

ANNUAL REPORT ON
Affirmative Action



1985-86

ANNUAL REPORT ON AFFIRMATIVE ACTION

for the period

October 1, 1985 to September 30, 1986

Prepared for

MICHIGAN STATE UNIVERSITY'S

Board of Trustees

Compiled by:

The Department of Human Relations

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April, 1987

MICHIGAN STATE UNIVERSITY


OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824-1046

MEMORANDUM

DATE: March 5, 1987

TO: Members of the University Community

FROM: John DiBiaggio, President 

SUBJECT: University Policy of Equal Opportunity, Nondiscrimination and Affirmative Action

The University's commitment to the principles of equal opportunity, nondiscrimination and affirmative action is long-standing and resolute.

By charter, Board policy and mission, Michigan State University is committed to elimination of inequity based on such considerations as race, sex, age, national origin, sexual orientation and handicap.

Our commitment to human dignity, however, must go beyond laws and regulations. It behooves all of us to work together to provide a supportive and nurturing campus environment that encourages development of individual talents and recognizes the inherent value of each member of the MSU community.

Protection of the rights and privileges of everyone within the University is a personal and professional commitment for me. Indeed, strong and positive leadership is needed from every administrator and supervisor so that MSU can eliminate discriminatory barriers to achieving both excellence and equity.

Our commitment to affirmative action, equal opportunity and nondiscrimination must be sustained and enhanced.

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Michigan State University
1985-86 Affirmative Action Report
to the Board of Trustees

INTRODUCTION

With the enactment of the Civil Rights Act of 1964, and the Equal Pay Act amending the Fair Labor Standards Act, the Congress of the United States committed the nation to a goal of full and fair participation of all citizens in employment and other major aspects of life, free from intentional acts of discrimination. Michigan State University, with other employers and educational institutions, assumed responsibility for the elimination of such acts within its organizational processes, procedures and practices. Since that time, this responsibility has been extended by the passage, at both the federal and state level, of a variety of laws prohibiting the denial of equal opportunity on the basis of individual and group circumstances and characteristics unrelated to their ability. During 1970, to strengthen its commitment to the principles of equal opportunity, the Michigan State Board of Trustees established the Office of Equal Opportunity Programs and the Anti-Discrimination Judicial Board (ADJB). These functions have provided a formal means of meeting legal requirements, as well as a means of investigating and fairly adjudicating actions perceived as discriminatory.

During this 22 year period, equal opportunity has produced considerable, albeit less than perfect, results by enabling members of various protected groups to emerge within the mainstream of national life and to distinguish themselves by their achievements and contributions. Michigan State University's ongoing commitment to the principles of equal opportunity and nondiscrimination are reaffirmed by its president, Dr. John A. DiBiaggio:

"...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..."

This larger commitment was reflected at the federal level by a recognition of the need to go beyond the elimination of present intentional discrimination, and to initiate efforts to remedy the continuing effects of discriminatory practices in the past which tangibly disadvantage members of protected groups. This concept of affirmative action was mandated by the enactment of Executive Order 11246, amended by Executive Order 11375, by the President of the United States, and was later expanded by passage of the Rehabilitation Act and Vietnam-Era Veterans Readjustment Act. These federal requirements place an obligation upon Michigan State University and other organizations holding contracts with the federal government, to engage in a comprehensive and sophisticated documented self-analysis intended to eradicate not only intentional acts of discrimination, but all barriers to full participation and advancement of protected groups and adverse impacts of organizational practices, whether intentional or not.

In 1971, the University implemented its initial formal Affirmative Action Plan, and later undertook a major revamping of its format, to develop goal-setting procedures based upon availability data. Today, affirmative action at Michigan State University is a multi-faceted, comprehensive and innovative set of programs designed to actualize the commitment of University policy, while ensuring compliance with the highly technical regulations governing statistical self-analysis and the establishment of hiring and promotional goals for women and minority group members.* It also encompasses a great diversity of University programs and activities which have been developed and instituted to meet the needs of protected classes and other members of the University community. To provide for intensive voluntary self-analysis, without fear of self-incrimination under nondiscrimination laws, and to ensure appropriate review and analysis by technical experts, Michigan State University's Affirmative Action Compliance Program (AACP) is properly considered proprietary, as part of the confidential contracting process with the federal government. It should be noted that a full compliance review of the University's AACP was most recently conducted by the U.S. Department of Labor during November of 1985. That compliance review process, which included submission of extensive information to the agency's regional offices for desk review as well as on-site review and interviews with University officials and concerned parties, resulted in a determination that the University's program was thoroughly acceptable in meeting the requirements of the Executive Order and 41 CFR 60. This letter of determination is included in Section I-C of the Appendices.

Since 1973, the Department of Human Relations has been responsible for monitoring and reporting the University's affirmative action activities. Extensive data, forming the basis of planning and improving such programs, is continually updated and retained for inclusion in the University's AACP and for use during compliance reviews by the U.S. Department of Labor to verify good faith efforts. The purpose of this report, supplemented by additional material available for public inspection (an index is included as Appendix I-B of this report), is to make available a comprehensive assessment of recent activities aimed at enhancing the participation of minorities, women and handicappers in the University community. It is also hoped that this document will encourage understanding of the depth of the University's commitment to the principles of equal opportunity, nondiscrimination and affirmative action, as well as serve as a stimulus to increased efforts and involvement on the part of members of the University toward the achievement of equality and the realization of human potential.

The Executive Summary, which includes a listing of the laws with which Michigan State complies, is a synopsis of the reports provided by each college and administrative unit, and is intended as a general overview of the University's equal opportunity and affirmative action programs during the academic year 1985-86. For those interested in more detailed information concerning the activities of particular reporting units, the Table of Contents will assist in location of the section(s) of this report which are of special interest.

* "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.

SUMMARY OF NON-DISCRIMINATION AND AFFIRMATIVE ACTION LAWS

LAW:	REQUIREMENT:	PERTAINING TO:	ENFORCEMENT AGENCY:
Equal Pay Act	Non-Discrimination - Sex	Employment	EEOC (Equal Employment Opportunity Commission)
Civil Rights Act - Title VII	Non-Discrimination - Race, National Origin	Education	DOE (Department of Education)
Civil Rights Act - Title VII	Non-Discrimination - Race, Color, National Origin, Religion, Sex	Employment	EEOC
Age Discrimination in Employment Act	Non-Discrimination - Age	Employment	EEOC
Age Discrimination Act	Non-Discrimination - Age	Education	DOE
Education Amendments - Title IX	Non-Discrimination - Sex	Employment Education	DOE
Executive Orders - 11246 and 11375	Affirmative Action Non-Discrimination - Race, Color, National Origin, Religion, Sex	Employment	DOL (Department of Labor)
Rehabilitation Act - Section 503	Affirmative Action Non-Discrimination - Handicap	Employment	DOL
Rehabilitation Act - Section 504	Non-Discrimination - Handicap	Education	DOE
Veterans Readjustment Act - Section 402	Non-Discrimination - Handicap Vietnam-era, Veteran Status	Employment	DOL
Elliott-Larsen Civil Rights Act	Non-Discrimination - Race, Color, National Origin, Religion, Sex, Age, Height, Weight, Marital Status	Employment, Housing, Public Services and Accommodations, Educational Facilities	MCRC (Michigan Civil Rights Commission)
Michigan Handicappers Civil Rights Act	Non-Discrimination - Handicap	Employment, Housing, Public Service and Accommodations, Educational Facilities	MCRC

I. EXECUTIVE SUMMARY

The following is an executive summary of the comprehensive programs and activities carried out by Michigan State University during the 1985-86 report year, in implementing its long-standing commitment to the principles and objectives of affirmative action and equal opportunity for all members of the University community. The summary is comprised of two major elements: an overview of the University's employment structure, consisting of academic, executive management and support staff personnel systems; and a general review of accomplishments in the areas of student life, affirmative action in procurement and of special affirmative action activities.

Employment:

Michigan State University's personnel system is composed of two major employment subsystems: academic and university support staff. The academic personnel system is further subdivided into an executive management or administrative category, with another comprising all faculty and academic staff involved in the teaching, research and other academic missions of the University. The support staff personnel system includes all staff involved in supervisory, administrative/professional, clerical, maintenance and related service occupations. The academic personnel system is directed and monitored by the Office of the Provost, while the support services classifications are under the aegis of the Office of Personnel and Employee Relations. And, although monitoring of the affirmative action efforts of these respective groups is conducted centrally under the University's Affirmative Action Compliance Program, each major employment subsystem is subject to its own set of affirmative action goals and affirmative action hiring procedures.

The following overview of the academic, executive management and support services personnel systems provides general information about goals and objectives that have been established, and the degree of success that has been achieved. These issues are considered in greater detail in the respective sections of this report which follow this executive summary; the academic personnel system is addressed in Section II, Executive Management in Section III and the University Support Staff in Section IV. In addition, specific statistical information regarding total workforce composition as of October 1986, both numerically and in percentages, for the University as a whole and by individual colleges and administrative units is provided in Tables I-1 through I-38.

Academic Personnel System:

During the 1985-86 affirmative action year, the academic personnel workforce increased by 106 individuals, from 3,740 to 3,846 (2.8%). With the addition of 75 women during 1985-86, women comprise 28.1% of all academic personnel and increased their representation to 1,082, an increase of 7.4%. Similarly, 38 minorities were added to the academic personnel workforce during 1985-86. Minorities represent 11.6% of the total academic personnel system, increasing in

number to 447, or by 9.3%. During this same period, the tenure system increased by 24 individuals, from 2,084 to 2,108, or 1.2%. The proportion of women in the tenure system increased to 16.8% during 1985-86 with the addition of 15 women, bringing the total number of women to 355, an increase of 4.4%. The percentage of minorities in the tenure system rose to 9.0% during 1985-86; the number of minorities increased by 6 to a total of 189, an increase of 3.3%.

Evaluation of goal achievement for tenure system faculty and continuing staff reveals that for the three-year period ending September 30, 1986, the established goal for addition of women to the tenure system was exceeded by 28.8% (i.e., an established goal of 66 placements, and a total of 85 women appointed). Similarly, the established goal for new minority appointments during the same three-year period was exceeded by 33.3% (i.e., an established goal of 30 minority additions, with a total of 40 minority candidates actually appointed). Comparable progress is anticipated in the 1984-87 and 1985-88 goal periods (not yet completed). Hiring goal achievement rates for temporary faculty and continuing staff also continue to be excellent for women and minorities.

Academic Managers

The total number of individuals in the Academic Manager group has remained fairly stable over the past four years, and involved a workforce of 233 incumbents in 1986. The relative proportion of women in this category has increased from 14.7% (34 women incumbents) in 1983, to 16.3% (38 women incumbents) in 1986. Minority academic managers realized a percentage increase from 10.9% in 1985 to 11.2% in 1986, with a net gain of two incumbents over the past three years. Finally, of eleven employment opportunities for appointment of academic chairpersons/directors, one Asian/Pacific Islander was selected, resulting in a 9.1% appointment rate for minority candidates during the current reporting year.

Faculty Retention

The Department of Human Relations and the Office of the Provost have developed and conducted a variety of programs in the academic personnel area intended to improve the retention of women and minority faculty members. Examples of these programs include: an Exit Interview Program, to identify employment factors generating dissatisfaction or concern; training workshops for academic administrators, to develop skills for meaningful professional development of protected group faculty and more effective annual faculty evaluations; professional faculty seminars; special use of waivers of the 14-Step Hiring Procedure for spouses of affirmative action appointees; regular contact with women and minority faculty during leaves of absence, to encourage and facilitate subsequent return; and continuation of the Visiting Minority Faculty Program and Faculty Exchange Program with Tuskegee Institute, to increase the visibility and prestige of protected groups on campus.

Handicapper Employment

University policy regarding employment of handicappers is explicit in requiring a proactive commitment toward employing and advancing in employment qualified individuals in all employment levels and practices, without discrimination on the basis of mental, physical or sensory impairment. The Office of the Provost, in collaboration with the Department of Human Relations, has responsibility for the implementation and monitoring of this policy for faculty and academic staff.

Reasonable accommodations for handicappers are typically determined on a case-by-case basis, contingent on individual circumstances. Representative accommodations have included various cost-effective alterations, adjustments and/or changes in the work environment, or terms and conditions of employment.

Executive Management:

Eleven Executive Management appointments were effected during this affirmative action report year (October 1985 through September 1986). Of these appointments, two involved non-minority women, one involved a minority male and the remainder involved non-minority males. Section III of this report fully details the representation of protected class members relative to total appointees in this employment category.

It may be noted that while the number of Black and Hispanic appointees have remained constant, both the actual number and relative percentage of women and minority Executive Management appointees has continued to increase.

Support Staff:

During the 1985-86 affirmative action year, the total support staff workforce increased by 145 (2.9% from 4,997 to 5,142, 28 minority positions), while minority employee representation rose from 657 to 685 incumbents, thus comprising 19.3% of the overall increase. Women employee representation rose from 3,229 to 3,440 (111 positions), thereby accounting for 76.6% of the total workforce increase. As a result, women constitute 66.3% of the support staff workforce, compared to 66.0% last report year, and minority employees represent 13.3% of total workforce participation, compared to 13.1% during 1984-85.

Achievement of annual hiring goals is yet another significant measure of the University's good faith affirmative action effort to increase representation of protected class members in campus employment. Of the 149 affirmative action hiring goals established for women, 129 or 86.6% were attained during 1985-86. In the administrative-professional category, 55 goals were established and 58 (105.4%) were achieved. In the clerical-technical category, 22 goals were established and 14 or 63.6% were met. In the supervisory category, 50% or 3 of 6 established goals were met, while of the 66 goals in the service maintenance area, 54 (81.8%) were attained. Due to low or nonexistent projected openings during this period, no formal annual goals were established for public safety, cooperative extension and skilled trades categories.

For the third straight year, considerable progress was made in the attainment of hiring goals for minorities, with 32 goals established and 46 achieved (144.0%). In the service maintenance area, 1 of 3 goals was achieved, and no annual goals were established in the public safety, cooperative extension and skilled trades categories.

During the 1985-86 affirmative action year, a survey of all employees was conducted to permit self-identification of handicappers and/or veterans, resulting in the identification of an additional 13 handicappers and 19 veterans potentially eligible for reasonable accommodation or affirmative action as provided by University policy.

Students:

Total enrollment of minorities and women has shown a slight, but steady, numeric increase over the past several years. Nevertheless, Michigan State University continues its ongoing efforts to attract promising women, Black, Hispanic, Asian/Pacific Islander and Native American students to its academic programs.

Minority students, as a percentage of total affirmative action enrollment*, increased slightly from 3,645 students (9.34%) in Fall 1985 to 3,738 students (9.39%) in Fall 1986. Overall minority enrollment, both in percentage and numeric terms, reached a new high in 1986. Undergraduate minority enrollment also increased numerically, from 3,013 students (9.2%) of the total affirmative action undergraduate enrollment in Fall 1985, to 3,124 students (9.3%) in Fall 1986. Total minority graduate enrollment declined slightly from 632 students (10.0%) in Fall 1985 to 614 students (9.6%) in Fall 1986. Nonetheless, a numeric minority enrollment increase was realized in the graduate-professional program level.

The number of women students increased from 20,399 in Fall 1985 to 21,138 in Fall 1986. The percentage enrollment growth of women in 1986 is the highest attained in the past decade. The enrollment of 739 new women students resulted in a proportional increase of from 49.7% in Fall 1985 to 50.5% in Fall 1986. Numerical increases occurred for all minority women groups with the exception of Native Americans which remained unchanged. At the graduate level, enrollment of women increased from 3,069 students (48.4%) in Fall 1985 to 3,155 students (49.4%) in Fall 1986. Finally, the proportion of women among all students has remained constant at between 43% and 49% for the past six years, following a decade of steady enrollment growth.

Persistence rates for first-time freshman (FTF) women are slightly lower than those for FTF men. Rates for minority FTF tend to be somewhat lower than those for non-minority FTF, though representation figures for some minority groups are small enough to produce rather misleading comparative percentages. Percentage comparisons dealing with transfer students can be affected in a similar fashion, resulting in similar statistical patterns; although, in general, male students evidence persistence at slightly higher rates than do females, and non-minorities at higher rates than minority student groups. The weighted average annual persistence rate, five years following FTF entrance, of above 60% compares favorably to the national average of 53% for four-year institutions, while Michigan State's 16% attrition rate for first-year FTF is dramatically below the corresponding national average of 33%.

Personal, social, cultural, financial and career-related issues also directly affect the successful recruitment and retention of protected group students. Students bring to the University both a diversity of cultural and ethnic backgrounds, as well as a wide variety of individual and academic needs, which not only enrich the opportunities for learning and personal growth but also present challenges in assisting students in adjusting to a major life change. The University Student Services Division continues to emphasize these factors to aid students as they pursue their educational goals, through efforts to improve the quality of the campus experience, to ensure equal access to resources and oppor-

* Affirmative Action enrollment = total enrollment reduced by the number of nonresident and postdoctoral students.

tunities and to promote increasing awareness, understanding and appreciation among a cosmopolitan student population.

Procurement Program:

Compared to the twelve-month period reported in last year's Affirmative Action Report, minority-owned business awards increased by \$2,336,899 or from 12.1% to 19.8% of total potential expenditures. Similarly, women-owned business awards increased by \$1,771,088 or from 17.9% to 23.2% of total potential expenditures during the same time period.

A crucial aspect of the Affirmative Action in Procurement Program is its Outreach Program which is designed to foster improved communications with the protected class business community and promote greater understanding of the University's procurement function, thereby stimulating increased interest and participation of minority and women-owned firms.

Special Affirmative Action Activities:

Instruction, research, and public service constitute Michigan State University's basic organizational mission. Its commitment to equal opportunity and affirmative action is demonstrated by a wealth of special initiatives, beyond established requirements and programs, stemming from all sectors of the organization in carrying out this mission. In instruction, for instance, over 450 credit courses are offered which focus upon the concerns or experiences of protected groups, of which 144 in the College of Education deal with handicapper issues and 56 in the College of Social Sciences address minorities, women and handicappers.

Similarly, faculty research spans a remarkable range of scholarly interest in issues and concerns affecting minorities, women and handicappers. For example, the College of Arts and Letters, Department of Art, is conducting studies of art education with handicapper children, while the College of Education is presently engaged in multi-year studies in bilingual research and the use of computers in the instruction of children with learning disabilities, funded by the National Institute of Education and the U.S. Department of Education respectively. Additionally, the Center for Urban Affairs has undertaken the "Benton Harbor Demonstration Project", involving research into the role of race relations in urban area decline, as well as a survey of low income housing in the Lansing area. It should also be noted that women and minority faculty and staff are well-represented in the ranks of researchers and investigators engaged in research projects sponsored or supported by the University, and that this professional work is often instrumental in creating institutional changes within the University itself, and throughout society-at-large.

The third facet of the University's mission, fundamental to the purpose and philosophy of land grant institutions of higher learning, is public service, and Michigan State continues to serve the objectives of affirmative action through special applications of these programs. Examples of these general public programs which emphasize the needs and issues affecting protected groups include: participation of women and minority student teams in the College of Engineering's High School Outreach Program (prompting an award at the Society of Women Engineers National Conference), development of two workshops by the College of Human Medicine for the Student Minority Affairs Regional Conference, and the sponsorship and operation of three low-cost health care clinics in Lansing and Saginaw,

as well as two clinics serving migrants and the medically indigent, by the College of Osteopathic Medicine. The foregoing is, of course, only a brief outline of the myriad of special programs and activities at Michigan State University, which are fully described in Section VII, "Special Affirmative Action Activities," of this report and in Section VII of the Appendices.

Other special initiatives in staff development are primarily directed at intensive recruitment of underutilized protected group members for faculty and staff positions (described at length in Sections II and IV of this report), and efforts designed to: 1) increase sensitivity and awareness of the protected groups and, 2) further the careers of protected group faculty and staff.

Student Support Activities represent a spectrum of special initiatives in addition to the more formal programs discussed in Section V, "Students," of this report, ranging through recruitment, orientation, tutoring, counseling, as well as cultural and athletic opportunities. James Madison College's Minority Alliance, which services as a support group for entering minority students and the Physiology Department's Summer Research Internship Program for minority undergraduates are representative samples of such efforts.

Department of Human Relations:

The Department of Human Relations serves as the focal point for monitoring and coordinating the University's commitment to affirmative action, equal opportunity and nondiscrimination. It also retains responsibility for providing programming, as well as technical assistance to other units for development of special initiatives to support protected groups in realizing their potential and to improve communication and understanding between these groups and the University community-at-large. Some examples of the types of activities undertaken by the Department in fulfilling this multiple responsibility include workshop presentations targeting racism, sexism and handicapper status in the workplace. A detailed review of these and other initiatives are available in Section VIII of this Report and Appendices.

In conclusion, it is evident that Michigan State University's innovative combination of centralized problem-solving, technical guidance, and monitoring, with decentralized implementation of required program elements and creative development of special initiatives, demonstrates both the widespread support for equal opportunity, affirmative action and nondiscrimination with a diversity of involvement which underlies a vital, growing commitment to these principles.

Table I-1

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	1097	123	1220	73	10	83	17	4	21	52	2	54	4	4	8				1024	113	1137
Associate Professor	420	120	540	43	12	55	21	7	28	18	5	23	4		4				377	108	485
Assistant Professor	235	112	347	33	17	50	9	8	17	18	8	26	5	1	6	1		1	202	95	297
Instructor	1		1	1		1				1		1									
Tenure System Total	1753	355	2108	150	39	189	47	19	66	89	15	104	13	5	18	1		1	1603	316	1919
Continuing Staff	349	266	615	29	27	56	16	19	35	9	3	12	4	3	7		2	2	320	239	559
Temporary Faculty	314	235	549	59	33	92	11	12	23	40	16	56	7	5	12	1		1	255	202	457
Temporary Staff	348	226	574	84	26	110	16	11	27	57	9	66	7	6	13	4		4	264	200	464
Other Academic Appts. Total	1011	727	1738	172	86	258	43	42	85	106	28	134	18	14	32	5	2	7	839	641	1480
Administrative Professional	582	668	1250	45	67	112	24	34	58	13	23	36	8	6	14		4	4	537	601	1138
Clerical Technical	256	2044	2300	24	224	248	9	130	139	7	28	35	6	48	54	2	18	20	232	1820	2052
Labor	894	698	1592	108	217	325	54	148	202	7	4	11	39	58	97	8	7	15	786	481	1267
Support Staff Total	1732	3410	5142	177	508	685	87	312	399	27	55	82	53	112	165	10	29	39	1555	2902	4457
GRAND TOTAL	4496	4492	8988	499	633	1132	177	373	550	222	98	320	84	131	215	16	31	47	3997	3859	7856

Table I-2
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	89.9	10.1	100.0	6.0	0.8	6.8	1.4	0.3	1.7	4.3	0.2	4.4	0.3	0.3	0.7	0.0	0.0	0.0	83.9	9.3	93.2
Associate Professor	77.8	22.2	100.0	8.0	2.2	10.2	3.9	1.3	5.2	3.3	0.9	4.3	0.7	0.0	0.7	0.0	0.0	0.0	69.8	20.0	89.8
Assistant Professor	67.7	32.3	100.0	9.5	4.9	14.4	2.6	2.3	4.9	5.2	2.3	7.5	1.4	0.3	1.7	0.3	0.0	0.3	58.2	27.4	85.6
Instructor	100.0	0.0	100.0	100.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tenure System Total	83.2	16.8	100.0	7.1	1.9	9.0	2.2	0.9	3.1	4.2	0.7	4.9	0.6	0.2	0.9	0.05	0.0	0.05	76.0	15.0	91.0
Continuing Staff	56.7	43.3	100.0	4.7	4.4	9.1	2.6	3.1	5.7	1.5	0.5	2.0	0.7	0.5	1.1	0.0	0.3	0.3	52.0	36.9	90.9
Temporary Faculty	57.2	42.8	100.0	10.7	6.0	16.8	2.0	2.2	4.2	7.3	2.9	10.2	1.3	0.9	2.2	0.2	0.0	0.2	46.4	36.8	83.2
Temporary Staff	60.6	39.4	100.0	14.6	4.5	19.2	2.8	1.9	4.7	9.9	1.6	11.5	1.2	1.0	2.3	0.7	0.0	0.7	46.0	34.8	80.8
Other Academic Appts. Total	58.2	41.8	100.0	9.9	4.9	14.8	2.5	2.4	4.9	6.1	1.6	7.7	1.0	0.8	1.8	0.3	0.1	0.4	48.3	36.9	85.2
Administrative Professional	46.5	53.4	100.0	3.6	5.3	8.9	1.9	2.7	4.6	1.0	1.8	2.8	0.6	0.4	1.1	0.0	0.3	0.3	42.9	48.0	91.0
Clerical Technical	11.1	88.8	100.0	1.0	9.7	10.7	3.5	5.6	6.0	0.3	1.2	1.5	0.2	2.0	2.3	0.0	0.7	0.8	10.0	79.1	89.2
Labor	56.1	43.8	100.0	6.7	13.6	20.4	3.3	9.2	12.6	0.4	0.2	0.6	2.4	3.6	6.0	0.5	0.4	0.9	49.3	30.2	79.5
Support Staff Total	33.6	66.3	100.0	3.4	9.8	13.3	1.6	6.0	7.7	0.5	1.0	1.5	1.0	2.1	3.2	0.1	0.5	0.7	30.2	56.4	86.6
GRAND TOTAL	50.0	50.0	100.0	5.6	7.0	12.6	2.0	4.1	6.1	2.5	1.1	3.6	0.9	1.5	2.4	0.3	0.2	0.5	44.5	42.9	87.4

