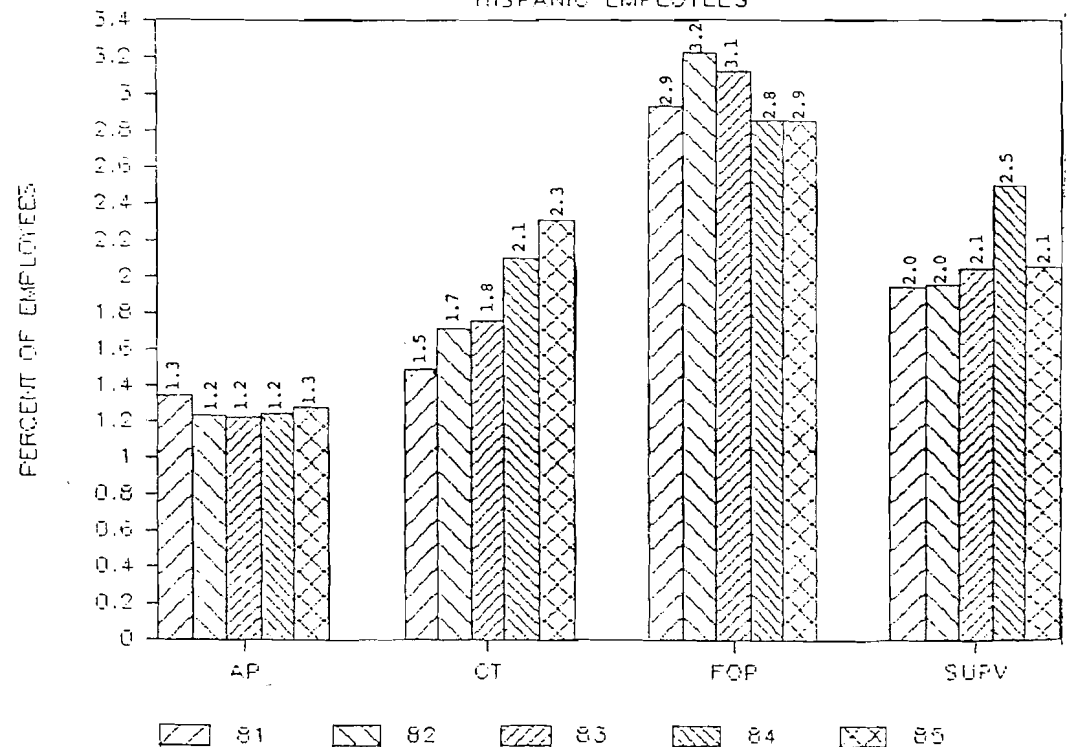
Graph IV-8
NON-ACADEMIC WORKFORCE
BLACK EMPLOYEES



Graph IV-9
NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES

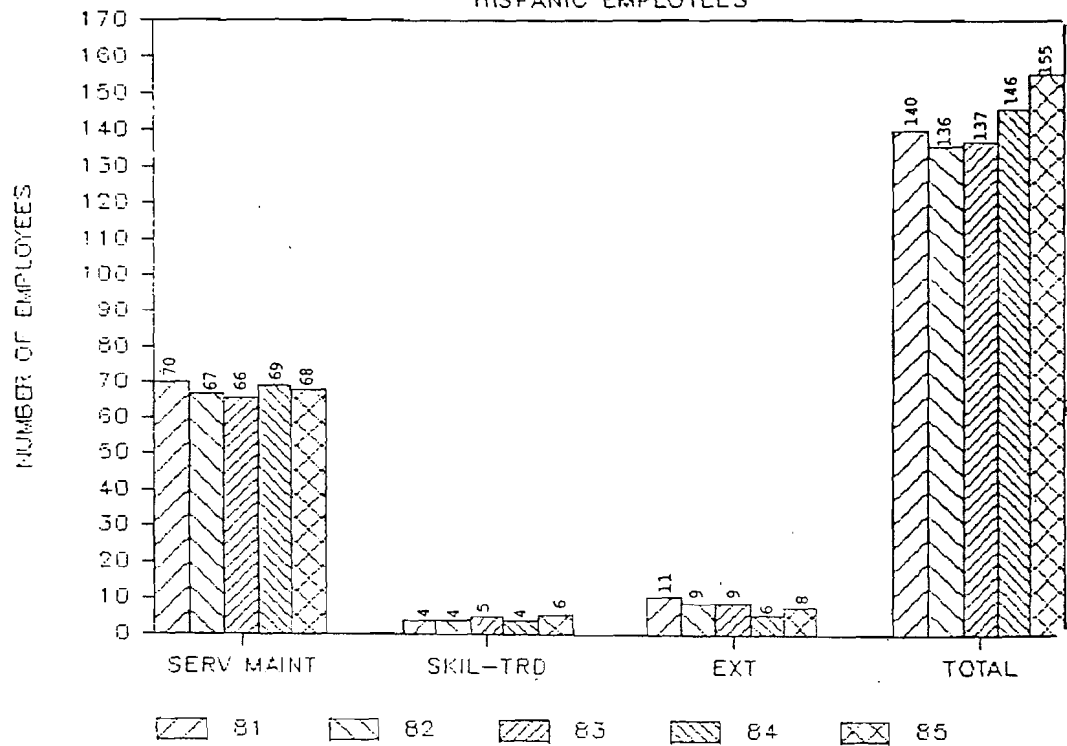


Graph IV-10
NON-ACADEMIC WORKFORCE
HISPANIC EMPLOYEES



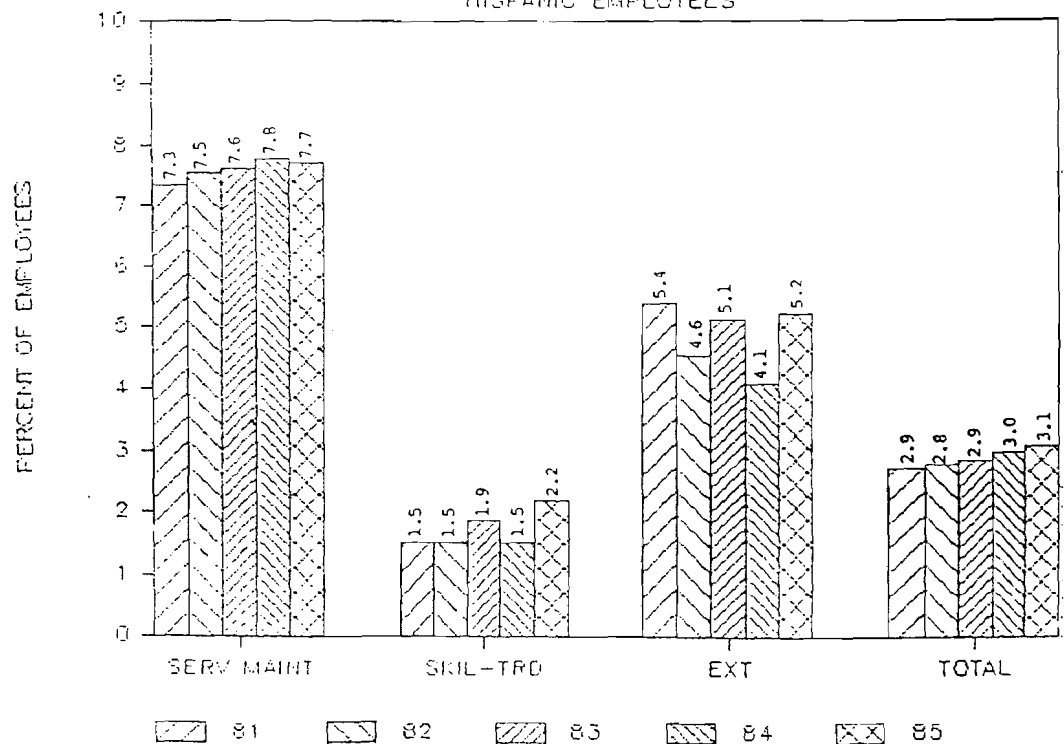
Graph IV-11

NON-ACADEMIC WORKFORCE HISPANIC EMPLOYEES

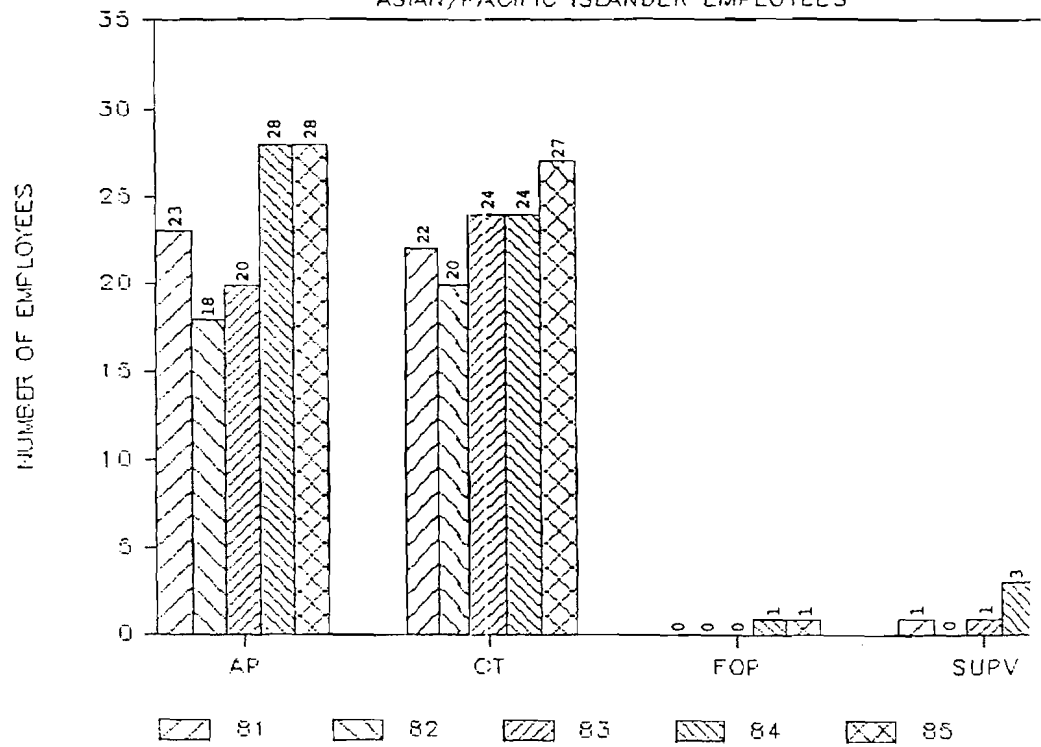


Graph IV-12

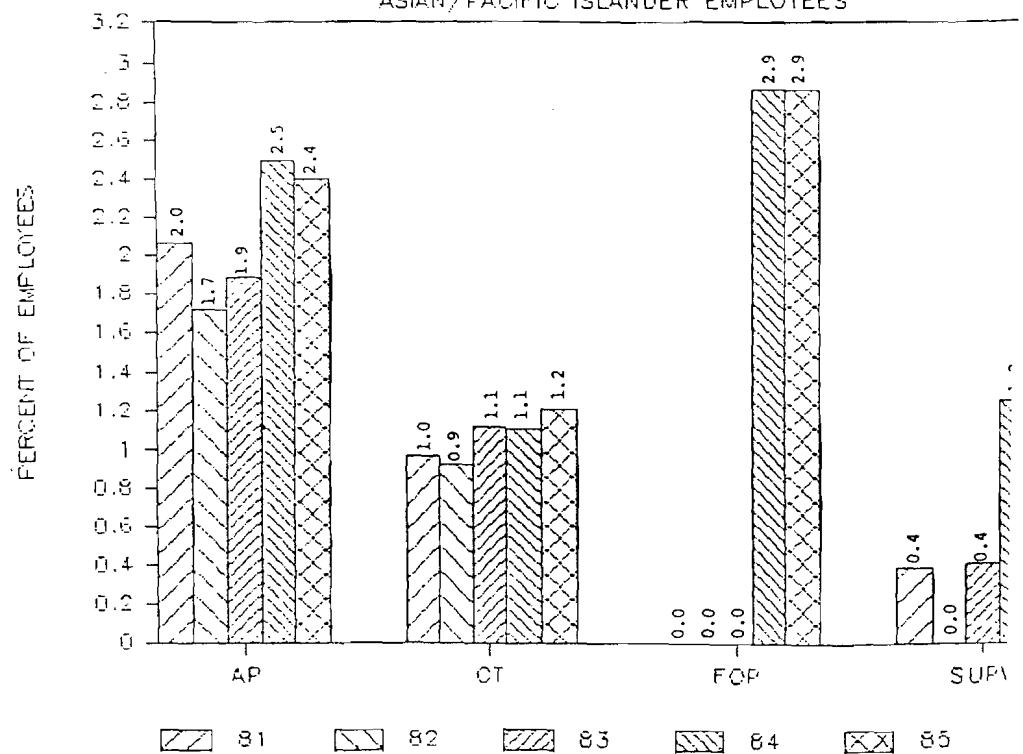
NON-ACADEMIC WORKFORCE HISPANIC EMPLOYEES



Graph IV-13
NON-ACADEMIC WORKFORCE
 ASIAN/PACIFIC ISLANDER EMPLOYEES



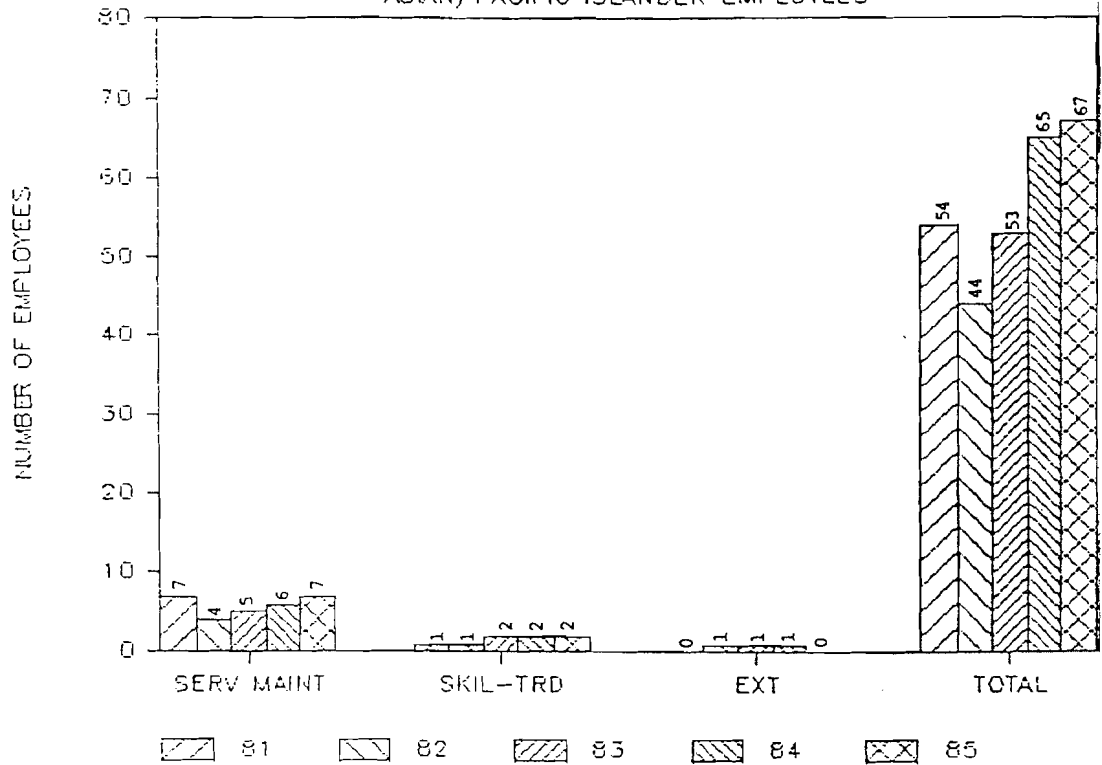
Graph IV-14
NON-ACADEMIC WORKFORCE
 ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-15

NON-ACADEMIC WORKFORCE

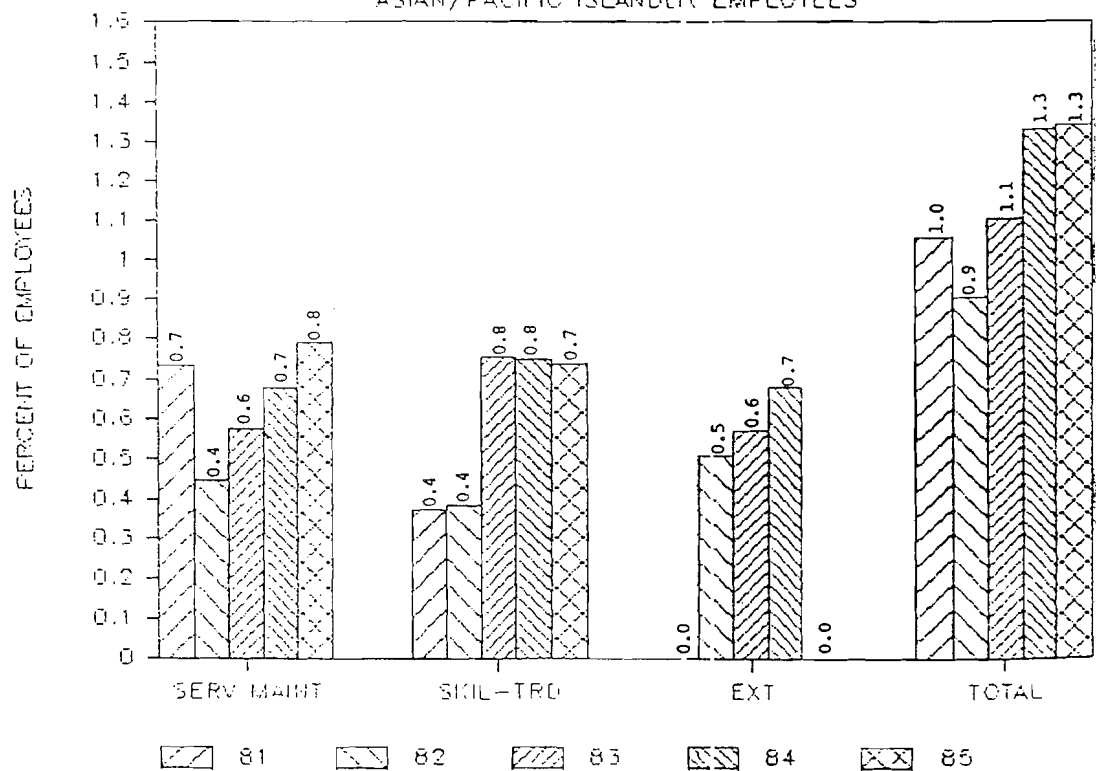
ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-16