Table I-3

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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																					
Other Academic Appts. Total	2	1	3																2	1	3
Administrative Professional		5	5		2	2		2	2											3	3
Clerical Technical																					
Labor																					
Support Staff Total		5	5		2	2		2	2											3	3
GRAND TOTAL	2	6	8		2	2		2	2										2	4	6

Table I-4

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

Office of the 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	6	2	8		1	1		1	1										6	1	7
Associate Professor		1	1																	1	1
Assistant Professor																					
Instructor																					
Tenure System Total	6	3	9		1	1		1	1										6	2	8
Continuing Staff	29	43	72	3	5	8	3	3	6					2	2				26	38	64
Temporary Faculty																					
Temporary Staff	2	6	8																2	6	8
Other Academic Appts. Total	31	49	80	3	5	8	3	3	6					2	2				28	44	72
Administrative Professional	13	21	34	3	2	5	2		2		1	1	1	1	2				10	19	29
Clerical Technical	24	133	157	1	20	21		12	12	1	4	5		4	4				23	113	136
Labor	4	6	10		1	1		1	1										4	5	9
Support Staff Total	41	160	201	4	23	27	2	13	15	1	5	6	1	5	6				37	137	174
GRAND TOTAL	78	212	290	7	29	36	5	17	22	1	5	6	1	7	8				71	183	254

Table I-5

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

Academic Personnel Administration

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																					
Assistant Professor																					
Instructor																					
Tenure System Total	1		1																1		1
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional		3	3																	3	3
Clerical Technical		3	3		1	1		1	1											2	2
Labor																					
Support Staff Total		6	6		1	1		1	1											5	5
GRAND TOTAL	1	6	7		1	1		1	1										1	5	6

Table I-6

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

Agriculture 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	2		1	1					1	1							1		1
Temporary Staff																					
Other Academic Appts. Total	1	1	2		1	1					1	1							1		1
Administrative Professional	1	2	3	1		1	1		1											2	2
Clerical Technical		5	5																	5	5
Labor																					
Support Staff Total	1	7	8	1		1	1		1											7	7
											1	1							3	7	10

Table I-7

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	165	2	167	4		4	1		1	3		3							161	2	163
Associate Professor	61	5	66	4	1	5	1	1	2	3		3							57	4	61
Assistant Professor	34	8	42	2	1	3	1	1	2	1		1							32	7	39
Instructor																					
Tenure System Total	260	15	275	10	2	12	3	2	5	7		7							250	13	263
Continuing Staff	15	5	20	2		2				2		2							13	5	18
Temporary Faculty	33	1	34	4		4	1		1	3		3							29	1	30
Temporary Staff	98	25	123	23	1	24	2	1	3	20		20	1		1				75	24	99
Other Academic Appts. Total	146	31	177	29	1	30	3	1	4	25		25	1		1				117	30	147
Administrative Professional	51	57	108		3	3					2	2		1	1				51	54	105
Clerical Technical	42	184	226	1	15	16		3	3	1	2	3		8	8		2	2	41	169	210
Labor	61	7	68	1	2	3		1	1	1		1		1	1				60	5	65
Support Staff Total	154	248	402	2	20	22		4	4	2	4	6		10	10		2	2	152	228	380
GRAND TOTAL	560	294	854	41	23	64	6	7	13	34	4	38	1	10	11		2	2	519	271	790

Table I-8

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	34	216	9	2	11	2		2	6	1	7	1	1	2	1		1	173	32	205
Associate Professor	57	23	80	5	1	6	3	1	4	2		2							52	22	74
Assistant Professor	17	15	32	4	4	8		2	2	1	1	2	2	1	3	1		1	13	11	24
Instructor																					
Tenure System Total	256	72	328	18	7	25	5	3	8	9	2	11	3	2	5	1		1	238	65	303
Continuing Staff		3	3																	3	3
Temporary Faculty	26	29	55	2	7	9		3	3		3	3	2	1	3				24	22	46
Temporary Staff	1	3	4																1	3	4
Other Academic Appts. Total	27	35	62	2	7	9		3	3		3	3	2	1	3				25	28	53
Administrative Professional	1	4	5		1	1		2	2										1	3	4
Clerical Technical	4	42	46		4	4		4	4										4	38	42
Labor		4	4		1	1														3	3
Support Staff Total	5	50	55		6	6		6	6										5	44	49
GRAND TOTAL																			260	127	405

Table I-9

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	62		62	3		3				3		3							59		59
Associate Professor	24	3	27	4		4	3		3	1		1							20	3	23
Assistant Professor	34	11	45	2	1	3				2	1	3							32	10	42
Instructor	1		1	1		1				1		1									
Tenure System Total	121	14	135	10	1	11	3		3	7	1	8							111	13	124
Continuing Staff	2	2	4																2	2	4
Temporary Faculty	6	3	9																6	3	9
Temporary Staff	11	1	12																11	1	12
Other Academic Appts. Total	19	6	25																19	6	25
Administrative Professional	6	3	9																6	3	9
Clerical Technical		41	41		4	4		1	1					3	3					37	37
Labor		10	10		3	3		1	1								2	2		7	7
Support Staff Total	6	54	60		7	7		2	2					3	3		2	2	6	47	53
GRAND TOTAL	146	74	220	10	8	18	3	2	5	7	1	8		3	3		2	2	136	66	202

Table I-10
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	17	2	19	1		1	1		1										16	2	18
Associate Professor	14	4	18	1	2	3		1	1	1	1	2							13	2	15
Assistant Professor	14	7	21	2	3	5	2	3	5										12	4	16
Instructor																					
Tenure System Total	45	13	58	4	5	9	3	4	7	1	1	2							41	8	49
Continuing Staff	5	6	11	1		1	1		1										4	6	10
Temporary Faculty	11	10	21	1	1	2	1		1					1	1				10	9	19
Temporary Staff	8	8	16		1	1		1	1										8	7	15
Other Academic Appts. Total	24	24	48	2	2	4	2	1	3					1	1				22	22	44
Administrative Professional	28	25	53	2		2	2		2										26	25	51
Clerical Technical	32	42	74	5	8	13	4	4	8		1	1		2	2	1	1	2	27	34	61
Labor		4	4																	4	4
Support Staff Total	60	71	131	7	8	15	6	4	10		1	1		2	2	1	1	2	53	63	116
GRAND TOTAL	129	108	237	13	15	28	11	9	20	1	2	3		3	3	1	1	2	116	93	209

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	185	138	323	10	10	20	7	9	16				3		3		1	1	175	128	303
Temporary Faculty																					
Temporary Staff	8	13	21	2	1	3	1	1	2				1		1				6	12	18
Other Academic Appts. Total	193	151	344	12	11	23	8	10	18				4		4		1	1	181	140	321
Administrative Professional		5	5																	5	5
Clerical Technical	1	40	41		3	3		1	1					1	1		1	1	1	37	38
Labor	8	141	149	3	56	59	2	42	44					11	11	1	3	4	5	85	90
Support Staff Total	9	186	195	3	59	62	2	43	45					12	12	1	4	5	6	127	133
GRAND TOTAL	203	338	541	15	70	85	10	53	63				4	12	16	1	5	6	188	266	456

Table I-12
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	73	14	87	1	1	2	1	1	2										72	13	85
Associate Professor	28	14	42	4	1	5	2	1	3	1		1	1		1				24	13	37
Assistant Professor	12	13	25	2	2	4				1	2	3	1		1				10	11	21
Instructor																					
Tenure System Total	113	41	154	7	4	11	3	2	5	2	2	4	2		2				106	37	143
Continuing Staff	3	2	5	1		1				1		1							2	2	4
Temporary Faculty	12	18	30	1	2	3	1	1	2					1	1				11	16	27
Temporary Staff	8	34	42																8	34	42
Other Academic Appts. Total	23	54	77	2	2	4	1	1	2	1		1		1	1				21	52	73
Administrative Professional		5	5																	5	5
Clerical Technical		68	68		5	5		4	4					1	1					63	63
Labor		2	2																	2	2
Support Staff Total		75	75		5	5		4	4					1	1					70	70

Table I-13
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	53		53	7		7				7		7							46		46
Associate Professor	28	1	29	5		5				5		5							23	1	24
Assistant Professor	31	1	32	12		12				10		10	2		2				19	1	20
Instructor																					
Tenure System Total	112	2	114	24		24				22		22	2		2				88	2	90
Continuing Staff	5	6	11	1	1	2	1	1	2										4	5	9
Temporary Faculty	11	4	15	4	1	5				4	1	5							7	3	10
Temporary Staff	5	2	7	1		1				1		1							4	2	6
Other Academic Appts. Total	21	12	33	6	2	8	1	1	2	5	1	6							15	10	25
Administrative Professional	5	2	7																5	2	7
Clerical Technical	4	31	35		3	3		3	3										4	28	32
Labor	8	8	16		1	1		1	1										8	7	15
Support Staff Total	17	41	58		4	4		4	4										17	37	54
GRAND TOTAL	150	55	205	30	6	36	1	5	6	27	1	28	2		2				120	49	169

Table I-14
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

General Academic Administration

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	1	4																3	1	4
Associate Professor	2	1	3																2	1	3
Assistant Professor																					
Instructor																					
Tenure System Total	5	2	7																5	2	7
Continuing Staff	1		1	1		1				1		1									
Temporary Faculty	1		1																1		1
Temporary Staff																					
Other Academic Appts. Total	2		2	1		1				1		1							1		1
Administrative Professional	40	34	74	3	3	6				3	3	6							37	31	68
Clerical Technical	23	100	123	3	18	21	1	11	12	1	4	5	1	2	3		1	1	20	82	102
Labor	4	2	6																4	2	6
Support Staff Total	67	136	203	6	21	27	1	11	12	4	7	11	1	2	3		1	1	61	115	176
	74	138	212	7	21	28	1	11	12	5	7	12	1	2	3		1	1	67	117	184

Table I-15

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	17	19		1	1					1	1							2	16	18
Assistant Professor	3	11	14		2	2					2	2							3	9	12
Instructor																					
Tenure System Total	11	39	50		3	3					3	3							11	36	47
Continuing Staff		7	7																	7	7
Temporary Faculty	1	11	12		1	1					1	1							1	10	11
Temporary Staff	4	10	14																4	10	14
Other Academic Appts. Total	5	28	33		1	1					1	1							5	27	32
Administrative Professional	2	4	6																2	4	6
Clerical Technical		33	33		2	2		2	2											31	31
Labor		1	1																	1	1
Support Staff Total	2	38	40		2	2		2	2										2	36	38
GRAND TOTAL	18	105	123		6	6		2	2		4	4							18	99	117

Table I-16
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	66	7	73	8	1	9	2		2	5		5	1	1	2				58	6	64
Associate Professor	31	10	41	3	2	5	1		1	2	2	4							28	8	36
Assistant Professor	7	6	13		2	2					2	2							7	4	11
Instructor																					
Tenure System Total	104	23	127	11	5	16	3		3	7	4	11	1	1	2				93	18	111
Continuing Staff	1	3	4																1	3	4
Temporary Faculty	91	54	145	28	12	40	2	3	5	24	9	33	2		2				63	42	105
Temporary Staff	23	17	40	12	6	18		2	2	12	4	16							11	11	22
Other Academic Appts. Total	115	74	189	40	18	58	2	5	7	36	13	49	2		2				75	56	131
Administrative Professional	18	43	61	1	4	5	1	1	2		3	3							17	39	56
Clerical Technical	8	140	148	1	7	8		3	3	1	3	4		1	1				7	33	140
Labor		10	10		3	3		2	2					1	1					7	7
Support Staff Total	26	193	219	2	14	16	1	6	7	1	6	7		2	2				24	179	203
																			192	253	445

Table I-17

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	4		4																4		4
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	4		4																4		4
Continuing Staff	2		2	1		1				1		1							1		1
Temporary Faculty	1		1	1		1	1		1												
Temporary Staff		1	1																	1	1
Other Academic Appts. Total	3	1	4	2		2	1		1	1		1							1	1	2
Administrative Professional	2	11	13		2	2		1	1		1	1							2	9	11
Clerical Technical		16	16		4	4		4	4											12	12
Labor		1	1																	1	1
Support Staff Total	2	28	30		6	6		5	5		1	1							2	22	24
GRAND TOTAL	9	29	38	2	6	8	1	5	6	1	1	2							7	23	30

Table I-18

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	5	2	7																5	2	7
Assistant Professor	6		6	1		1	1		1										5		5
Instructor																					
Tenure System Total	15	2	17	1		1	1		1										14	2	16
Continuing Staff		1	1																	1	1
Temporary Faculty	3	2	5	1		1	1		1										2	2	4
Temporary Staff	1	1	2																1	1	2
Other Academic Appts. Total	4	4	8	1		1	1		1										3	4	7
Administrative Professional																					
Clerical Technical		7	7		1	1											1	1		6	6
Labor																					
Support Staff Total		7	7		1	1											1	1		6	6
																	1	1	17	12	29

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	9	2	11																9	2	11
Associate Professor	3		3	1		1	1		1										2		2
Assistant Professor	1		1																1		1
Instructor																					
Tenure System Total	13	2	15	1		1	1		1										12	2	14
Continuing Staff	9	2	11	1		1				1		1							8	2	10
Temporary Faculty																					
Temporary Staff	6	4	10																6	4	10
Other Academic Appts. Total	15	6	21	1		1				1		1							14	6	20
Administrative Professional	6	11	17		1	1		1	1										6	10	16
Clerical Technical	1	43	44																1	43	44
Labor	1	3	4																1	3	4
Support Staff Total	8	57	65		1	1		1	1										8	56	64
GRAND TOTAL	36	65	101	2	1	2	1	1	2	1		1							34	64	98

Table I-20

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	32	2	34	2	1	3				2	1	3							30	1	31
Temporary Faculty	2		2																2		2
Temporary Staff	13		13	5		5				5		5							8		8
Other Academic Appts. Total	47	2	49	7	1	8				7	1	8							40	1	41
Administrative Professional	34	11	45	2		2	1		1				1		1				32	11	43
Clerical Technical	1	7	8		1	1											1	1	1	6	7
Labor	19		19	1		1							1		1				18		18
Support Staff Total	54	18	72	3	1	4	1		1				2		2		1	1	51	17	68
										7	1	8	2		2		1	1	93	18	111

Table I-21

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	226	16	242	27	2	29	3		3	24	1	25		1	1				199	14	213
Associate Professor	45	9	54	1	1	2				1	1	2							44	8	52
Assistant Professor	30	11	41	1	1	2		1	1	1		1							29	10	39
Instructor																					
Tenure System Total	301	36	337	29	4	33	3	1	4	26	2	28		1	1				272	32	304
Continuing Staff	17	5	22	2	1	3	1		1	1	1	2							15	4	19
Temporary Faculty	34	25	59	9	3	12				7	2	9	1	1	2	1		1	25	22	47
Temporary Staff	70	32	102	19	2	21	2	1	3	13		13	3	1	4	1		1	51	30	81
Other Academic Appts. Total	121	62	183	30	6	36	3	1	4	21	3	24	4	2	6	2		2	91	56	147
Administrative Professional	42	24	66	2		2				2		2							40	24	64
Clerical Technical	47	121	168	5	11	16		7	7	1	2	3	3	1	4	1	1	2	42	110	152
Labor	33	13	46	1	1	2	1	1	2										32	12	44
Support Staff Total	122	158	280	8	12	20	1	8	9	3	2	5	3	1	4	1	1	2	114	146	260
GRAND TOTAL	544	256	800	67	22	89	7	10	17	50	7	57	7	4	11	3	1	4	477	234	711

Table I-22

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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		7	7																	7	7
Assistant Professor		15	15																	15	15
Instructor																					
Tenure System Total		24	24																	24	24
Continuing Staff																					
Temporary Faculty		24	24		1	1		1	1											23	23
Temporary Staff	1	4	5		1	1							1	1					1	3	4
Other Academic Appts. Total	1	28	29		2	2		1	1				1	1					1	26	27
Administrative Professional		5	5																	5	5
Clerical Technical		10	10		1	1							1	1						9	9
Labor																					
Support Staff Total		15	15		1	1														14	14

Table I-23

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	47	8	55	2	1	3		1	1	1		1	1		1				45	7	52
Associate Professor	31	5	36	1	1	2	1	1	2										30	4	34
Assistant Professor	7	1	8	1		1				1		1							6	1	7
Instructor																					
Tenure System Total	85	14	99	4	2	6	1	2	3	2		2	1		1				81	12	93
Continuing Staff		2	2		1	1					1	1								1	1
Temporary Faculty	25	13	38	1		1							1		1				24	13	37
Temporary Staff	16	8	24	5	1	6				4	1	5	1		1				11	7	18
Other Academic Appts. Total	41	23	64	6	2	8				4	2	6	2		2				35	21	56
Administrative Professional	7	19	26		2	2					1	1		1	1				7	17	24
Clerical Technical	7	70	77		7	7		4	4					1	1		2	2	7	63	70
Labor		1	1																	1	1
Support Staff Total	14	90	104		9	9		4	4		1	1		2	2		2	2	14	81	95
GRAND TOTAL	140	127	267	10	13	23	1	6	7	6	3	9	3	2	5		2	2	130	114	244

Table I-24

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	13	123	4	2	6	2	1	3	1		1	1	1	2				106	11	117
Associate Professor	47	14	61	5	1	6	3	1	4				2		2				42	13	55
Assistant Professor	13	5	18	3		3	2		2	1		1							10	5	15
Instructor																					
Tenure System Total	170	32	202	12	3	15	7	2	9	2		2	3	1	4				158	29	187
Continuing Staff	3	7	10		1	1		1	1										3	6	9
Temporary Faculty	22	18	40	2	2	4	2	2	4										20	16	36
Temporary Staff	10	12	22	1		1				1		1							9	12	21
Other Academic Appts. Total	35	37	72	3	3	6	2	3	5	1		1							32	34	66
Administrative Professional	2	6	8																2	6	8
Clerical Technical	4	72	76		9	9		4	4		2	2		2	2		1	1	4	63	67
Labor		7	7																	7	7
Support Staff Total	6	85	91		9	9		4	4		2	2		2	2		1	1	6	76	82

Table I-25

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

Undergraduate Education Division

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	6	2		2	2		2										1	3	4
Associate Professor	1		1																1		1
Assistant Professor																					
Instructor																					
Tenure System Total	4	3	7	2		2	2		2										2	3	5
Continuing Staff	2	19	21	1	6	7	1	4	5					1	1		1	1	1	13	14
Temporary Faculty																					
Temporary Staff	7	15	22	5	6	11	3	2	5		2	2	1	2	3	1		1	2	9	11
Other Academic Appts. Total	9	34	43	6	12	18	4	6	10		2	2	1	3	4	1	1	2	3	22	25
Administrative Professional	9	9	18	2	4	6	2	2	4					1	1		1	1	7	5	12
Clerical Technical		54	54		10	10		6	6					4	4					44	44
Labor	4	4	8																4	4	8
Support Staff Total	13	67	80	2	14	16	2	8	10					5	5		1	1	11	53	64
GRAND TOTAL	26	104	130	10	26	36	8	14	22		2	2	1	8	9	1	2	3	16	78	94

Table I-26

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	4		4	4		4	4		4												
Assistant Professor		1	1		1	1		1	1												
Instructor																					
Tenure System Total	6	2	8	5	1	6	5	1	6										1	1	2
Continuing Staff		1	1																	1	1
Temporary Faculty		1	1																	1	1
Temporary Staff	6	1	7	2	1	3	1	1	2							1		1	4		4
Other Academic Appts. Total	6	3	9	2	1	3	1	1	2							1		1	4	2	6
Administrative Professional	1	2	3		1	1		1	1										1	1	2
Clerical Technical		9	9		2	2		2	2											7	7
Labor																					
Support Staff Total	1	11	12		3	3		3	3										1	8	9
																			1	11	17

Table 1-27
MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	28	2	30	3		3	1		1	2		2							25	2	27
Assistant Professor	20	6	26	2		2	2		2										18	6	24
Instructor																					
Tenure System Total	84	9	93	7		7	3		3	4		4							77	9	86
Continuing Staff	2	4	6		1	1		1	1										2	3	5
Temporary Faculty	35	22	57	5	3	8	2	2	4	2		2	1	1	2				30	19	49
Temporary Staff	12	12	24	3	3	6	2	1	3	1	1	2		1	1				9	9	18
Other Academic Appts. Total	49	38	87	8	7	15	4	4	8	3	1	4	1	2	3				41	31	72
Administrative Professional	12	24	36		2	2					2	2							12	22	34
Clerical Technical	9	137	146	2	6	8	1	2	3	1	1	2		2	2		1	1	7	131	138
Labor	9	10	19		1	1		1	1										9	9	18
Support Staff Total	30	171	201	2	9	11	1	3	4	1	3	4		2	2		1	1	28	162	190
GRAND TOTAL	163	218	381	17	16	33	8	7	15	8	4	12	1	4	5		1	1	146	202	348

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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	1		1																1		1
Associate Professor		1	1																	1	1
Assistant Professor																					
Instructor																					
Tenure System Total	1	1	2																1	1	2
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional	2	1	3																2	1	3
Clerical Technical	4	1	5																4	1	5
Labor																					
Support Staff Total	6	2	8																6	2	8
	7	3	10																7	3	10

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

OCTOBER 1986

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																					
Associate Professor	6		6																6		6
Assistant Professor	4		4	1		1	1		1										3		3
Instructor																					
Tenure System Total	10		10	1		1	1		1										9		9
Continuing Staff	9	1	10	1		1	1		1										8	1	9
Temporary Faculty																					
Temporary Staff	32	12	44	6	2	8	5	1	6					1	1	1		1	26	10	36
Other Academic Appts. Total	41	13	54	7	2	9	6	1	7					1	1	1		1	34	11	45
Administrative Professional	129	71	200	12	2	14	5	2	7	3		3	4		4				117	69	186
Clerical Technical	15	82	97	3	7	10	2	3	5	1	2	3		1	1		1	1	12	75	87
Labor	68	6	74	7	1	8	2	1	3				5		5				61	5	66
Support Staff Total	212	159	371	22	10	32	9	6	15	4	2	6	9	1	10		1	1	190	149	339
GRAND TOTAL	263	172	435	30	12	42	16	7	23	4	2	6	9	2	11	1	1	2	233	160	393

**MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986**

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																					
Other Academic Appts. Total	3		3																3		3
Administrative Professional	30	31	61	1	1	2		1	1				1		1				29	30	59
Clerical Technical	6	127	133	1	10	11		6	6		2	2	1	2	3				5	117	122
Labor	43	7	50	4		4	2		2				2		2				39	7	46
Support Staff Total	79	165	244	6	11	17	2	7	9		2	2	4	2	6				73	154	227
GRAND TOTAL	158	301	459	6	11	17	2	7	9		2	2	4	2	6				76	154	230

MICHIGAN STATE UNIVERSITY

WORKFORCE SUMMARY

OCTOBER 1986

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																					
Other Academic Appts. Total	2		2																2		2
Administrative Professional	58	39	97	2	7	9		4	4	2	3	5							56	32	88
Clerical Technical	7	130	137	1	17	18		12	12		1	1	1	2	3		2	2	6	113	119
Labor	266	318	584	44	103	147	27	76	103	2	4	6	13	21	34	2	2	4	222	215	437
Support Staff Total	331	487	818	47	127	174	27	92	119	4	8	12	14	23	37	2	4	6	284	360	644
GRAND TOTAL	333	487	820	47	127	174	27	92	119	4	8	12	14	23	37	2	4	6	286	360	646

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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	4		4																4		4
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	4		4																4		4
Administrative Professional	39	10	49	3		3	2		2	1		1							36	10	46
Clerical Technical	6	18	24		3	3		2	2					1	1				6	15	21
Labor	318	104	422	42	42	84	19	19	38	3		3	15	23	38	5		5	276	62	338
Support Staff Total	363	132	495	45	45	90	21	21	42	4		4	15	24	39	5		5	318	87	405
																			322	87	409

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	3		3	1		1							1		1				2		2
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	3		3	1		1							1		1				2		2
Administrative Professional	14	79	93	2	11	13	1	5	6	1	4	5		1	1		1	1	12	68	80
Clerical Technical	4	135	139		17	17		12	12		1	1		4	4				4	118	122
Labor	1	6	7		1	1								1	1				1	5	6
Support Staff Total	19	220	239	2	29	31	1	17	18	1	5	6		6	6		1	1	17	191	208
GRAND TOTAL	22	220	242	3	29	32	1	17	18	1	5	6	1	6	7		1	1	19	191	210

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MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	9	1	10	1		1	1		1										8	1	9
Associate Professor																					
Assistant Professor	1		1																1		1
Instructor																					
Tenure System Total	10	1	11	1		1	1		1										9	1	10
Continuing Staff	2	1	3																2	1	3
Temporary Faculty																					
Temporary Staff	3	1	4																3	1	4
Other Academic Appts. Total	5	2	7																5	2	7
Administrative Professional	9	9	18																9	9	18
Clerical Technical	2	19	21		1	1		1	1										2	18	20
Labor	7	3	10	1	1	2		1	1				1		1				6	2	8
Support Staff Total	18	31	49	1	2	3		2	2				1		1				17	29	46

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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	3	1	4	2	1	3	1	1	2				1		1				1		1
Assistant Professor	1	1	2																1	1	2
Instructor																					
Tenure System Total	11	4	15	3	1	4	2	1	3				1		1				8	3	11
Continuing Staff	4	2	6	1		1	1		1										3	2	5
Temporary Faculty	2	3	5																2	3	5
Temporary Staff																					
Other Academic Appts. Total	6	5	11	1		1	1		1										5	5	10
Administrative Professional	30	77	107	9	17	26	6	12	18	1	3	4	2	1	3		1	1	21	60	81
Clerical Technical	3	80	83	1	25	26	1	15	16		2	2		5	5		3	3	2	55	57
Labor	1	3	4																1	3	4
Support Staff Total	34	160	194	10	42	52	7	27	34	1	5	6	2	6	8		4	4	24	118	142
GRAND TOTAL	51	169	220	14	43	57	10	28	38	1	5	6	3	6	9		4	4	37	126	163

Table I-36

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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	2	7																5	2	7
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	5	2	7																5	2	7
Administrative Professional	8	18	26	1	1	2							1		1		1	1	7	17	24
Clerical Technical		28	28		2	2		1	1		1	1								26	26
Labor		1	1																	1	1
Support Staff Total	8	47	55	1	3	4		1	1		1	1	1		1		1	1	7	44	51

MICHIGAN STATE UNIVERSITY
WORKFORCE SUMMARY
OCTOBER 1986

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																					
Other Academic Appts. Total	1	1	2																1	1	2
Administrative Professional	11	10	21	1		1	1		1										10	10	20
Clerical Technical	1	7	8																1	7	8
Labor																					
Support Staff Total	12	17	29	1		1	1		1										11	17	28
GRAND TOTAL	13	18	31	1		1	1		1										12	18	30

Table I-38

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1986

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																					
Other Academic Appts. Total	1		1																1		1
Administrative Professional	4	3	7	2	1	3	1	1	2	1		1							2	2	4
Clerical Technical		8	8																	8	8
Labor																					
Support Staff Total	4	11	15	2	1	3	1	1	2	1		1							2	10	12

II. ACADEMIC PERSONNEL

The reporting categories within the academic personnel system are tenure system faculty, temporary faculty, continuing staff, and temporary staff. These groups comprise the total academic personnel workforce. Tenure system faculty includes instructors, assistant professors, associate professors, and full professors in probationary or tenured 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 (job security) appointment system. Temporary staff members hold the same types of appointments, plus other titles, but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Academic administrators, including those who hold faculty appointments, are included within the academic personnel system.

The 14-Step Planning and Hiring Procedure for Academic Personnel strives to assure equal opportunity and to enhance 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 Procedure are permitted in such cases as short-term and/or repeat temporary appointments, unpaid adjunct/clinical faculty/staff, and in extraordinary and limited circumstances.) Line administrators must both plan and execute the appointment process in the context of our dual commitment to affirmative action and excellence, with monitoring by the Department of Human Relations. An abbreviated set of procedures for hiring Research Associates, a type of temporary staff, permits flexibility on the part of the principal investigator whose grant funds the position while retaining procedures and monitoring to assure non-discrimination and consideration of opportunities for affirmative action.

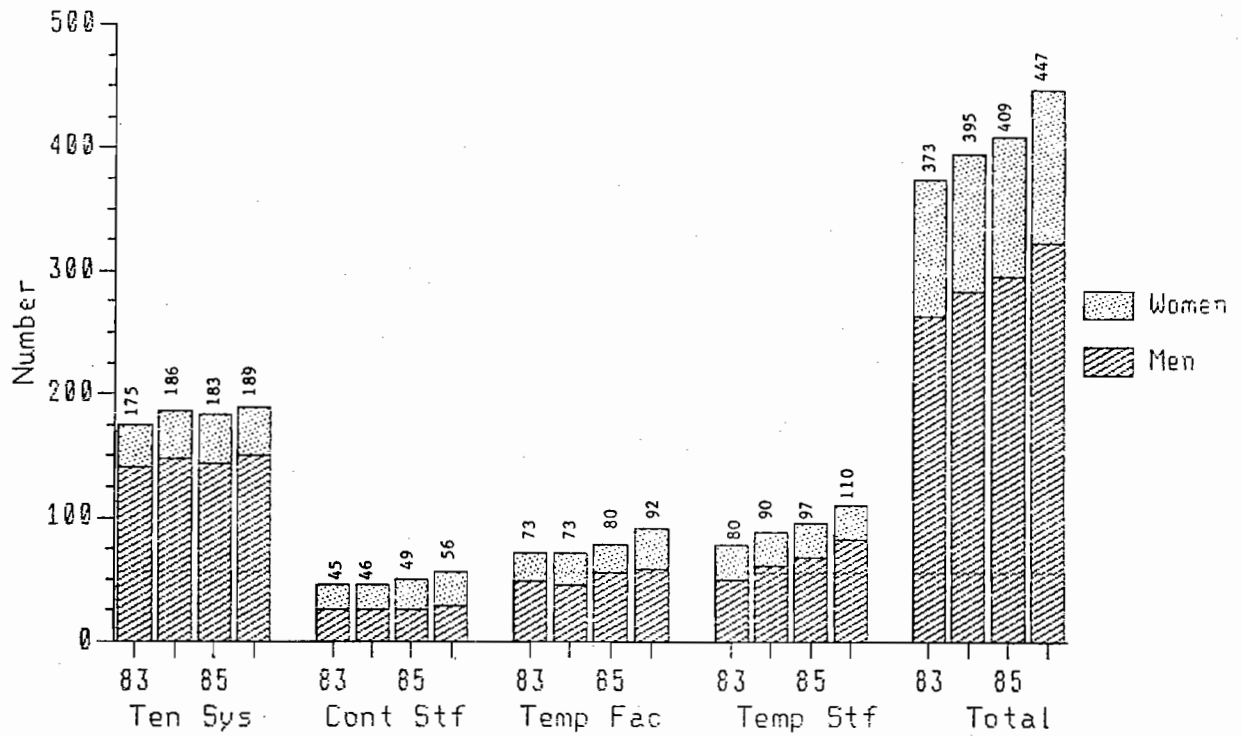
Appointment Profile -- Academic Personnel System

During the 1985-86 affirmative action year, the total academic personnel workforce increased by 106 individuals, from 3,740 to 3,846 (2.8%). With the addition of 75 women during 1985-86, women comprise 28.1% of all academic personnel; their representation increased to 1,082 or by 7.4%. Similarly, 38 minorities were added to the academic personnel workforce during 1985-86. Minorities now represent 11.6% of the total academic personnel system, increasing in number to 447, or by 9.3%. Graphs II-1, II-2, II-11 and II-12, following this page, provide additional detail for the reporting categories within the academic personnel system for the period 1983-86. Additionally, the workforce summary (Tables 1-38) provides the percentage and numerical distribution within reporting categories of the academic (as well as University support) personnel system by major administrative unit, gender and racial/ethnic group.

Overall, patterns of change among the four racial/ethnic groups were varied: Black representation in the academic personnel workforce increased from 141 to 151, or 3.9% of the total; Asian/Pacific Islanders increased from 229 to 238, or 6.2% of the total; Hispanics increased substantially from 33 to 50, or 1.3% of the total; Native Americans rose from 6 to 8, or 0.2% of the total. Graphs II-3 through II-10, at the end of this section, provide additional detail by racial/ethnic group for the reporting categories within the total academic personnel system for the period 1983-86.

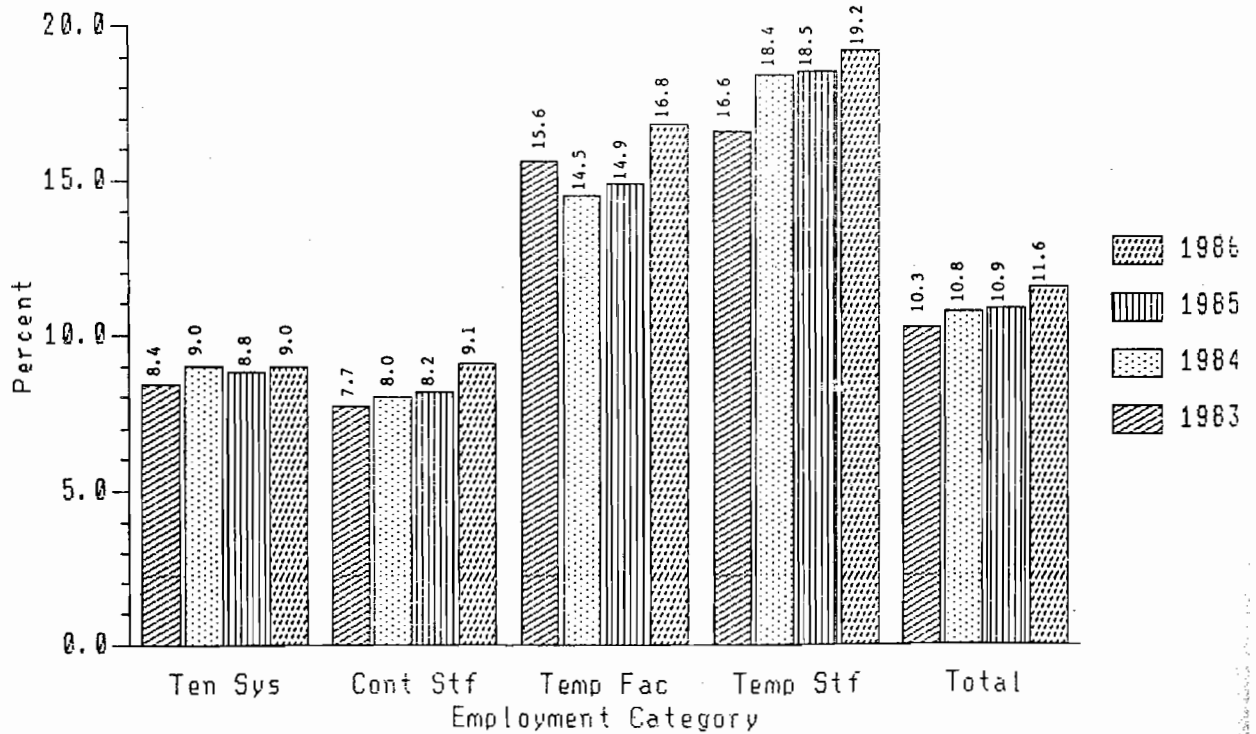
Graph II-1

Composition of the Academic Workforce
1983-86
NUMBER OF MINORITIES

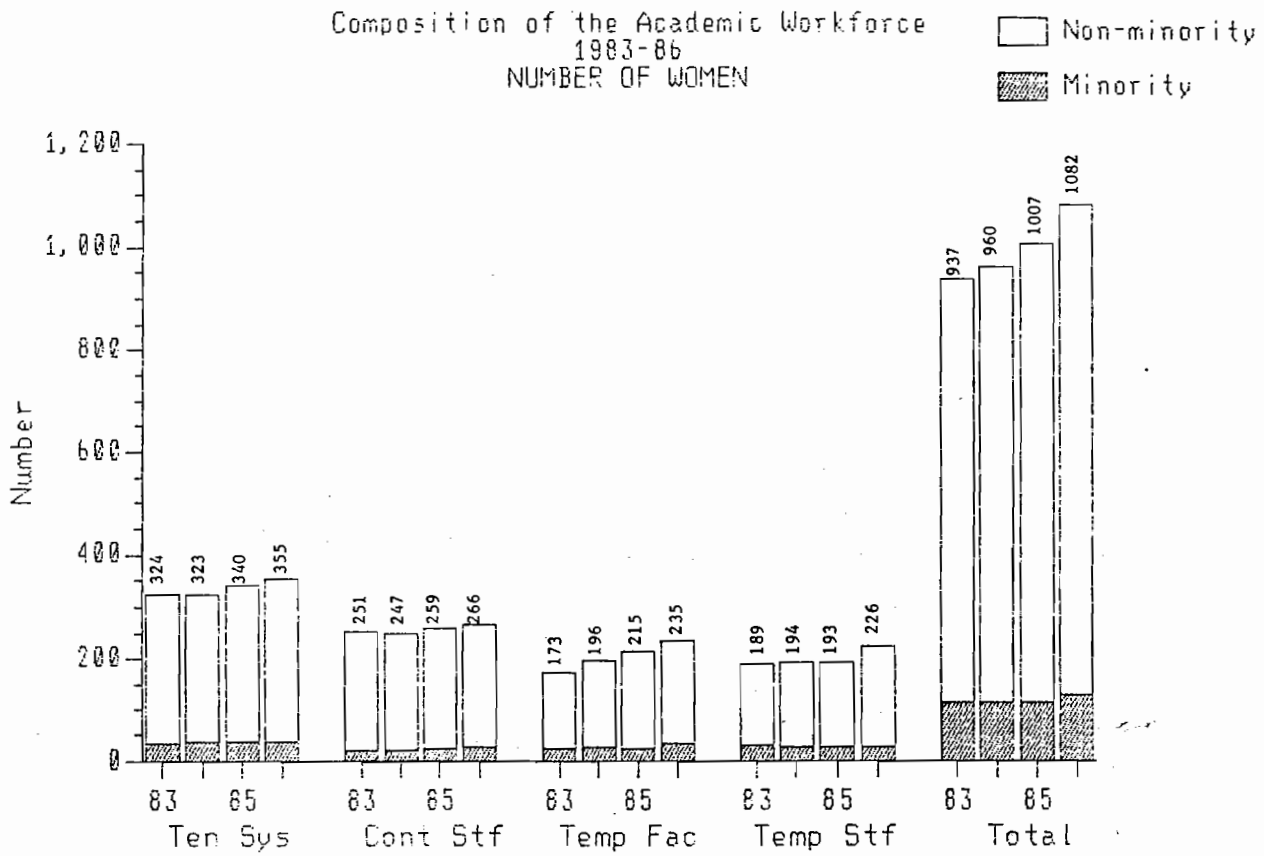


Graph II-2

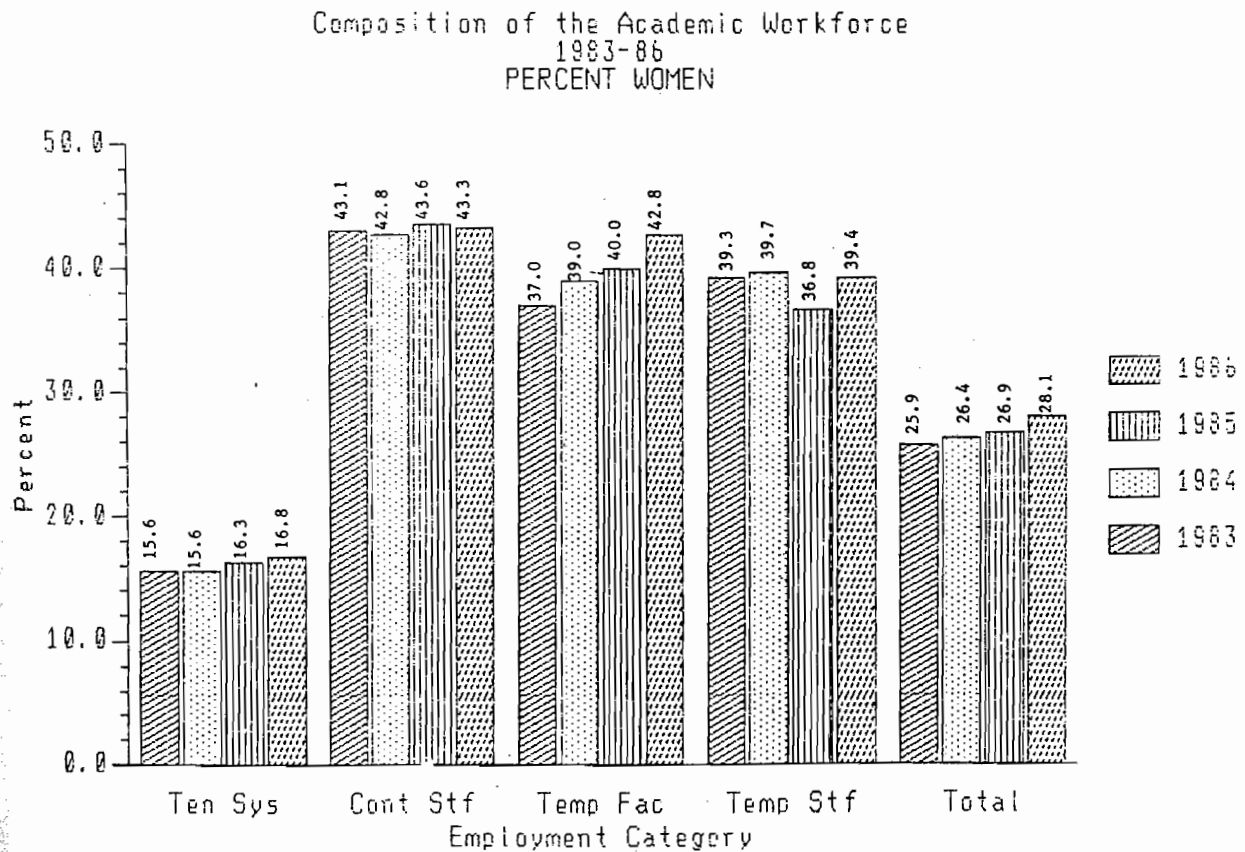
Composition of the Academic Workforce
1983-86
PERCENT MINORITIES



Graph II-11



Graph II-12



Tenure System

The tenure system faculty, i.e., individuals with probationary or tenured appointments with the ranks of Professor, Associate Professor, Assistant Professor and Instructor, are central to carrying out the teaching, research and service mission of the University. Accordingly, appointment and advancement of women and minorities in the tenure system is central to the University's affirmative action effort. While the general trend is one of increasing numbers and proportions for women and minorities, progress is slow.

During the 1985-86 affirmative action year, the tenure system increased by 24 individuals, from 2,084 to 2,108, or 1.2%. The proportion of women in the tenure system increased to 16.8% during 1985-86 with the net gain of 15 women, bringing the total number of women to 355, an increase of 4.4%. The percentage of minorities in the tenure system rose to 9.0% during 1985-86; the number of minorities increased by 6 to a total of 189, an increase of 3.3%.

Within the tenure system, patterns of change among the four racial/ethnic groups were varied: Black representation increased from 63 to 66, to 3.1% of the tenure system; Asian/Pacific Islanders increased from 102 to 104, to 4.9% of the total; Hispanics increased from 16 to 18, to 0.9% of the total; Native Americans decreased from 2 to 1, to 0.05% of the total.

Within the academic ranks of the tenure system, women and minorities usually have less representation at each successively higher rank. Over time, the general pattern of increasing but lower proportions of representation at each higher rank reflects, in part, the fact that most new tenure system faculty, including women and minorities, are appointed at the assistant professor rank. In October 1986, the proportion of women at the various ranks changed as follows: assistant professor, declined from 32.7% to 32.3%; associate professor, increased from 20.4% to 22.2%; full professor, increased from 9.8% to 10.1%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, declined from 14.5% to 14.4%; associate professor, increased from 10.1% to 10.2%; full professor, increased from 6.6% to 6.8%.

New Appointments in the Tenure System

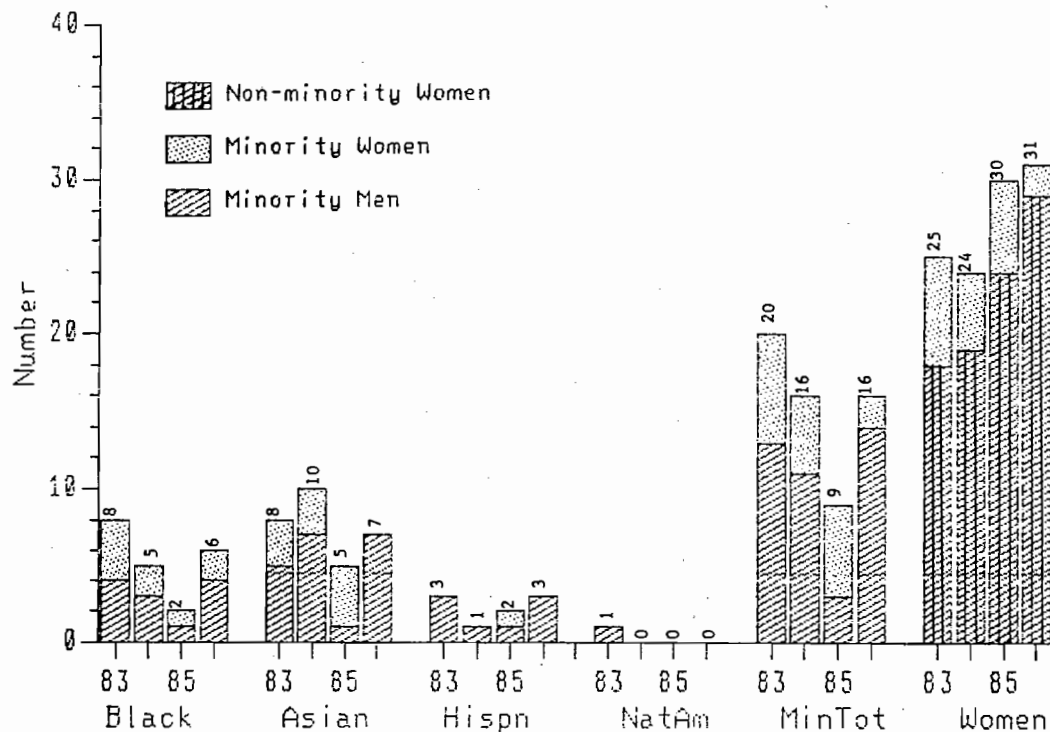
During 1985-86, there were 118 individuals appointed in the tenure system, including 31 women (26.3%) and 16 minorities (13.6%). On a non-duplicative count basis, 45 individuals, or 38.1%, of the total appointments in the tenure system were members of protected groups. This represents an increase from the corresponding proportion in 1985 of 34.7%. Graphs II-13 and II-14, following this page, provide additional detail by protected group for the period 1983-86.

Of significance is the fact that 61% (72) of all new tenure system appointments made during 1985-86 were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, Human, Osteopathic and Veterinary Medicine; these Colleges generally have lower availability of women and minorities than disciplines in such Colleges as Arts and Letters, Communication Arts and Sciences, Education and Social Science. Minorities were appointed in the following Colleges (number/proportion of new hires in the College):

- Business	(3/23.1%)
- Communication Arts and Sciences	(1/12.5%)
- Education	(1/9.1%)

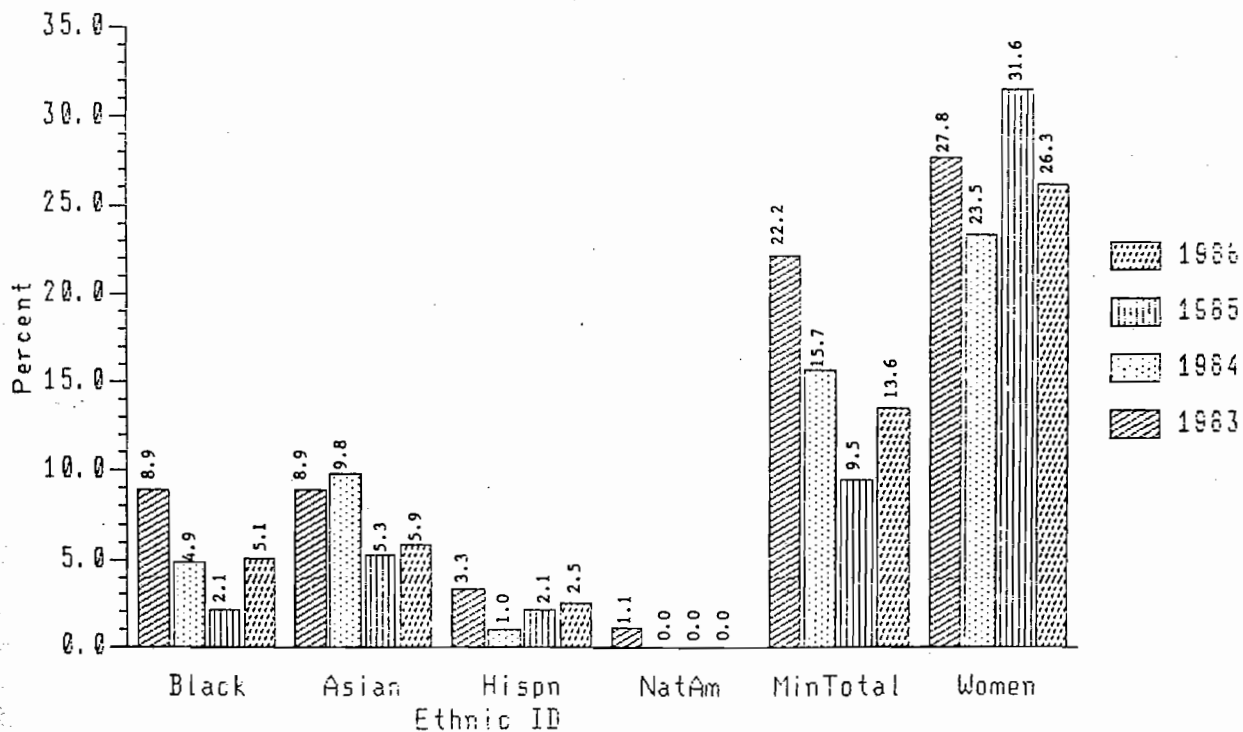
Graph II-13

Composition of the Academic Workforce
1982-83 through 1985-86
TENURE SYSTEM HIRING RATES FOR MINORITIES AND NON-MINORITY WOMEN



Graph II-14

Composition of the Academic Workforce
1982-83 through 1985-86
TENURE SYSTEM HIRING RATES FOR MINORITIES AND NON-MINORITY WOMEN



- Engineering	(5/35.7%)
- Human Medicine	(1/14.3%)
- Natural Science	(1/4.3%)
- Social Science	(2/25.0%)
- Urban Affairs	(1/100%)
- Veterinary Medicine	(1/16.7%)

Likewise, the following colleges appointed women in the tenure system during 1985-86 (number/proportion of new hires in the college):

- Agriculture and Natural Resources	(1/16.7%)
- Arts and Letters	(3/27.3%)
- Business	(4/30.8%)
- Communication Arts and Sciences	(3/37.5%)
- Education	(2/18.2%)
- Engineering	(1/7.1%)
- Human Ecology	(1/100%)
- Human Medicine	(2/28.6%)
- Natural Science	(8/34.8%)
- Nursing	(2/100%)
- Social Science	(2/25.0%)
- Veterinary Medicine	(2/33.3%)

Goal Achievement

A summary of goal achievement for appointing tenure system faculty and continuing staff shows the following results. For the three-year period which ended September 30, 1986, the goal for adding women to the tenure system was exceeded by 28.8% (goal of 66 positions; 85 women added); the goal for minorities was exceeded by 33.3% (goal of 30 positions; 40 minorities added). Similar progress is expected in the 1984-87 and 1985-88 goal periods which are not yet completed.