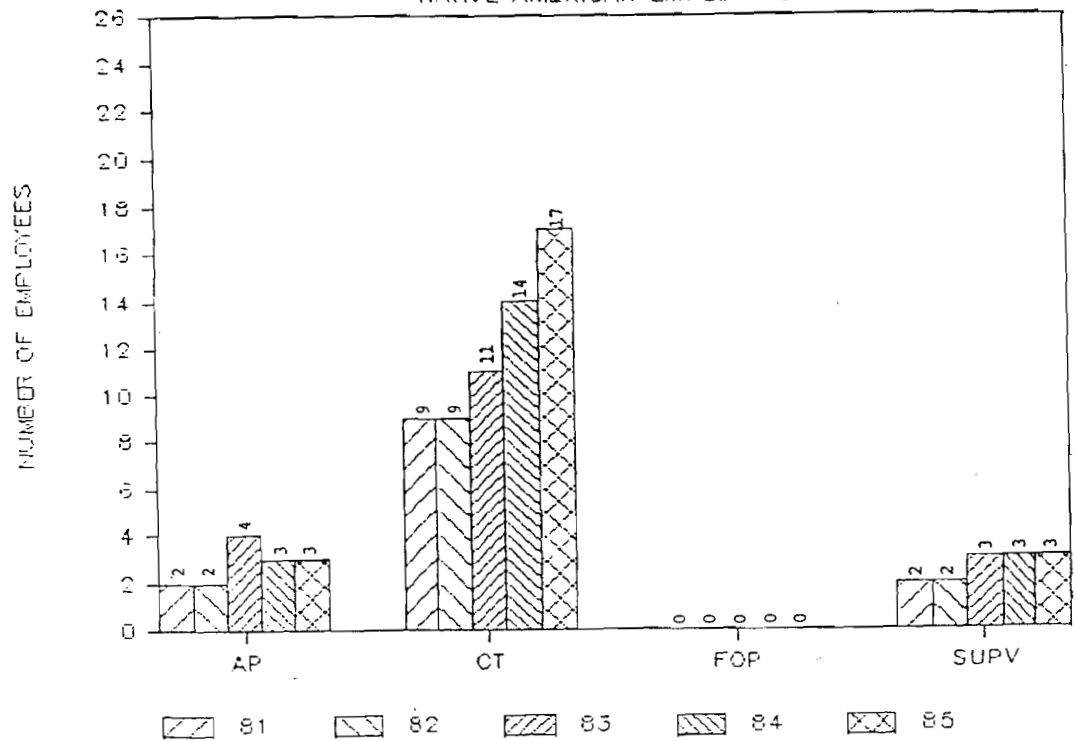
NON-ACADEMIC WORKFORCE

ASIAN/PACIFIC ISLANDER EMPLOYEES



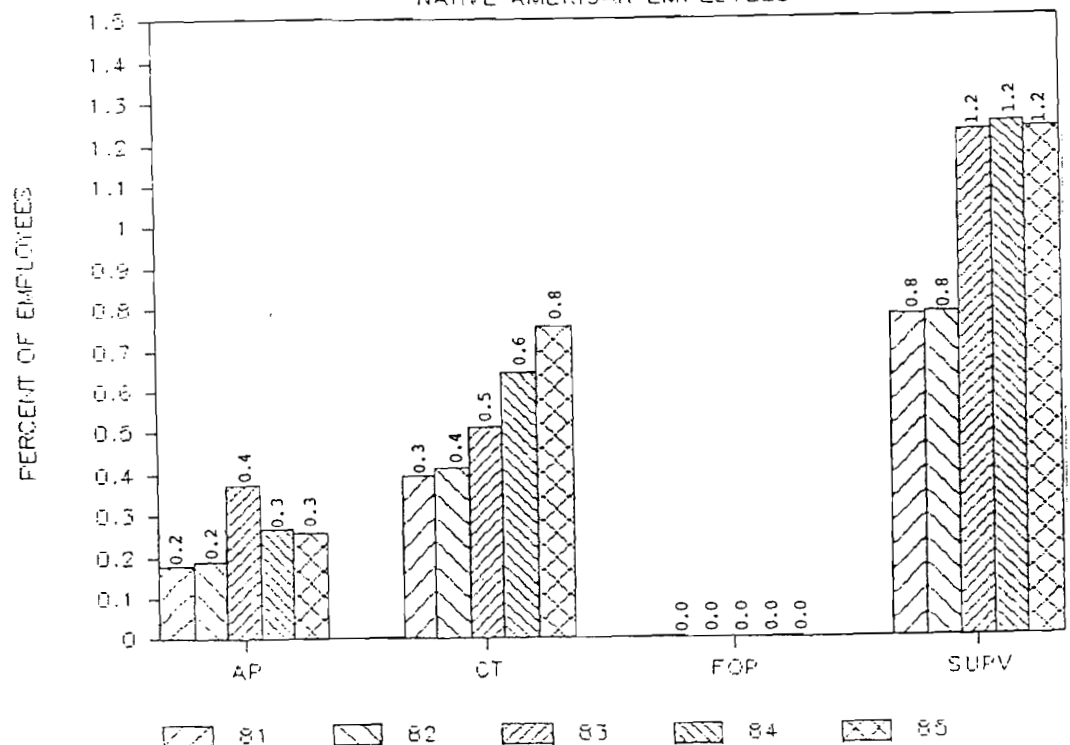
Graph IV-17

NON-ACADEMIC WORKFORCE NATIVE AMERICAN EMPLOYEES



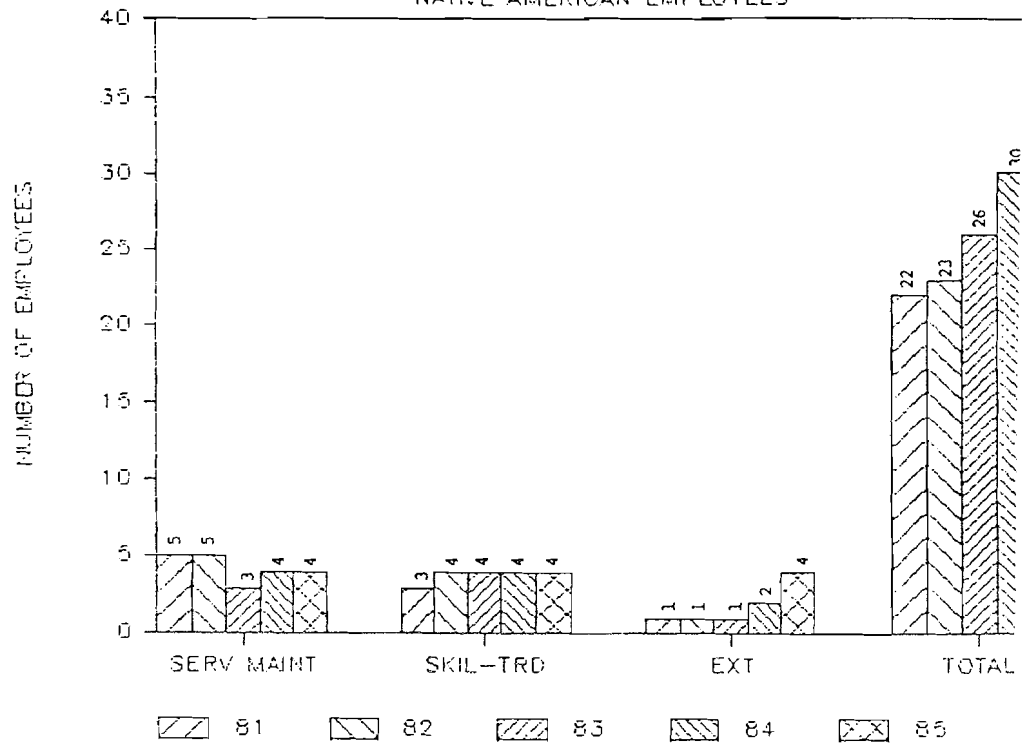
Graph IV-18

NON-ACADEMIC WORKFORCE NATIVE AMERICAN EMPLOYEES



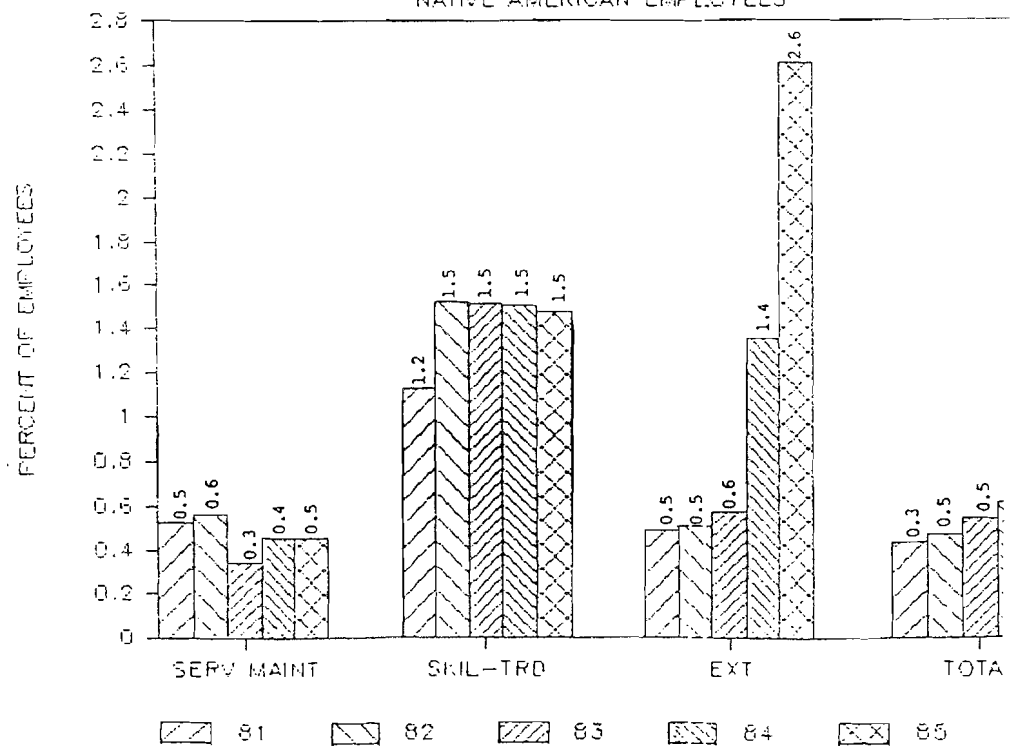
Graph IV-19

NON-ACADEMIC WORKFORCE NATIVE AMERICAN EMPLOYEES



Graph IV-20

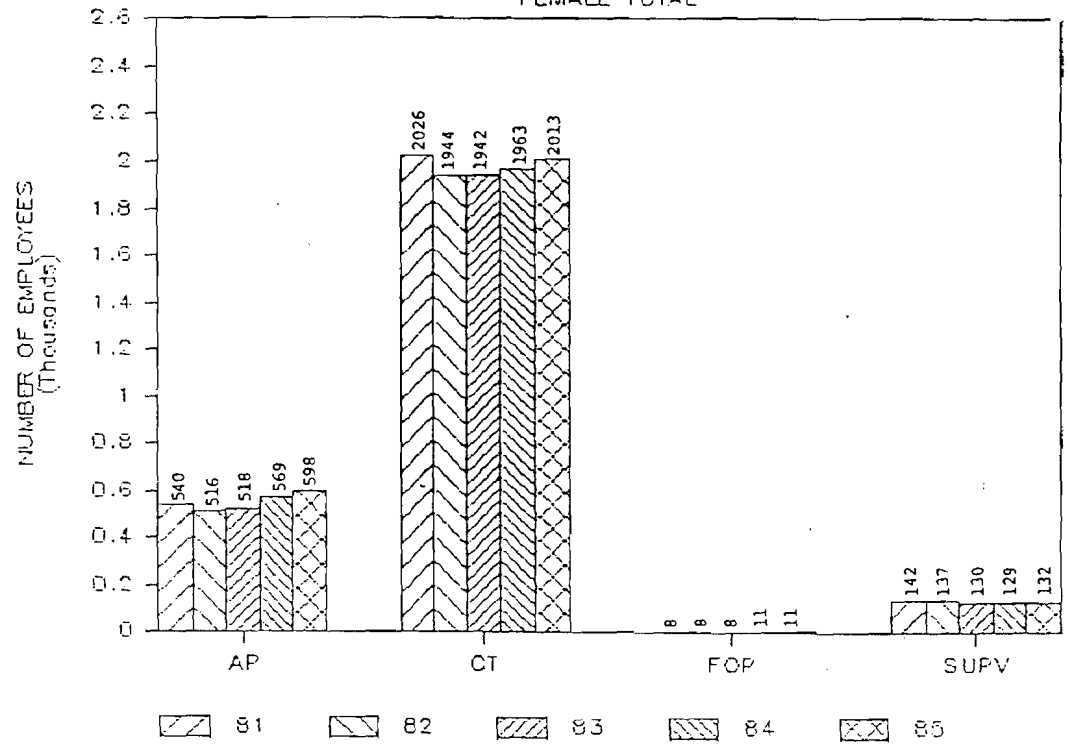
NON-ACADEMIC WORKFORCE NATIVE AMERICAN EMPLOYEES



Graph IV-21

NON-ACADEMIC WORKFORCE

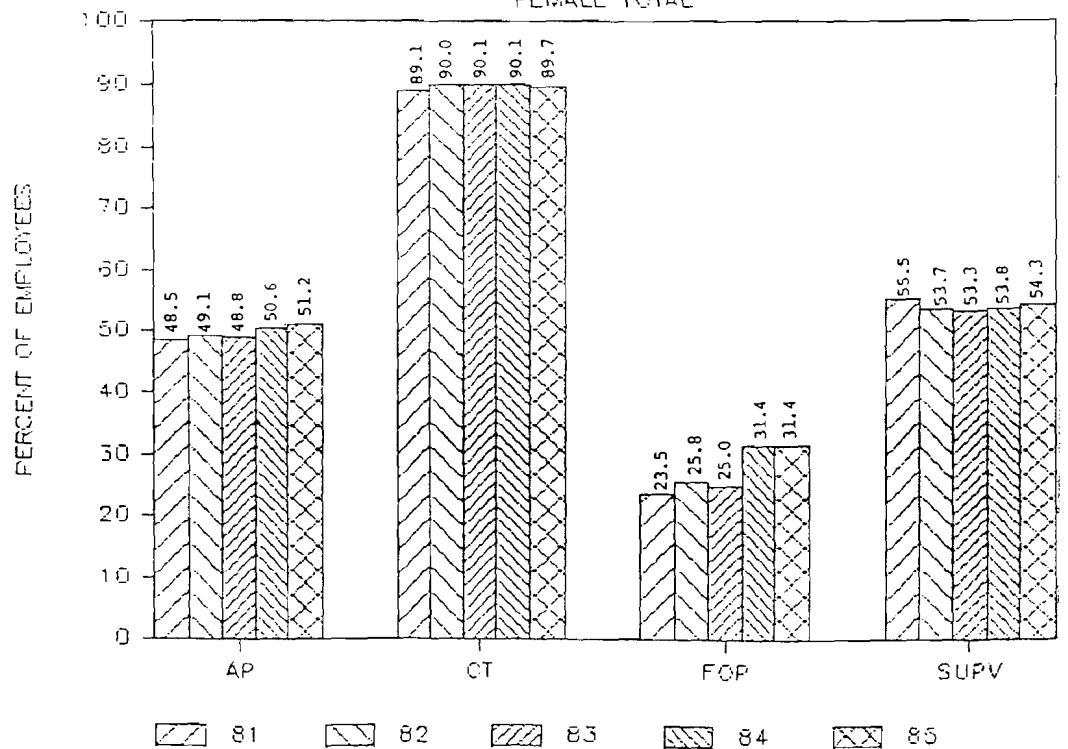
FEMALE TOTAL



Graph IV-22

NON-ACADEMIC WORKFORCE

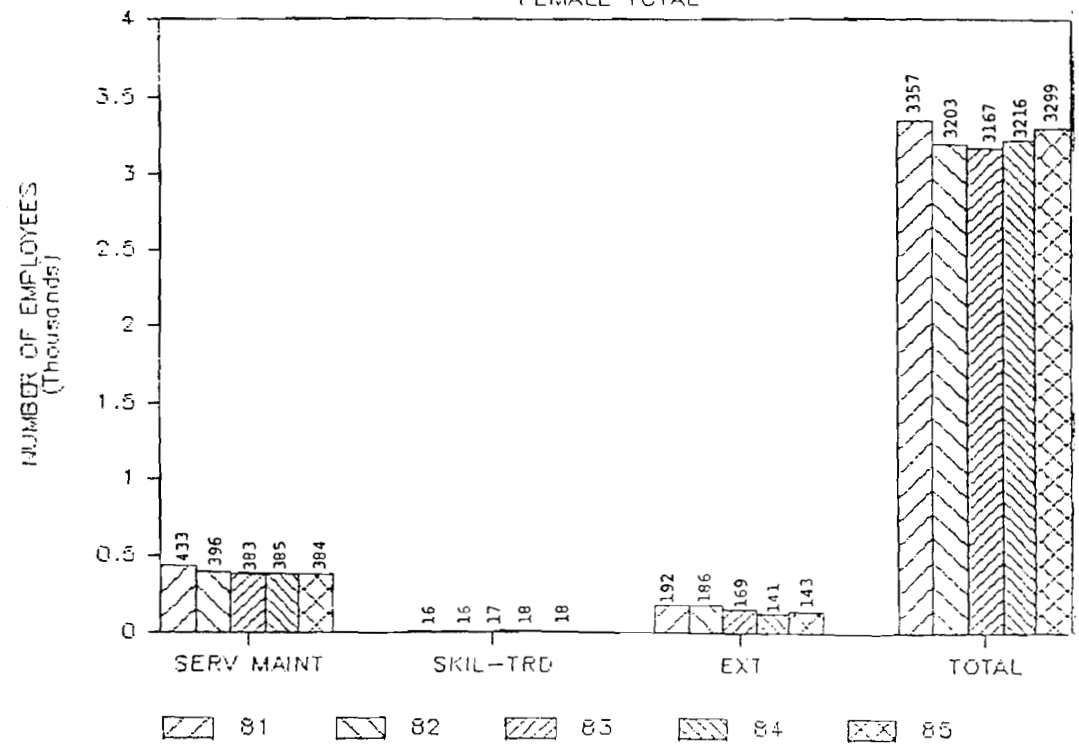
FEMALE TOTAL



Graph IV-23

NON-ACADEMIC WORKFORCE

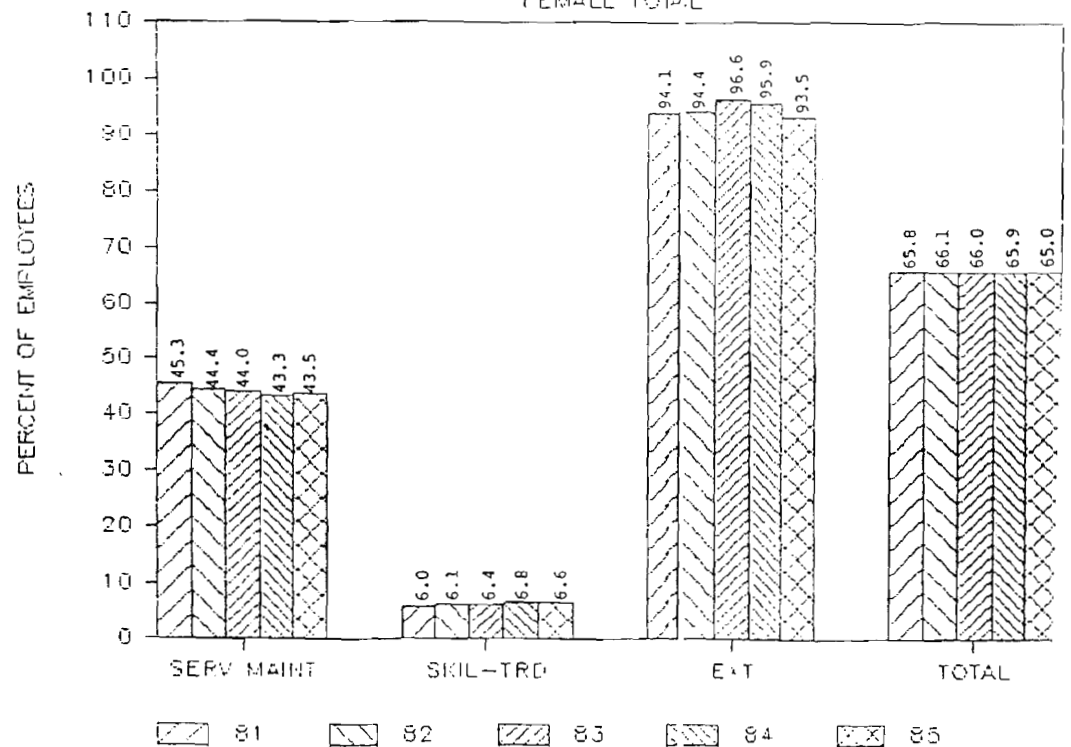
FEMALE TOTAL



Graph IV-24

NON-ACADEMIC WORKFORCE

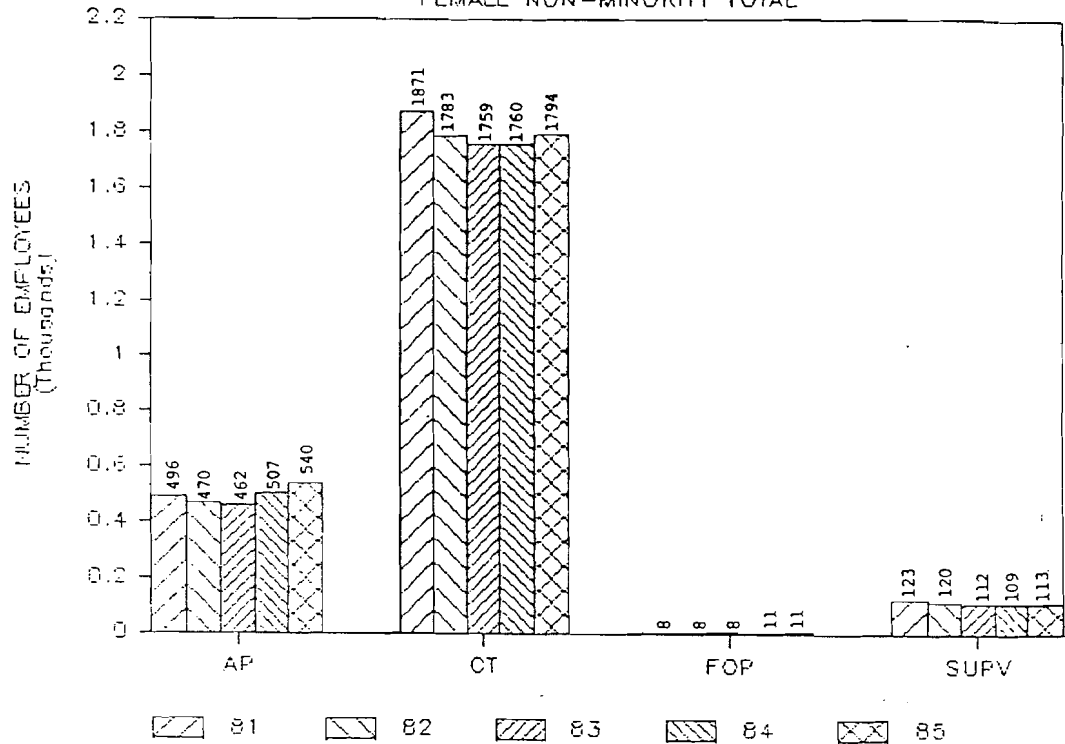
FEMALE TOTAL



Graph IV-25

NON-ACADEMIC WORKFORCE

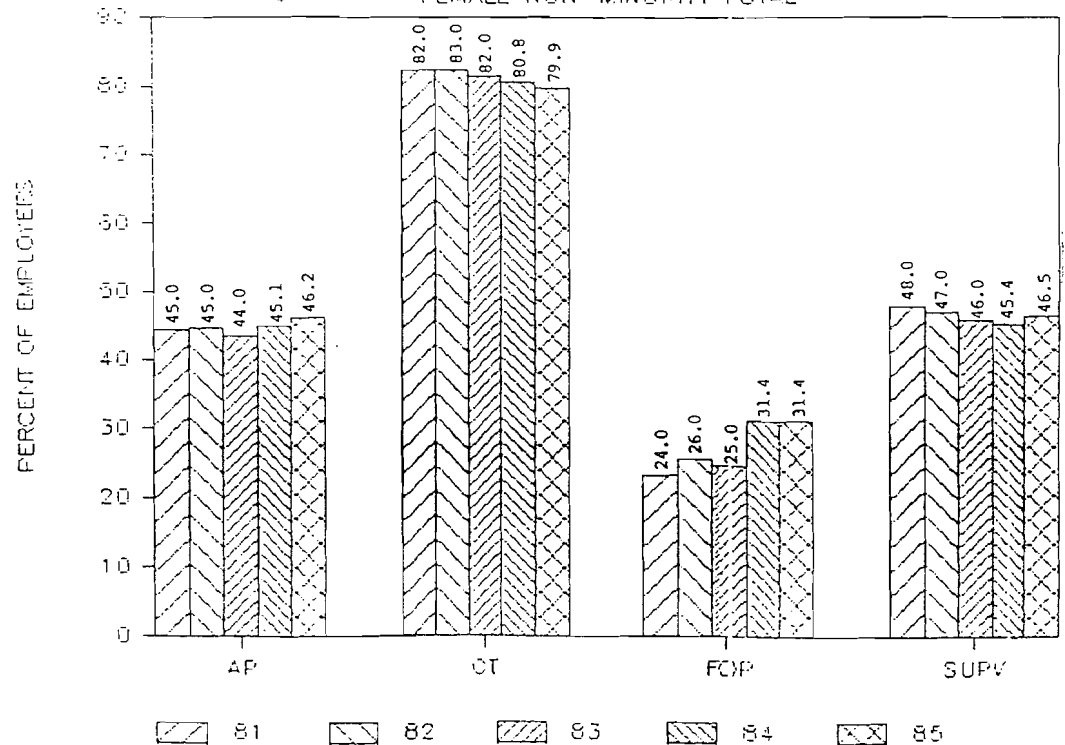
FEMALE NON-MINORITY TOTAL



Graph IV-26

NON-ACADEMIC WORKFORCE

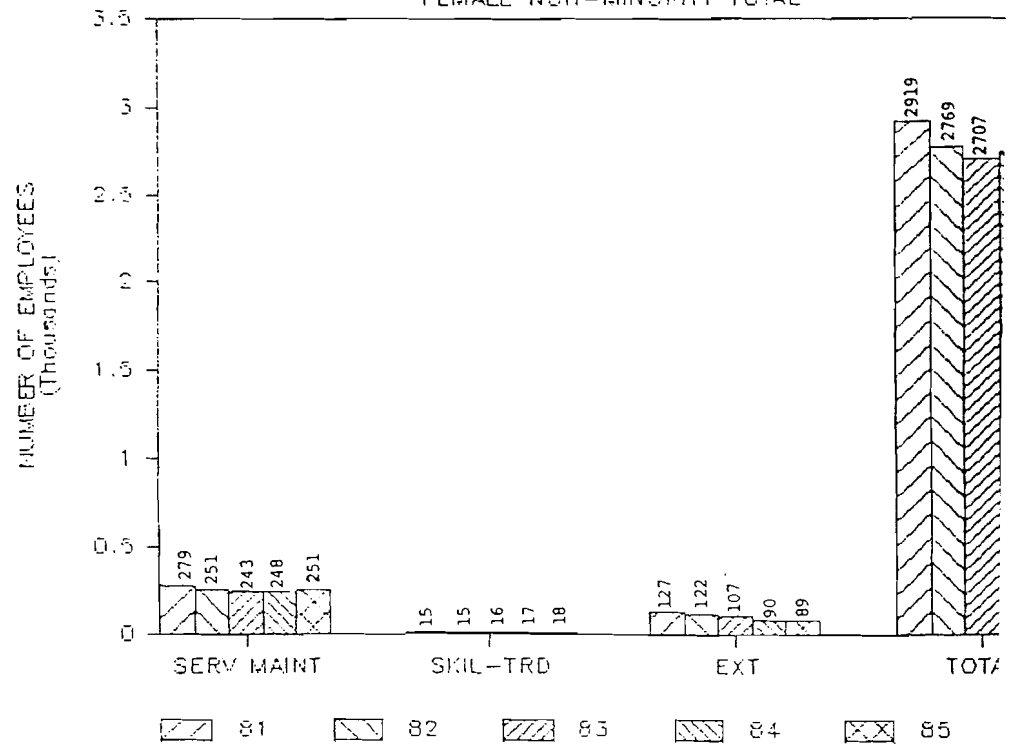
FEMALE NON-MINORITY TOTAL



Graph IV-27

NON-ACADEMIC WORKFORCE

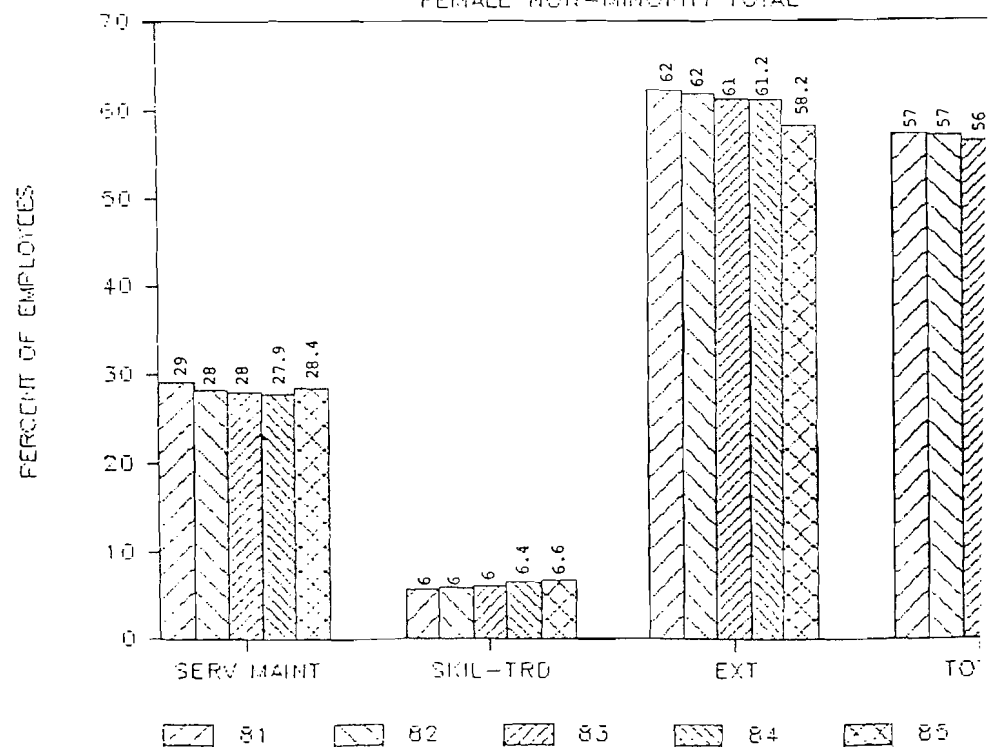
FEMALE NON-MINORITY TOTAL



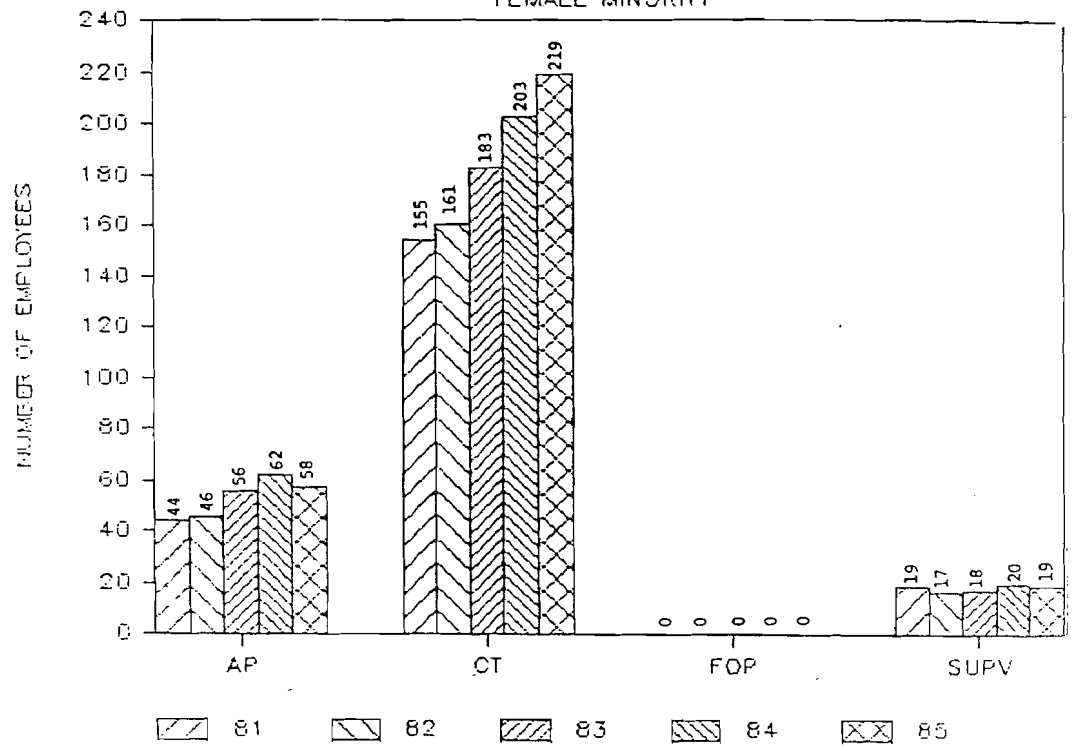
Graph IV-28

NON-ACADEMIC WORKFORCE

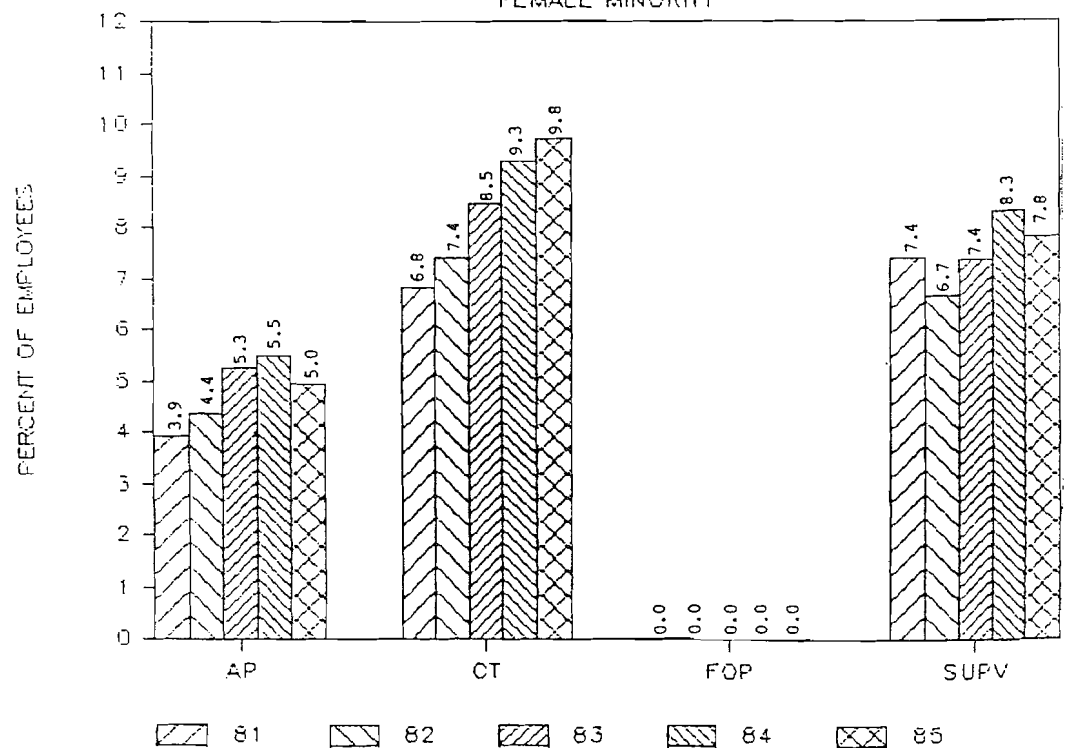
FEMALE NON-MINORITY TOTAL



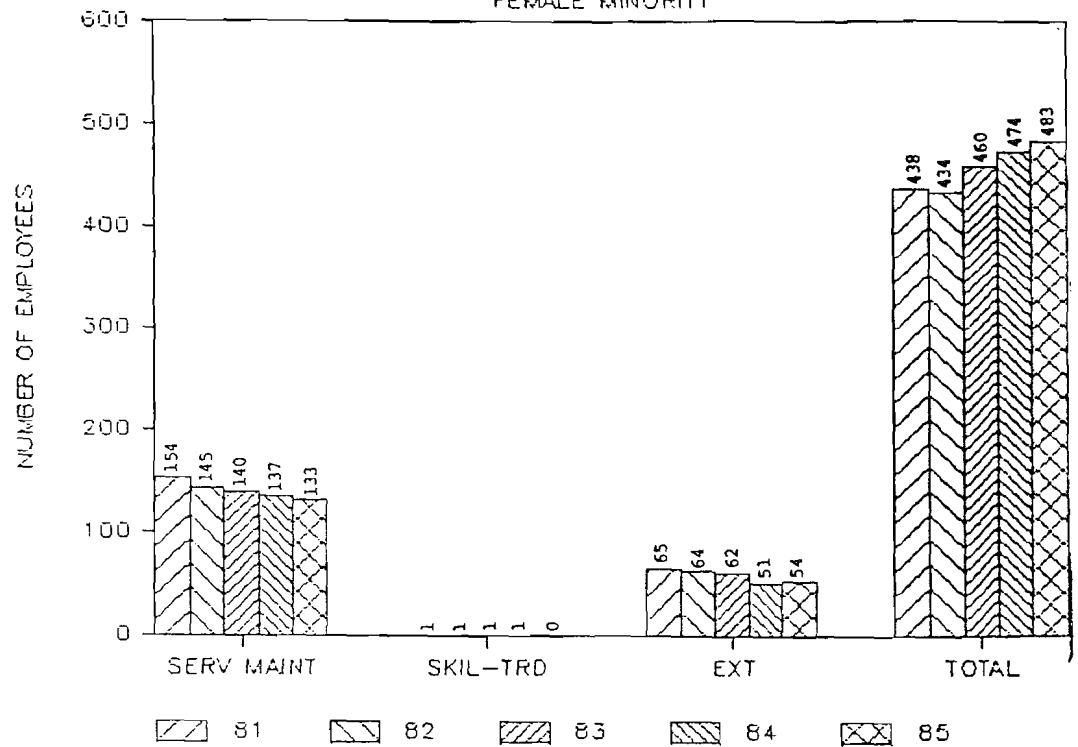
Graph IV-29
NON-ACADEMIC WORKFORCE
FEMALE MINORITY



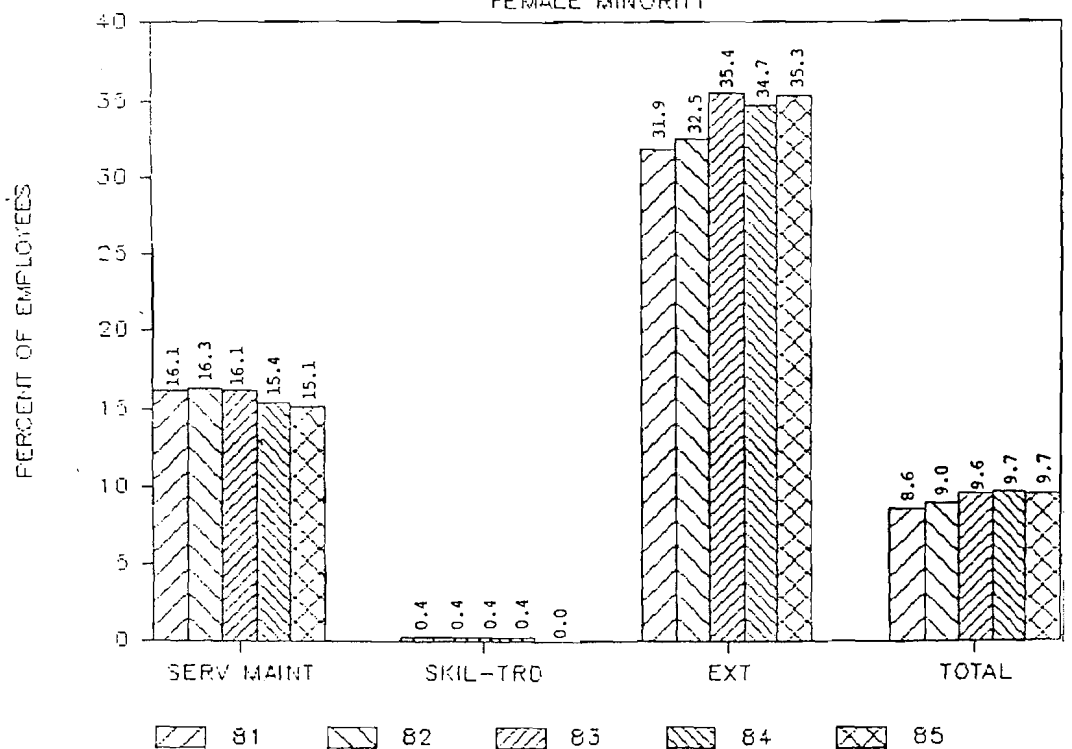
Graph IV-30
NON-ACADEMIC WORKFORCE
FEMALE MINORITY



Graph IV-31
NON-ACADEMIC WORKFORCE
FEMALE MINORITY



Graph IV-32
NON-ACADEMIC WORKFORCE
FEMALE MINORITY



Section addresses the major areas of student participation at Michigan State University. The following reports were contributed by those administrative units which have the responsibility to deliver services and/or monitor information regarding student enrollment, recruitment, and supportive activities. Tables and graphs appear on pages 103 - 122 and graphs on pages 123 - 134.

Enrollment

Michigan State University, as one of the leading land grant institutions in the United States, is committed to equal opportunity, nondiscrimination, and affirmative action in education. The University, as an institution, seeks broad participation of all races, ethnic groups, and women incorporated into its educational programs. This commitment is vital to the University for several reasons:

- 1. to provide access to education to qualified individuals;
- 2. to provide diversity for purposes of enhancing the learning experience, and
- 3. to fulfill its commitment of affirmative action in education and employment.

Under the auspices of Michigan State University's Affirmative Action Compliance Program, concerted efforts have been made by colleges and departments throughout the University to address issues and circumstances which affect this commitment. Although total enrollment of minorities and women showed a slight numerical increase in the past few years, the University continues to exert efforts to attract promising Black, Hispanic, Native American, Asian/Pacific Islander, and women students.

Minority enrollment as a percentage of total enrollment increased slightly from 8.73% in Fall 1984 to 8.88% in Fall 1985. As Tables V-1 and V-2 illustrate, overall minority enrollment, in both percentage and numeric terms, reached a new high in Fall 1985. Undergraduate minority enrollment also increased numerically, from 2,909 (8.9%) of the total undergraduate enrollment in Fall 1984 to 3,013 (9.1%) in Fall 1985 (Table V-13).

Graduate enrollment increased from 606 (9.5%) in Fall 1984 to 632 (9.5%) in Fall of 1985 (Table V-12). Numeric minority enrollment increases occurred in all three graduate program levels (i.e., graduate-professional, master's, and doctoral).

Total minority enrollment between 1984 and 1985 varied from college to college. Table V-3 indicates that more colleges showed increases than declines in the number of minority enrolled. The Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Communication Arts and Sciences, Human Medicine, Osteopathic Medicine, and James Madison College showed percentage increases. The Colleges of Engineering, Human Ecology, Health, Kinesiology, Nursing, Social Science, and Veterinary Medicine showed numeric decreases (Table V-3).

Graph V-3 presents total Black enrollment for Fall terms, 1976-85 (i.e., graduate and undergraduate enrollment combined). Although total minority enrollment has increased over the last several years, Black enrollment continues to show a numeric increase, but a slight decline in percentages. Black enrollment on the campus of Michigan State University in Fall 1984 was 2,416 students representing 6.0% of the total enrollment. There was a slight numeric increase and percentage decrease in Fall 1985 to 2,453 (5.98%) as Graph V-4 illustrates. At the University level, eight colleges had numeric increases and six had declines. The Colleges of Business, Agriculture and Natural Resources, Education, and Arts and Letters had the largest gains; Natural Science and Nursing had the greatest numeric decline (Table V-4).

At the graduate level, Black student enrollment again increased, with the largest gain at the graduate-professional level (Table V-13). The College of Human Medicine showed the largest numeric increase, while Veterinary Medicine had the largest decline. In 1984, Black graduate total enrollment was 309 (4.9%); in 1985, however, the total had increased to 318 (5.0%) of total U.S. graduate students enrolled (Table V-12).

Hispanic enrollment on the campus of Michigan State University in Fall 1984 was 460 students; Fall 1985 483 students enrolled (Graph V-5). This latter figure represents 1.17% of total enrollment in Fall 1985, a very slight increase from 1.14% in Fall 1984 (Table V-5 and Graph V-6). Hispanic enrollment is the highest in the history of the University in both number and percent. Table V-5 displays changes in total Hispanic enrollment by college between 1976 and 1985. The Colleges of Arts and Letters, Communication Arts and Sciences, Human Ecology, Human Medicine, Osteopathic Medicine, Social Science, Veterinary Medicine and James Madison College had increases in the number of Hispanic students enrolled in Fall 1985. The Colleges of Business, Education, Engineering, Natural Science, and Nursing experienced a slight decline in their Hispanic student enrollment. The graduate-professional schools showed a constant growth in Hispanic student enrollment. At the graduate level, Hispanic enrollment increased from 127 (2.0%) in Fall 1984 to 134 (2.1%) in Fall 1985 (Table V-12).

The number of Native American students enrolled on the campus of Michigan State University increased from 124 to 127 between Fall 1984 and Fall 1985 (Graph V-7). As Graph V-8 reveals, Native American enrollment has remained at .31% of the total enrollment for the past two years. Despite this static enrollment percentage, the current Native American enrollment is the highest ever at the University. The Colleges of Business, Communication Arts and Sciences, Education, Natural Science, Osteopathic Medicine, and James Madison College had numeric growth of Native American students enrolled. The Colleges of Agriculture and Natural Resources, Arts and Letters, Engineering, Social Science, Veterinary Medicine and Nursing, and Human Medicine showed a decline in Native American student enrollment (Table V-6). Native American graduate enrollment declined slightly from 41 in Fall 1984 to 38 in Fall 1985, although the percentage of total enrollment remained at .06% (Table V-12). Graduate-professional schools showed a decrease in their enrollment of Native American graduate students (Table V-12).

The continued growth of Asian/Pacific Islander student enrollment at Michigan State University is the principal reason why total minority enrollment has grown. In the past decade Asian/Pacific Islander enrollment increased from 286 (.65%) in Fall 1976 to 582 (1.42%) in Fall 1985 (Graphs V-9 and V-10). This is the largest