The hiring goal achievement rates for temporary faculty and continuing staff continue to reflect hiring rates at or above availability 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/Promotion Review

A continuing activity in the University's Affirmative Action Program 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. The review of 1985-86 and 1986-87 salary increases by the Director of the Department of Human Relations again focused on detailed reports provided by the deans in each case of low salary adjustment recommendations. The cohort salary analysis also provided the basis for a regular annual review of salary rates of approximately 20% of the tenure system faculty and, in a number of cases, led to salary adjustments. Promotion rates, although within tolerable levels of difference according to federal government review standards, were less favorable for women and minority faculty than for majority males, a matter which has been reviewed by the Provost with the Council of Deans. Appendix II-J

contains the promotion analysis data for 1986; Appendix II-G contains the Salary Cohort Analysis for 1985-86.

Administrative Appointments

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 to provide a framework for monitoring progress toward this objective. Academic managers include deans, assistant and associate deans, chairpersons, directors, and 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 total number of individuals in the Academic Manager group has remained fairly stable; the number has varied from 232 to 231 to 238 to 233 in 1983, 1984, 1985 and 1986, respectively. Graph II-16 shows the percentages of minorities and women who were academic administrators as of October 1983, 1984, 1985 and 1986, and Graph II-15 contains the numbers of people in these positions for the same time period. The representation of women among this group has increased from 14.7% (34 women) in 1983 to 16.3% (38) in 1986; minority academic managers increased to 11.2% in October 1986 from 10.9% last year and remained constant in terms of numbers (26), 2 greater than the numbers employed in this category in 1983. Of the eleven opportunities during 1985-86 to appoint heads of academic departments and schools, one Asian/Pacific Islander male (Acting Chairperson, Department of Pharmacology and Toxicology) was appointed, resulting in a percentage of 9.1% for minority appointments; there were no women appointed as chairpersons/directors. Five of the eleven opportunities to appoint academic managers were in regular appointments, i.e., not acting; of the five, four (80.0%) involved national searches.

Representation Patterns

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 48 units (50%) and women are underrepresented in 74 units (77%). Last year women were underrepresented in 78 of the 96 academic units, or 81%, and minorities were underrepresented in 57 units (59%). The number and percentage of underutilizing units is declining very slowly over the years despite the achievement of many hiring goals because of limited hiring opportunities, higher separation rates for women and minorities than for non-minority males, and the use of new data each year for the determination of representation profiles which shows increasing availability of women and minorities in many disciplines.

Affirmative Action Problem Areas

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 an 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 a realistic chance of moving toward affirmative action goals. It should be noted that progress toward ultimate goals is expected to be slow in the short run. However, projections indicate that almost half of MSU's tenure system faculty will reach retirement age during the next 15 years; this will provide a real opportunity to advance the representation of women and minorities. However, more immediately during 1985 through 1988, as a result of vacancies occurring from all sources, academic units project appointing a total of only 325 new tenure system faculty members, 15% of the total tenure system faculty. Further, about 62% of these projected tenure system vacancies (200 of 325) are in colleges in which the current availability of both women and minorities is low in comparison with other disciplines: 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 1986-87 Affirmative Action Plan. 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; three examples include the Affirmative Action Postdoctoral Fellowship Program, retention program and changes in the 14-Step Hiring Procedures.

Affirmative Action Postdoctoral Fellowship Program

To address the problem of minimal representation of non-foreign racial minorities among research associates, the University continues to support the Affirmative Action Postdoctoral Fellowship Program. This program specifically targets 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, Microbiology and Public Health, Pathology, Plant Research Laboratory, and Large and Small Animal Clinical Sciences. The success of this program during the past several years is expected to be continued in the coming year; and, if this program succeeds over time, Michigan State will have helped to increase the number of minority faculty candidates in these professions and also will have expanded contacts for the recruitment of minority faculty.

Retention Programs

The Department of Human Relations and the Office of the Provost have developed and conducted programs to improve the retention of women and minority faculty members; these programs are summarized below.

1. Exit Interview Program

An Exit Interview Program for all tenure system faculty, including women and minority faculty, obtains information about the reasons for departure. By assessing the negative and positive aspects of a variety of factors that are representative of broader qualitative areas, the survey provides information on career decisions of the faculty. The broad qualitative areas include the intellectual climate, facilities and services, professional functions, compensation and personnel opportunities/policies, institutional/social, institutional change and community/family. As a general pattern, the varying

degree of importance of each broad category was relatively stable when considered as a negative aspect in reaching a decision to leave MSU and when considered as a negative aspect influencing the decision to accept a new position. A redesigned questionnaire which was implemented July 1, 1984 has achieved an improved response rate. The rate of return has increased from 35.0% (7/20) in 1983-84 to 60.0% (21/35) in 1984-85 to 64.1% (25/39) in 1985-86.

During 1985-86, 39 tenure system faculty members resigned from Michigan State University, including 6 non-minority women (15.4%, compared to a general representation in the tenure system of 14.4%) and 5 minorities (12.8%, compared to a general representation in the tenure system of 8.8%). Twenty-five (64.1%) of the 39 questionnaires were returned; the rate of return from non-minority women and minorities was 83.3% (5 out of 6) and 40.0% (2 out of 5), respectively.

The general category of compensation and personnel opportunities was consistently ranked as most important in both the decision to leave MSU and the decision to accept a new position. The specific factors most frequently cited within the general category are salary level and future income potential, the latter factor being cited more frequently with respect to the decision to accept the new position. Other categories rated as important in deciding to leave MSU and accept a new position are: 1) intellectual climate, especially the availability of peers who share similar research/scholarly interests, administrative commitment to excellence, quality of intellectual stimulation and support; 2) professional function, especially the relative teaching/research emphasis of the department and support for research; and 3) institutional/social, especially relationship with department chairperson/school director. The general category of community/family was rated as important with respect to the decision to accept a new position, especially such factors as proximity to family and demands of family responsibilities. Factors within the general category of facilities and services (e.g., office space, classrooms, library, computer facilities, graduate teaching and research assistants and equipment for research) were not generally cited as important considerations in the decision to leave MSU and accept a new position.

With respect to an overall evaluation of equal opportunity/affirmative action, in comparison to majority men, 12% of all respondents considered women to be advantaged, 60% felt women were treated equally, 15% believed women to be disadvantaged, and 13% did not know or had no opinion. Similarly, 13% felt minorities were advantaged, 49% felt equal treatment occurred, 10% considered minorities disadvantaged, and 29% had no opinion.

Both women and minorities were viewed by all respondents as being advantaged with respect to the likelihood of initial appointment; but women are seen as somewhat disadvantaged with respect to merit salary increases, reappointment considerations and opportunities for professional development and collegial relations with faculty peers. Minorities were viewed as somewhat advantaged in the first two of these areas and disadvantaged in the latter.

While Exit surveys returned by non-minority women (5) do not clearly establish a single category as most important in the decision to leave MSU or accept a new position, the general categories of professional function and compensation/personnel policies were cited most frequently. With respect to

the treatment of women and minorities, women were considered to be advantaged compared to majority men by 2% of non-minority women, treated equally by 46%, disadvantaged compared to majority men by 18%, and 34% did not know or had no opinion. Similarly, 8% felt minorities were advantaged, 18% felt equal treatment occurred, 7% considered minorities disadvantaged, and 67% had no opinion.

Thus, women are perceived as disadvantaged compared to majority men by a slightly higher proportion of non-minority women (18%) than all respondents (15%). Conversely, minorities are perceived as disadvantaged compared to majority men by a slightly higher proportion of total respondents (10%) than non-minority women (7%). These observations must be viewed within the context of a small (5) number of respondents.

2. Unit Administrator Workshops

Workshop programs were conducted 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. The workshop provided a presentation on faculty performance evaluation techniques and approaches, performance simulations and a panel presentation by selected women and minority tenure system faculty providing faculty perspectives regarding performance evaluation and career and professional development issues. 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. Planning is currently underway to repeat this program with a focus on career development, including sponsorship/mentoring.

Planning for a workshop on "How to Survive and Thrive in the Michigan State University Academic Personnel System" designed for all faculty, especially probationary tenure system faculty and tenure system faculty below the rank of full professor, was conducted in the Spring of 1986. A workshop offered in October 1986 provided information on "how to make it" in the University's tenure system and included a focus on issues and concerns that are relevant to women and minorities in the various sessions.

3. Affirmative Action Waivers

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. In both 1984-85 and 1985-86, special waivers for spouses of individuals whose appointment or retention advanced the University's affirmative action objectives were provided twice; in both cases the approval of a special affirmative action waiver resulted in the retention of women tenure system faculty at Michigan State University. Waivers are often accompanied by position allocations to departments, with Provost Office funding on a full- or part-time basis until funds are available in the department, school or college. In 1985-86, the Office of the Provost provided special program allocations totalling \$86,708 for this and related affirmative action support purposes. In addition, on a regular basis, the applicable dean/unit administrator is to maintain contact with women and minority faculty members on leave of absence from Michigan State University in order to ensure that return to the University is encouraged and facilitated as appropriate.

Changes in the 14-Step Hiring Procedures

The most recent general revision to the 14-Step Hiring Procedure for Academic Personnel occurred in September 1985. The 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 a member or consultant from the group with less than 50% representation (minority/woman) on the committee; 2) updates 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.

During 1985-86, the following changes were incorporated: 1) The Department of Human Relations requires documentation of a reasonably detailed search plan to identify and recruit women and minority candidates. Such a plan should include, but is not limited to, special postings to identify women and minority candidates; special mailings to groups or individuals to assist in the identification of women and minority candidates; personal contacts by telephone or otherwise, with individuals and groups regarding identification of women and minority candidates. 2) It is required that tenure system or other continuing appointment system positions be posted nationally or within the geographical area customary for the appointment. 3) Waiver of the 14-Step Hiring Procedure for individuals previously screened may be used only in those cases where the previous screening was for a position posted in the tenure, job security or continuous employment systems.

Other Initiatives

Other initiatives have been continued to improve the representation and advancement of all protected classes in the Academic Personnel System. These initiatives have been supported by the Office of the Provost and will continue to be utilized as part of an ongoing, aggressive program to achieve University affirmative action objectives. As an example, the Office of the Provost has continued the Visiting 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 Veterinary Medicine continued the faculty exchange program with Tuskegee Institute. Beginning in 1986-87, MSU will receive additional support in the amount of \$80,000 for this program; these funds have been allocated by the State of Michigan under the Martin Luther King, Jr.-Rosa Parks Visiting Professor Program.

The Women's Advisory Committee to the Provost (WACP), including tenure system faculty, academic staff, graduate and undergraduate student representatives, has played an interactive role with the Office of the Provost to improve the implementation of the University's Affirmative Action Plan. To this end, the WACP has prepared the Equity Improvement Plan, a draft document that will be discussed with the Council of Deans, academic governance groups, the Office of the Provost and others during 1986-87.

Finally, many deans and separately reporting directors have continued efforts to ensure arrangements for regular and systematic advice and consultation to the dean or separately reporting director on matters of concern to women and minorities. Most 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 discussed in Section VII-Special Affirmative Action Activities.

Handicappers and the Academic Personnel System

University policy on the employment of handicappers requires an affirmative action commitment to employ, advance in employment, and otherwise treat as 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 1985 are reported in Appendix V-E; the analysis of Fall 1986 survey results is not completed at the time this report is 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 an otherwise qualified handicapper to perform the particular job successfully.

Administrator Involvement

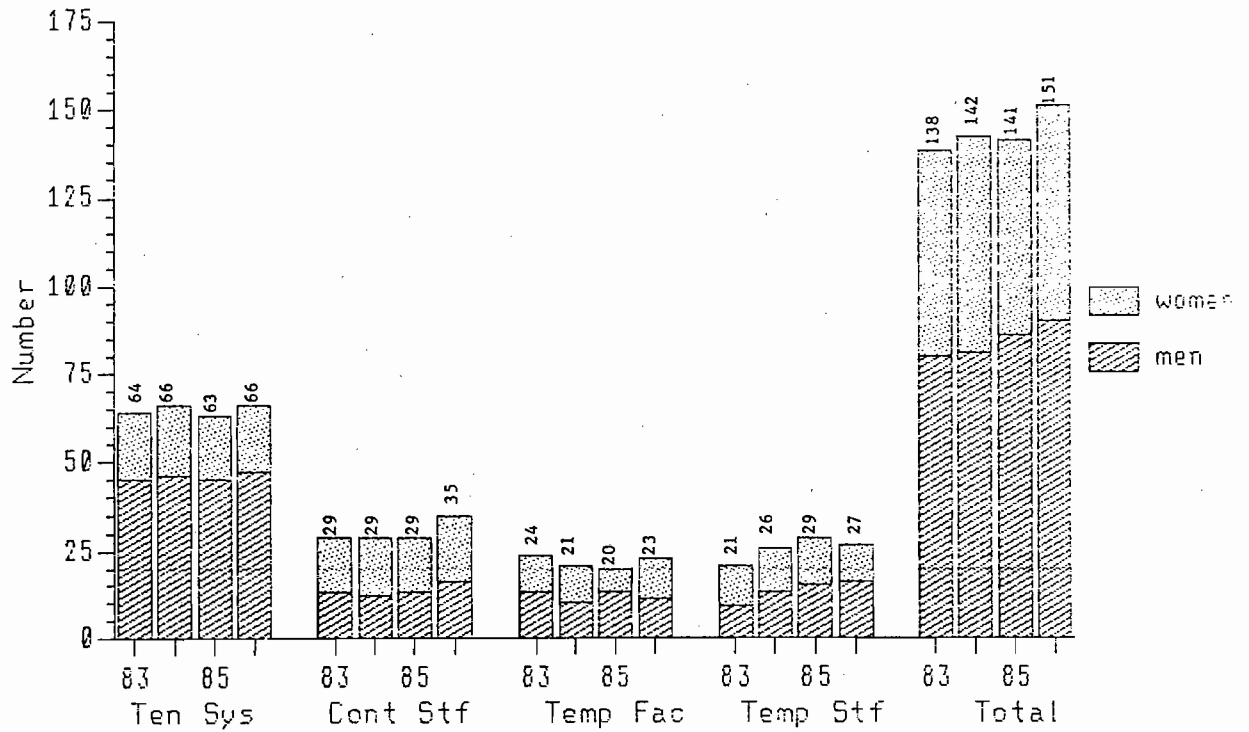
Line administrators are responsible for implementing the University's affirmative action policies. The President has restated and reaffirmed the University's commitment to affirmative action/equal opportunity which has provided the framework for the implementation of the policies by each of the vice presidents. The new Provost is committed to provide leadership for the implementation of these policies in cooperation with the deans and other academic administrators. Deans of all six colleges cited as problem areas, as well as of the colleges not so designated, are expected to implement the principles of non-discrimination, equal opportunity and affirmative action in the appointment and promotion of academic personnel. During the past year, the Council of Deans has held specific discussions on affirmative action hiring procedures for academic administrators and on policies and programs for handicapper faculty and staff as well as engaging in ongoing dialogue about its members' role in the University's Affirmative Action Plan. Deans work with chairpersons and directors of units on specific plans for implementation of policies and strategies. Appendix X-A lists examples of special affirmative action efforts made by individual units with and/or for academic personnel.

Summary

In summary, a number of programs were continued during 1985-86 to increase the hiring and retention of women and minorities throughout the Academic Personnel System. These efforts have achieved modest results, and much more needs to be done. The Office of the Provost and selected colleges have achieved modest recruitment success in securing appointments of protected class individuals in units with large enrollments and significant representation of women and minority students. This involved commitments from colleges to target a number of open, funded positions to advance the University's affirmative action commitment including, in some cases, the allocation of funds by the Provost to achieve this objective. This approach continues. Additionally, the 1986-87 Academic Program Planning and Review document will ask units to identify affirmative action projected appointment commitments for retirements anticipated during the period 1986-2000 based on the availability of data related to women and minorities. In view of estimates of projected retirements of more than one-third of Michigan State University's faculty during this period, there is likely to be a significant increase in tenure system appointment opportunities. These actions, and others, reflect a strong commitment to move Michigan State University toward a more results-oriented affirmative action stance with respect to the appointment of faculty and academic staff. Appropriately, expectations for affirmative action at MSU are high. Some success has been achieved. More and continued progress must be a mandate.