increase of any minority group on campus. As Table V-7 illustrates, from 1984-85 Asian/Pacific Islander enrollment increased numerically in all colleges within the University with the exception of the Colleges of Education (no change), Human Ecology, Nursing, and Social Science. Graduate level enrollment has also shown an increase in Asian/Pacific Islanders. Fall 1985 data indicates that there are 142 (2.2%) students enrolled (Table V-12).

The number of women students increased from 19,755 in Fall 1984 to 20,399 in Fall 1985 (Graph V-11). Graph V-12 illustrates the percentage enrollment growth of women, which in 1985, is the highest in the past decade. The increase of 644 women students resulted in an increase in the proportion of women students from 49.1% in Fall 1984 to 49.7% in Fall 1985. Compiled figures indicate that minority women now number 2,117 and comprise 10.7% of female students. Numerical increases for minority women occurred in all minority groups (Table V-13). Table V-8 presents data regarding changes in total enrollment of women and percent by college. From Fall 1984 to Fall 1985, the College of Education had the largest enrollment increase of women with the Colleges of Business, James Madison, Osteopathic Medicine, Human Medicine, Human Ecology, Communication Arts and Sciences, Arts and Letters, and Agriculture and Natural Resources following the lead. The Colleges of Engineering and Veterinary Medicine had declines both in percentage and the number of women enrolled in their colleges.

At the graduate level, enrollment of women increased in number, from 3,050 in Fall 1984 to 3,069 in Fall 1985 while increasing in percent of total enrollment from 48.1% in Fall 1984 to 48.4% in Fall 1985 (Table V-12).

Persistence Rates

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, while 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.

The weighted average annual persistence rate, five years after entrance for first-time freshmen, of over 60% compares favorably to the national average of 53% for four-year institutions. MSU's 15% 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 rate of MSU undergraduate students, see Appendix V-A.

B. Recruitment

The Office of Admissions and Scholarships (OAS) is primarily responsible for the recruitment of undergraduate students, while individual colleges, schools, and departments conduct most graduate recruiting. The OAS is constantly aware of the affirmative action interest of Michigan State University, and it dedicates a great deal of effort in that direction. This year the Minority Admissions and Recruitment Unit within OAS was enlarged and its activities intensified. Additionally, the Office works with an important student volunteer organization, the Student Admissions Committee, which has a very strong sub-unit dedicated to minority recruitment. With the support of current Michigan State University students, the communication efforts directed to potential minority students was greatly strengthened during the year.

While most major universities have seen declining enrollments of minority undergraduates, enrollments have been steadily increasing within the last five years at Michigan State University. In 1985, total freshman enrollment increased by 3.9% (255); minority representation within that class increased both as a percent and as a number. In total, 727 minority students were in the 1985 freshman class, representing 10.88%. These data are displayed on Table V-14, page 116 of this report. This trend, which does run counter to both state and national trends, is a product of two factors. First, Michigan State has dedicated itself for many years to affirmative action recruitment, and many generations of minority students have successfully come to Michigan State University for their studies. In recent years, specific and directed recruitment activities have been focused at potential minority students. Among these activities were school visitations directed toward high schools and community colleges with significant minority enrollments; campus days designed to involve various groups with the day-to-day life at Michigan State University; the Native American Pow-Wow, and Chicano Visitation Days. In all of these cases, students from minority group backgrounds were brought to the campus for special programs to enhance their familiarity with the University and its offerings. In all, it is likely that more than 1,000 students were on campus during the last year because of such efforts.

The University annually sponsors 10 National Achievement Scholarships for high achieving Black students identified through the National Merit Scholarship Program. In addition, five academic scholarships are awarded annually to top freshman Chicano students. More significantly, the University initiated within the last two years the Minority Distinguished Freshman Scholarship Competition. This Competition provides up to 20 full-tuition scholarships at in-state rates. All admitted minority applicants are considered in this program, and it has provided a substantial inducement to the most able of our minority students to enroll at Michigan State University. Because high-achieving minority students are heavily recruited by colleges and universities, it is important that such recruitment initiatives be sustained and expanded.

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 Achievement Admission Program. This program, designed for economically disadvantaged students and minority students, gives them an opportunity to pursue their education at Michigan State. Students admitted through this program are provided with a variety of academic support services that are directed to enhancing the probability of success at Michigan State University. In Fall of 1985, over 300

students were enrolled at Michigan State University through the College Achievement Admission Program. This long-standing program provides necessary academic support to many minority students, thereby attempting to assure academic success.

C. Campus Life

Factors that influence the recruitment and retention of students go beyond the broad range of academic programs which the University provides. Increasingly, personal, social, cultural, financial and career-related issues have been associated with student satisfaction and success.

A student's ability to benefit from what the University offers is enhanced by a campus environment that reflects concern for the quality of life for all students. The extent to which a student feels a sense of belonging within the community, has equal access to opportunities, and is treated with dignity and respect are all factors which can play an important role in determining the extent to which a student benefits from the broad range of educational opportunities offered. Students bring to the campus great diversity in backgrounds that not only contributes to opportunities for learning, but also requires University commitment and resources to address the range of interests and needs expressed.

One necessary resource is a staff that can work effectively with the diverse student population. Diversity within the staff itself is believed important in meeting this responsibility. The Division of Student Affairs and Services has given particular attention to the recruitment and hiring of minorities, with a resulting increase in minority representation. At the beginning of Fall Term 1985, about 22% (23) of the professional positions were held by minorities. Minority students occupied 21% (17) of the graduate assistantships and over 28% (103) of the undergraduate assistant positions (resident assistants and minority aides). Additional attention has also been placed on employing minority students in other paraprofessional positions, such as those available within the Career Assistance Project (CAP) and the Multi-Ethnic Counseling Center Alliance (MECCA).

Of the professional and graduate assistant staff for this year, approximately 60% (111) are women, with about equal percentages of men and women holding undergraduate assistant positions. In the area of student affairs generally, the candidate pool of women has exceeded that of men; thus, there has not been the overall emphasis on recruiting women. For higher level positions, however, the employment of women remains an important consideration.

In addition to the affirmative action taken in staffing, considerable attention has been directed toward programming in the area of cultural and cross-cultural understanding and appreciation. The Coordinated Minority Student Programs Office (CMSPO) has become increasingly active in promoting and providing opportunities for students to engage in programs which expand their understanding and appreciation of their own cultural heritages, as well as programs which focus on cross-cultural understanding and appreciation. Two examples of such efforts are the publication of the CMSPO Alert, a newsletter which has been designed to better inform minority students of activities having particular interest and importance to them, and the Multi-Ethnic Cadre, which has been established to enhance cross-cultural understanding and appreciation. The active role of the CMSPO staff, however, does not diminish the responsibility of all staff to

provide programs for students, both majority and minority, which increase awareness of their own cultures and appreciation of cultural differences. An important new approach in program design for minority students is to be implemented through the work of the Motivational Task Force. Emphasis on the knowledge and skills needed to successfully manage the collegiate environment, as well as the larger society in which students will later work and live, provides the focus for programs in this area.

A continued area of concern, particularly for women students, is personal safety and security on campus. The Sexual Assault Crisis and Safety Education Program has engaged in outreach efforts to educate students and has provided important services for victims of sexual assault and their significant others. Staff across the division were instrumental in planning and implementation of programs for a campus-wide Sexual Assault Awareness Week. A special focus of this year's efforts will be to expand the awareness and understanding of men regarding the problems associated with sexual assault. This is an area which has not previously been emphasized, but one which is believed to be of critical importance if significant change in attitudes and actions are to be forthcoming.

Sexual harassment and sexual discrimination are two other areas receiving particular attention. For example, divisional staff development programs during the past year have included such topics as: "Eliminating Sexism from Campus," "Perspectives on Sexual Assault," and "Battering in Personal Relationships." Over 50 programs for residence hall students last year alone focused on topics such as "Male and Female Relationships," "Sexuality and Responsibility," "Sexual Assault and Self-Defense," and "Sexual Harassment and Discrimination."

In the area of cultural and cross-cultural understanding, a broad range of specific topics were addressed in over 100 residence hall programs. An important and ongoing resource for minority students is the service provided by the MECCA staff. Placement Services staff sponsored a number of workshops focusing on both minority and women students, and the annual Minority Career Program has continued to provide valuable service. The decision for Placement Services and the Counseling Center to again sponsor the Career Challenges for Women program has been enthusiastically received by women students.

The Minority Sports Fest, sponsored by Intramural Sports and Recreative Services, is a continuing effort to encourage minority student participation in activities such as tennis, racquetball, and aerobics--activities which students may continue throughout a lifetime.

Leadership training for both women and minorities has been emphasized in leadership training courses, and workshops have been offered specifically with these groups in mind. Minority students and women have also been encouraged to assume leadership roles on the campus through involvement in governance, interest, service, and honorary organizations. The affirmative action of student organizations themselves has contributed to expanded minority student involvement and leadership.

Expanded opportunity for handicapped students is also a priority. Examples of efforts that have been made include modification of Intramural Sports facilities, support for goalball by unsighted participants, and use of facilities for the wheelchair basketball team's practice and games. Workshops on job-search strategies for handicappers have been sponsored by Placement Services, and

advisory assistance to the Handicapper Council, a department of the ASMSU Programming Board, has been provided by the Student Life staff.

While most of the emphasis in the programming area has been on staff-initiated efforts, increasingly, students and student groups have been encouraged to engage in programming to reduce both racism and sexism and to address invidious discrimination in any form. Although progress has been made in meeting our commitment to affirmative action, it is recognized that there is much work yet to be done to better ensure equal educational opportunity for all students.

In addition to the many special programs mentioned throughout this report, a comprehensive list of this division's other affirmative action activities is included as part of Appendix Section VII-B.

D. Support Services

In addition to its role as an affirmative action/equal opportunity employer, the University also recognizes its responsibility to provide enhanced educational opportunities for disadvantaged, minority, and handicapped students. While many academic units conduct recruitment and support services as additional activities (reported in Appendix Section VII), the following unique programs have been institutionalized to assist students with special needs:

1. Supportive Services for Minority & Disadvantaged Students

THE OFFICE OF SUPPORTIVE SERVICES (OSS) continues to be one of the most critical factors in promoting the academic success of minority and disadvantaged students at Michigan State University. Institutional and federal resources support a comprehensive network of services for students which include mandatory participation by freshmen in academic advising, tutorial assistance, personal/social counseling, skill enrichment workshops, career advising, and graduate school planning.

From Summer 1984 through Spring 1985, OSS provided services to 1,054 College Achievement Admission Program (CAAP) students and to over 800 other MSU students. The number of student contacts increased from the previous year in every service area, except for the tutorial component where 1,623 requests were processed--a decrease of 16.5% from the previous year. This is primarily attributed to a new application process which allows for program students to apply for tutors during the first three days of the term and all other eligible applicants beginning the fourth day of the term.

Adjustments on social, personal and academic levels are keys to success at MSU, and OSS strives to individualize services to motivate each program student. The Skills Enrichment Workshop, offered fall term to first-year students, involved a study of values clarification and its relationship to effective problem-solving.

A new component was recently initiated to more efficiently assist OSS students interested in pursuing professional degrees. The major focus of this unit is designed to expose students to various graduate school possibilities.

During the past year, in cooperation with the Placement Office, OSS was instrumental in identifying talented minority students to personnel from the 3M Company and Proctor & Gamble. As a result of these efforts, three students were selected for summer internships with the 3M company and two of our graduates were hired for full-time employment. Proctor & Gamble also selected two of our students for summer internships.

Student contacts with the various components during this 1984-1985 included:

- 1) advising which increased 18.9% from the previous year;
- 2) the tutorial program which recorded 14,488 contacts;
- 3) the Student Assistant component (peer counselors) which increased their contacts 15.9%, and
- 4) Skill Enrichment Workshops attendance by freshman program students increased 21.5%.

Program students traditionally have difficulties academically, yet a significant number of students (744 or 70.7%) received a cumulative GPA of between 2.00 and 4.00. One hundred ninety-one program students successfully completed graduation requirements during the 1984-85 year. This milestone of achievement marks a great accomplishment, both in terms of individual motivation and academic proficiency, as well as a successful institutional response to the special needs of individuals.

2. Office of Programs for Handicapper Students

THE OFFICE OF PROGRAMS FOR HANDICAPPER STUDENTS (OPHS) continues to be recognized for innovation and excellence in providing a wide range of services which enable handicapper students to participate in academic programs and other activities of University life.

The largest group in this diverse self-identified population remains students with mobility characteristics (113), followed by students with visual (33), learning (26), hearing (17), and other (24) characteristics. Twenty-seven percent were enrolled at the graduate level during 1984-85. Nine percent reflected ethnic minority characteristics. As the enrollment of wheelchair users and other mobility handicappers continues to increase, design accommodations in the built environment remain a critical need, and a number of academic programs remain inaccessible.

Essential services provided this year included:

1. transportation - 21,954 rides for 80 students;
2. classroom materials - over 37,988 pages recorded into an alternative format usable by visible and/or other handicappers, and
3. interpretive services - 331 hours provided.

Problems Areas: The shortage of available qualified interpreters and adequate interpreter training continues to be a universal problem. Other student concerns include personal care assistance and financial aid difficulties which require increasing referral and interagency coordination. It is also becoming evident that the greater demands for personal and academic career counseling for handicapper students may require additional attention.

Tables V-15 and V-16 on page 117 display the distribution of program users by characteristic sex and ethnicity from 1979-1985. During that period, the number of student users has increased from 136 to 213 (56.6%).

3. Upward Bound Program

UPWARD BOUND (UB) is a federally funded, pre-college program designed to serve low income, potential first generation college students from Lansing-area high schools. UB's mission is to motivate disadvantaged young people who have academic potential and to assist them in developing skills necessary to succeed in a post-secondary institution of education.

College students who have work/study grants or who need an independent study, practicum, or field experience, serve as role models and help to provide the following UB services:

- tutoring (study skills)
- assisting teachers in content areas
which are taught in UB's summer program
- chaperoning field trips
- providing personal and academic
counseling

These services are provided during the intensive six-week residential component of the program and in the academic year follow-up component.

The 1984-85 program year was successful based on the quality of the services provided and the outstanding performance of the students. Despite the reduction in personnel, the quality of the program was not sacrificed. In fact, in comparison to the 1983-84 program year, the extent of most of the services remained the same or increased in some areas. Additionally, with the emphasis on skills development, the academic achievements of the students improved.

From a total of 105 applications, 25 students were admitted to the program. The effect of orientation activities for students and staff improved from 1983-84 in that the retention of students increased by 5%. With the 25 new students added, the number of Upward Bound students served for 1984-85 totaled 95. Compared to 1983-84, (106 students) the attrition rate was lower.

As a result of intensive instruction and tutoring, 56% of UB program students achieved a grade point average within the 3.00 - 4.00 range; 25% achieved within the 2.5 - 2.9 range; 13% achieved within the 2.0 - 2.4

range; and 6% achieved at 1.9 or below. These data represent an 11% increase over 1983-84 for students achieving in the 3.00 - 4.00 range and a 4% increase for students achieving in the 2.5 - 2.9 range.

The 1984-85 performance mean was 2.98, compared with the 1983-84 mean of 2.8.

The results reported above are directly affected by the standards established for UB students and the extent to which services such as instruction, tutoring, counseling, and cultural enrichment were provided. The total number of contact hours were as follows: 8,173 instruction and tutoring; 6,309 counseling; 2,831 career exploration; 8,254 cultural enrichment activities, and 986 hours donated to orientation to careers underrepresented by minorities.

The major field trip activity which combined all of the above activities was a three-day trip to Chicago. Students were provided with pre-tests, study guides, and post-tests. Based on results of the tests, 95% of the students increased their knowledge of the historical sites in Chicago.

In addition to the Chicago trip, three students participated in a seven-day Presidential Classroom trip to Washington, D.C. as Presidential Scholars. This trip provided an opportunity for students to study the U.S. governmental structure and meet political figures.

The success of the program is represented by the fact that 81% of these students were accepted to a post-secondary educational institution; all but one enrolled.

4. 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 the enrollment of women and minorities at the graduate level and provide them with a 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 Fellowship, Programmatic Funding, the Affirmative Action Graduate Assistantship, the Graduate and Professional Study Fellowships Grant Program, the Committee on Institutional Cooperation (CIC), and Minorities Fellowship Program. Following is a brief description 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 enrollees in the Urban Counseling Program.

Affirmative Action Graduate Assistantship

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 (CIC), composed of the "Big Ten" universities and the University of Chicago, sponsors a fellowship program for minorities 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 awards in 1985-86 ranged from \$6,000 - \$6,500 plus tuition for four years.

The above program descriptions outline the range of support for women and racial/ethnic minority students at Michigan State University. A summary of expenditures for those programs funded by the University from 1977-78 to 1984-85 is presented in Table V-17. Tables V-18 through V-22 include actual yearly expenditures for those programs, the number of awards each year, and the ethnic/minority-gender identification of those who received the awards.

E. 1984-85 Placement Summary: Minorities and Women Graduates

Placement Services has developed a program to advise minorities, women, and handicappers on issues of career planning, job-search strategies, and nondiscriminatory hiring. Throughout this year, a number of workshops addressing those issues were sponsored for protected class students. The annual Minority Career Program is perhaps the best example of this supportive activity.

This year's Career Fair was attended by representatives of 112 organizations from business and industry, government, and human service agencies. Approximately 1,200 students from all majors attended, with 698 interviews conducted by prospective employers in Placement Services' offices. This program continues to be very successful in matching employers and students for career, internship, co-op, and summer employment.

During this report period, seven hundred ninety-four (794) minorities registered for assistance. This number represents 6.3% of the 12,536 candidates registered with Placement Services. A total of 338 were graduating seniors and 87 were special master's and doctoral students. Three thousand nine hundred eighty-three (3,983) or 47.9% of the 8,299 graduating candidates were women. In addition, 369 students registered with the Student Employment Office for summer career-related jobs.

Fewer Black (63.9%), but more Native American (72.7%), Asian/Pacific Islander (70.5%), and Hispanic graduates (75.6%) remained in Michigan following graduation

compared with all bachelor's level graduates (64.9%). The rate of women graduates remaining in Michigan was 68.4%.

Salary offers to minority graduates, with the exception of Blacks, exceeded the all-University average of \$20,308. Asian/Pacific Islanders received \$20,951, Hispanics \$20,760, Blacks \$19,755. Women graduates received offers averaging \$18,712.

The unemployment rates for all-University bachelor's level graduates increased in 1984-85. The rates were 22.7% for Blacks, 18.9% for Hispanics, 14.0% for Asian/Pacific Islanders, 15.8% for women, and 14.1% for all students. The number of Native American graduates was too small to calculate a rate.

Statistical data compiled for the last five years are presented on Table V-23, page 122. Each year, Placement Services at Michigan State University collects these data and shares them with University administrators, faculty, and staff.

Table V-1

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

<u>College</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>	<u>1985</u>
Agric. & Natural Resources	4714	4783	4530	4477	4538	4314	3910	3458	3107	3080
Arts and Letters	3245	3025	2774	2715	2698	2401	2326	2266	2227	2381
Business	5494	6119	6560	7846	7869	7300	6944	6916	7044	7334
Comm. Arts and Sciences	2358	2662	2829	3112	3219	3297	3749	4034	4076	4152
Education	4969	4553	3978	3771	3626	3100	2428	2210	2177	2573
Engineering	2862	3173	3618	3973	4334	4498	4744	4810	4678	4474
Human Ecology	2138	2127	2003	1937	1725	1619	1484	1449	1535	1611
Human Medicine	1229	1215	1183	1121	1116	1039	489	482	467	487
James Madison	460	653	780	832	890	859	863	819	930	1025
Justin Morrill	482	304	216	-	-	-	-	-	-	-
Lyman Briggs	917	868	836	831	907	873	-	-	-	-
Natural Science	4915	4785	4601	4347	3735	3501	4786	4892	4887	4606
Nursing	-	-	-	-	684	584	608	672	652	536
Osteopathic Medicine	288	316	333	361	410	396	430	461	520	519
Social Science	5110	5017	4822	4902	4931	4427	4012	3723	3774	3844
Urban Affairs Program ¹	120	141	121	129	125	75	16	2	-	-
Veterinary Medicine	1246	1237	1205	1329	1260	1111	1008	958	914	876
No Preference	3202	3233	3355	2880	2486	2276	2392	2454	2694	2944
Unclassified - LLE - Post. Doc.	-	-	-	193	387	424	438	516	590	590
UNIVERSITY TOTAL	43749	44211	43744	44756	44940	42094	40627	40122	40272	41032
Less: Foreign Students	1212	1293	1291	1347	1406	1450	1639	1747	1853	1985
Post Doctoral Students	-	-	-	-	34	49	37	44	43	47
AFFIRMATIVE ACTION TOTAL	42537	42918	42453	43409	43500	40595	38951	38331	38376	39000

*Includes undergraduate, graduate, and graduate-professional.

¹ College of Urban Development prior to Fall 1982.

Source: Office of the Registrar - official enrollment figures.

Table V-2

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

TRENDS IN MINORITY ENROLLMENTS, BY COLLEGE
Fall 1981, 1982, 1983, 1984 and 1985

College	Fall 1981 Enrollment			Fall 1982 Enrollment			Fall 1983 Enrollment			Fall 1984 Enrollment			Fall 1985 Enrollment		
	Total #	Minority #	%	Total #	Minority #	%	Total #	Minority #	%	Total #	Minority #	%	Total #	Minority #	%
Agriculture & Nat. Resources	4314	179	4.1	3910	183	4.7	3458	184	5.3	3107	190	6.1	3080	224	7.3
Arts and Letters	2401	144	6.0	2326	138	5.9	2266	122	5.4	2227	123	5.5	2381	132	5.5
Business	7300	433	5.9	6944	417	6.0	6916	418	6.0	7044	474	6.7	7334	514	7.0
Communication Arts & Science	3297	304	9.2	3749	341	9.1	4034	368	9.1	4076	369	9.1	4152	397	9.6
Education	3100	238	7.7	2428	214	8.8	2210	192	8.7	2177	164	7.5	2573	181	7.0
Engineering	4498	408	9.1	4744	447	9.4	4810	502	10.4	4678	508	10.9	4474	503	11.2
Human Ecology	1619	124	7.7	1484	125	8.4	1449	126	8.7	1535	119	7.8	1611	117	7.3
Human Medicine	500	84	16.8	489	72	14.7	482	82	17.0	467	91	19.5	487	98	20.1
James Madison ¹	859	62	7.2	863	69	8.0	819	68	8.3	930	75	8.1	1025	92	9.0
Natural Science ²	4913	387	7.9	4786	449	9.4	4892	509	10.4	4887	509	10.4	4606	474	10.3
Nursing	584	78	13.4	608	82	13.5	672	81	12.1	652	90	13.8	536	62	11.6
Osteopathic Medicine	396	56	14.1	430	70	16.3	461	64	13.9	520	67	12.9	519	75	14.5
Social Science	4502	496	11.0	4028	438	10.9	3725	417	11.2	3774	432	11.4	3844	413	10.7
Veterinary Medicine	1111	48	4.3	1008	55	5.5	958	54	5.6	914	57	6.2	876	54	6.2
No Preference	2276	165	7.2	2392	204	8.5	2454	221	9.0	2694	227	8.4	2944	269	9.1
Unclassified/Postdoctoral	424	18	4.2	438	19	4.3	516	22	4.3	590	20	3.4	590	40	6.8
UNIVERSITY TOTAL	42094	3224	7.7	40627	3323	8.2	40122	3430	8.6	40272	3515	8.7	41032	3645	8.9
Less: Foreign Students	1450	-		1639	-		1747	-		1853	-		1985	-	
Post Doctoral Students	49	-		37	-		44	-		43	-		47	-	
AFFIRMATIVE ACTION TOTAL	40595	3224	7.9	38951	3323	8.5	38331	3430	8.9	38376	3515	9.2	39000	3645	9.3

College enrollment counts have been adjusted to reflect the Fall 1985 organizational structure of the University.

1. Natural Science includes Lyman Briggs.
2. Social Science includes Justin Morrill and Urban Affairs.

See Tables VII-3 - VII-7 for details by minority group.

Source: Distribution of Student Majors, Fall 1981, 1982, 1983, 1984, and 1985, Office of the Registrar.
Minority Census, Office of Planning and Budgets

Table V-3

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
TOTAL FALL MINORITY ENROLLMENT BY COLLEGE¹

College	1976	%	1977	%	1978	%	1979	%	1980	%	1981	%	1982	%	1983	%	1984	%	1985	%
Ag. & Nat. Resources	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	224	6.1
Arts & Letters	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	132	3.6
Business	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	514	14.1
Comm. Arts & Sciences	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	397	10.9
Education	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	181	5.0
Engineering	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	503	13.8
Human Ecology	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	117	3.2
Human Medicine	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	98	2.7
James Madison	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	92	2.5
Justin Morrill	23	0.7	23	0.7	14	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	55	1.7	48	1.5	51	1.7	67	2.1	66	2.0	73	2.3	-	-	-	-	-	-	-	-
Natural Sci.	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	474	13.0
Nursing	-	-	-	-	-	-	-	-	88	2.7	78	2.4	82	2.5	81	2.4	90	2.6	62	1.7
Osteo. Medicine	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	75	2.1
Social Science	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	413	11.3
Urban Affairs Programs ²	82	2.6	86	2.7	70	2.3	79	2.5	75	1.3	43	1.3	10	.3	1	-	-	-	-	-
Vet. Medicine	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	54	1.5
No Preference	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	269	7.4
Unclassified - LLE	-	-	-	-	-	-	12	0.4	22	0.7	18	0.6	19	0.6	22	0.6	20	0.6	40	1.1
TOTAL	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	3645	100.0

¹ Includes U.S. undergraduate, graduate, and graduate professional students only. Percentages refer to college percent of total.

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

² College of Urban Development prior to Fall 1982.

Source: Minority Census, Office of Planning and Budgets.

Table V-4

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
BLACK FALL ENROLLMENT AND PERCENT BY COLLEGE¹

College ²	1976		1977		1978		1979		1980		1981		1982		1983		1984		1985	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	166	74.1
Arts & Letters	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	87	65.9
Business	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	365	71.0
Comm. Arts/Sci	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	310	78.1
Education	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	62.2	116	64.1
Engineering	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	346	68.8
Human Ecology	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	85	72.6
Human Medicine	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	46.1	51	52.0
James Madison	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	58	63.0
Justin Morrill	15	65.2	12	52.2	10	71.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	42	76.4	32	66.7	35	68.6	49	73.1	48	72.7	51	69.9	-	-	-	-	-	-	-	-
Natural Sci.	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	264	55.7
Nursing	-	-	-	-	-	-	-	-	76	86.4	68	87.2	70	85.4	64	79.0	64	71.1	44	71.0
Osteo. Medicine	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	27	36.0
Social Science	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	73.4	304	73.6
Urban Aff Prg ³	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	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	29	53.7
No Preference	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	72.3	180	66.9
Unclassified-LLE	-	-	-	-	-	-	8	66.7	14	63.6	11	61.1	12	63.2	12	54.5	12	60.0	21	52.5
TOTAL	2451		2436		2251		2345		2392		2361		2349		2396		2416		2453	

¹Includes U.S. undergraduate, graduate, and graduate-professional students only. Percentages refer to percent of total minorities for each corresponding value shown on Table V-3.

The percentages indicate the percent of Black enrollment relative to total minority enrollment within each college (Table V-3). Percentage figures indicated in Tables V-4 through V-7 will total to 100% for each college.

²Student 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.

³College of Urban Development prior to Fall 1982.

Source: Minority Census, Office of Planning and Budgets

Table V-5

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
HISPANIC FALL ENROLLMENT AND PERCENT BY COLLEGE¹

College ²	1976		1977		1978		1979		1980		1981		1982		1983		1984		1985	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	26	11.6
Arts & Letters	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	21	15.9
Business	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	57	11.1
Comm. Arts/Sci	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	9.0	47	11.8
Education	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	31	17.1
Engineering	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	32	6.4
Human Ecology	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	15	12.8
Human Medicine	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	24	24.5
James Madison	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	17	18.5
Justin Morrill	4	17.4	5	21.7	3	21.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	2	3.6	1	2.1	3	5.9	4	6.0	7	10.6	10	13.7	-	-	-	-	-	-	-	-
Natural Sci.	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	75	15.8
Nursing	-	-	-	-	-	-	-	-	3	3.4	3	3.8	3	3.7	6	7.4	10	11.1	9	14.5
Osteo. Medicine	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	17	22.7
Social Science	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	54	13.1
Urban Aff Prg ³	1	1.2	3	3.5	3	4.3	2	2.5	-	-	1	2.3	-	-	-	-	-	-	-	-
Vet. Medicine	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	12	22.2
No Preference	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	38	14.1
Unclassified-LLE	-	-	-	-	-	-	2	16.7	2	9.1	2	11.1	1	5.3	2	9.1	1	5.0	8	20.0
TOTAL	307		335		324		360		357		391		421		438		460		483	

¹Includes U.S. undergraduate, graduate, and graduate-professional students only. Percentages refer to percent of total minorities for each corresponding value shown on Table V-3.

The percentages indicate the percent of Hispanic enrollment relative to total minority enrollment within each college (Table V-3). Percentage figures indicated in Tables V-4 through V-7 will total to 100% for each college.

²Student 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.

³College of Urban Development prior to Fall 1982.