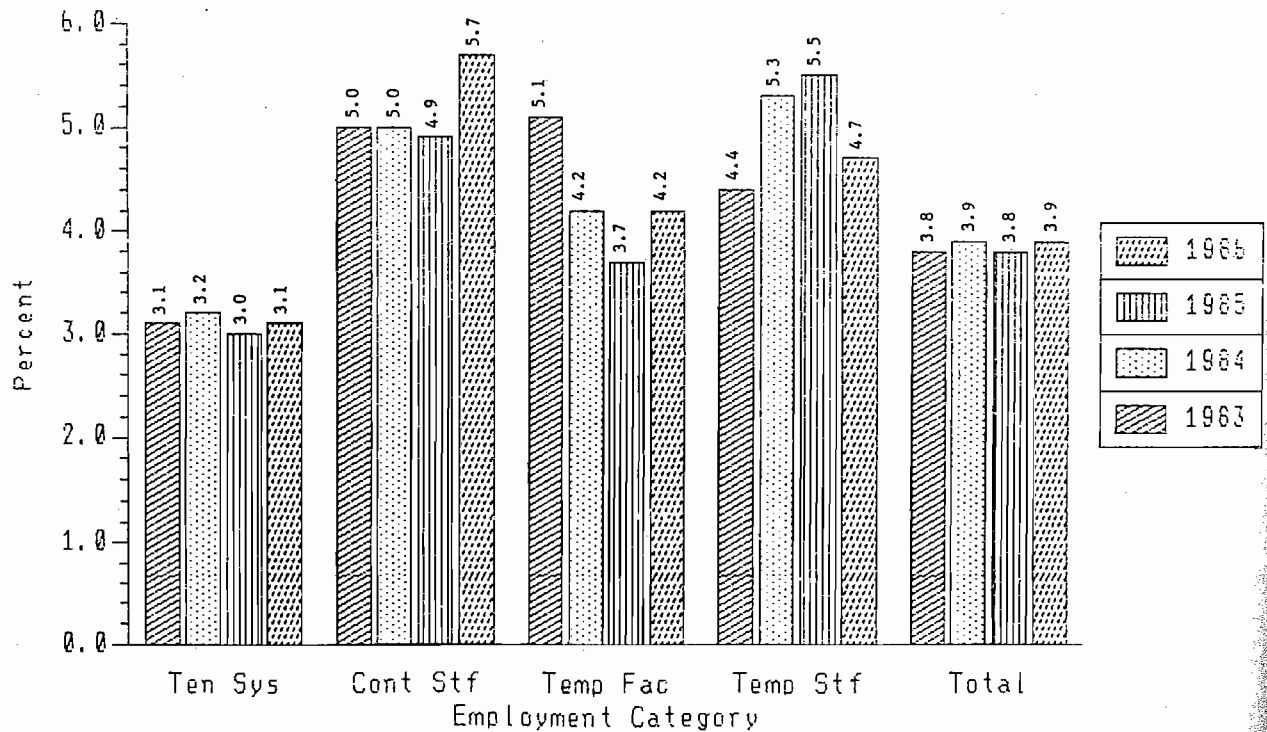
Graph II-3

Composition of the Academic Workforce
1983-86
NUMBER OF BLACKS



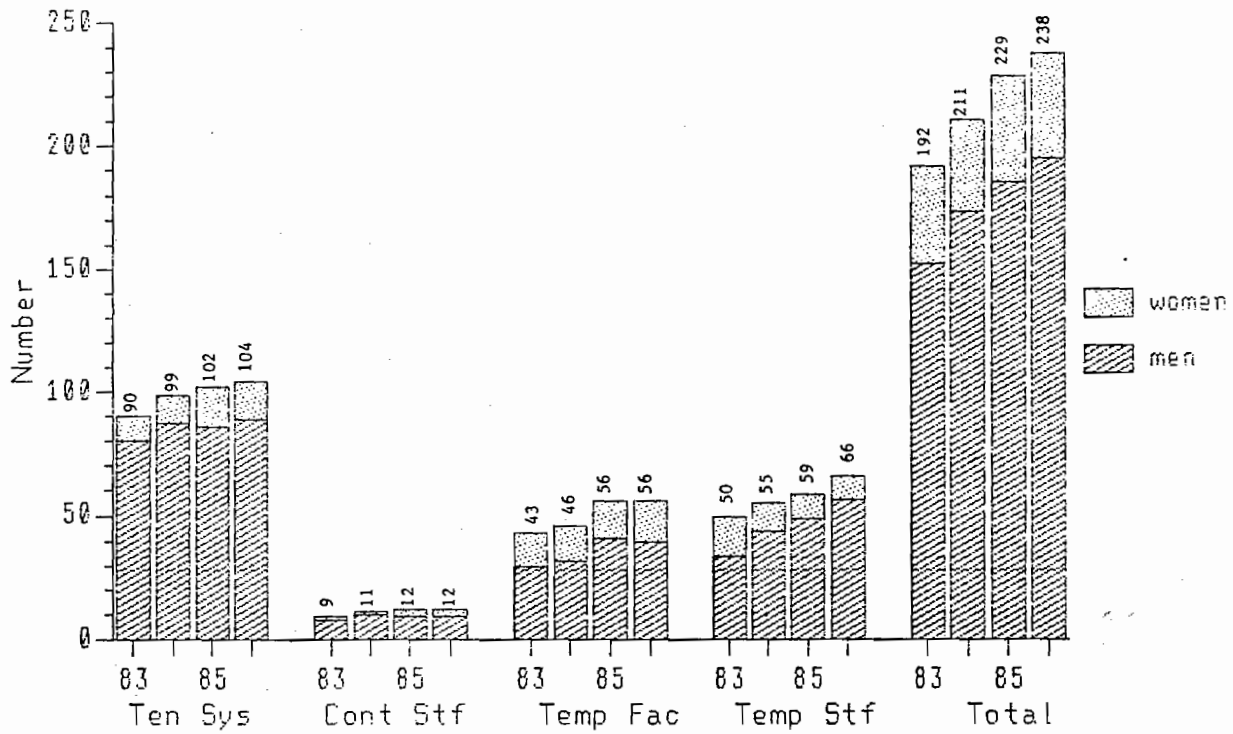
Graph II-4

Composition of the Academic Workforce
1983-86
PERCENT BLACK



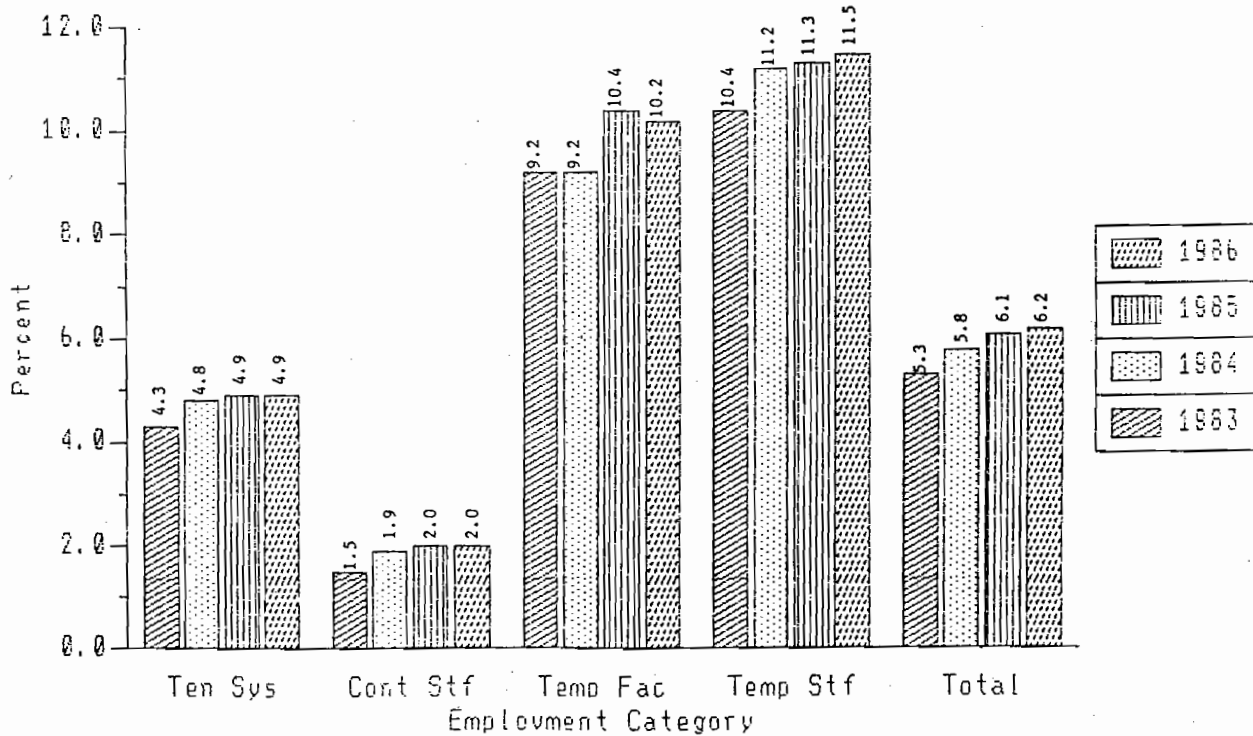
Graph II-5

Composition of the Academic Workforce
1983-86
NUMBER OF ASIAN/PACIFIC ISLANDERS



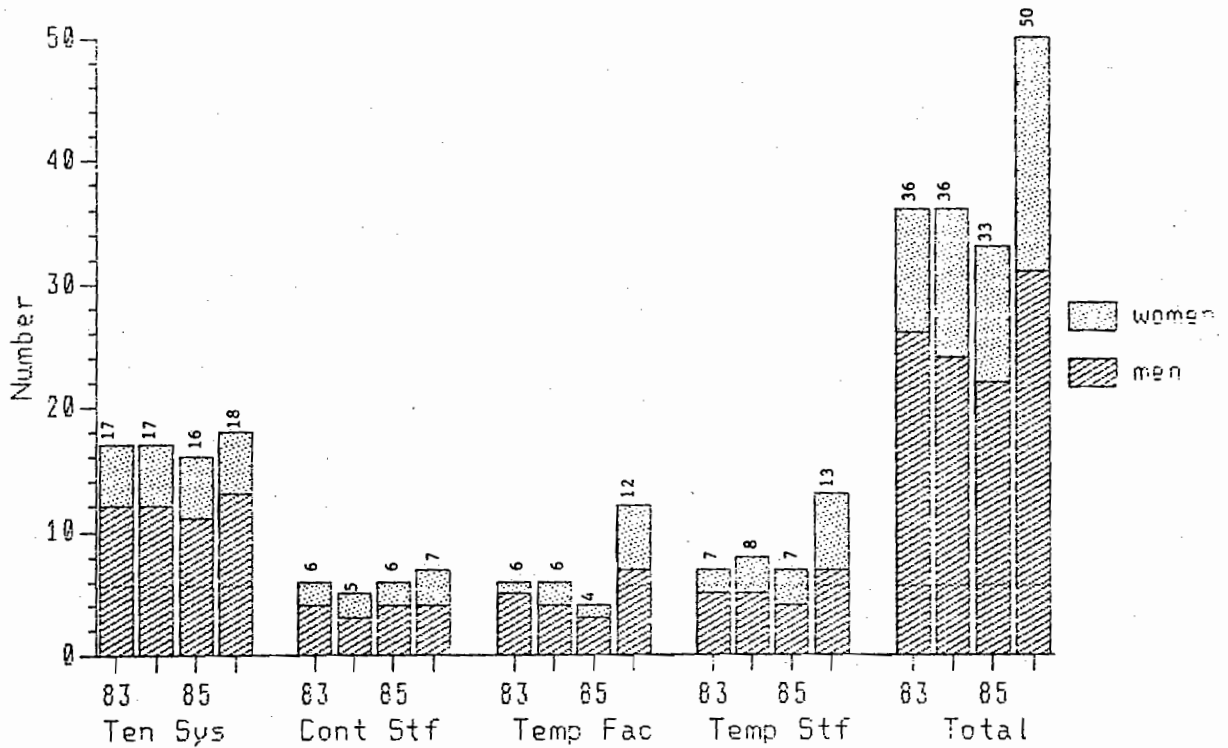
Graph II-6

Composition of the Academic Workforce
1983-86
PERCENT ASIAN/PACIFIC ISLANDER



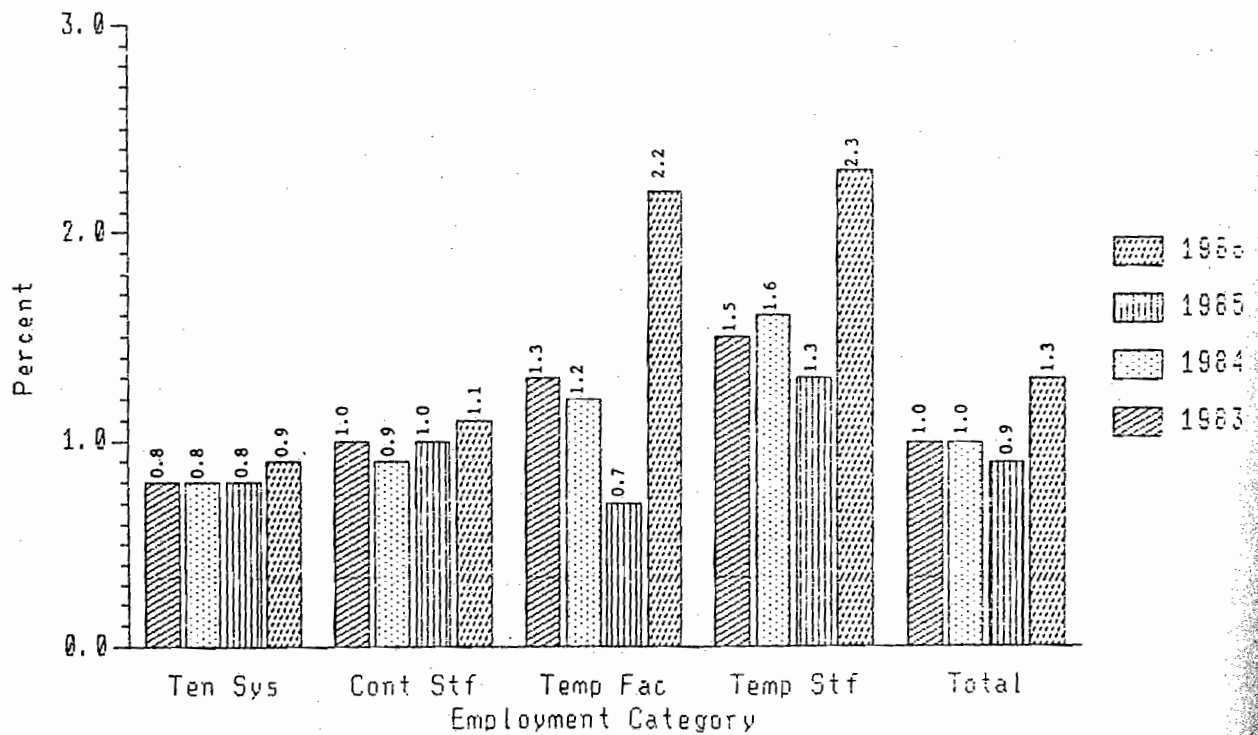
Graph II-7

Composition of the Academic Workforce
1983-86
NUMBER OF HISPANICS

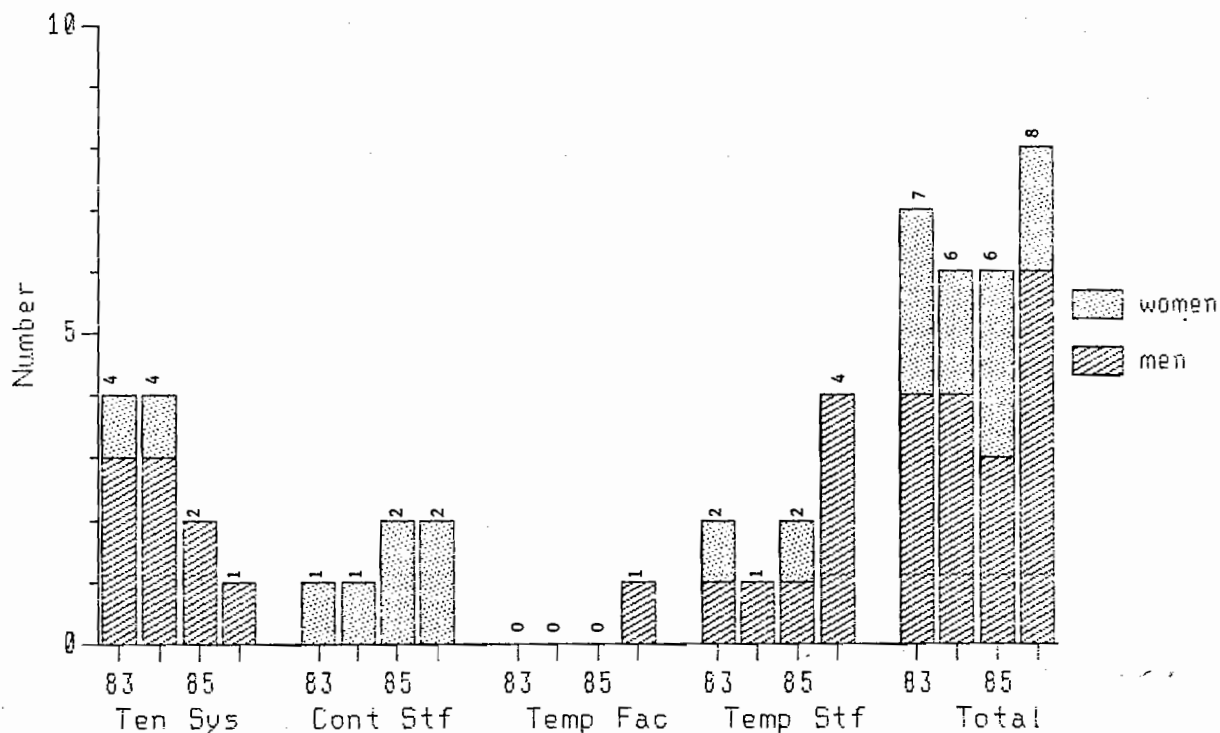


Graph II-8

Composition of the Academic Workforce
1983-86
PERCENT HISPANICS

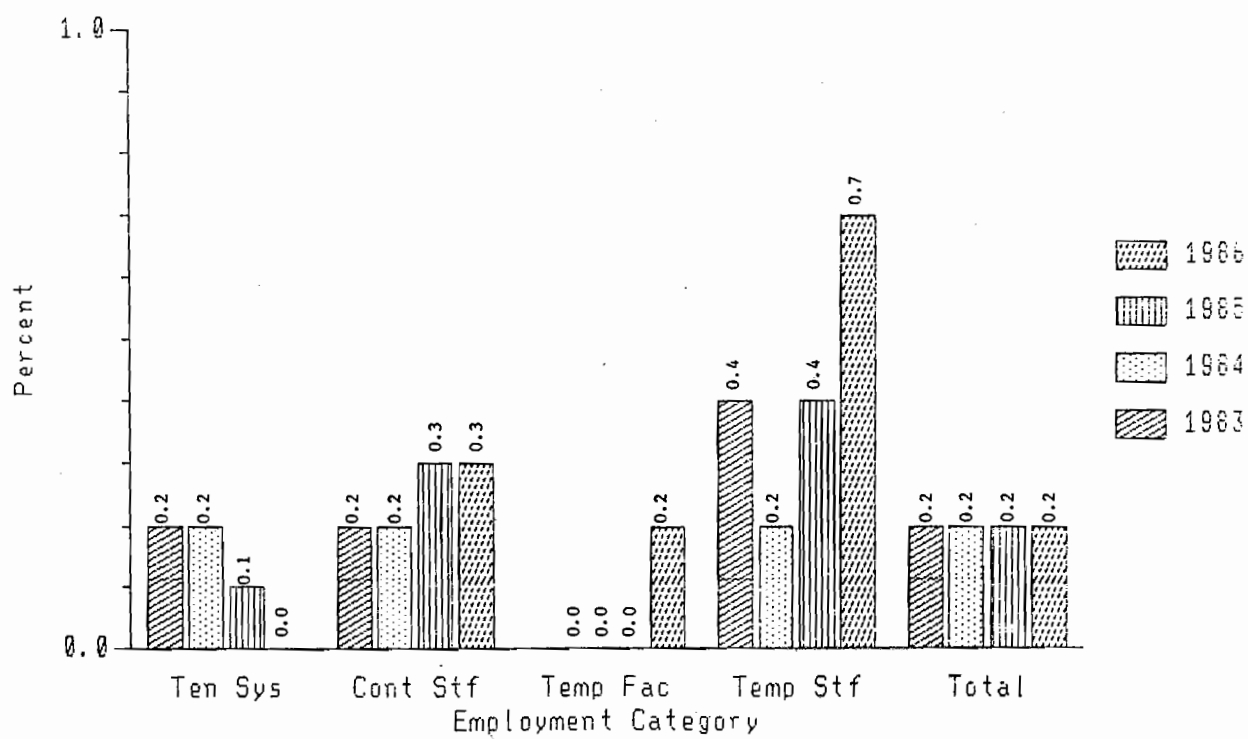


Composition of the Academic Workforce
1983-86
NUMBER OF NATIVE AMERICANS



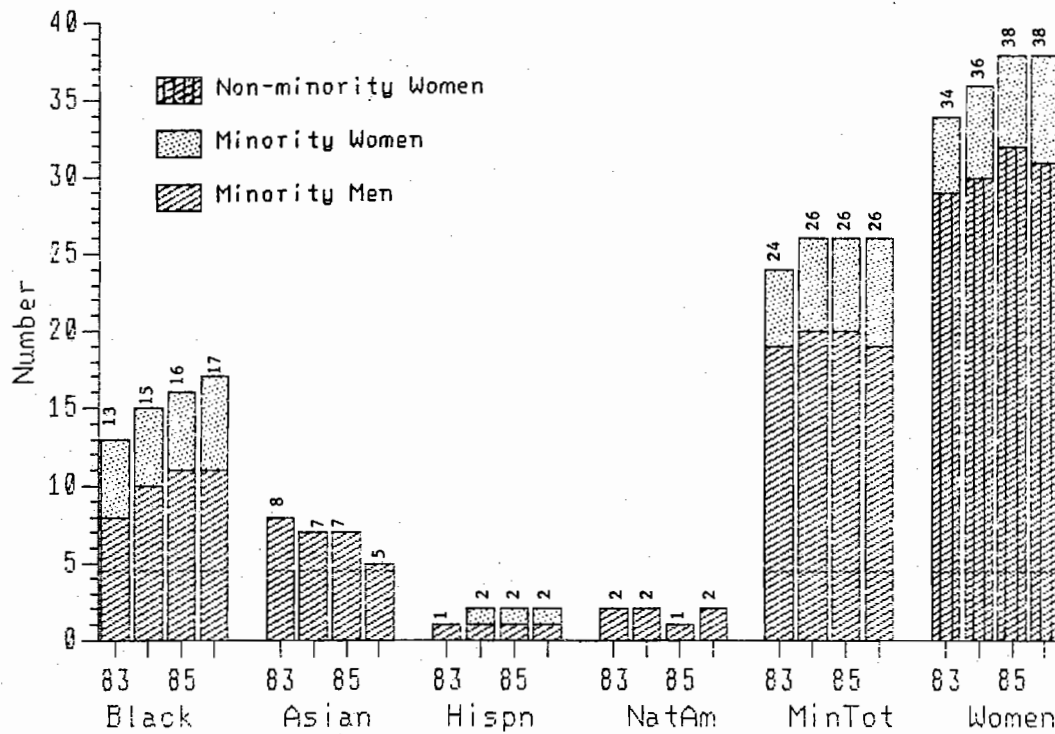
Graph II-10

Composition of the Academic Workforce
1983-86
PERCENT NATIVE AMERICANS



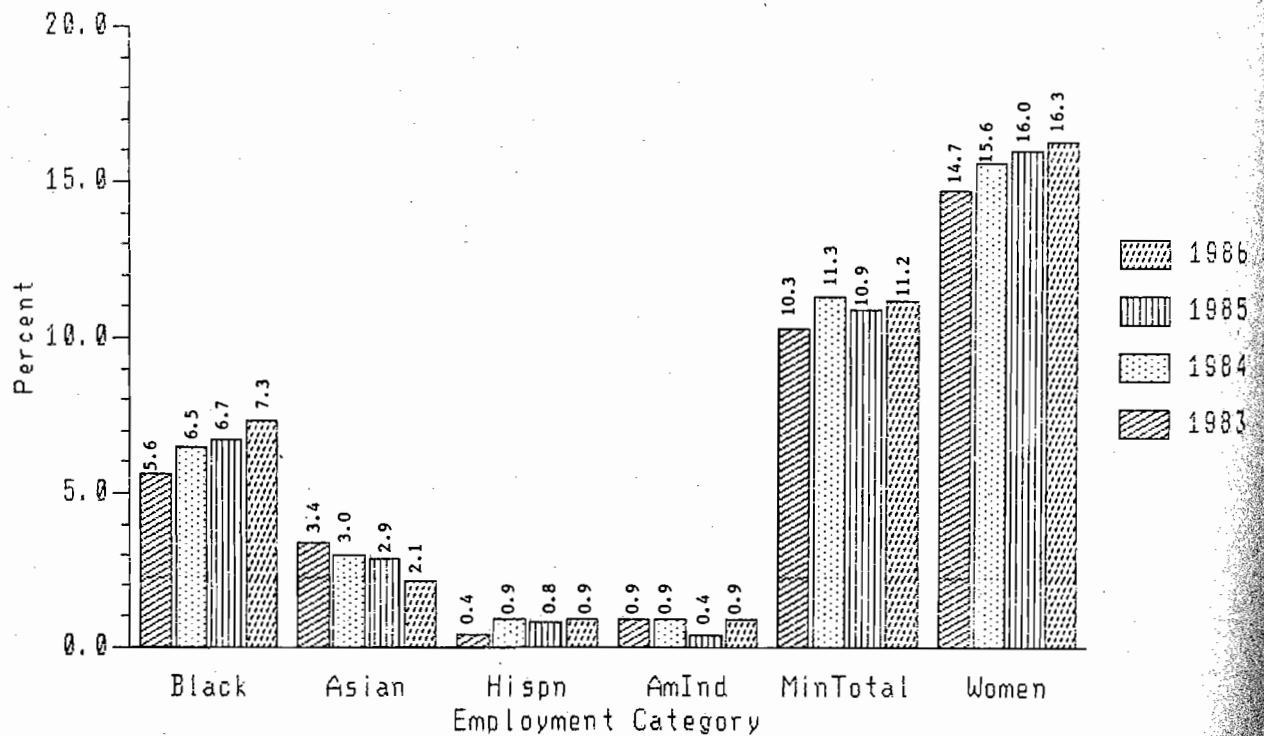
Graph II-15

Composition of the Academic Workforce
1983-86
NUMBER OF ADMINISTRATORS WHO ARE MINORITIES AND/OR WOMEN



Graph II-16

Composition of the Academic Workforce
1983-86
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, Secretary of the Board, and other specifically designated director or other administrative titles; additional titles have been subsequently added by Board of Trustees' action. Currently there are 72 Executive Management positions, of which 10 are vacant; a listing of all position titles is included as Appendix III-A. The recordkeeping responsibilities for Executive Management positions are located in the Office of the Provost.

There were eleven new Executive Management appointments effective during the October through September 1985-86 Affirmative Action Report year. These were:

Director of Utility Services	10-1-85	Non-Minority Man
Secretary of the Board of Trustees	11-1-85	Non-Minority Man
Assistant Vice President for University Relations*	11-1-85	Non-Minority Man
University Engineer	3-1-86	Non-Minority Man
Director of College Programs	4-1-86	Non-Minority Woman
Director of Development, Research and Administration	6-6-86	Non-Minority Woman
Director of Intramural Sports and Recreative Services	7-15-86	Minority Man
Provost and Vice President for Academic Affairs	8-1-86	Non-Minority Man
Director of Public Safety	9-1-86	Non-Minority Man
Associate Vice President and Director of Development	9-1-86	Non-Minority Man
Director of Olin Health Center	9-5-86	Non-Minority Man

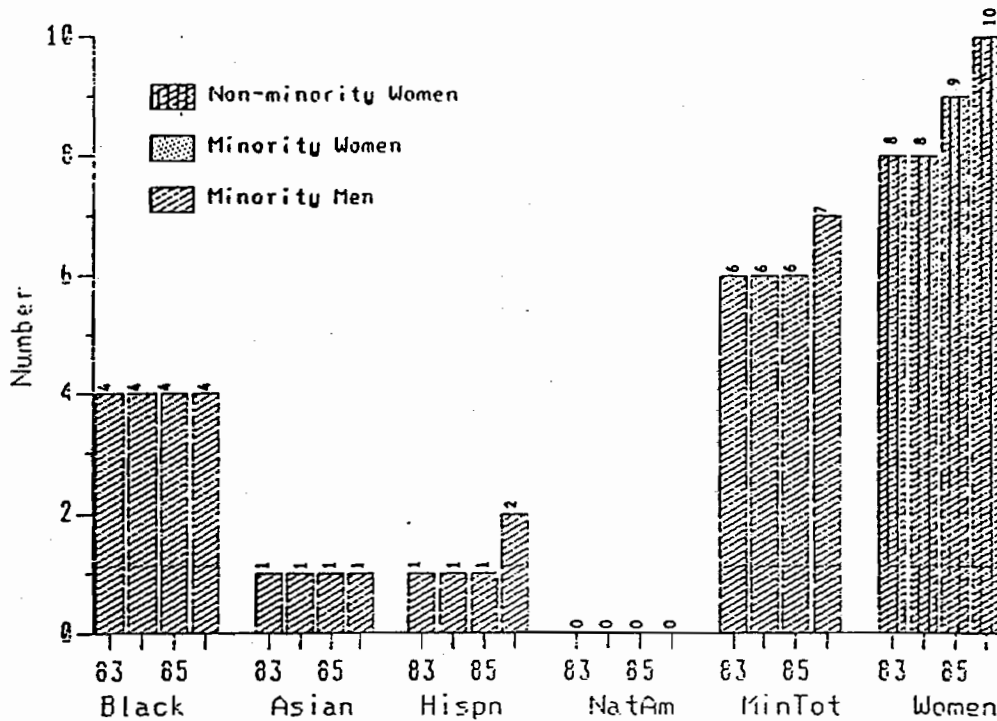
There are 59 individuals appointed in Executive Management positions as of October 1, 1986 (four individuals hold two Executive Management position titles). Of these, ten (16.9%) are non-minority women and seven (11.9%) are minority men. Of the minority men, four (6.8%) are Black, one (1.7%) is Asian/Pacific Islander, and two (3.4%) are Hispanic. The total representation of members of protected classes is seventeen (28.8%), an increase of two and up from 27.3% from October 1, 1985. For the 1985-88 affirmative action interim goal period, the most recent analysis, in accordance with regular goal-setting procedures, hiring goals for women have been specified, as women are underrepresented in Executive Management positions.

Graph III-1 displays four-year trend data for numbers of members of protected classes in Executive Management positions. Graph III-2 shows percentages of the Executive Management work force over the same period: The number and percentage of women and minorities have increased in Executive Management positions over the period. It should be noted that prior to 1979 no woman or minority held the title of Vice President. Now one non-minority woman and one minority male hold titles of Vice President.