Source: Minority Census, Office of Planning and Budgets

Table V-6

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
NATIVE AMERICAN FALL ENROLLMENT AND PERCENT BY COLLEGE¹

College ²	1976		1977		1978		1979		1980		1981		1982		1983		1984		1985	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	5	2.2
Arts & Letters	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	5	3.8
Business	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	11	2.1
Comm. Arts/Sci	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	8	2.0
Education	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	17	9.4
Engineering	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	9	1.8
Human Ecology	-	-	2	1.3	4	3.0	5	4.3	5	4.3	3	2.4	3	2.4	4	3.2	3	2.5	3	2.6
Human Medicine	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	5	5.1
James Madison	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	6	6.5
Justin Morrill	2	8.7	4	17.4	1	7.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	1	1.8	3	6.2	2	3.9	0	0	1	1.5	1	1.4	-	-	-	-	-	-	-	-
Natural Sci.	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	16	3.4
Nursing	-	-	-	-	-	-	-	-	3	3.4	2	2.6	3	3.7	3	3.7	3	3.3	2	3.2
Osteo. Medicine	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	7	9.3
Social Science	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	4.9	18	4.3
Urban Aff Prg ³	1	1.2	2	2.3	0	0	1	1.3	2	2.7	1	2.3	1	10.0	-	-	-	-	-	-
Vet. Medicine	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	4	7.4
No Preference	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	8	3.0
Unclassified-LLE	-	-	-	-	-	-	0	0	0	0	0	0	-	-	2	9.1	0	-	3	7.5
TOTAL	106		125		115		115		110		98		113		119		124		127	

¹ Includes U.S. undergraduate, graduate, and graduate-professional students only. Percentages refer to percent of total minorities for each corresponding value shown on Table V-3.

The percentages indicate the percent of Native American enrollment relative to total minority enrollment within each college (Table V-3).

² Percentage figures indicated in Tables V-4 through V-7 will total to 100% for each college.

³ 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.

⁴ College of Urban Development prior to Fall 1982.

Source: Minority Census, Office of Planning and Budgets.

Table V-7

MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
ASIAN/PACIFIC ISLANDER FALL ENROLLMENT AND PERCENT BY COLLEGE¹

College ²	1976		1977		1978		1979		1980		1981		1982		1983		1984		1985	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	27	12.1
Arts & Letters	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	19	14.4
Business	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	14.4	81	15.8
Comm. Arts/Sci	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	32	8.1
Education	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	17	9.4
Engineering	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	21.6	116	23.0
Human Ecology	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	13.5	14	12.0
Human Medicine	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	18	18.4
James Madison	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	11	12.0
Justin Morrill	2	8.7	2	8.7	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	10	18.2	12	25.0	11	21.6	14	20.9	10	15.2	11	15.1	-	-	-	-	-	-	-	-
Natural Sci.	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	119	25.1
Nursing	-	-	-	-	-	-	-	-	6	6.8	5	6.4	6	7.3	8	9.9	13	14.5	7	11.3
Osteo. Medicine	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	24	32.0
Social Science	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	9.7	37	9.0
Urban Aff Prg ³	1	1.2	2	2.3	2	2.9	2	2.5	2	2.7	1	1.3	-	-	-	-	-	-	-	-
Vet. Medicine	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	9	16.7
No Preference	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	43	16.0
Unclassified-LLE	-	-	-	-	-	-	2	16.7	6	27.3	5	27.8	6	31.6	6	27.3	7	35.0	8	20.0
TOTAL	286		310		292		345		364		374		440		477		515		582	

¹ Includes U.S. undergraduate, graduate, and graduate-professional students only. Percentages refer to percent of total minorities for each corresponding value shown on Table V-3.

The percentages indicate the percent of Asian/Pacific Islander enrollment relative to total minority enrollment within each college (Table V-3).

² Percentage figures indicated in Tables V-4 through V-7 will total to 100% for each college.

³ 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.

⁴ College of Urban Development prior to Fall 1982.

Source: Minority Census, Office of Planning and Budgets

Table V-8
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
TOTAL ENROLLMENT OF WOMEN AND PERCENT BY COLLEGE
Fall Terms

College	1976		1977		1978		1979		1980		1981		1982		1983		1984		1985	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	1,075	34.9
Arts & Letters	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	1,355	56.9
Business	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	3,249	44.3
Comm. Arts/Sci	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	2,399	57.8
Education	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	1,791	69.6
Engineering	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	921	20.6
Human Ecology	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	1,470	91.2
Human Medicine	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	226	46.4
Residential Colleges	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	528	51.5
Natural Sci.	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	1,938	42.1
Nursing ²	-	-	-	-	-	-	-	-	660	96.5	567	97.1	588	96.7	656	97.6	627	96.2	520	97.0
Osteo. Medicine	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	192	37.0
Social Science	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	54.6	2,142	55.7
Urban Aff Prg 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	-	-	-	-
Vet. Medicine	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	508	58.0
No Preference	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	1,442	59.3	1,624	60.2	1,741	59.1
Unclassified/ Postdoctoral	33	38.4	31	39.2	27	30.7	109	56.5	191	49.4	203	47.9	235	53.6	284	55.3	320	51.4	344	54.4
UNIV. TOTAL	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	19,755	49.0	20,399	49.7
Less:																				
Foreign	266		300		293		333		374		371		428		461		520		546	
Postdoc.	-		-		-		-		15		15		13		13		17		23	
AFF. AC. TOTAL	20,063		20,565		20,475		21,221		21,557		20,151		19,218		18,915		19,218		19,830	

1. Residential colleges include James Madison, Justin Morrill, and Lyman Briggs for 1973-78. James Madison and Lyman Briggs, 1979-81.
James Madison, 1982-current.

2. Nursing included in Natural Science prior to 1980.

3. College of Urban Development prior to 1982.

Source: Office of the Registrar, official enrollment reports
Office of Planning and Budgets, Minority Census

OPB/GMR/LHP/21Jan86/women enroll/college 85

Table V-9
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
Graduate Minority Students
Fall Terms
Number and Percent

College	1981					1982					1983					1984					1985				
	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
Agr & Nat Resources	9	15	-	740	3.2	16	22	-	754	5.0	15	29	-	757	5.8	17	22	-	743	5.2	14	25	-	737	5.3
Arts & Letters	23	17	-	501	8.0	19	23	-	550	7.6	22	20	-	558	7.5	18	20	-	548	6.9	21	18	-	605	6.4
Business	28	12	-	809	4.9	37	10	-	787	6.0	36	9	-	823	5.5	27	14	-	773	5.3	20	13	-	725	4.6
Comm. Arts & Sci.	12	4	-	268	6.0	21	5	-	317	8.2	16	4	-	311	6.4	16	4	-	337	5.9	19	9	-	334	8.4
Education	79	72	-	1585	9.5	72	75	-	1358	10.8	60	69	-	1302	9.9	50	60	-	1233	8.9	61	62	-	1293	9.5
Engineering	14	2	-	346	4.6	12	1	-	375	3.5	15	5	-	427	4.7	15	4	-	428	4.4	13	4	-	414	4.1
Human Ecology	10	4	-	188	7.5	10	7	-	186	9.1	9	8	-	187	9.1	11	5	-	190	8.4	9	4	-	194	6.7
Human Medicine	-	4	80	500	16.8	1	2	69	489	14.7	-	3	79	482	17.0	1	3	87	467	19.5	2	2	94	487	20.1
Natural Science	13	15	-	733	3.8	19	22	-	757	5.4	16	25	-	768	5.3	15	28	-	772	5.6	13	28	-	774	5.3
Nursing	1	-	-	32	3.1	2	-	-	33	6.1	1	-	-	43	2.3	1	-	-	40	2.5	-	-	-	47	-
Osteo. Medicine	-	-	56	396	14.1	-	-	70	430	16.3	-	1	63	461	13.9	-	1	66	520	12.9	1	1	73	519	14.5
Social Science	54	24	-	828	9.4	46	27	-	819	8.9	54	22	-	789	9.6	54	28	-	774	10.6	43	30	-	757	9.6
Veterinary Medicine	3	2	10	489	3.1	4	4	12	477	4.2	6	4	15	468	5.3	4	7	17	442	6.3	4	5	17	455	5.7
Unclassified/Postdoc.	13	-	-	322	4.0	11	-	-	338	3.3	15	-	-	407	3.7	11	-	-	465	2.4	27	-	-	474	5.7
UNIVERSITY TOTAL	259	171	146	7737	7.4	270	198	151	7670	8.1	265	199	157	7783	8.0	240	196	170	7732	7.8	247	201	184	7815	8.1
Less:																									
Foreign Students	-	-	-	1120	-	-	-	-	1224	-	-	-	-	1277	-	-	-	-	1342	-	-	-	-	1438	-
Postdoc. Students	-	-	-	49	-	-	-	-	37	-	-	-	-	44	-	-	-	-	43	-	-	-	-	37	-
AFF. ACTION TOTAL	259	171	146	6568	8.8	270	198	151	6409	9.7	265	199	157	6462	9.6	240	196	170	6347	9.5	247	201	184	6340	10.0

Source: Office of the Registrar, official enrollment reports
Office of Planning and Budgets, Minority Census

Table V-10
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
Graduate Women Students
Fall Terms
Number and Percent
of Total Graduate Enrollment

College	1981					1982					1983					1984					1985				
	Women		G-P	Total	% Tot	Women		G-P	Total	% Tot	Women		G-P	Total	% Tot	Women		G-P	Total	% Tot	Women		G-P	Total	% Tot
	Mas	Doc				Mas	Doc				Mas	Doc				Mas	Doc				Mas	Doc			
Agric. & Nat. Resources	129	39	-	740	22.7	141	44	-	754	24.5	143	51	-	757	25.6	146	64	-	743	28.3	137	71	-	737	28.2
Arts & Letters	220	72	-	501	58.3	218	86	-	550	55.3	239	80	-	558	57.2	232	84	-	548	57.7	239	104	-	605	56.7
Business	207	31	-	809	29.4	197	33	-	787	29.2	201	43	-	823	29.7	176	41	-	773	28.1	150	38	-	725	25.9
Comm. Arts & Sci.	129	18	-	268	54.9	153	14	-	317	52.7	168	20	-	311	60.5	188	19	-	337	61.4	170	30	-	334	59.9
Education	612	272	-	1585	55.8	476	269	-	1358	54.9	458	281	-	1302	56.8	419	279	-	1233	56.6	466	255	-	1293	55.8
Engineering	23	5	-	346	8.1	41	5	-	375	12.3	60	4	-	427	15.0	57	6	-	428	14.7	31	10	-	414	9.9
Human Ecology	116	43	-	188	84.6	113	42	-	186	83.3	110	49	-	187	85.0	117	48	-	190	86.8	110	56	-	194	85.6
Human Medicine	11	17	187	500	43.0	10	23	192	489	46.0	9	18	188	482	42.7	5	19	180	467	43.7	7	20	199	487	46.4
Natural Science	92	85	-	733	24.1	72	100	-	757	22.7	77	112	-	768	24.6	85	119	-	772	26.4	75	135	-	774	27.1
Nursing	31	-	-	32	96.9	30	-	-	33	90.9	43	-	-	43	100.0	38	-	-	40	95.0	44	-	-	47	93.6
Osteopathic Medicine	2	5	134	396	35.6	0	5	146	430	35.1	-	8	156	461	35.6	2	8	181	520	36.7	4	9	179	519	37.0
Social Science	313	96	-	828	49.4	296	105	-	819	49.0	307	104	-	789	52.1	316	104	-	774	54.3	299	107	-	757	53.6
Veterinary Medicine	5	7	221	489	47.6	9	9	219	477	49.7	10	10	218	468	50.9	9	10	209	442	51.6	9	13	207	455	50.3
Unclassified/Postdoc.	141	15	-	322	48.4	171	13	-	338	54.4	208	14	-	407	54.5	242	17	-	465	55.7	264	23	-	474	60.5
UNIV. TOTAL	2031	705	542	7737	42.4	1927	748	557	7670	42.1	2033	794	562	7783	43.5	2032	818	570	7732	44.2	2005	871	585	7815	44.3
Less: Foreign Postdoc.	174	83	-	1120	-	201	96	-	1224	-	209	113	-	1277	-	224	140	-	1342	-	201	168	-	1438	-
	-	15	-	49	-	-	13	-	37	-	-	13	-	44	-	-	17	-	43	-	-	23	-	37	-
AFFIRM. ACTION TOTAL	1857	607	542	6568	45.8	1726	639	557	6409	45.6	1824	668	562	6462	47.3	1808	661	570	6347	47.9	1804	680	585	6340	48.4

Table V-11
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
Graduate Minority and Women Students
Fall 1985

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	394	343	-	737	137	71	-	208	14	25	-	39
Arts & Letters	380	225	-	605	239	104	-	343	21	18	-	39
Business	567	158	-	725	150	38	-	188	20	13	-	33
Comm. Arts & Sciences	262	72	-	334	170	30	-	200	19	9	-	28
Education	724	569	-	1293	466	255	-	721	61	62	-	123
Engineering	252	162	-	414	31	10	-	41	13	4	-	17
Human Ecology	124	70	-	194	110	56	-	166	9	4	-	13
Human Medicine	16	41	430	487	7	20	199	226	2	2	94	98
Natural Science	244	530	-	774	75	135	-	210	13	28	-	41
Nursing	47	-	-	47	44	-	-	44	-	-	-	-
Osteo. Medicine	10	21	488	519	4	9	179	192	1	1	73	75
Social Science	518	239	-	757	299	107	-	406	43	30	-	73
Vet. Medicine	23	39	393	455	9	13	207	229	4	5	17	26
Unclassified/Postdoctorals	437	37	-	474	264	23	-	287	27	-	-	27
UNIVERSITY TOTAL	3998	2506	1311	7815	2005	871	585	3461	247	201	184	632
Less: Foreign Students	671	764	3	1438	201	168	-	392	-	-	-	-
Postdoctoral Students	-	37	-	37	-	23	-	-	-	-	-	-
AFFIRMATIVE ACTION TOTAL	3327	1705	1308	6340	1804	680	585	3069	247	201	184	632

Table V-12

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 1985

	Master		Doctoral		Grad-Prof		Total	
	#	%	#	%	#	%	#	%
<u>Fall 1985*</u>								
Campus Total (U.S. Citizens)	3327		1705		1308		6340	
Women (U.S. Citizens)	1804	54.2	680	39.9	585	44.7	3069	48.4
TOTAL MINORITY	247	7.4	201	11.8	184	14.1	632	10.0
<u>Racial/Ethnic</u>								
Black	140	4.2	96	5.6	82	6.3	318	5.0
Chicano	12	.4	8	.5	19	1.5	39	.6
Other Hispanic	38	1.1	31	1.8	26	2.0	95	1.5
Native American	16	.5	9	.5	13	1.0	38	.6
Asian/Pacific Islander	41	1.2	57	3.3	44	3.4	142	2.2

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

OPB/GMR/LHP/21Jan86
grad women/min/level 85

Table V-13
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
Minority Student Enrollment Data
East Lansing Campus
Fall Terms

	Total Students	% of Campus	Women	UNDERGRADUATE								GRADUATE						
				Fresh	Soph	Jr	Sr	Spec	TOTAL	FTF	XFER	Grad Prof	Mast	Dr	TOTAL	New Mast	New Dr	New G-P
FALL 1983																		
Am. Ind./Alas. Nat.	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/Pacific Is.	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
Non-Resident Alien	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																		
Am. Ind./Alas. Nat.	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/Pacific Is.	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
Non-Resident Alien	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
FALL 1985																		
Am. Ind./Alas. Nat.	127	.31	70	22	24	21	22	0	89	14	7	13	16	9	38	6	0	2
Black	2453	5.98	1546	906	444	403	368	14	2135	520	52	82	140	96	318	34	12	20
Hispanic	483	1.17	239	120	64	81	76	8	349	82	26	45	50	39	134	15	5	16
Chicano	177	.43	81	50	27	26	32	3	138	30	6	19	12	8	39	5	1	6
Other Hispanic	306	.74	158	70	37	55	44	5	211	52	20	26	38	31	95	10	4	10
Asian/Pacific Is.	582	1.42	262	138	107	101	89	5	440	111	20	44	41	57	142	15	9	14
MINORITY TOTAL	3645	8.88	2117	1186	639	606	555	27	3013	727	105	184	247	201	632	70	26	52
Non-Resident Alien	1985	4.84	546	106	110	112	108	110	546	42	38	3	672	764	1439	161	92	0
Post Doctoral	37	.09	23	-	-	-	-	-	-	-	-	-	-	37	37	-	21	-
No Response	385	.94	196	74	30	49	26	37	216	63	62	6	142	21	169	127	38	5
Other	96	.23	43	23	17	17	17	3	77	21	10	6	10	3	19	16	6	1
White	34884	85.02	17474	8211	6940	7311	6582	321	29365	6053	2062	1112	2927	1480	5519	882	209	271
TOTAL ON-CAMPUS	41032	100.00	20399	9600	7736	8095	7288	498	33217	6906	2277	1311	3998	2506	7815	1256	392	329

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

FTF includes Agricultural Technology

OPB/GMR/21Jan86/min data/fall terms 85

Table V-14

STUDENT ADMISSIONS TRENDS, 1984-85

	APPLICATIONS			ADMISSIONS			ENROLLMENTS		
	1984 Number	1985	% of Change	1984 Number	1985 Number	% of Change	1984 Number	1985 Number	% of Change
FRESHMEN									
Caucasian	12790	13645	6.68	10607	10609	.02	5838	6053	3.68
Black	1391	1412	1.51	933	903	-3.22	510	520	1.96
Chicano	77	68	-11.69	64	56	-12.50	30	30	0.00
Other Hispanic	100	127	27.00	81	99	22.22	38	52	36.84
Native American	39	31	-20.51	32	23	-28.13	18	14	-22.22
Asian/Pacific Islander	261	317	21.46	217	248	14.29	88	111	26.14
Other	76	62	-18.42	51	46	-9.80	24	21	-12.50
TOTAL	14734	15662	6.29	11985	11984	-.01	6546	6801	3.89
TRANSFER STUDENTS									
Caucasian	4580	4410	-3.71	2828	2685	-5.06	2110	2062	-2.27
Black	301	221	-26.58	138	77	-44.20	83	52	-37.35
Chicano	33	16	-51.52	9	8	-11.11	8	6	-25.00
Other Hispanic	47	39	-17.02	22	24	9.09	18	20	11.11
Native American	20	19	-5.00	12	10	-16.67	10	7	-30.00
Asian/Pacific Islander	73	72	-1.37	24	33	37.50	19	20	5.26
Other	18	20	11.11	11	11	0.00	8	10	25.00
TOTAL	5072	4797	-5.42	3044	2848	-6.44	2256	2177	-3.50
GRADUATE STUDENTS									
Caucasian	2796	2927	4.69	1654	1784	7.86	1234	1362	10.37
Black	144	152	5.55	65	72	10.77	61	66	8.19
Chicano	16	19	18.75	12	8	-33.33	10	12	20.00
Other Hispanic	54	50	-7.41	20	21	5.00	18	14	-22.22
Native American	14	8	-42.86	10	5	-50.00	8	8	00.00
Asian/Pacific Islander	79	88	11.39	32	44	37.50	27	38	40.74
Other	0	10	100.00	6	6	0.00	13	23	76.92
TOTAL	3116	3254	4.43	1799	1940	7.84	1371	1523	11.09

Table V-15

Michigan State University
Office of Programs for Handicapped Students

Distribution of Program Users by Characteristic and Year

<u>YEAR</u>	<u>MOBILITY</u>	<u>TEMP MOB</u>	<u>VISUAL</u>	<u>HEARING</u>	<u>LEARNING</u>	<u>OTHER</u>	<u>TOTAL</u>
1979 - 1980	57	*	33	13	9	24	136
1980 - 1981	59	39	37	9	8	38	190
1981 - 1982	76	32	35	13	14	31	201
1982 - 1983	103	39	28	17	14	17	218
1983 - 1984	90	33	37	19	20	17	216
1984 - 1985	84	29	33	17	26	24	213

*Information on temporary handicappers not available during these years.

Table V-16

Distribution of Program Users by Sex and Ethnicity*

<u>YEAR</u>	<u>RETURNING STUDENTS</u>	<u>NEW STUDENTS</u>	<u>TOTAL</u>	<u>M</u>	<u>F</u>	<u>WHITE</u>	<u>BLACK</u>	<u>HISP</u>	<u>N. AMER</u>	<u>ASIAN</u>
80-81	120	31	151	79	72	142	7	1	0	1
81-82	125	44	169	88	81	155	9	3	0	2
82-83	134	45	179	93	86	161	10	4	1	3
83-84	131	42	173	93	80	155	11	1	1	5
84-85	133	51	184	102	82	168	10	1	1	4

*Does not include temporary handicappers.