*Additional assignment as Director of Public Relations

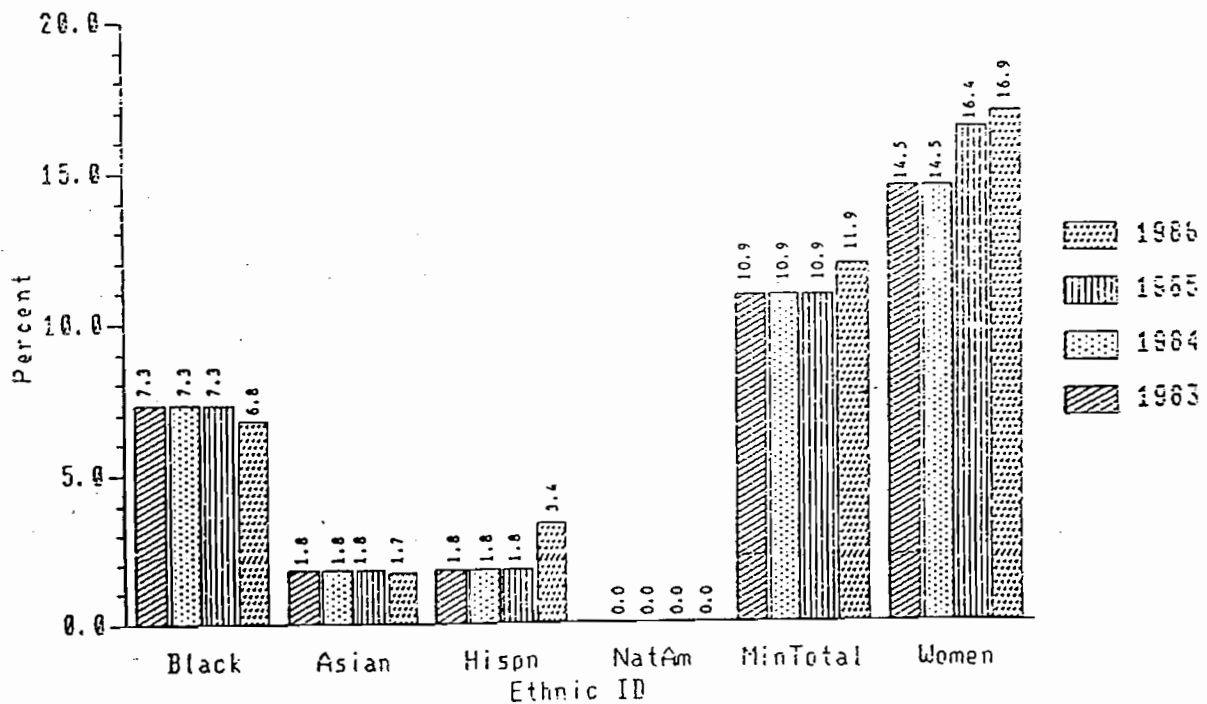
Graph III-1

Composition of the Academic Workforce
1983-85
NUMBER OF MINORITY AND WOMEN EXECUTIVE MANAGERS



Graph III-2

Composition of the Academic Workforce
1983-85
PERCENT OF EXECUTIVE MANAGERS WHO ARE MINORITIES OR WOMEN



IV. SUPPORT STAFF

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

The "12-Step Planning and Vacancy Filling Procedure for University Support Staff 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 1985-86.

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 1985-86 affirmative action year, the total support staff workforce increased by 145 (2.9%) from 4,997 to 5,142. Minority representation reflected an addition of 28 new employees, from 657 to 685, a 19.3% of the total workforce increase. Women accounted for 111 employees from 3,229 to 3,440 a total of 76.6% of the increase in the workforce. The number of minority women increased by 25 from 483 to 508 or 5.2% of the increase.

Women and minority representation constitute 66.3% and 13.3% respectively of the support staff workforce. Minority women comprise 14.9% of all women in the support staff workforce. Minority men account for 10.2% of all men in the support staff workforce and 3.4% of the total workforce. Graphs IV-1 through IV-32, itemize changes in the workforce from 1983-1986.

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 support staff 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-38.

In the seven reporting categories, minority representation increased in 3 groups, decreased in 2 groups and remained the same in the last 2 categories. Increases reported in the administrative-professional were from 102 to 112 (9.8%), clerical-technical from 241 to 248 (2.9%) and service maintenance from 205 to 218 (6.3%). Decreases were reported in minority employment in cooperative extension from 60 to 59 (1.7%) and supervisory from 28 to 27 (3.6%). There were no changes recorded for public safety. The skilled trades areas report no change overall for the category, however, 999 had an increase of 1 minority, 547 reported a loss of 1 minority and 274 is still without minority representation. Changes for individual racial/ethnic groups are displayed in Graphs IV-5 through IV-20.

Total black representation in the support staff workforce dropped from 400 to 399 employees (7.8% of the total support staff workforce). Gains were reported in the administrative-professional (2) and service maintenance (6) and skilled trades (1) categories. Losses were recorded in the clerical-technical (-6) and cooperative extension (4) areas. No changes in employment were reported in the FOP or supervisory categories.

Asian/Pacific Islander representation rose from 67 to 82 employees (1.6% of the total support staff workforce), with gains recorded in the administrative-professional (8) clerical-technical (8), and service maintenance (1) areas. Losses were reported in the supervisory (2) category. There was no change in the FOP, skilled trades and cooperative extension areas.

Overall Hispanic representation increased from 155 to 165 employees (3.2% of the total support staff workforce). Gains were recorded in the clerical-technical (2), cooperative extension (3), supervisory (1), and service maintenance (6) areas. The administrative-professional and skilled trades categories registered losses of one employee each, while there was no change in the FOP category.

Native American employment increased by 4 employees, from 35 to 39 (0.7% of the total support staff workforce). The administrative-professional (1) and clerical-technical (3) administrative-professional (1) areas reflected gains, while there was no change in all other reporting categories.

Representation of all women in the workforce rose by 70 in the administrative-professional, 31 in the clerical-technical, 3 in the supervisory, and 10 in the service maintenance, skilled trades (1) categories. The only areas to report a loss were cooperative extension (3) and FOP (1). Total representation of women increased by 111, from 3,299 to 3,410 (Graphs IV-21 through IV-24).

Representation of non-minority women increased by 86 employees (77.5% of the increase in support staff employment of women). Employment increases were recorded in the administrative-professional (61), clerical-technical (26), supervisory (3), and service maintenance (2) categories. The decreases were in the cooperative extension (5) and FOP (1) categories. No changes were reported for skilled trades.

Overall representation of minority women rose by 25 employees (22.5% of the increase in support staff employment of women). Gains were reported in the administrative-professional (9), clerical-technical (5) and cooperative extension (2) service maintenance (8) and skilled trades (1) areas. FOP and supervisory reported no changes in the employment of minority women.

Hiring Rates

Comparing 1984-85 and 1985-86, new hiring of minority employees rose by 3.0% (270 to 278) and decreased for women by 1.3% (1,141 to 1,126). New minority hires comprised 15.7% and women 63.7% of all new employees for 1985-86. Of total minority hires, Blacks accounted for 161 (57.9%); Asian/Pacific Islanders, 54 (19.4%); Hispanics, 50 (18.0%); and Native Americans, 13 (4.7%). These numbers represent a 25.6% increase for Asian/Pacific Islanders and decreases of Asian/Pacific Islanders, 2.0% for Hispanics and 13.3% for Native American categories. Blacks maintained the same level.

Appendix IV-B outlines the changes in hiring for regular, on-call and temporary positions for 1985-86.

Goal Achievement

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

Of the 149 affirmative action hiring goals established for women, 129 or 86.6% were achieved. In the administrative-professional category, 55 goals were set, with 58 (105.4%) attained. Of the 22 goals established in the clerical-technical area, 14 or 63.6% were achieved. In the supervisory category, 3 of the 6 goals established were met, or 50%. Of the 66 goals set in the service maintenance area, 54 or 81.8% were achieved. No annual goals were set in the public safety, cooperative extension and skilled trades categories.

Of the 45 individual job groups which were underutilized for women, 22 had no goals established due to low or no projected opportunities; goals were met or exceeded in 12 job groups, while goals failed to be met by one (1) in 4 job groups and by 2 or 3 in 5 other job groups.

Considerable gains were made for the third straight year in the attainment of hiring goals for minorities, 144.0%, with 32 established and 46 achieved. In the administrative-professional category, 5 goals were set, with 11 actual hires (220.0%). Of the 23 goals established in the clerical-technical area, 34 or 147.8% were achieved. In the service maintenance category, 1 of the 3 goals or 33% was attained. In the supervisory area, one goal was set; however, no minorities were hired. No goals were established in the public safety, cooperative extension and skilled trades categories.

In the 38 individual job groups which were underutilized for minorities, 28 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 9 job groups, while goal achievement in 5 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 1985-86.

Handicapper and Veteran Employment

A survey of all employees was conducted for self-identification of handicappers and/or veterans during the 1985-86 affirmative action year. The survey resulted in the identification of an additional 13 handicappers and 19 veterans who may qualify for reasonable accommodation or affirmative action as provided by University policy.

Problem Areas

The support staff problem areas for 1985-86 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. Some progress was made during 1985-86 in the attainment of goals. Contract discussions pertaining to a bypass procedure will be pursued during the 1987 bargaining sessions.

However, significant changes in the composition of the Local 1585 job groups will require several years, due to the tight seniority provisions of the collective bargaining agreement. 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 for underutilized positions continue to be a problem. Recruitment activities were 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 support staff divisions.

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

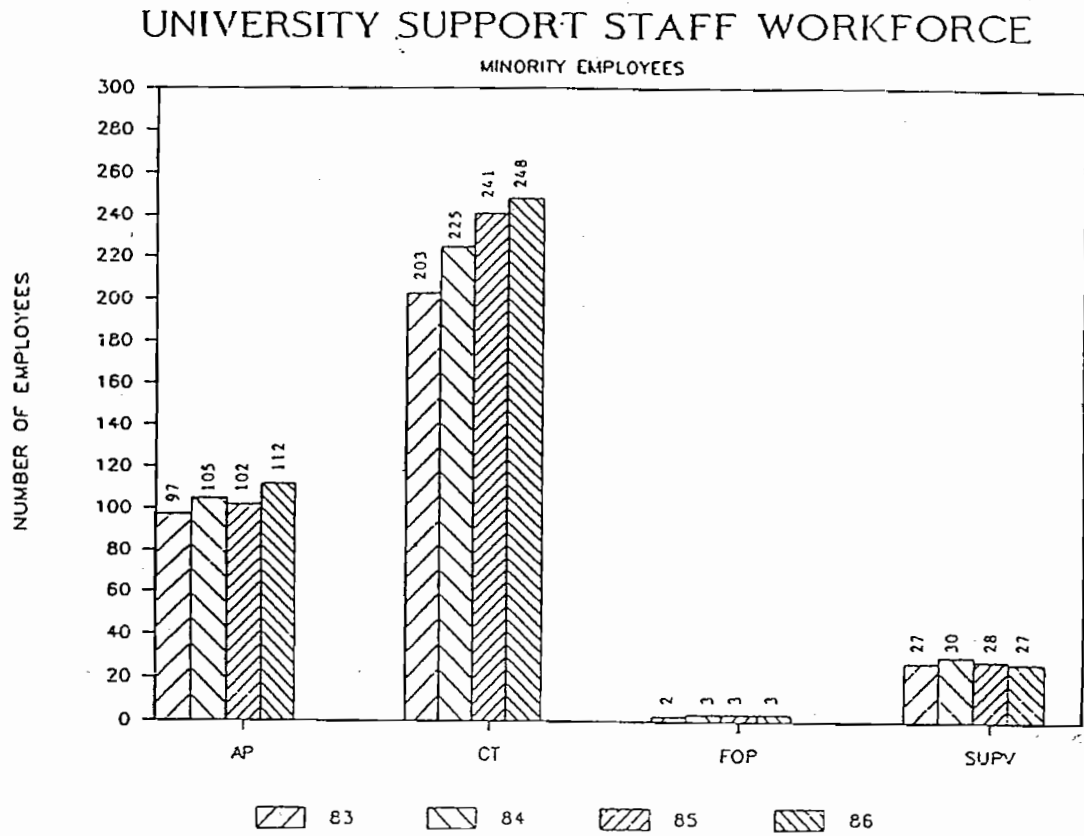
The CTUMSU contract with the University permits a waiver of the seniority provision of the hiring procedures in some circumstances, i.e. external candidates, layoff, and return from leave. The waiver has been adopted also as a means to promote qualified minority applicants to higher level positions which are underutilized. For example, in 1985-86, the affirmative action bypass was used 9 times; follow-up study indicates an 100% retention rate.

Target Areas of Underutilization

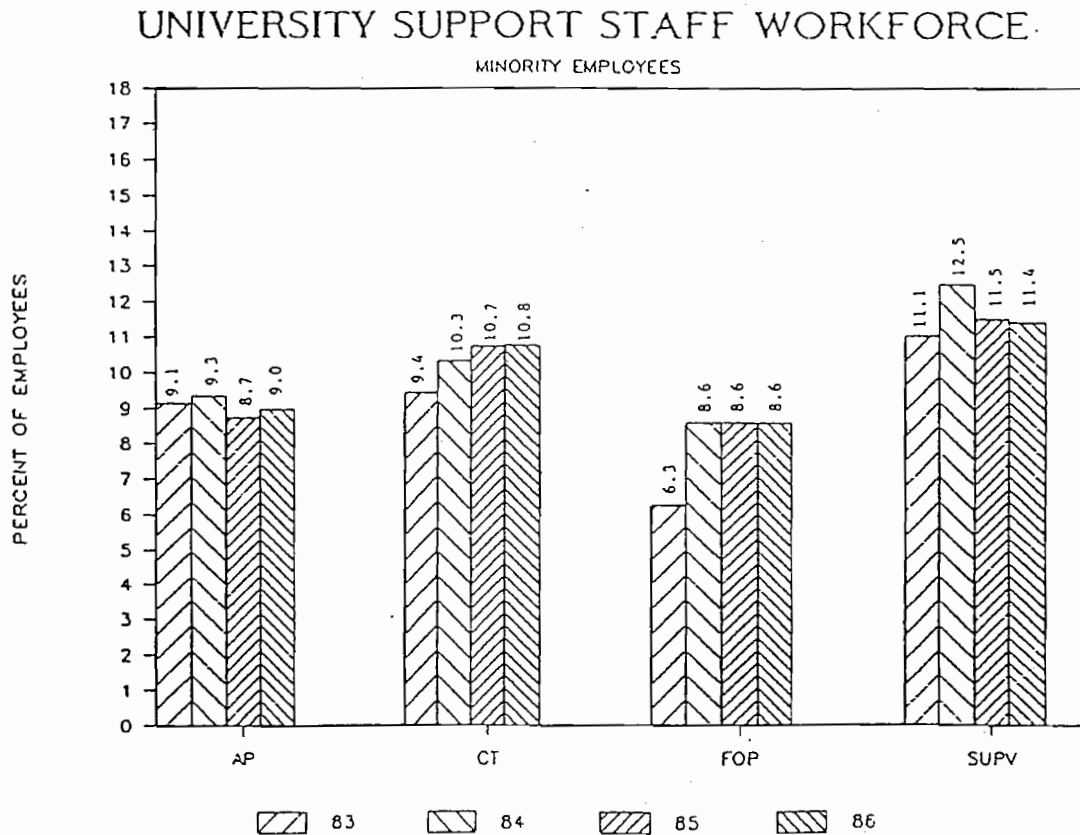
The history of certain job groups shows a continual problem of underutilization. Positive results in goal achievement were made during the past year in certain targeted areas (see Appendix IV-B). The results in these job groups are attributable, in some respects, to the use of the affirmative action 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.

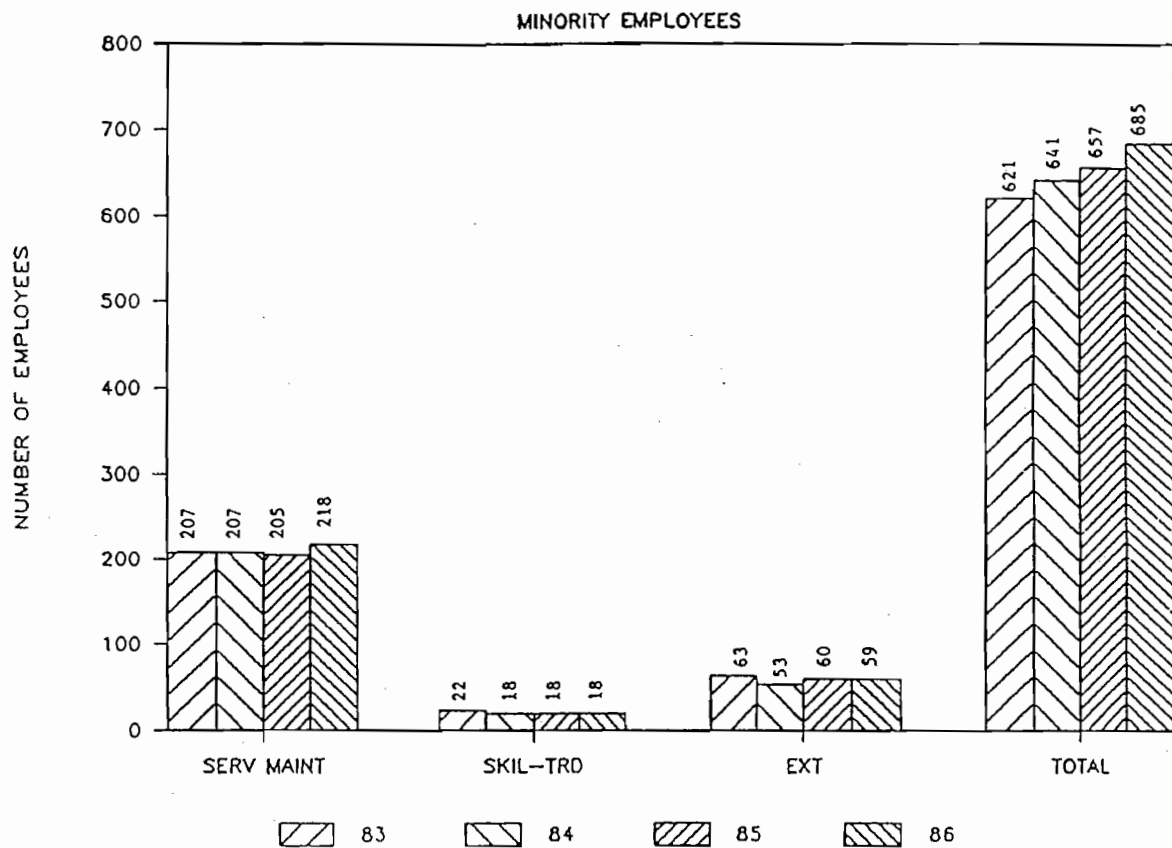
Graph IV-1



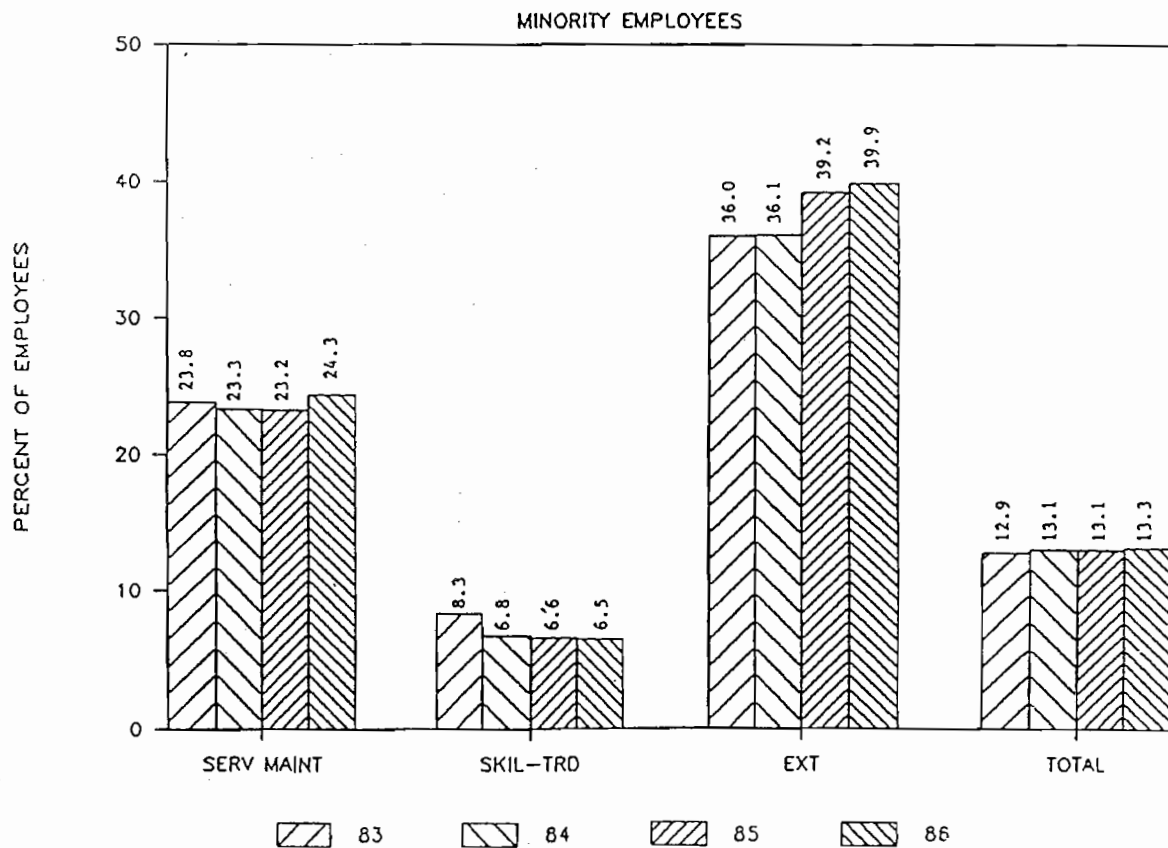
Graph IV-2



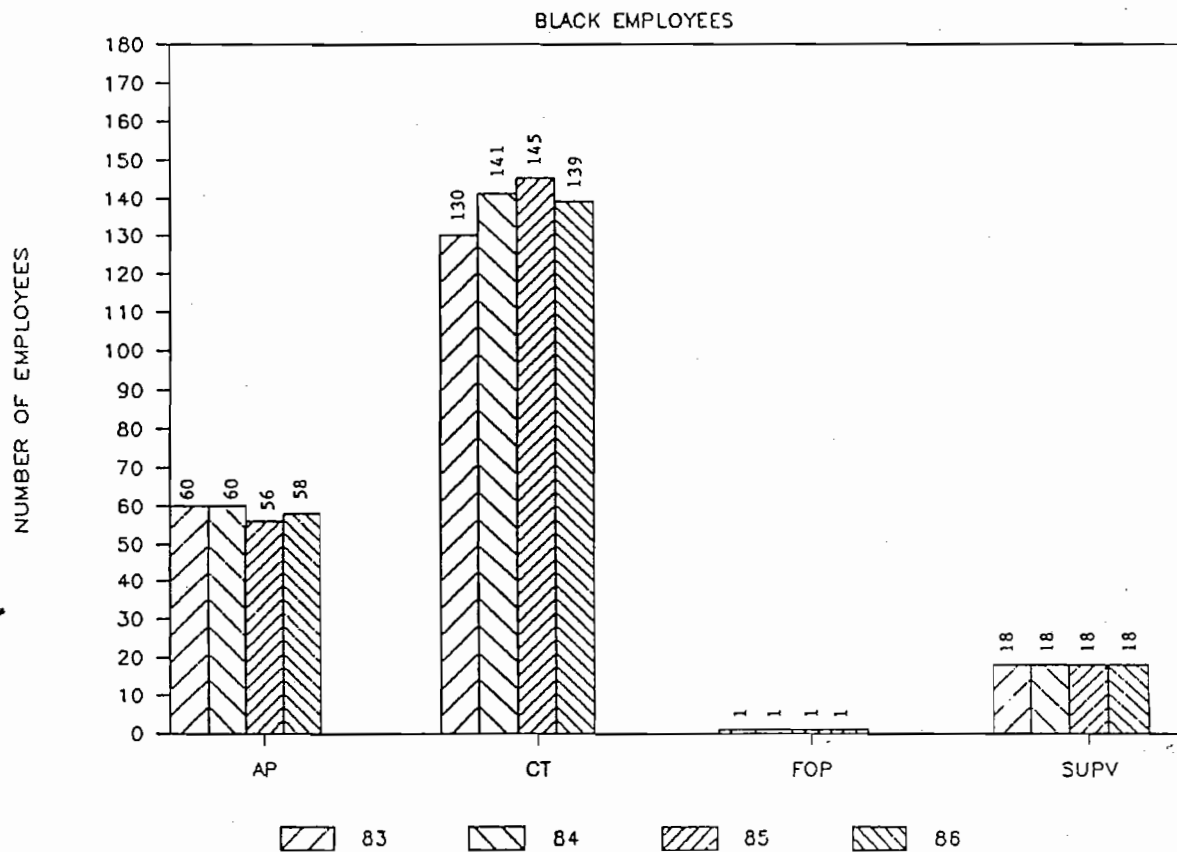
GRAPH IV-3
UNIVERSITY SUPPORT STAFF WORKFORCE



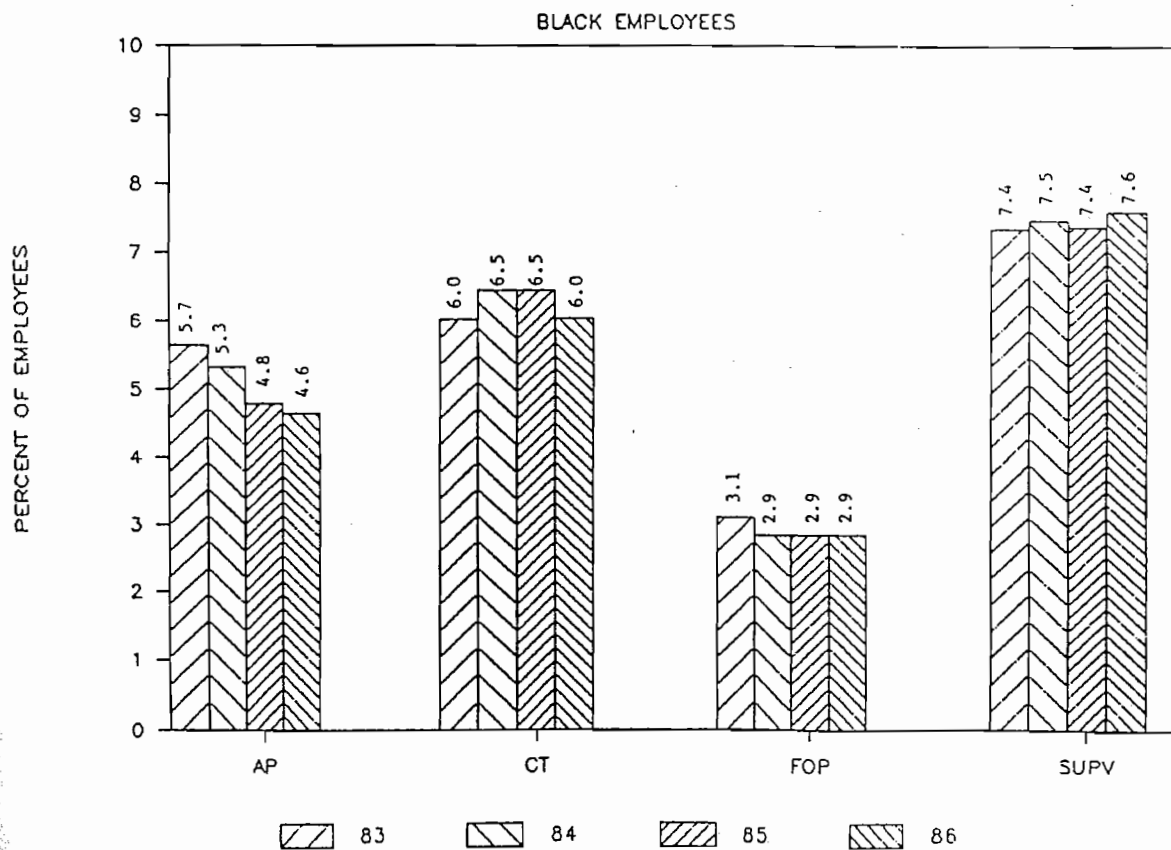
GRAPH IV-4
UNIVERSITY SUPPORT STAFF WORKFORCE



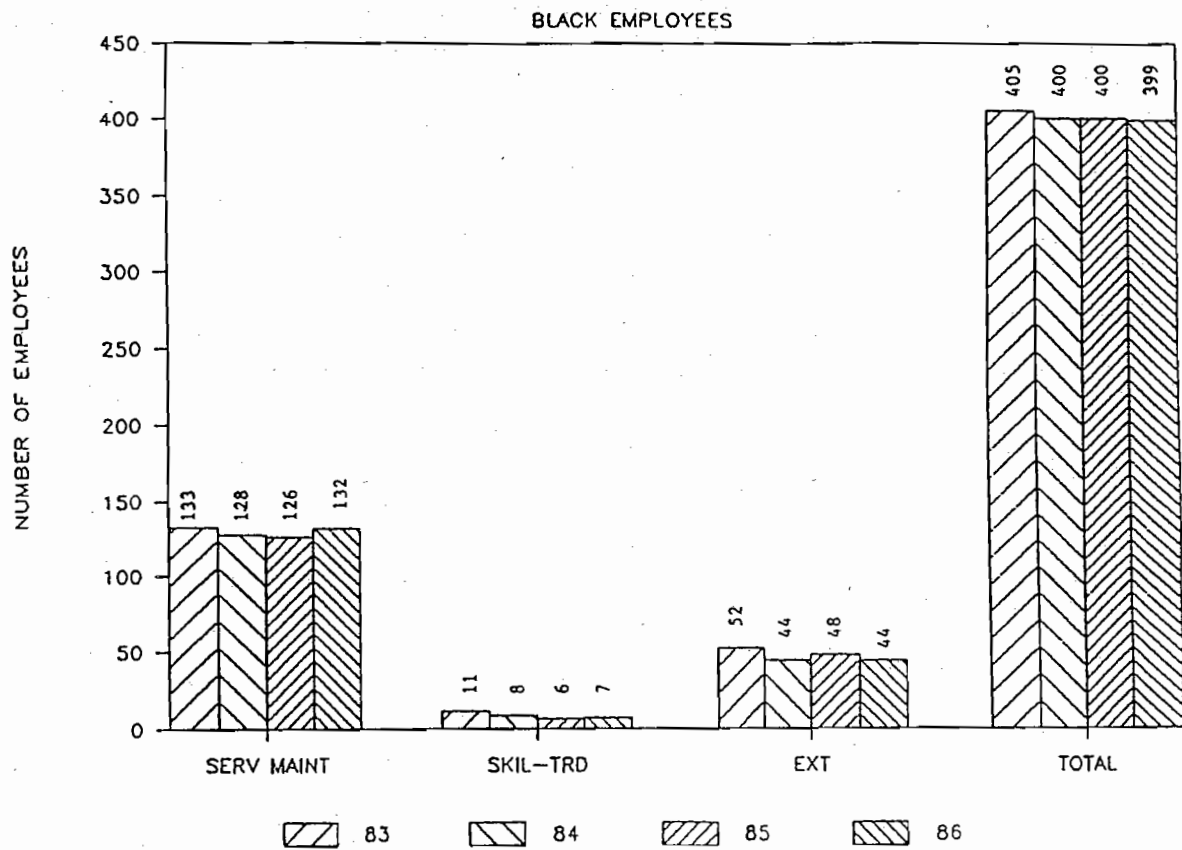
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UNIVERSITY SUPPORT STAFF WORKFORCE