Table V-17
Affirmative Action Graduate Financial Assistance Program
1977-78 to 1984-85 Expenditures
(in dollars)

Equal Opportunity Program Need-Based

<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
221,806	219,546	237,634	257,540	390,000	451,760	541,211	492,247

Minority Competitive Doctoral Fellowships

<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
-----	-----	43,941	40,116	57,000	127,000	127,548	106,247

Programmatic Funding

<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
-----	-----	89,022	78,026	80,000	136,078	122,000	115,555

Affirmative Action Graduate Assistantships

<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
113,063	121,543	130,051	140,460	215,305	277,106	267,409	290,997

Total

<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
334,869	341,089	500,648	516,142	742,305	991,944	1,058,168	1,005,046

Table V-18
Affirmative Action Graduate Financial Assistance Program
1977-78 to 1984-85 Expenditures
(annual percent change)

Equal Opportunity Program Need Based

<u>% Change</u> <u>77-78 to</u> <u>78-79</u>	<u>% Change</u> <u>78-79 to</u> <u>79-80</u>	<u>% Change</u> <u>79-80 to</u> <u>80-81</u>	<u>% Change</u> <u>80-81 to</u> <u>81-82</u>	<u>% Change</u> <u>81-82 to</u> <u>82-83</u>	<u>% Change</u> <u>82-83 to</u> <u>83-84</u>	<u>% Change</u> <u>83-84 to</u> <u>84-85</u>
-1.0	+8.2	+8.4	+51.4	+15.8	+19.8	-9.0

Minority Competitive Doctoral Fellowships

<u>% Change</u> <u>77-78 to</u> <u>78-79</u>	<u>% Change</u> <u>78-79 to</u> <u>79-80</u>	<u>% Change</u> <u>79-80 to</u> <u>80-81</u>	<u>% Change</u> <u>80-81 to</u> <u>81-82</u>	<u>% Change</u> <u>81-82 to</u> <u>82-83</u>	<u>% Change</u> <u>82-83 to</u> <u>83-84</u>	<u>% Change</u> <u>83-84 to</u> <u>84-85</u>
-----	-----	-8.7	+42.1	+122.8	+0.4	-16.7

Programmatic Funding

<u>% Change</u> <u>77-78 to</u> <u>78-79</u>	<u>% Change</u> <u>78-79 to</u> <u>79-80</u>	<u>% Change</u> <u>79-80 to</u> <u>80-81</u>	<u>% Change</u> <u>80-81 to</u> <u>81-82</u>	<u>% Change</u> <u>81-82 to</u> <u>82-83</u>	<u>% Change</u> <u>82-83 to</u> <u>83-84</u>	<u>% Change</u> <u>83-84 to</u> <u>84-85</u>
-----	-----	-12.4	+2.5	+70.1	-10.3	-5.3

Affirmative Action Graduate Assistantships

<u>% Change</u> <u>77-78 to</u> <u>78-79</u>	<u>% Change</u> <u>78-79 to</u> <u>79-80</u>	<u>% Change</u> <u>79-80 to</u> <u>80-81</u>	<u>% Change</u> <u>80-81 to</u> <u>81-82</u>	<u>% Change</u> <u>81-82 to</u> <u>82-83</u>	<u>% Change</u> <u>82-83 to</u> <u>83-84</u>	<u>% Change</u> <u>83-84 to</u> <u>84-85</u>
+7.5	+7.0	+8.0	+53.3	+28.7	-3.5	+8.8

Total

<u>% Change</u> <u>77-78 to</u> <u>78-79</u>	<u>% Change</u> <u>78-79 to</u> <u>79-80</u>	<u>% Change</u> <u>79-80 to</u> <u>80-81</u>	<u>% Change</u> <u>80-81 to</u> <u>81-82</u>	<u>% Change</u> <u>81-82 to</u> <u>82-83</u>	<u>% Change</u> <u>82-83 to</u> <u>83-84</u>	<u>% Change</u> <u>83-84 to</u> <u>84-85</u>
+1.9	+46.8	+3.1	+43.8	+33.6	+6.7	-5.0

Table V-19
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/IsI (M/F)</u>	<u>Native American (M/F)</u>	<u>Caucasian & Others (M/F)</u>	<u>Expenditures</u>
1976-77	44	6/5	2/2	4/0	0/0	1/24	\$105,420
1977-78	56	7/10	3/1	1/2	1/2	1/28	113,063
1978-79	42	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	37	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	59	11/12	4/7	1/1	1/1	0/21	267,409
1984-85	67	6/14	5/4	6/2	1/1	0/28	290,997

Table V-20
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/IsI (M/F)</u>	<u>Native American (M/F)</u>	<u>Caucasian & Others (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
1984-85	187	54/57	20/23	11/12	2/4	0/4	492,247

Table V-21
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/Is1 (M/F)</u>	<u>Native American (M/F)</u>	<u>Caucasian & Others (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	11	6/3	1/1	0/0	0/0	0/0	127,548
1984-85	11	4/3	0/2	0/2	0/0	0/0	106,247

Table V-22
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
1984-85	16	115,555

Table V-23

MICHIGAN STATE UNIVERSITY
PLACEMENT SERVICES

Percentage of Bachelor's Degree Graduates Staying in Michigan

	1980-81	1981-82	1982-83	1983-84	1984-85
All Bachelor's Degree Graduates	61.6	63.0	64.4	63.9	64.9
Women	67.4	65.6	67.6	67.3	64.9
Blacks	65.5	66.3	75.0	78.1	63.9
Native Americans	64.1	100.0	83.3	33.3	72.7
Asian/Pacific Islanders	65.7	60.0	69.4	58.3	70.5
Hispanics	72.0	56.5	69.0	51.5	75.6

Starting Salaries For Graduates

All Bachelor's Degree Graduates	16,283	17,048	17,670	18,934	20,308
Women	14,505	15,433	16,133	17,447	18,712
Blacks	16,418	17,916	16,834	19,432	19,755
Native Americans	18,635	20,000	17,000	21,165	22,900
Asian/Pacific Islanders	15,701	17,851	19,311	23,975	20,951
Hispanics	16,524	18,040	17,458	18,051	20,760

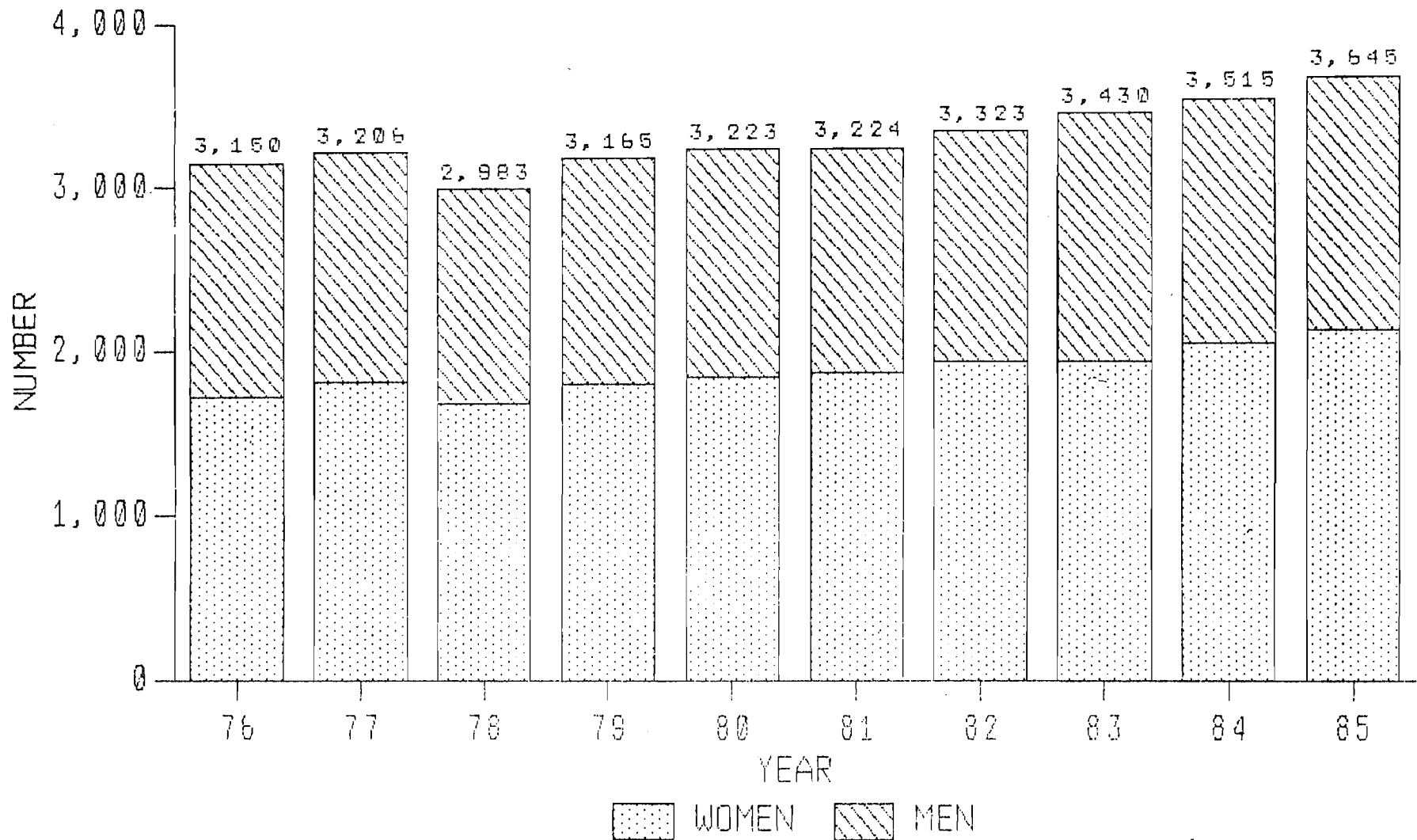
Percentage of Unemployed Bachelor's Graduates
Within three Months After Graduation

All Bachelor's Degree Graduates	13.2	15.1	13.7	10.1	14.1
Women	15.4	16.6	15.5	11.5	15.8
Blacks	22.8	21.8	22.5	17.4	22.7
Native Americans	20.0	28.5	0.0	11.1	0.0
Asian/Pacific Islanders	20.0	16.6	16.3	5.6	14.0
Hispanics	16.0	21.7	3.4	9.1	18.9

Source: Placement Services Follow-Up Reports for 1980-85. Note that 1984-85 data include responses received through November 20, 1985.

Graph V-1

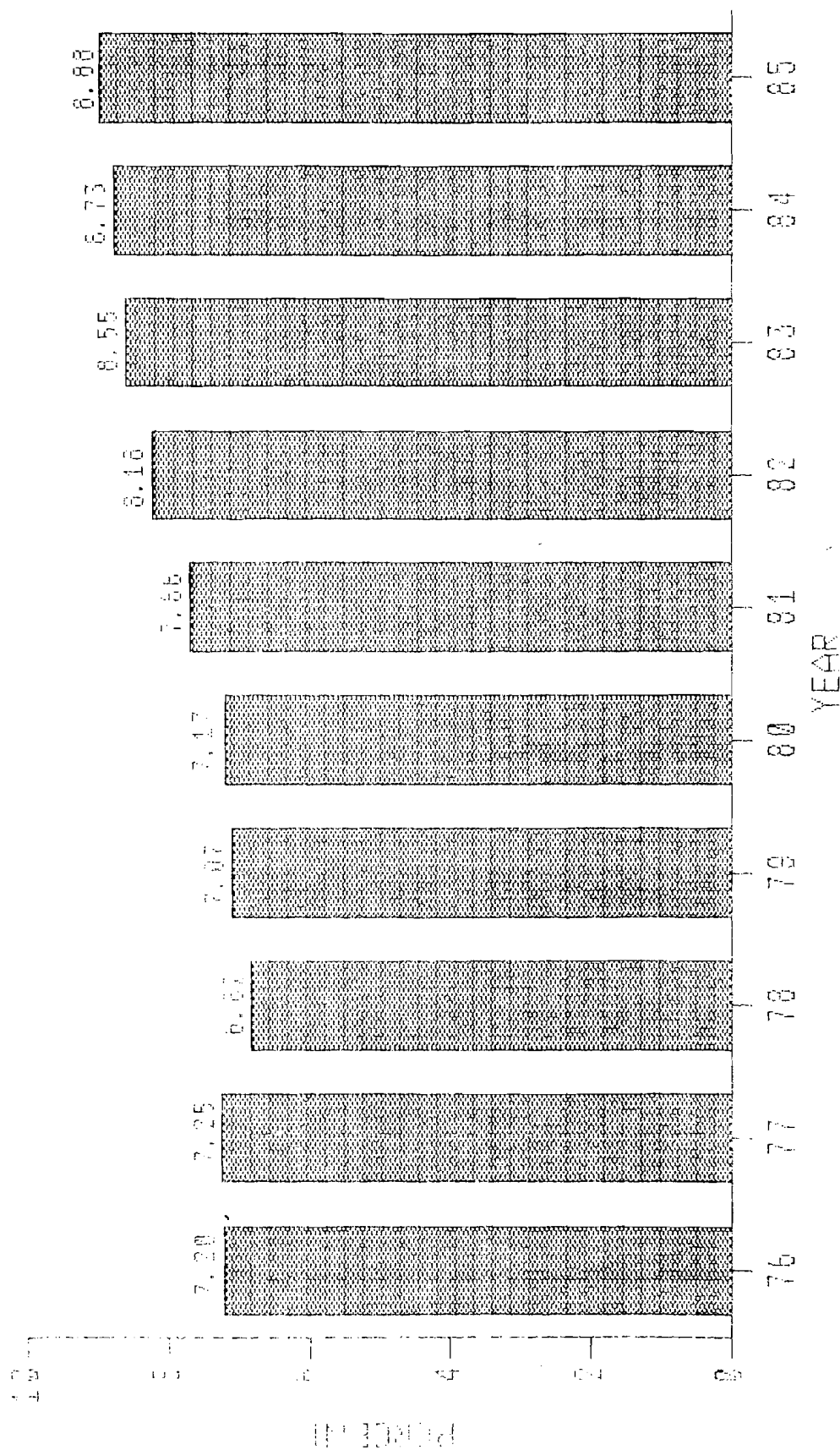
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT
FALL TERMS
1976-85



RPS/OPB/MINTOT

Graph V-2

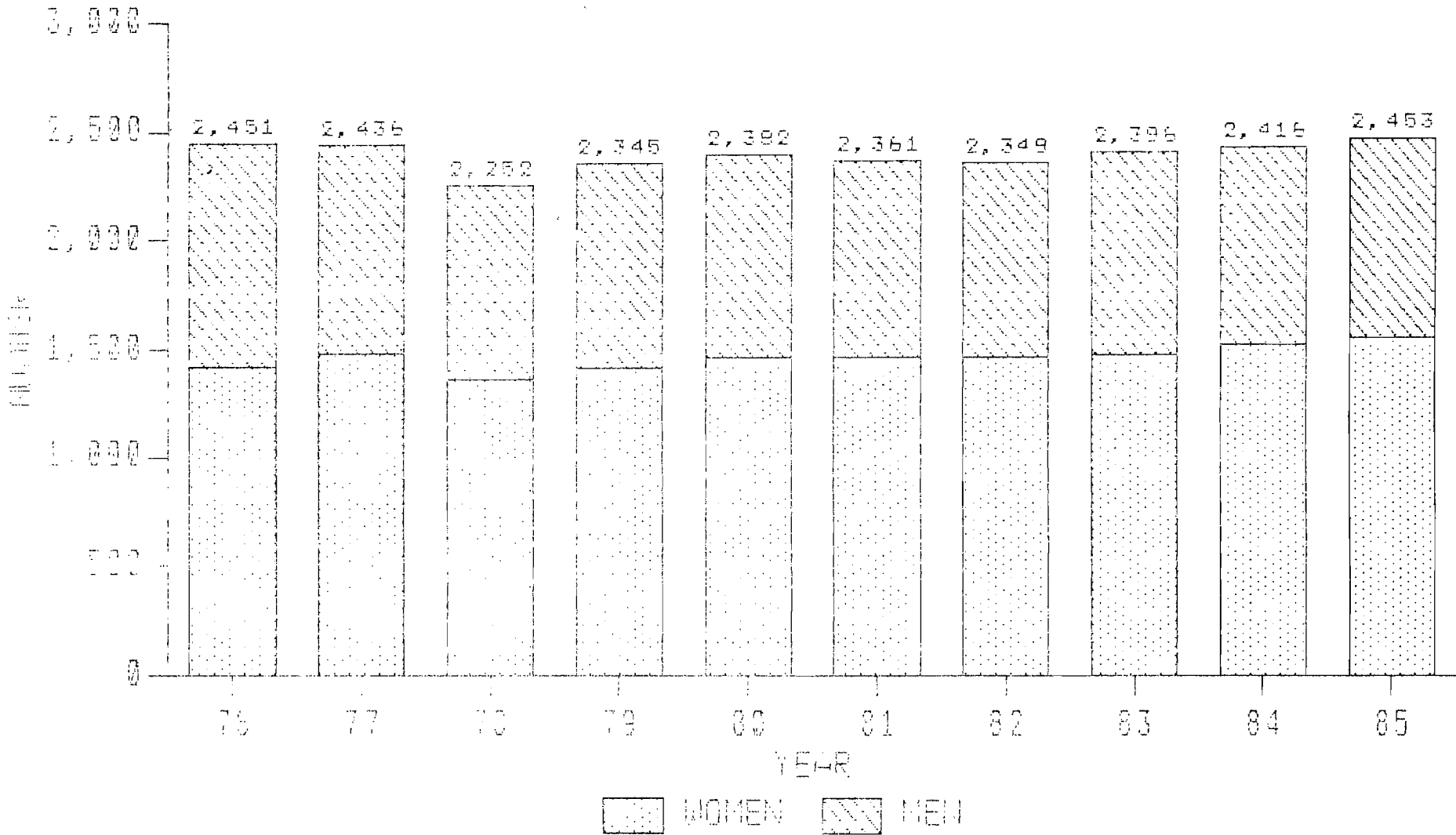
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1976-85



SPS/COPB/MINTOTpr

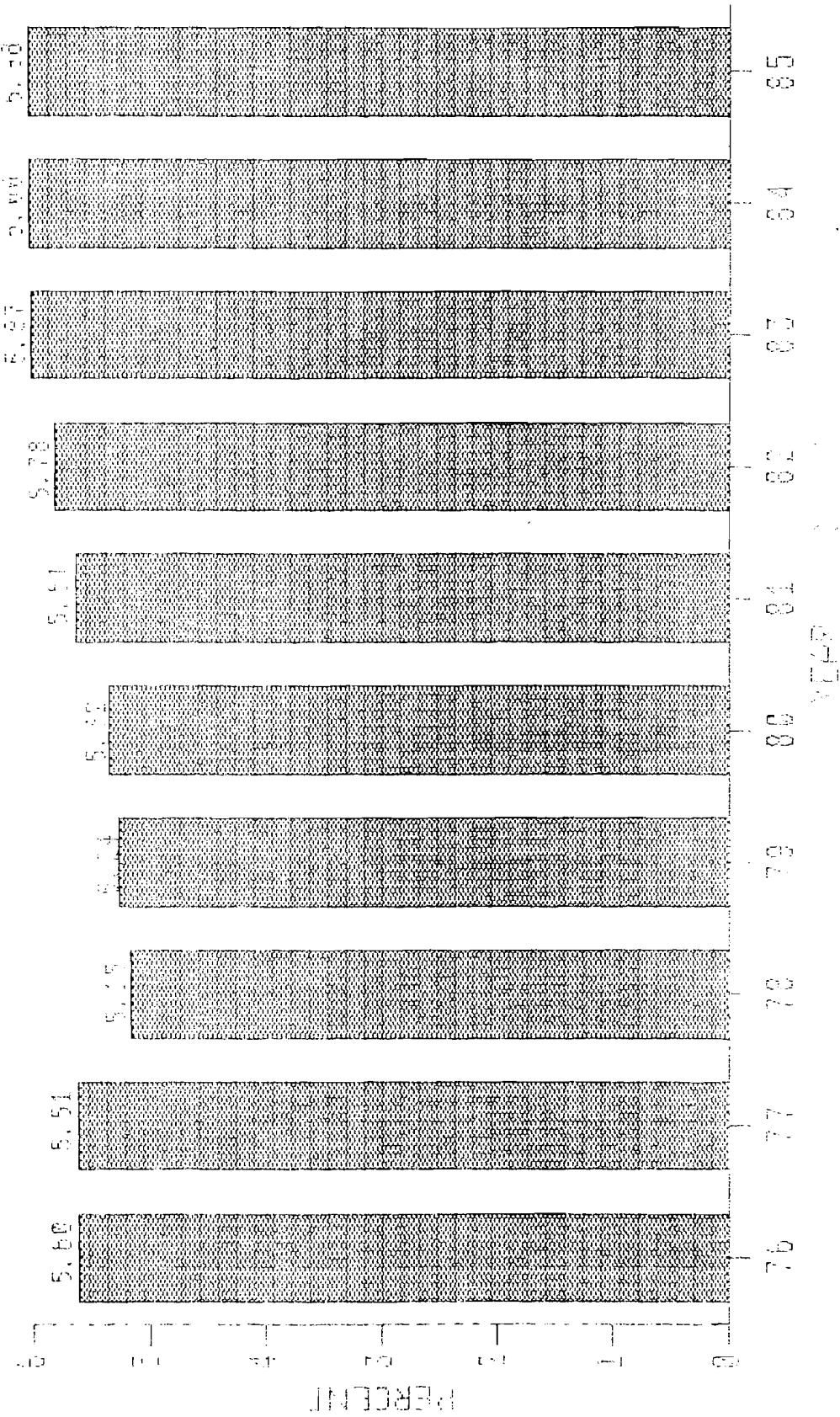
Graph V-3

MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENTS
FALL TERMS
1976-85



Graph V-4

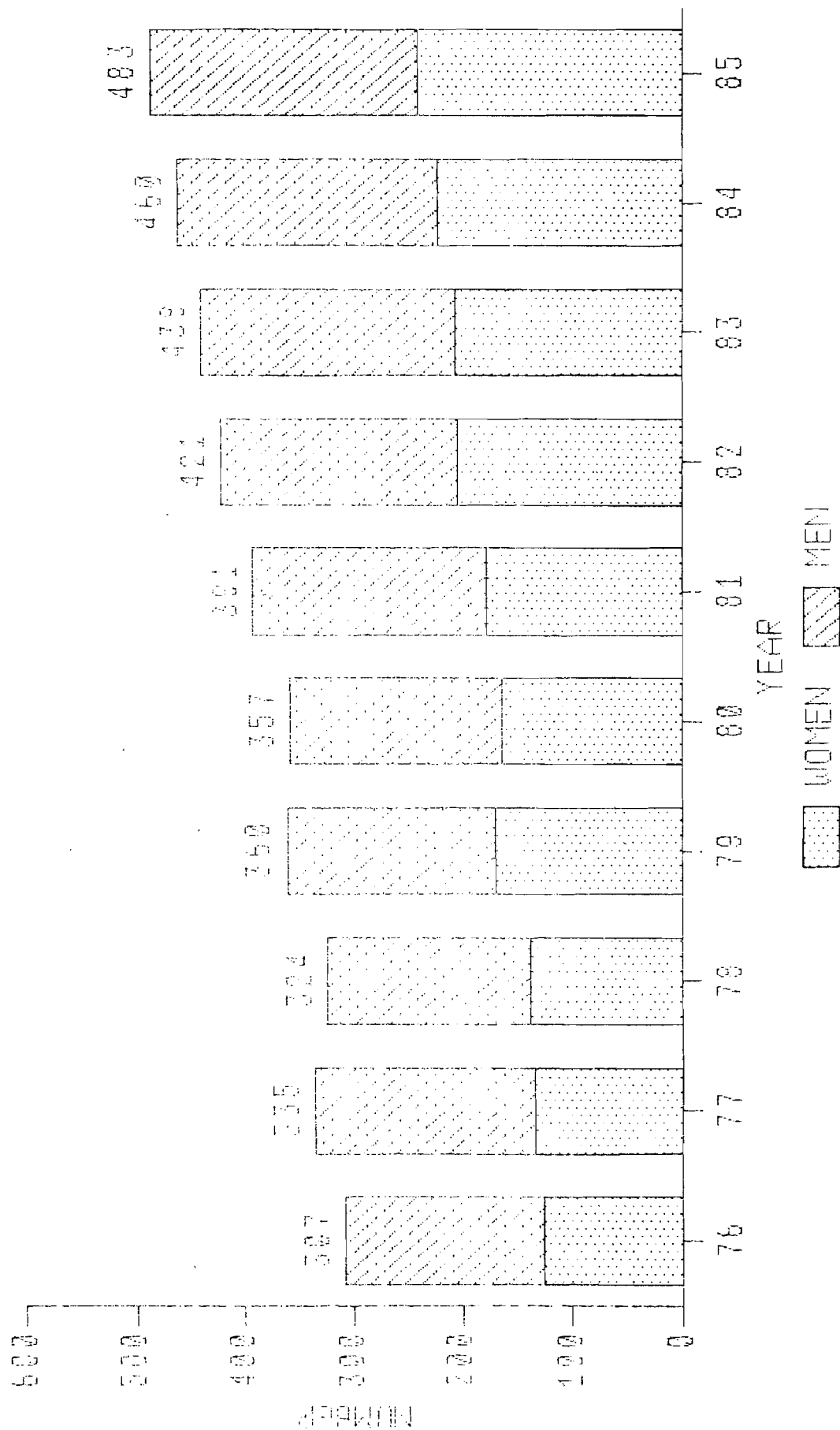
HIGH SCHOOL SENIORS
 PERCENT OF AGRICULTURE
 1975-80



PERCENT OF SENIORS

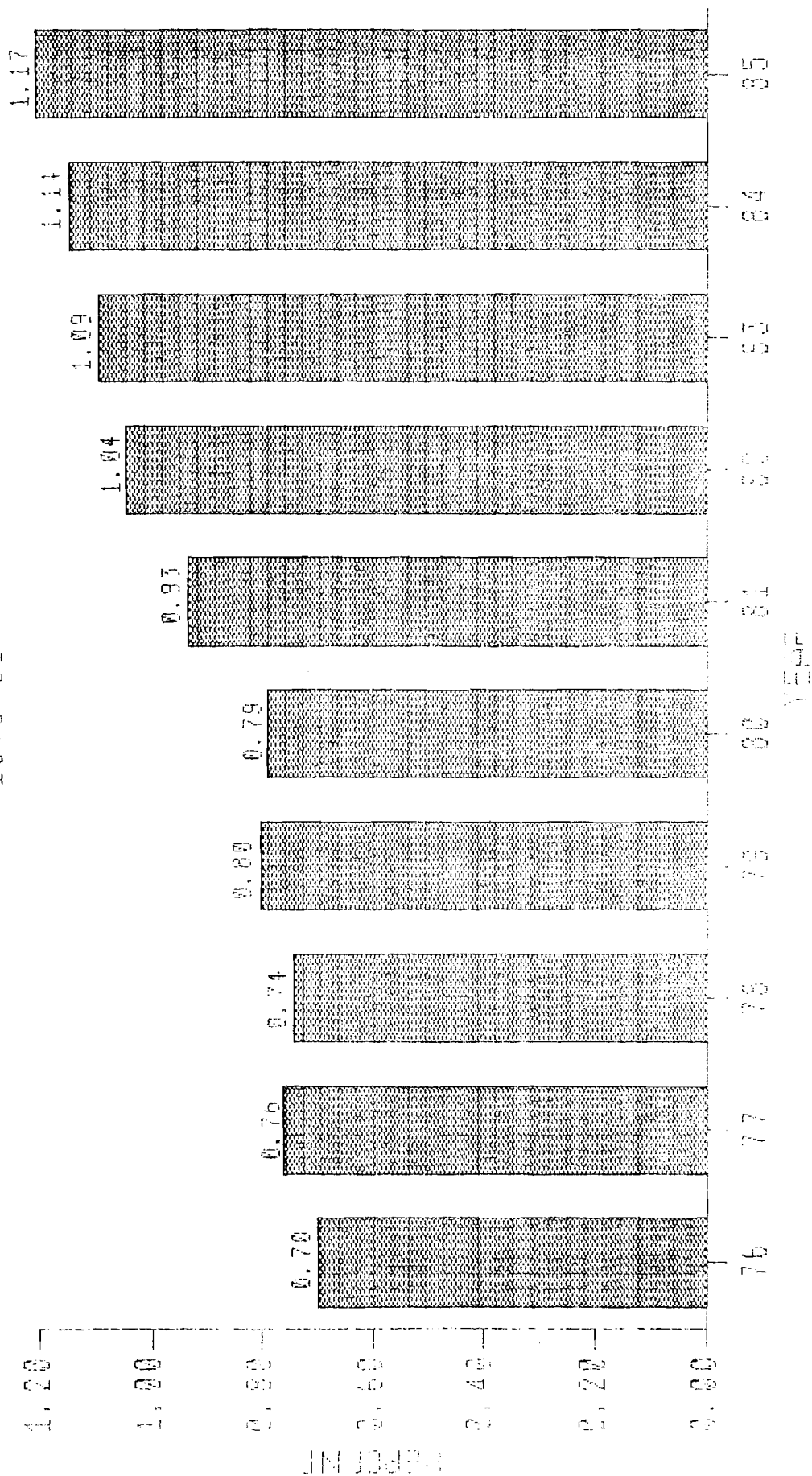
Graph V-5

MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENTS
FALL TERMS
1976-85



RES/CORR/MIN/15

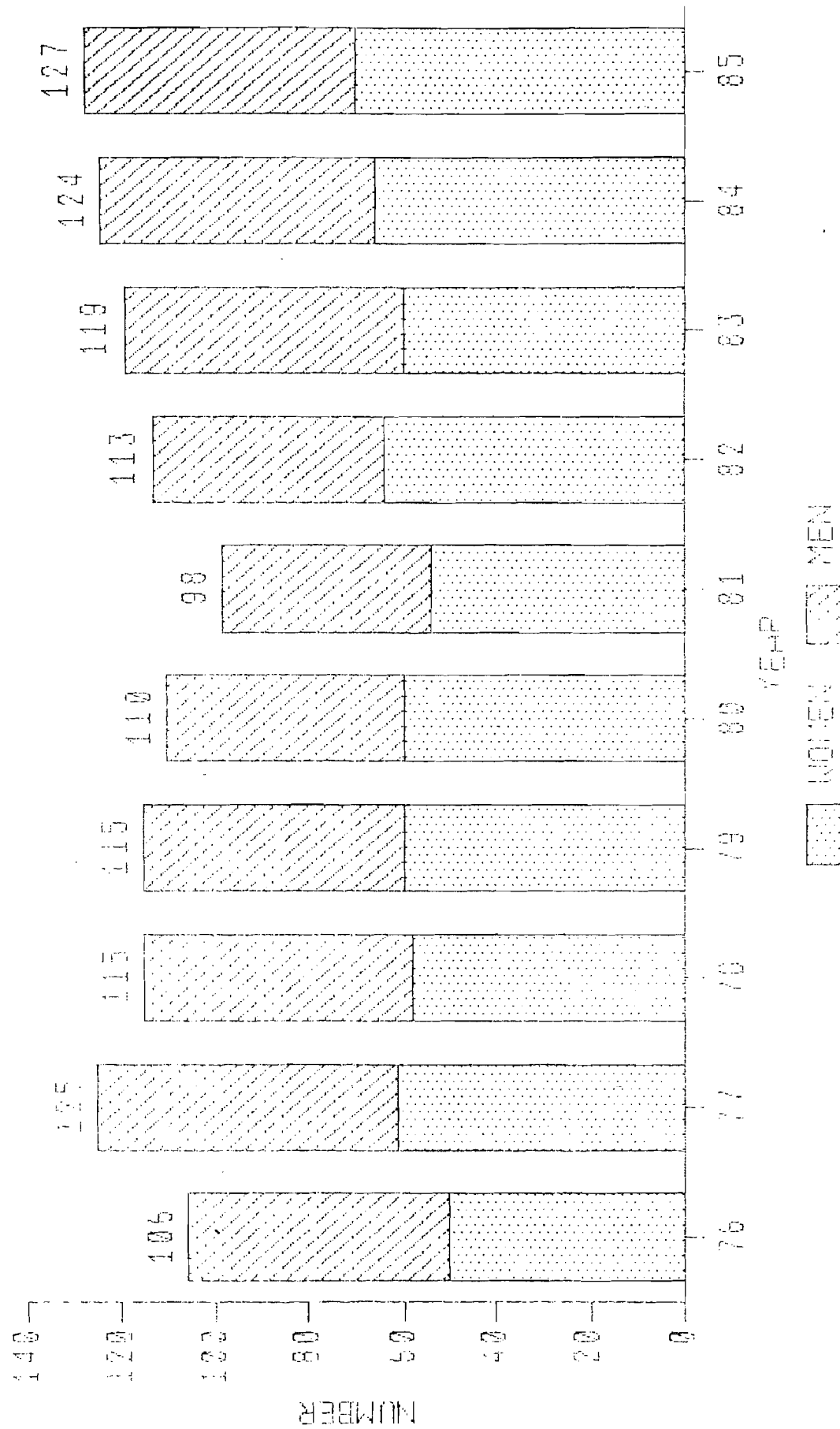
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
FALL TERMS
1976-85



RPS/02PB/00TINHISof

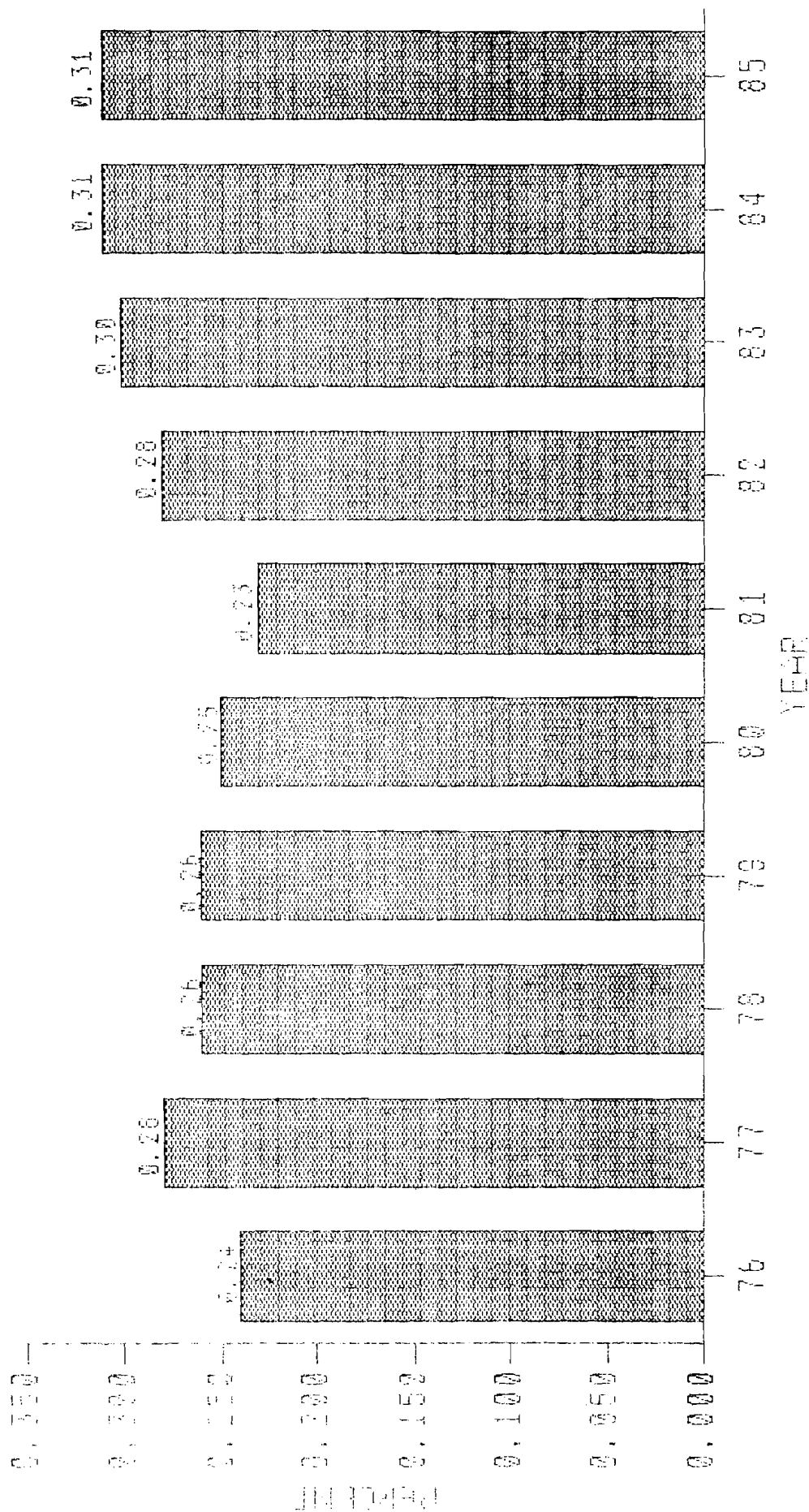
Graph V-7

HIGHAM STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENTS
FALL TERMS
1976-85



RPS/02B/11111111

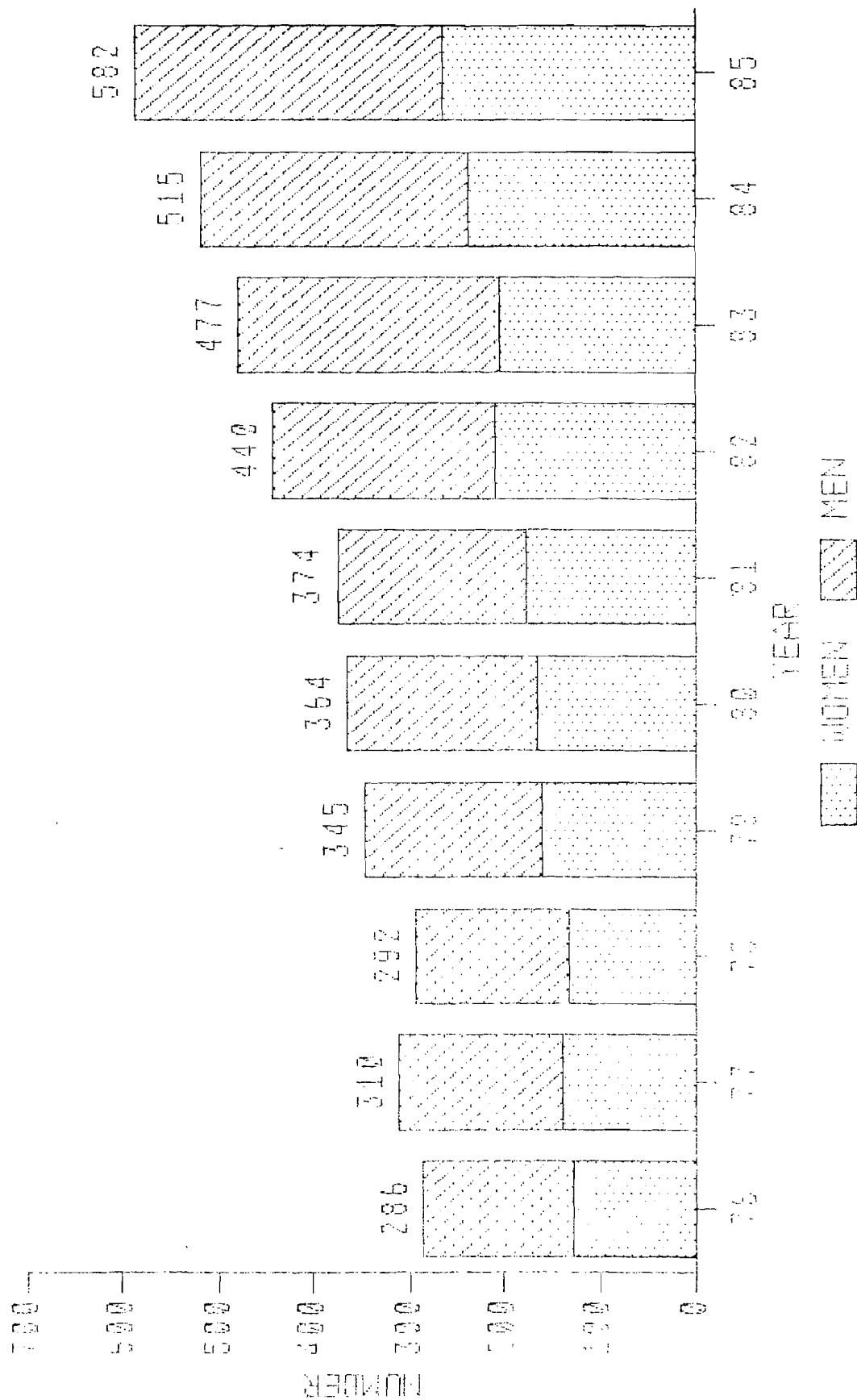
MICHIGAN STATE UNIVERSITY
 NATIVE AMERICAN ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
 1976-85



RPS/078/111N41pr

Graph V-9

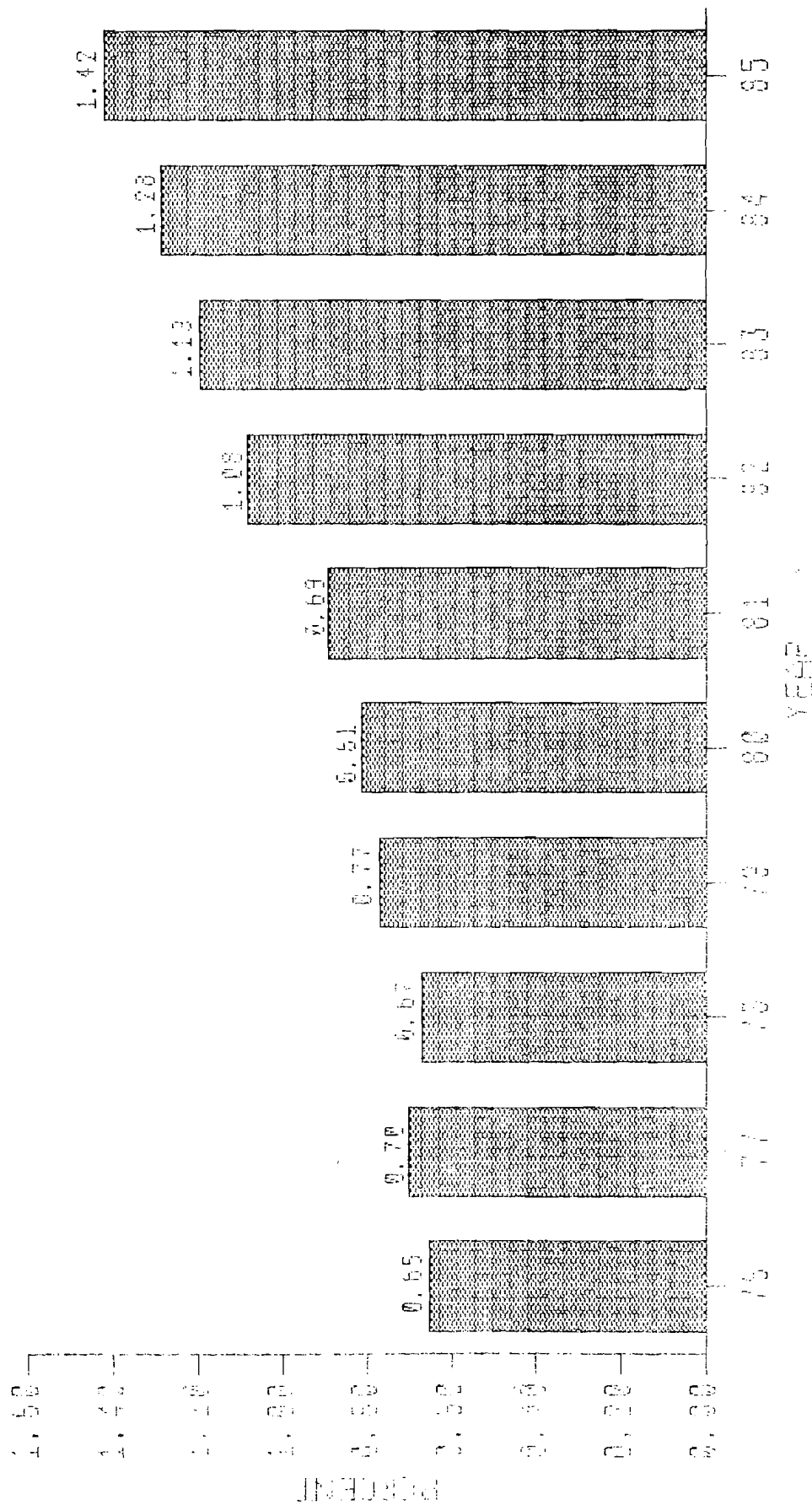
MICHIGAN STATE UNIVERSITY
 ASIATIC ISLANDER ENROLLMENTS
 FALL TERMS
 1976-85



RPS/CPB/MINAS

Graph V-10

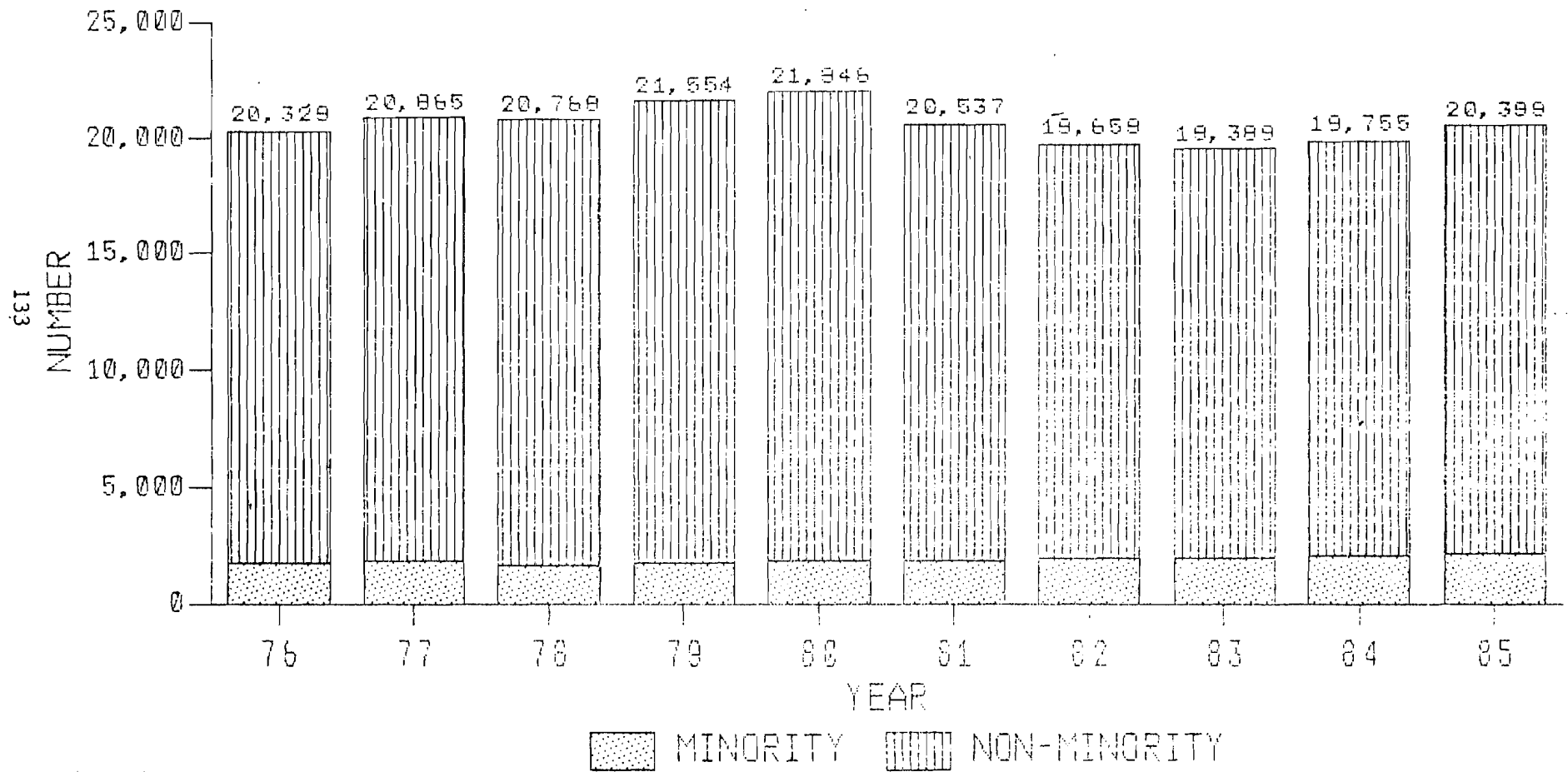
MISSISSIPPI STATE UNIVERSITY
 1941-1942 Enrollment by Year
 1975-76



MISSISSIPPI STATE UNIVERSITY

Graph V-11

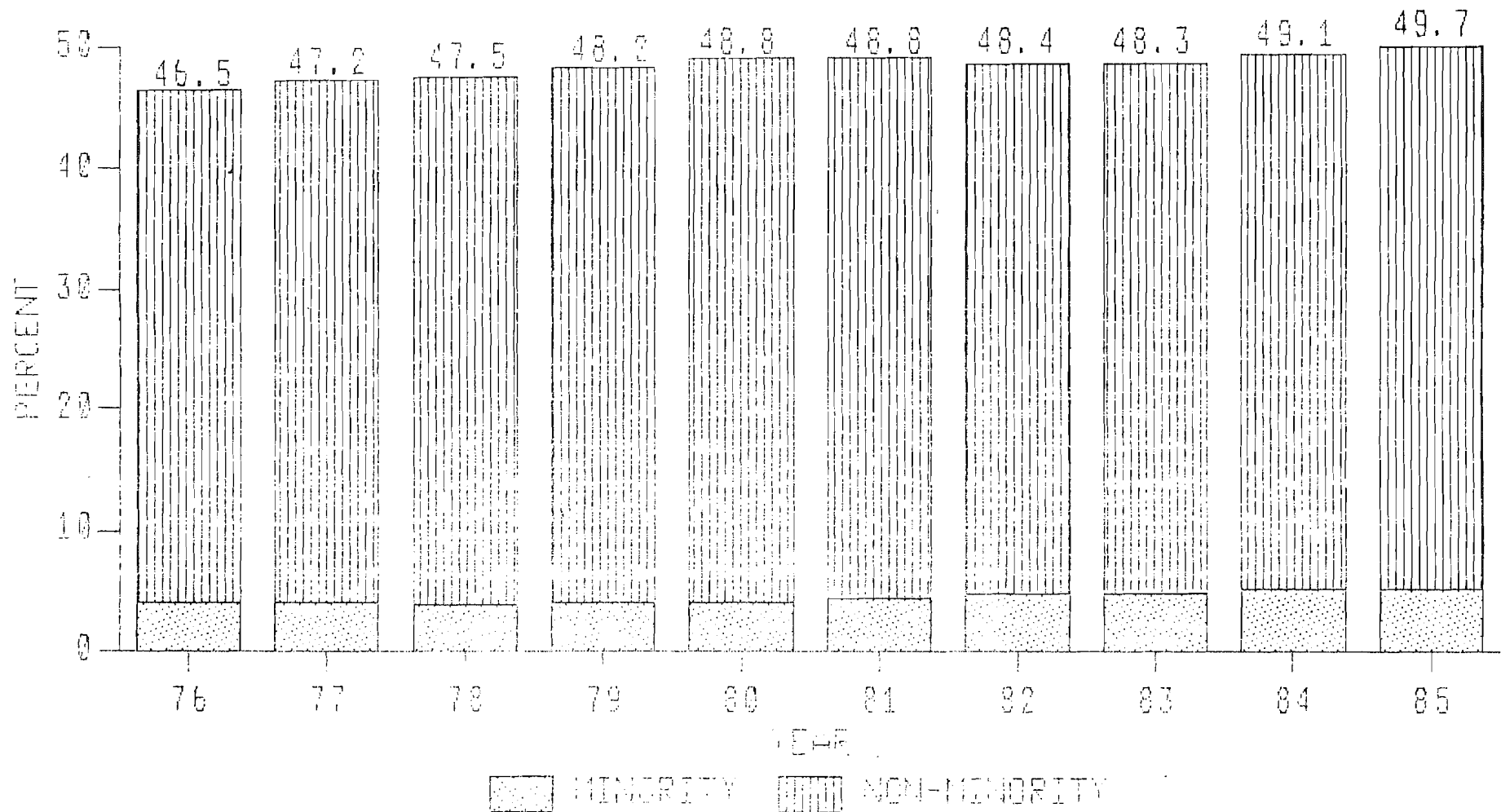
MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENTS
(INCLUDING FOREIGN)
FALL TERMS
1976-85



RPS/OPB/MINFEM

MICHIGAN STATE UNIVERSITY
 FEMALE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
 (INCLUDING FOREIGN)
 FALL TERMS
 1976-85

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VI. AFFIRMATIVE ACTION IN PROCUREMENT PROGRAM

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: (1) Personnel, (2) Procedures, and (3) 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 women-owned business participation is maintained by the Minority Procurement Coordinator. Activity reports are produced monthly, and these reports reflect total University participation.

Effective April 1, 1983, a minority and women-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.

Individual department goals for those areas with buying functions were met this past year. Purchasing exceeded its annual 10% goal for participation in the construction area by over 6%, but fell short of the 3% goal for the supplies, services and equipment areas, because of continued difficulty in identifying competitive protected class vendors in these commodity areas.

Michigan State University continued to advertise bids through all known minority sources or agencies. These include the Southeast Michigan Minority Business Center, ICBI (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

The purposes of the Outreach Program are to:

1. create a better rapport with the minority business community;
2. to provide more understanding of the University's purchasing function, and
3. 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.

During the twelve-month period of October 1, 1984 through September 30, 1985, the Minority Procurement Coordinator made 20 trips to Detroit, 6 trips to Grand Rapids, and 3 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 number of trips out of the area dropped significantly from the previous year because many of the meetings, seminars and programs were held in Lansing.

On March 19, 1985, Michigan State University hosted a Minority Development Seminar at Brody Complex in which 33 corporations and institutions participated. Michigan State University co-sponsored the Fourth Annual Southwestern Michigan

Minority Business Procurement Dialogue Program, which was held in Lansing at Long's Convention Center on May 23, 1985, with approximately 400 people in attendance. Michigan State University also was one of the co-sponsors for the annual meeting of the National Minority Supplier Development Council. This meeting was held in Detroit at the Renaissance Center from October 29, 1984, to November 1, 1984 and 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 University, the Detroit Chamber of Commerce, and the 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 and member of the Finance Committee.

Business Activity

Significant gains were made this year with the University's Business Office and the University Architect. Michigan State University was able to appoint minority architects on three major structures: the Indoor Football Practice Building, the Indoor Tennis Facility, and the University Services Building. Michigan State University also contracted with several minority engineers on some smaller projects.

The following information is a summary of Michigan State University's minority and women-owned business participation. The figures reflect both dollars and percentages for the 1984-85 fiscal year. These figures reflect a decrease in actual dollars awarded, but an increase in the percentage awarded. Potential dollars available for award were lower because total University construction was down by \$22 million dollars.

12 Months Ended
June 30, 1985

Minority-Owned Businesses

Potential Dollars	\$16,498,271
Actual Dollars Awarded	\$ 1,999,509
Percent Actual of Potential Dollars	12.1%

Women-Owned Businesses

Potential Dollars	\$14,975,509
Actual Dollars Awarded	\$ 2,678,971
Percent Actual of Potential Dollars	17.9%

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: (a) to the personal contact and assistance provided through outreach activities; (b) to the various procedures established to promote more protected class business participation; and (c) to the dedicated efforts of those persons affiliated with this program.

VII. SPECIAL ACTIVITIES

Each year the Department of Human Relations surveys special initiatives by individual departments and units on behalf of protected classes. Survey results indicate that most activities fall into one of the following categories:

Instruction: credit or non-credit programs, courses or activities with subject matter dealing directly with the concerns and/or experiences of protected groups; instruction in the history of Third World countries associated with protected minority groups.

Student Support Services and Extracurricular Activities: recruiting, orientation, tutoring, counseling, cultural, and athletic activities directed primarily at protected groups.

Academic Staff Development: workshops and meetings for academic staff members designed to increase sensitivity to problems of protected groups, to further the career development of members of protected groups, and to recruit members of protected groups.

Nonacademic Staff Development: workshops and meetings for nonacademic staff members designed to increase sensitivity to problems of protected groups, to further the career development of members of protected groups, and to recruit members of protected groups.

Research Programs or Activities: programs sponsored or supported by the unit which address the problems or further the career development of members of protected groups. Research of an individual member of a protected group would not be a special effort unless the unit has extended extra support beyond that afforded other students or staff members to further their career development.

Public Service Activities: on or off-campus programs for members of the general public designed specifically to serve members of protected groups or dealing specifically with issues or problems of protected groups.

The survey responses were extremely voluminous and thus are not presented here in entirety (consult Appendix Section VII for a detailed list of these activities). However, the following examples, extracted from each area, provide some conception of the many special initiatives undertaken by the various colleges and other administrative divisions.

Instruction

College of Arts and Letters:

The college offers approximately 63 classes directed to the experience of protected classes, e.g.:

STA 249 - Industrial Design

Implemented design of a barrier-free telephone communication booth as a class project. The project gained national recognition at the Institution of Design Education's National Conference in Tennessee.

College of Education:

Over 144 classes dealing with the various aspects of teaching associated with the handicapper populations were offered. In addition, the college has revised TE 801 to include major emphasis on equality of educational opportunities for females, minorities and handicappers. TE 806, Educational Equity, develops cross cultural awareness and examines relationships between teaching and achievement of minority pupils.

College of Engineering:

Three distinct programs for increasing and retaining minority students are:

The Engineering Equal Opportunity Program - supports four mathematics courses designated to assist 80% of incoming minority freshman students who require remedial assistance in mathematics.

The Guided Learning Center is designed to provide academic tutorial assistance in all technical engineering-related courses. Most of the tutors are minority students who have already taken the courses and therefore are knowledgeable of the course content, structure and expectations.

The Seminar for Minority Engineering Students was developed for first year minority engineering students. It was designed to assist these engineering students in making a smooth and informal transition from high school to the collegiate environment while planning and developing career opportunities in their respective engineering disciplines.

College of Natural Sciences:

Many of the initiatives in instruction here assist other colleges. For example, the Drew Laboratory offers remedial classes in mathematics and seminars in science problem-solving. The Department of Physiology offers a summer research internship for undergraduate minority students interested in the biological/medical sciences.

College of Osteopathic Medicine:

Through its learning resources center, COM has offered workshops geared especially to minority students on dealing with issues of stress management and communication. OST 559 includes lectures on sexuality and the handicapper, and OST 552 addresses the issues of Problems in Black Dermatology.

A major addition to the college has been the Minority Medical Student Medical Access and Support Program. The program seeks, by recruiting qualified students from these groups, to bring their sensitivity and commitment to the medical profession. It also addresses the needs of students who meet the basic admissions criteria, have demonstrated potential, and who may have been

economically or educationally disadvantaged. The program includes didactics and laboratory studies in anatomy, biochemistry, and physiology, and intensive tutorials on learning techniques and study skills. Participants receive grants for travel and per diem expenses.

Student Support Services and Extracurricular Activities

Most colleges use various minority locator services in their recruitment process. These may include national registers and/or ongoing cooperation with the "Big Ten" schools. Personal faculty contacts are used whenever possible. Departments also strive to provide financial support whenever possible in form of graduate assistantships when needed by students.

As the area implies, counseling and tutoring services are available when needed. The following list will highlight some unique initiatives that have undertaken by colleges and other units.

College of Education:

Piloted the use of a newly-developed handbook available in four models for visually impaired student teachers planning to teach in regular classrooms; conducted pre-student teaching experiences to orient student teachers, school personnel, and children to abilities and disabilities of student teachers who are visually impaired.

College of Engineering:

Michigan Student Sections Conference. This all-day program, sponsored by the MSU Society of Women Engineers (S.W.E.), invited members of all student sections in Michigan. The theme of the conference was "Foundations For Success." The programs included topics to help student sections get new ideas for strengthening their activities as well as personal and professional development. Two programs focused on the problems of the minority in the work place. The MSU section received regional recognition for this event.

A Student Assistant (SA) program is designed to assist the incoming minority freshman student in adjusting to the social and cultural transitions that occur at the beginning of the collegiate experience. To address the issues involved with this socio-cultural transition, approximately fifteen (15) student assistants are hired at the beginning of the fall term to work with approximately 150 to 200 incoming freshman students. The SA's are minority engineering students who were selected on the basis of their own academic achievement, their ability to relate to other students in a "peer counseling" relationship, their level of maturity and responsibility, and formal application/interview process.

Approximately a year ago the College of Engineering, Engineering Equal Opportunity Program (EEOP), discussed with the chairpersons a new retention strategy called "The Early Warning System." The objective of this procedure is to closely monitor the academic progress of minority engineering students by asking professors in Engineering-coded courses to submit mid-term progress reports. Once a possible failure is identified (below 2.0 at mid-term reporting) the respective major advisor will be asked to intervene by meeting with the student and/or professor to discuss the possible alternatives (i.e.,

tutoring) to a failure in the course. The advisor will follow up on the student throughout the term to assess how the student is progressing. Faculty members are encouraged to provide early feedback on the academic performance, attendance, and performance-related nonacademic behavior of students. In situations involving voluntary extra effort on the part of the faculty members, it is important that they be familiar with and have positive perceptions of the project and its students.

College of Natural Science:

The College actively participated in the Minority Doctoral Fellowship Competition. The College of Natural Science Dean's office invited six candidates to campus, paid for their transportation and arranged their schedules. Three of these students are now enrolled as first-year graduate students in the College. One is Black and two are Hispanic.

College of Osteopathic Medicine:

Academic advisement activities were developed to become cognizant of individual needs of minority students. The "Buddy System" was continued with periodic review sessions in basic science conducted by second-year students for new matriculants. Personal/Individual counseling was provided to:

1. offer needed resources;
2. motivate achievement;
3. assist students in understanding their role in meeting College expectations, and to help them cope with various types of pressures.

College of Veterinary Medicine:

SRAP - Summer Research Apprenticeship Program: Exposure to careers in biomedical and agricultural research for minority high school students.

VetaVisit/Outreach: A veterinary medicine awareness program for minority high school youth, which includes visitations to targeted Detroit high schools, and the transportation of students to the Veterinary Clinical Center during VetaVisit, the College's annual open house. The day on campus also gives students an opportunity to experience University life.

SEEP - Summer Early Enrollment Program: First-time minority freshmen accelerate matriculation and initiate their college education during the summer term when the student population is depressed and support services more accessible. Clinical experiences for these students are stressed insuring a greater understanding of medical management with the institution of grand rounds.

Honors College:

The "Eustace Hall Forum" is part of an ongoing, concerted effort (a) to recruit and retain high-achieving minority students to MSU, and (b) to attempt to improve the achievement levels of those who do enroll and remain enrolled.

Entering minority students who are not eligible for Honors College (HC) membership, but are eligible for some Honors-caliber coursework meet, in a semi-social setting with experienced high-achieving minority students, interested minority faculty and Honors College staff to discuss academic strategies in relation to career plans. Thirty-nine academically talented minority freshmen qualified for membership in the Forum, along with thirteen (13) minority freshmen who are members of the Honors College.

In cooperation with the Assistant Provost for Undergraduate Education, HC has undertaken the task of providing academic advising for all holders of Distinguished Minority Freshman Scholarships. This new practice maximizes the possibility that these high achieving students will make course and program selections on the basis of the most comprehensive advice available.

Libraries:

Implementation of library services continued to address the needs of handicapper library users, e.g., extended loan period for assigned reading material, telephone renewal of library materials, mail delivery of library materials, stack assistance, accessible readers and computers, etc.

Department of Military Science:

The Department (Pershing Rifles) sponsored the MSU Classic Triathlon (male and female) with profits (\$1,300) going to support the MSU Office of Programs for Handicappers Students.

Assistant Provost for Undergraduate Education:

Established an annual scholarship for two outstanding Upward Bound students who would attend MSU in the fall.

Vice President for Research and Graduate Studies:

Minority High School Apprenticeship Program provided funds for four students to spend the summer in a research laboratory preparatory to beginning college.

Vice President for Student Affairs and Services:

Intramural Sports and Recreative Services sponsored the Minority Sports Fest.

Placement Services sponsored the Annual Minority Careers Program in which 112 organizations from business, industry, government, educational institutions and human service agencies participated. Over 1200 students attended and prospective employers conducted 698 interviews.

Academic Staff Development

The recruitment of faculty members from protected groups is a significant affirmative action activity, and many colleges have made a concerted effort to recruit and retain protected class members. This section will focus, however, on special initiatives designed to increase the sensitivity of faculty members to problems which are unique to underrepresented faculty.

In all colleges, faculty administrators have participated in the affirmative action hiring workshops sponsored by the Assistant Provost for Academic Personnel. Faculty also attended the on campus conference, "Equity and Excellence in Higher Education." Seminars have also focused on Academic Governance and on the issue of mainstreaming Women's Studies into the traditional curriculum. Some examples of special initiatives in this area are listed below.

College of Communication Arts and Letters:

The Equal Opportunity Committee established an ongoing resource file of minority, women, and handicapper individuals who could be considered for regular faculty appointments, visiting faculty appointments and graduate studies.

Office of the Provost:

Provided financial assistance for all-University faculty seminar on the Asian/Pacific American experience.

College of Education:

Provided individual conferences with minority and women faculty to discuss career development and to provide support for research and scholarly work.

Nonacademic Staff Development

Support staff personnel at Michigan State University are provided with a variety of options for increasing their professional development. Emphasis is given to programs that will increase their awareness to the issues of protected groups. These opportunities are made available through their respective units, as well as through programs sponsored by the Department of Human Relations and the Human Resources Program Office. In addition, units provide opportunities for staff to participate on University committees as well as to attend classes, conferences or other work-related programs. The following activities are examples of this area of development:

Libraries:

Continued operation of the Directors' Committee of Consultants to advise him on library issues related to affirmative action.

Provided support to avoid layoffs of minority and women staff in Instructional and Public TV.

Vice President for Finance and Operations:

Continued to work with Lansing Community College (LCC) for students to spend six weeks in "computer operations" for job experience with emphasis on the protected groups.

Have initiated a program to increase staff sensitivity to needs of handicappers. This is particularly important at Kellogg where this population segment is regularly served through our conference programs and ancillary facilities. Specific attention was given to the diversity within this group (deaf, blind, wheelchair users, etc.) and the problems that each subgroup encounters in Kellogg.

Continued presentations of the Supervisory Skills Training for employees with supervisory responsibilities, including the module "Equal Opportunity in the Work Place."

Research Programs or Activities

Many members of the University community are engaged in research projects and activities which address the needs and concerns of women, minorities, and/or handicappers.

This work contributes to raising the awareness of local state, national, and international groups to the issues and possible solutions necessary to increasing the participation of protected groups in our society. Some examples of research programs or activities undertaken this year follow.

College of Arts and Letters:

"Mainstreaming" conference, development of bibliographies for use in introductory "traditional" classes. Purpose is to revise syllabi so they reflect experiences of women in all races and classes.

College of Communication Arts and Sciences:

Viewership study of Hispanic TV households in Miami and in Los Angeles.
Research on communication with the handicapped.

James Madison College:

Research on group rights.
Research on equal protection law.
Research on women professionals.

College of Nursing:

Health promotion project "Healthy U" initiative.

College of Osteopathic Medicine:

Research on the needs and issues of women student physicians and women physicians.

Lifestyle Research on Special Olympics.

College of Social Science:

Established Women's Studies Research Group composed of faculty and graduate students interested in studying gender related issues.

Vice President for Finance and Operations:

Participation in NCAA research to study effects of the NCAA Academic Requirement (Bylaw 5-1-J) on minority students

Vice President for Research and Graduate Studies:

All-University Research Initiation Grant administered by this office supported 23 projects. Of these projects, one dealt with the concerns of women and one with handicappers.

Principal investigator on a University-wide study of faculty-student relations, including sexual harassment concerns.

Public Service Activities

In addition to teaching and research activities which primarily involve the campus students, faculty, and staff, many individuals from these groups are involved in public service activities designed specifically to serve members of protected groups or to deal specifically with issues or problems addressing their needs.

Some examples of Public Service Activities conducted this year are listed below.

College of Arts and Letters:

Ongoing consultation with Packaging and Planning and Engineering Services for development of Barrier-Free Entrance Project for Kresge Art Center Complex.

Construction of barrier-free washrooms on first floor of Kresge. Installment of barrier-free drinking fountains on all levels and conversion of elevator to barrier-free design

College of Communication Arts and Sciences:

Acquisition of TDD in Speech and Hearing Clinic

Conducted series of Racial Conflict Research Seminars in four (4) Michigan cities

College of Engineering:

High school outreach entitled, "Careers in Engineering." Provides teams of women students who present a 50 minute program followed by a panel discussion and question and answer period. The program reached 830 high school students in 19 high schools.

College of Natural Sciences:

Science Career Magazine funded for second printing by NSF. The brochure provides role-model first person accounts of minority and women scientists discussing career choices.

College of Nursing:

Development of two (2) nursing centers in low income housing units for elderly.

Assisted with physical exams for Native Americans at MSU during the Summer of 1985

Assistant Provost for Academic Administration:

Special initiatives involving commencement ceremonies have been instituted e.g. rotation of faith of minister as well as gender and protected classes.

Provides an interpreter for the deaf at most ceremonies.

Assures that ceremonies are handicapper accessible.

Office of the Registrar:

Numerous initiatives have been implemented to assist handicapper students with registration process (e.g. enrollment by mail or telephone, priority for course sections, etc.).

Vice President for Finance and Operations:

Purchased an infrared amplification unit for the hearing impaired to enhance their ability to use Kellogg Center facilities. This unit is portable and can be used in all locations.

Included in the Kellogg Center renovations are twelve University-equipped guest room suites and eight totally accessible guest rooms. Renovated restroom facilities on the main floor are totally accessible.

Minority, women, veterans, and handicapper organizations met with Personnel and Human Relations staff to discuss positions, ongoing information and applicant referral procedures, employee retention and promotions.

Vice President for University Relations:

Bimonthly routing of "Stereotyping in the Media" packet of newspaper and magazine clippings to Division of University Relations staff, State News, School of Journalism and other MSU faculty members, Big Ten new bureaus and other colleges and universities, Detroit Free Press, Detroit News and Lansing State Journal, Chronicle of Higher Education.

DEPARTMENT OF HUMAN RELATIONS

In addition to its role as affirmative action/equal opportunity monitor for the University, the Department of Human Relations also has the responsibility to provide programming which responds to a wide range of issues and concerns of various constituent groups.

Human Relations Department programs and workshops are primarily developed by the Divisions of Minority and Women's Programs, to increase awareness of the affirmative action goals of the University, to address problem areas in employment, and to provide opportunities to women and minorities. Programs for handicappers are also developed by the Department pursuant to its responsibilities under Section 504 of the Rehabilitation Act of 1973 and University policy.

During 1984-85, the Department made over 20 presentations on affirmative action and equal opportunity to nonacademic supervisory personnel, which primarily focused on racism, sexism, and handicapper status in the workplace. Over fifteen presentations were made to individual academic departments with potential faculty vacancies, on strategies for identifying, recruiting, and hiring minorities and women as faculty members.

The Division of Women's Programs conducted over fifteen workshops on sexual harassment for faculty, staff and student audiences. "Women at Noon" programs were also presented on special topics requested by women. Topics included: "Comparable Worth," "The Importance of Friendship," "Stress and Overall Wellness," "Time Management," "Conflict Resolution," and "What Do Women Want," and "How to Survive and Thrive in the Academic Environment." Career selection seminars coordinated with the Office of Personnel and the Placement Office were also available to women students, faculty, and staff.

Special programs for each of the four minority groups were co-sponsored by the Division of Minority Programs during Welcome Week and for Blacks and Hispanics during spring quarter graduation. Cultural programs were also coordinated for Chicano, Puerto Rican, and Hispanic History Week in October and February, and for Black History Month in February. A major Midwest Hispanic Studies Conference was coordinated and hosted by the Division along with co-sponsorship of a statewide Hispanic education conference in May. A University-wide Asian/Pacific American seminar was also co-sponsored by the Division. In addition, each year two of the department's standing committees, the Anti-Discrimination Judicial Board and the Minority Advisory Council, sponsor a symposium on affirmative action and equal opportunity. Lieutenant Governor Griffith and Senator Sederburg have served as presenters for this program.

The Human Relations Department staff publishes two monthly newsletters: MSU Woman and A Minority Presence. Several other publications have been developed to address particular issues affecting minorities, women and handicappers. Examples are "Networking for Women," "Bias-Free Communication," "Achieving Campus Equality," "Race Discrimination," "Sexual Assault," "Pornography," "Comparable Worth," and The MSU Watch on handicapper concerns.

The Department also provides staff support to faculty, staff, and student women's advisory committees, the Minority Advisory Council and the Anti-Discrimination Judicial Board. To further address the needs of

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handicappers, the Department provides valuable assistance by reviewing architectural plans and proposals for University buildings and landscaping to ensure barrier-free design and accessibility.

APPENDICES*

Section I: Introduction/Overview

- A. Mission Statement, Department of Human Relations
- B. Index for Affirmative Action Plan for the U.S. Department of Labor, Office of Federal Contract Compliance Programs
- C. Letter of Determination from the U.S. Department of Labor, Office of Federal Contract Compliance Program

Section II: Academic Personnel

- A. Interim Goal Achievement Analysis: Tenure System Faculty
- B. Problem Areas
- C. Interaction of the Office of the Provost with the Council of Deans
- D. Performance Review of Unit Administrators
- E. Evaluation of 14-step Affirmative Action Hiring Procedure
- F. Salary Cohort Analysis, 1984-85
- G. Exit Interview Program Questionnaire
- H. Cooperative Extension Service's Annual Report
- I. Handicapper Survey Results, 1984

Section IV: Nonacademic Personnel

- A. Job Group Comparative Analysis, 1984-85
- B. Interim Goal Achievement Analysis/Hiring Rates, 1984-85
- C. Problem Areas
- D. Evaluation of 12-step Affirmative Action Hiring Procedure

Section V: Student Enrollment

- A. Persistence Rates for Domestic Undergraduate Students

Section VII: Special Affirmative Action Activities

- A. By College
- B. By Major Administrative Unit
- C. By Support Services Departments
 - 1. Undergraduate University Division
 - 2. Department of Human Relations

*These documents are on file and available for review in the Department of Human Relations, 380 Hannah Administration Building, Michigan State University.