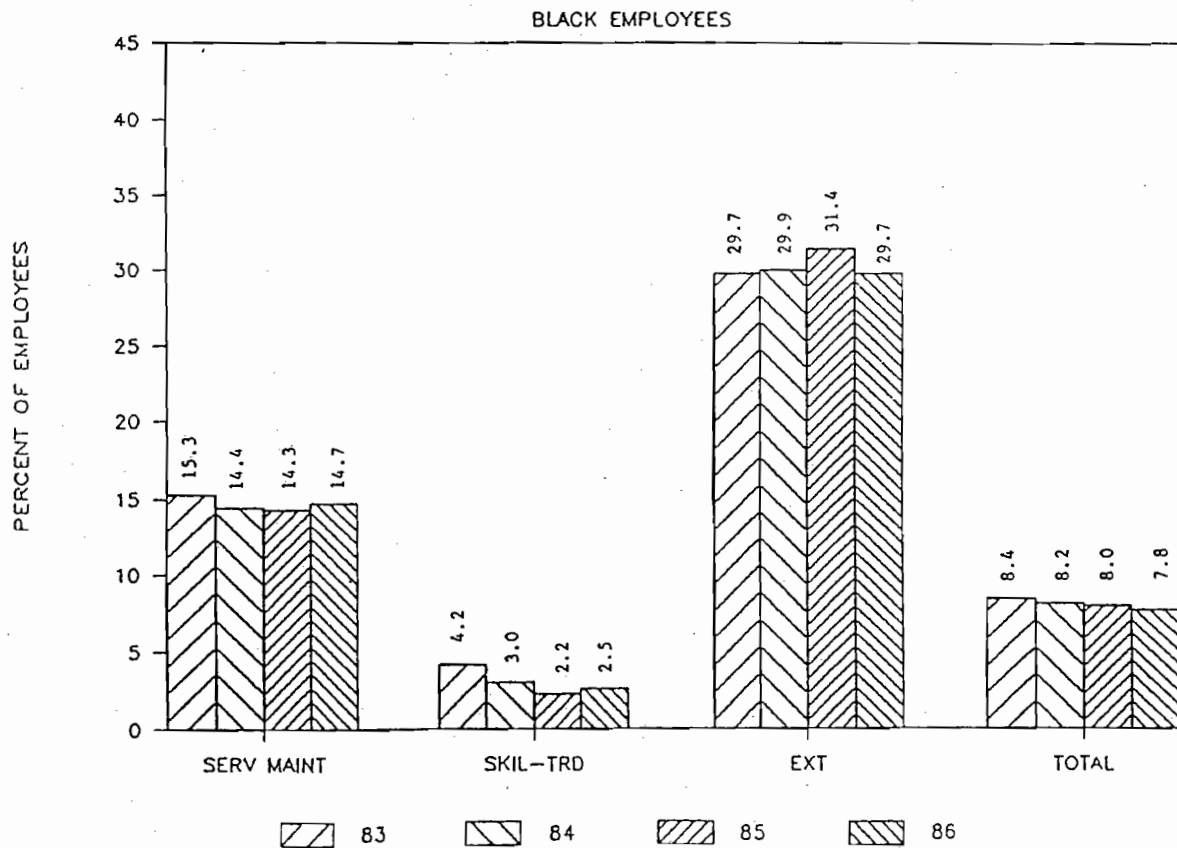
GRAPH IV-6
UNIVERSITY SUPPORT STAFF WORKFORCE



GRAPH IV-7
UNIVERSITY SUPPORT STAFF WORKFORCE



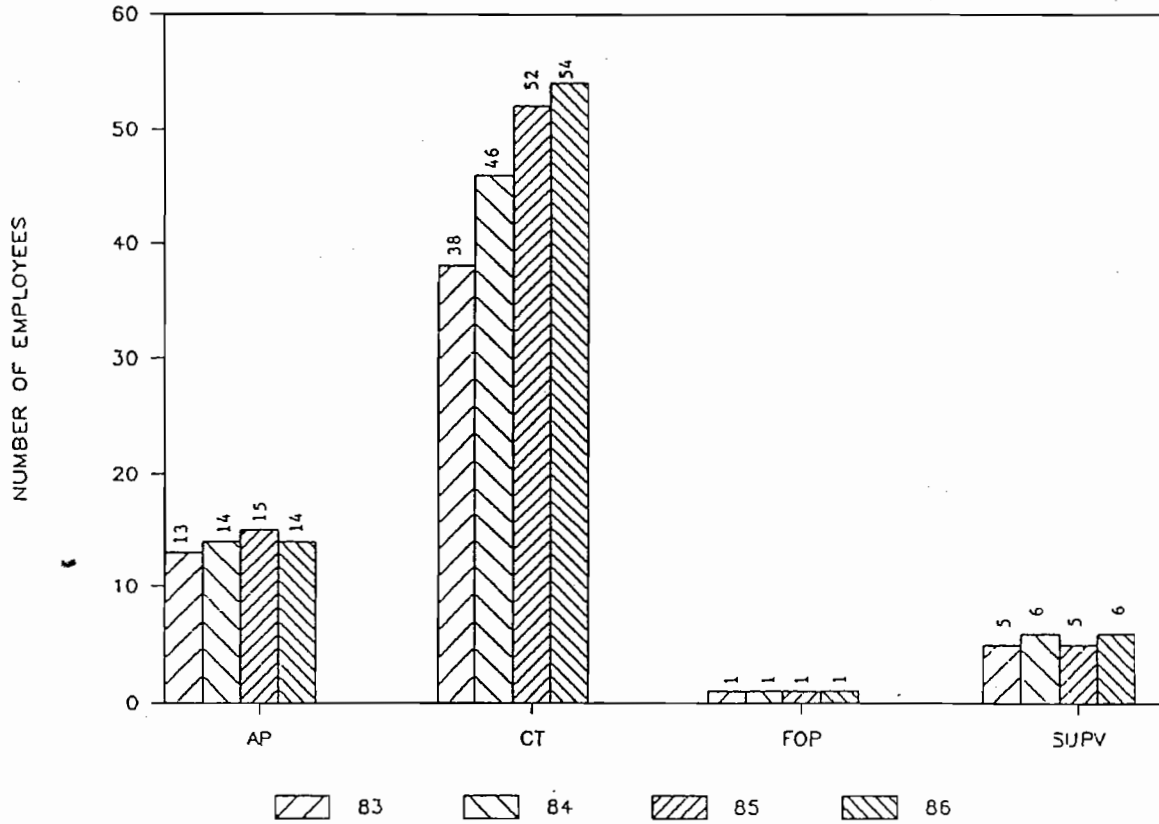
GRAPH IV-8
UNIVERSITY SUPPORT STAFF WORKFORCE



GRAPH IV-9

UNIVERSITY SUPPORT STAFF WORKFORCE

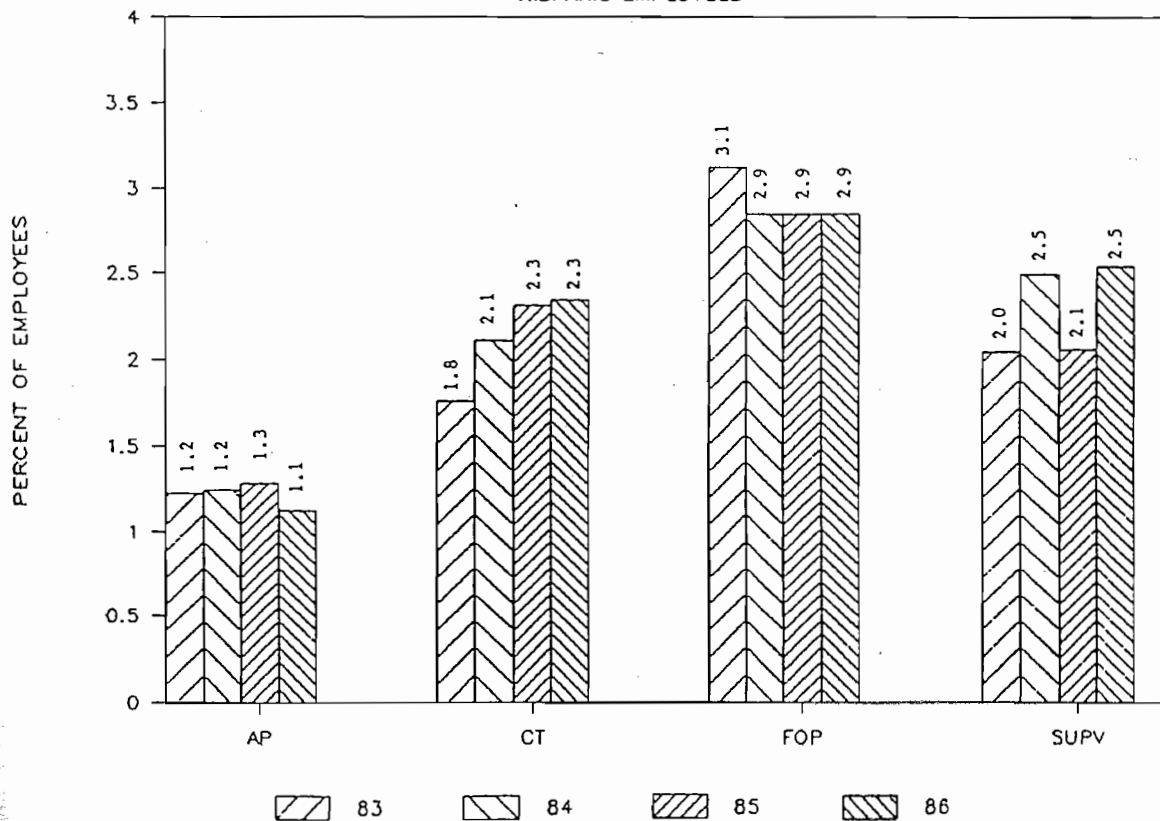
HISPANIC EMPLOYEES



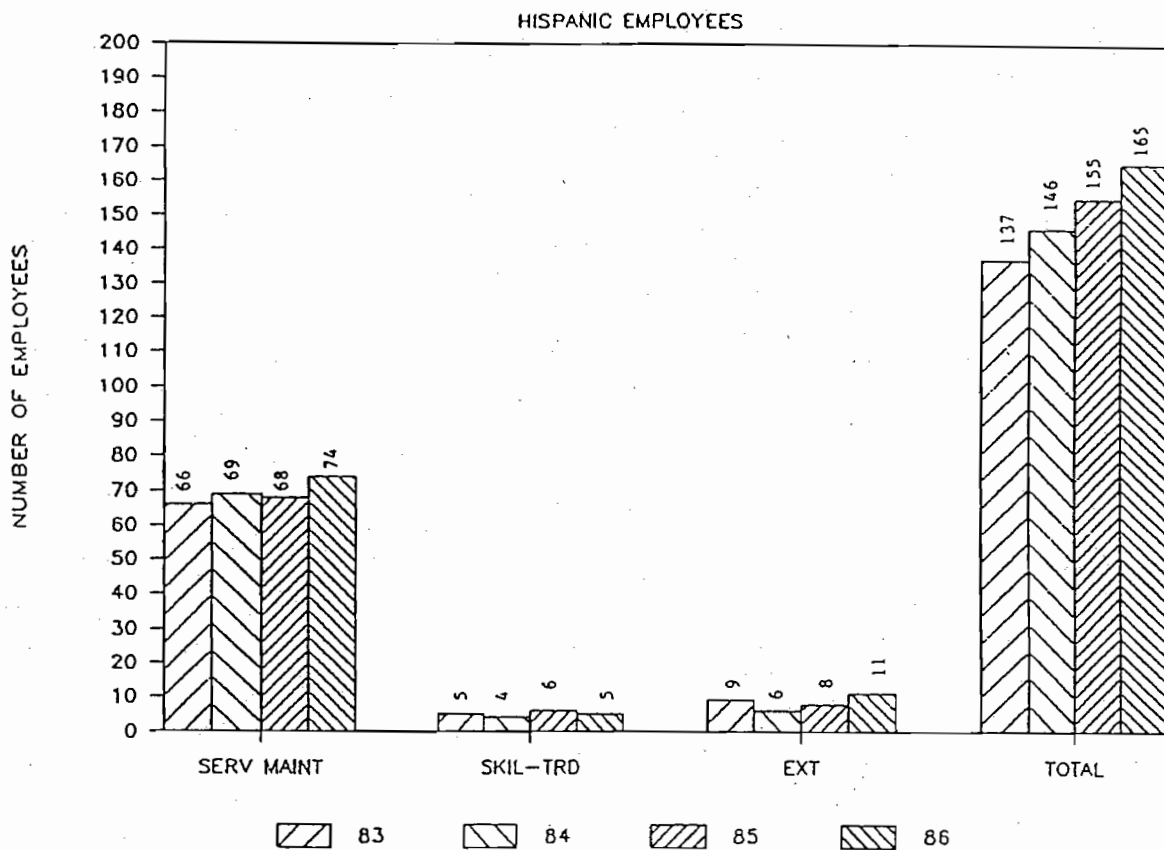
GRAPH IV-10

UNIVERSITY SUPPORT STAFF WORKFORCE

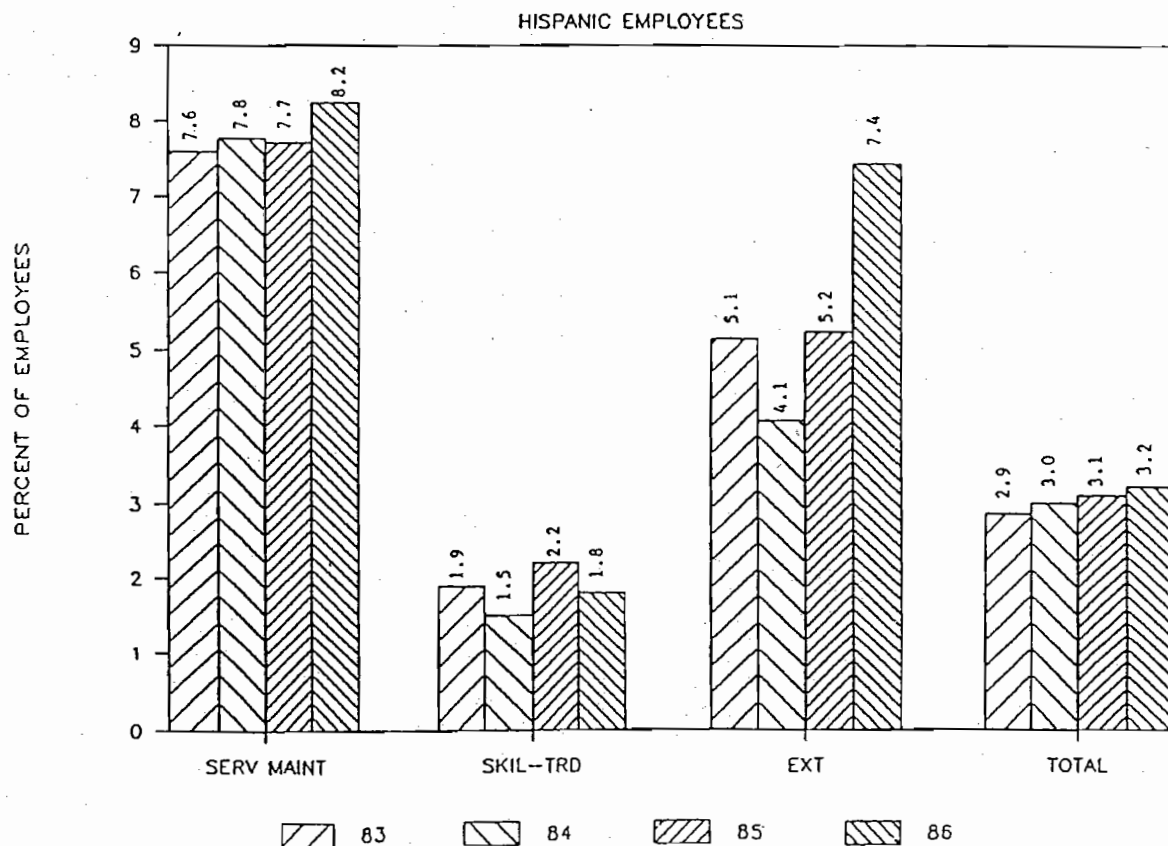
HISPANIC EMPLOYEES



GRAPH IV-11
UNIVERSITY SUPPORT STAFF WORKFORCE

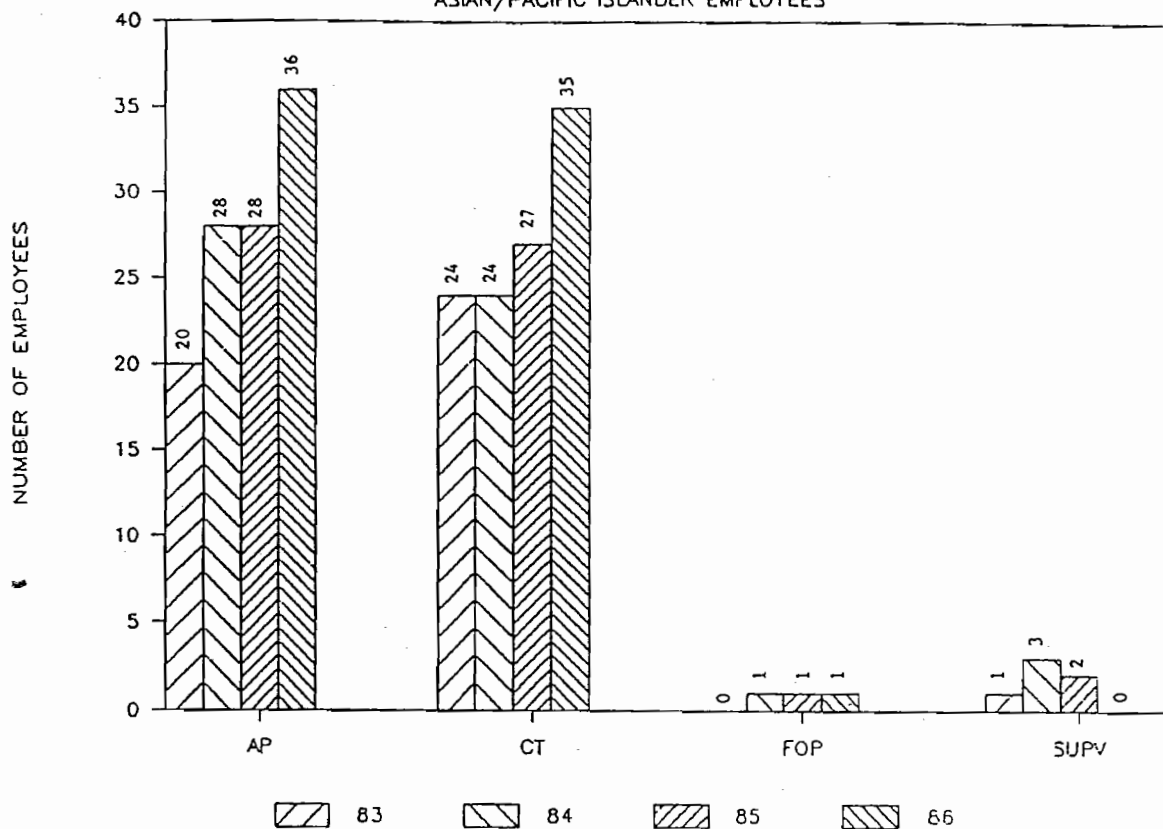


GRAPH IV-12
UNIVERSITY SUPPORT STAFF WORKFORCE



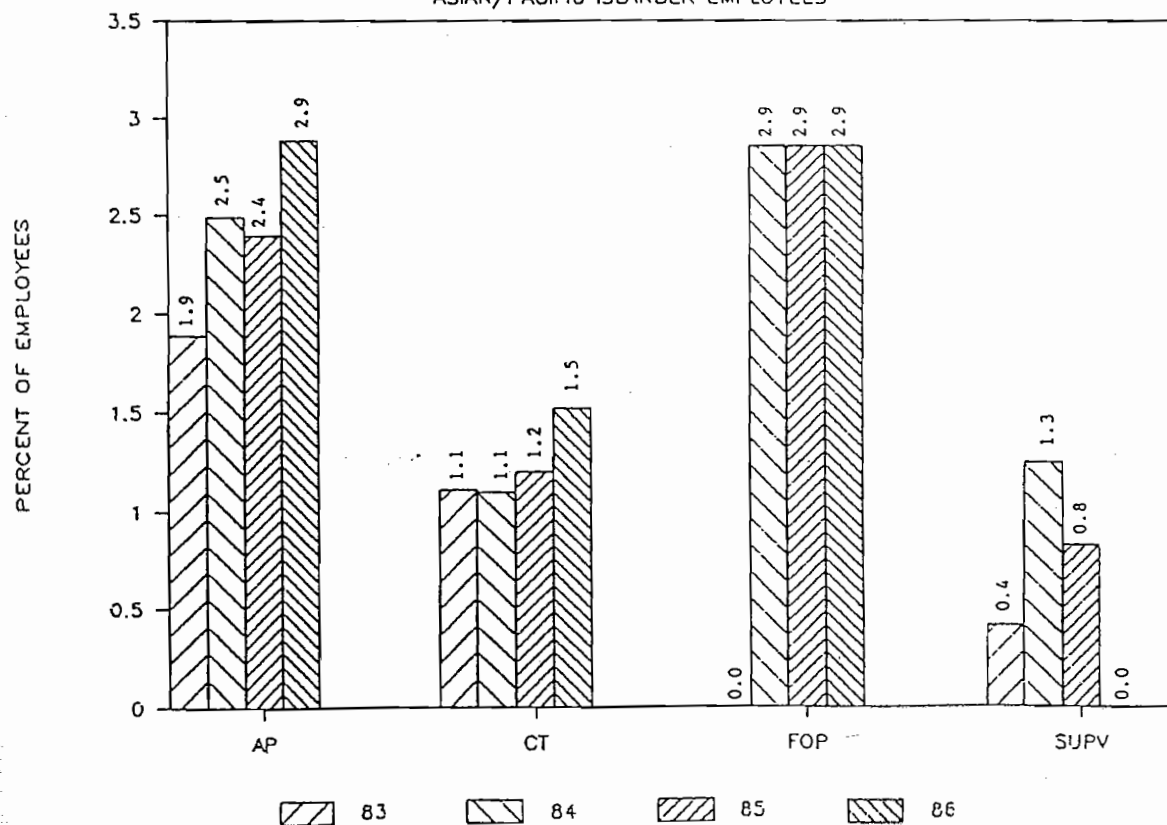
GRAPH IV-13
UNIVERSITY SUPPORT STAFF WORKFORCE

ASIAN/PACIFIC ISLANDER EMPLOYEES



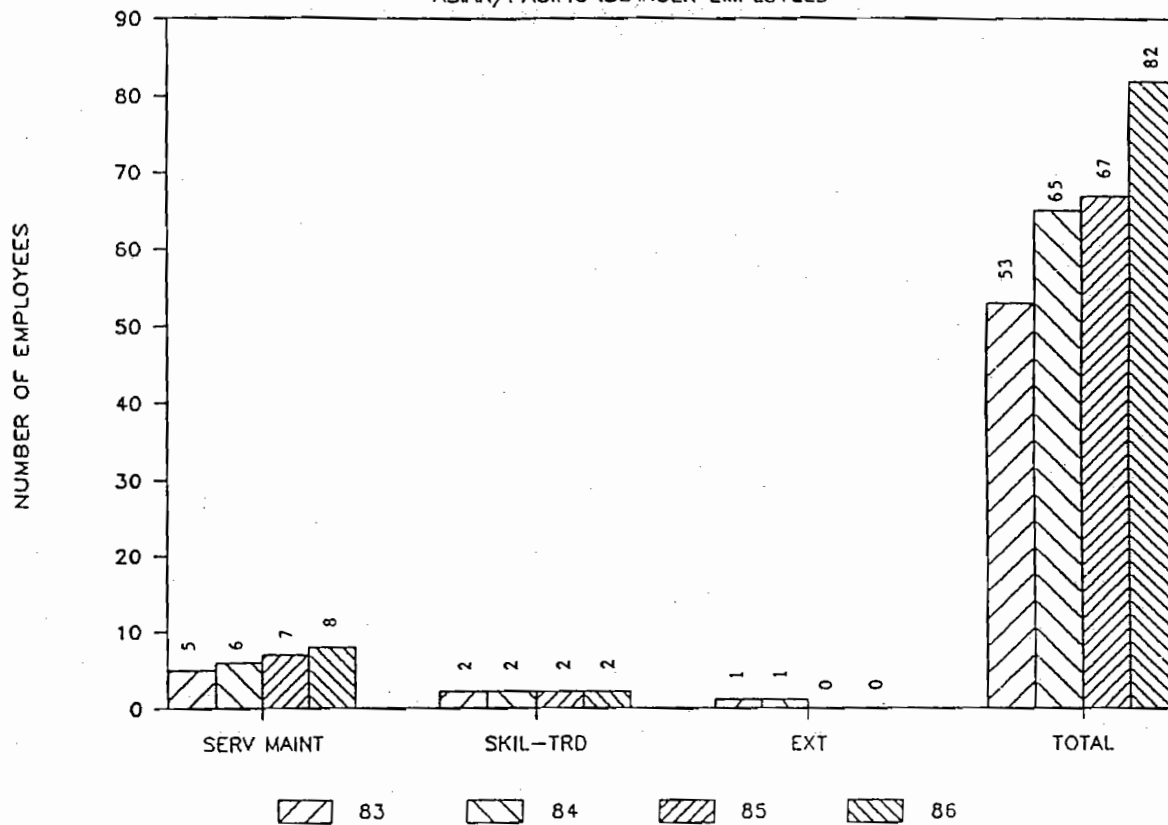
GRAPH IV-14
UNIVERSITY SUPPORT STAFF WORKFORCE

ASIAN/PACIFIC ISLANDER EMPLOYEES



UNIVERSITY SUPPORT STAFF WORKFORCE

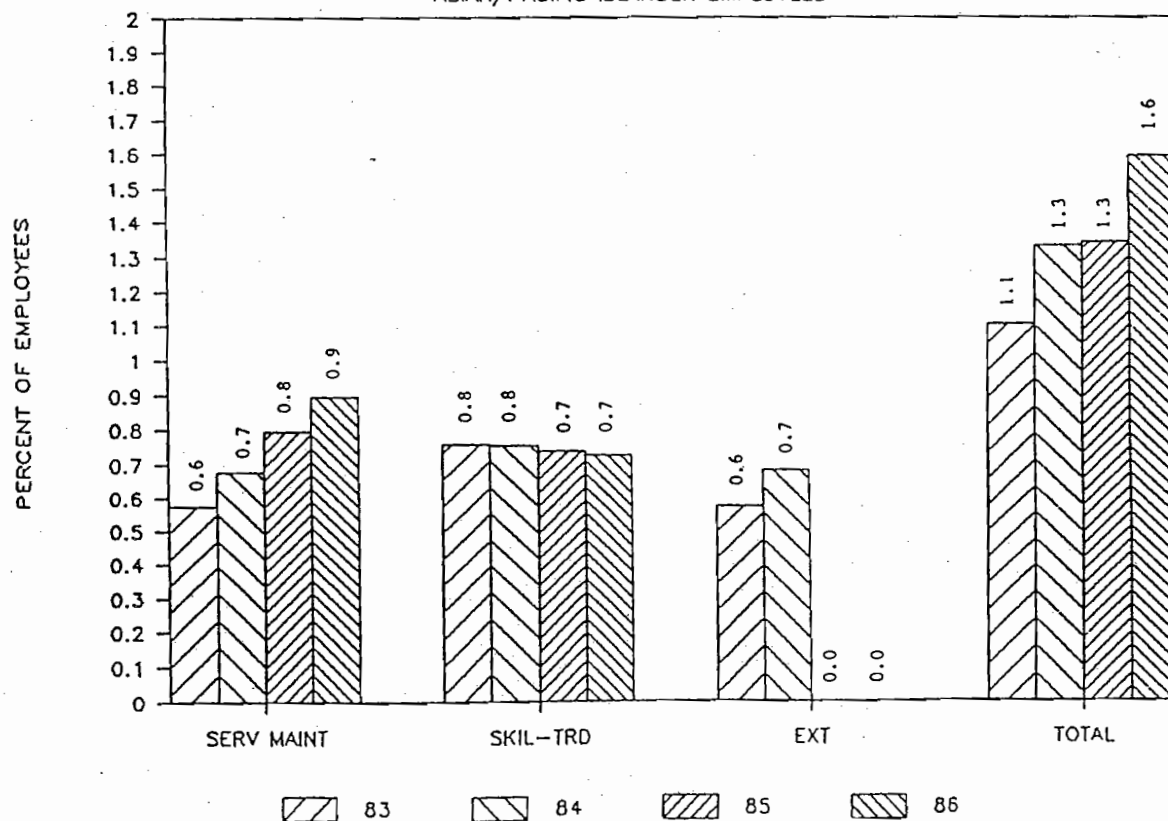
ASIAN/PACIFIC ISLANDER EMPLOYEES



GRAPH IV-16

UNIVERSITY SUPPORT STAFF WORKFORCE

ASIAN/PACIFIC ISLANDER EMPLOYEES

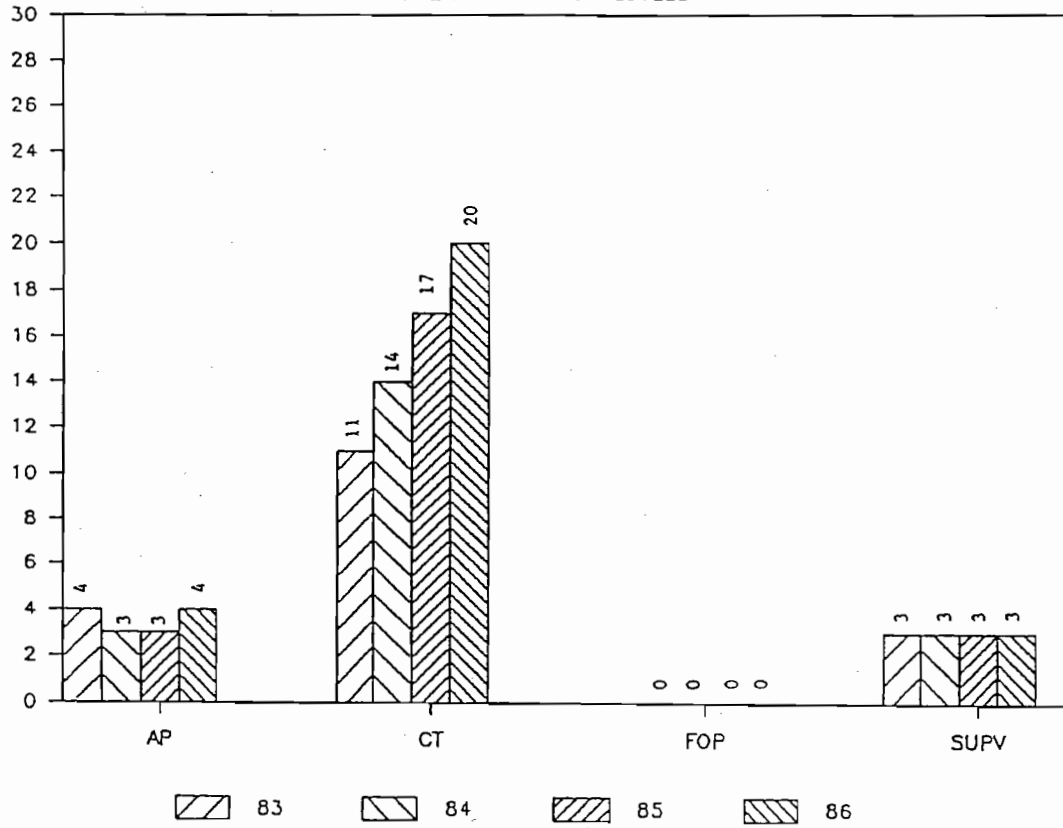


GRAPH IV-17

UNIVERSITY SUPPORT STAFF WORKFORCE

NATIVE AMERICAN EMPLOYEES

NUMBER OF EMPLOYEES

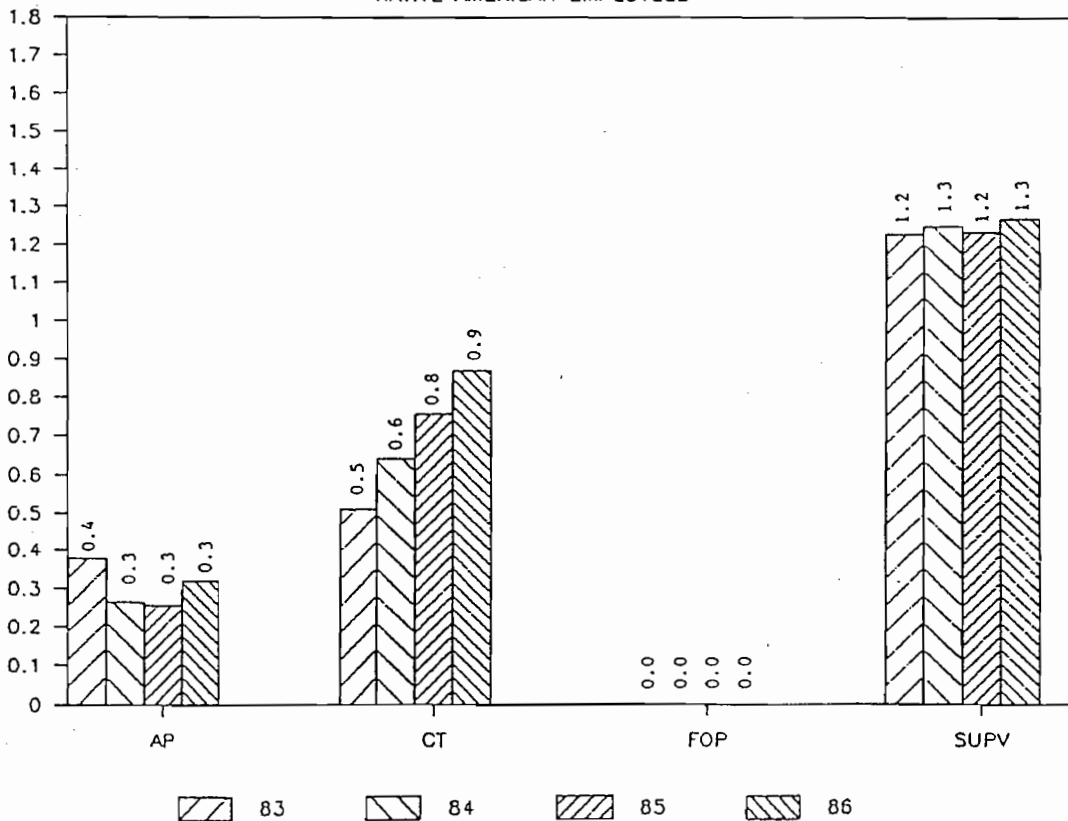


GRAPH IV-18

UNIVERSITY SUPPORT STAFF WORKFORCE

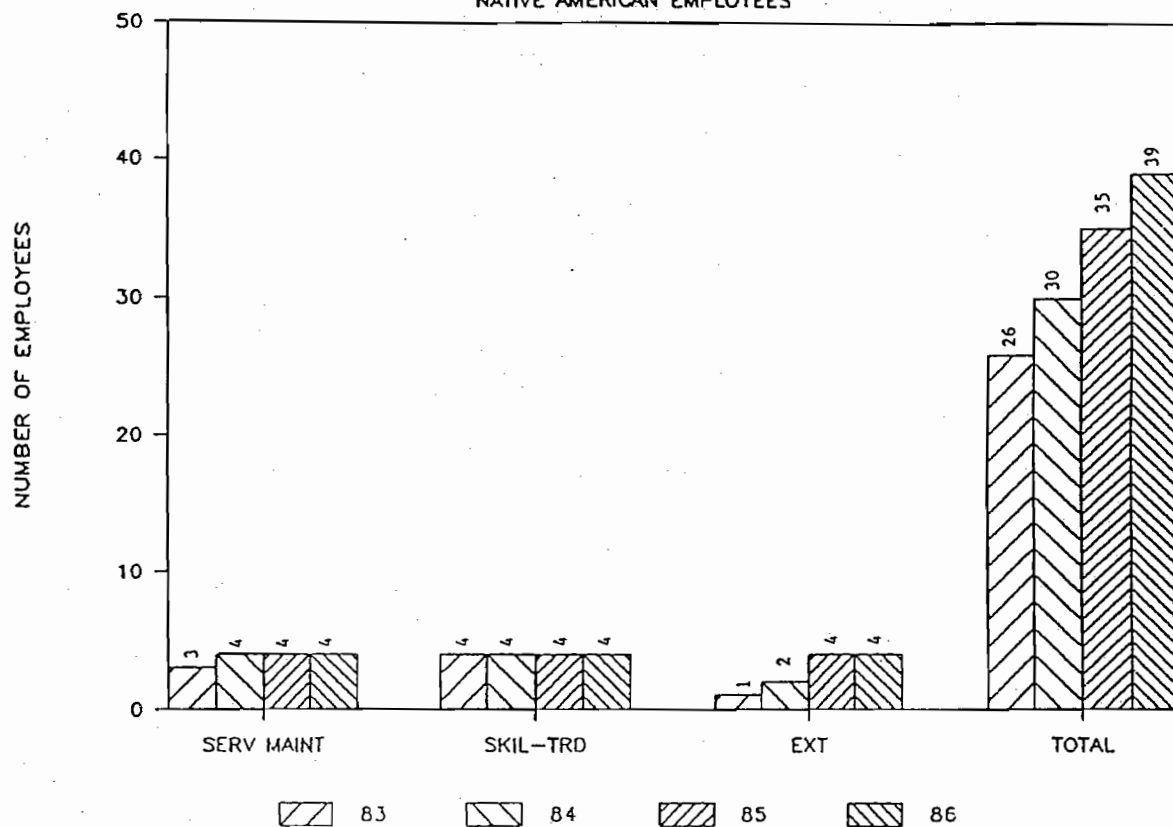
NATIVE AMERICAN EMPLOYEES

PERCENT OF EMPLOYEES



UNIVERSITY SUPPORT STAFF WORKFORCE

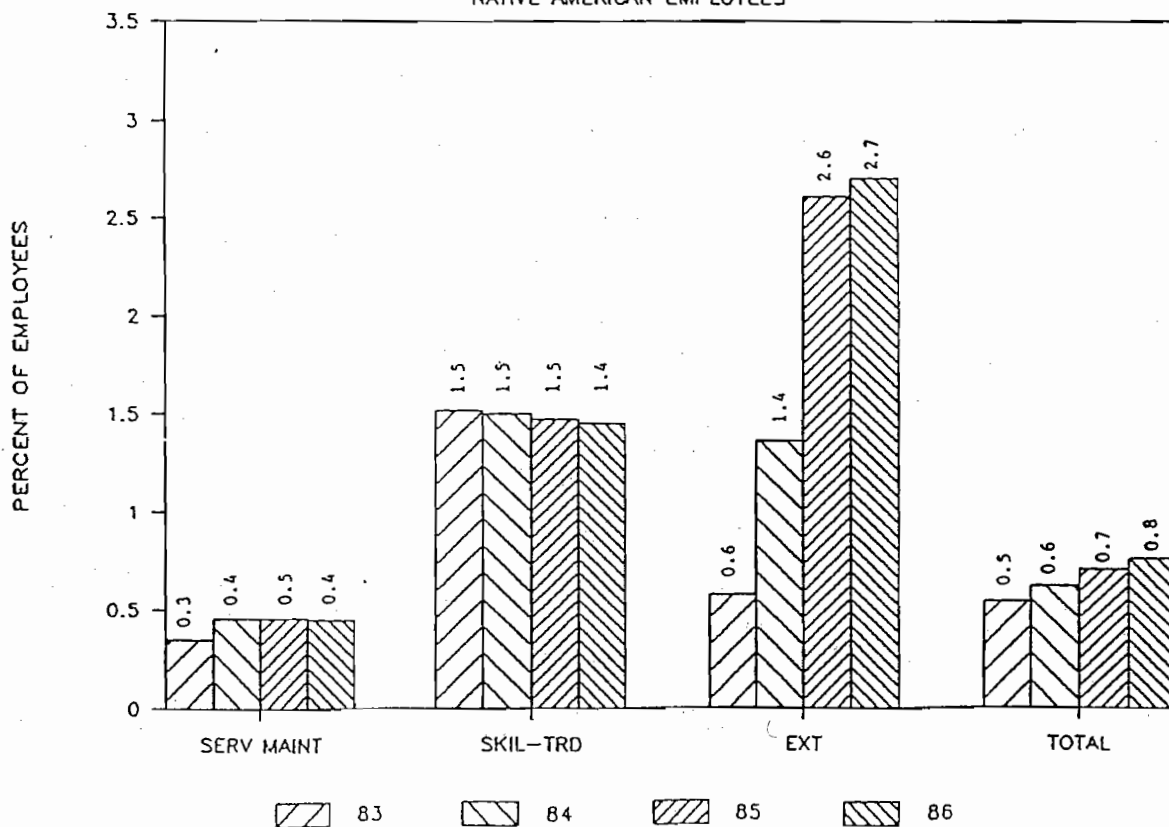
NATIVE AMERICAN EMPLOYEES



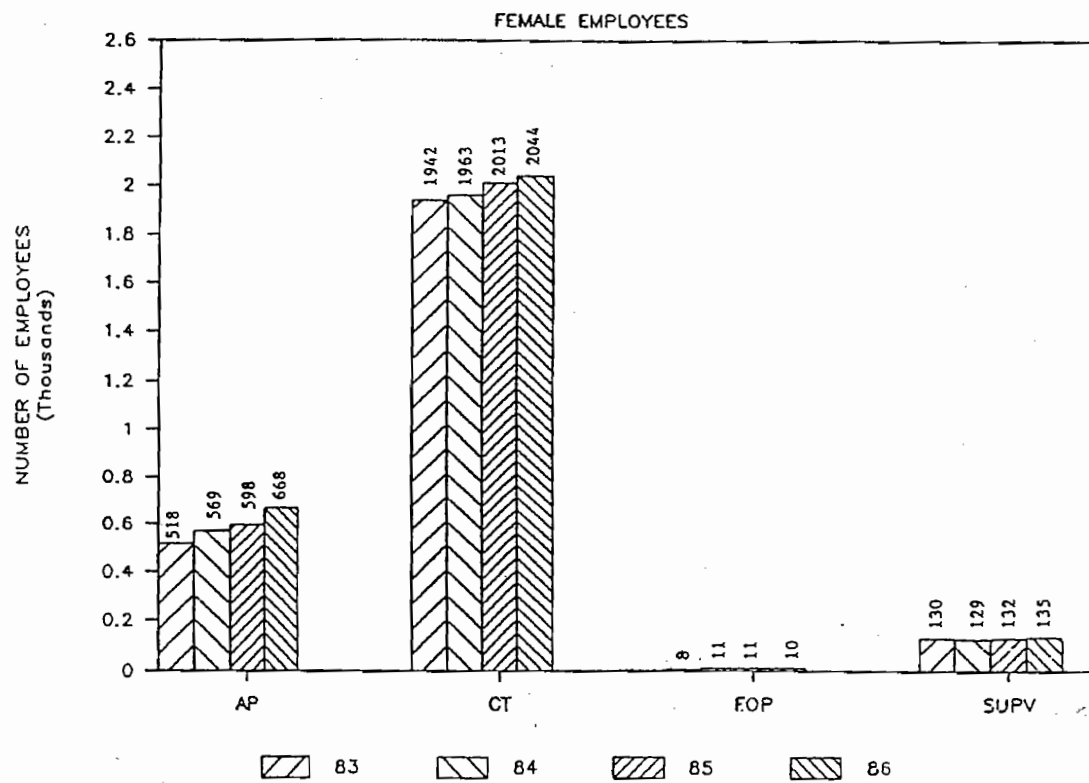
GRAPH IV-20

UNIVERSITY SUPPORT STAFF WORKFORCE

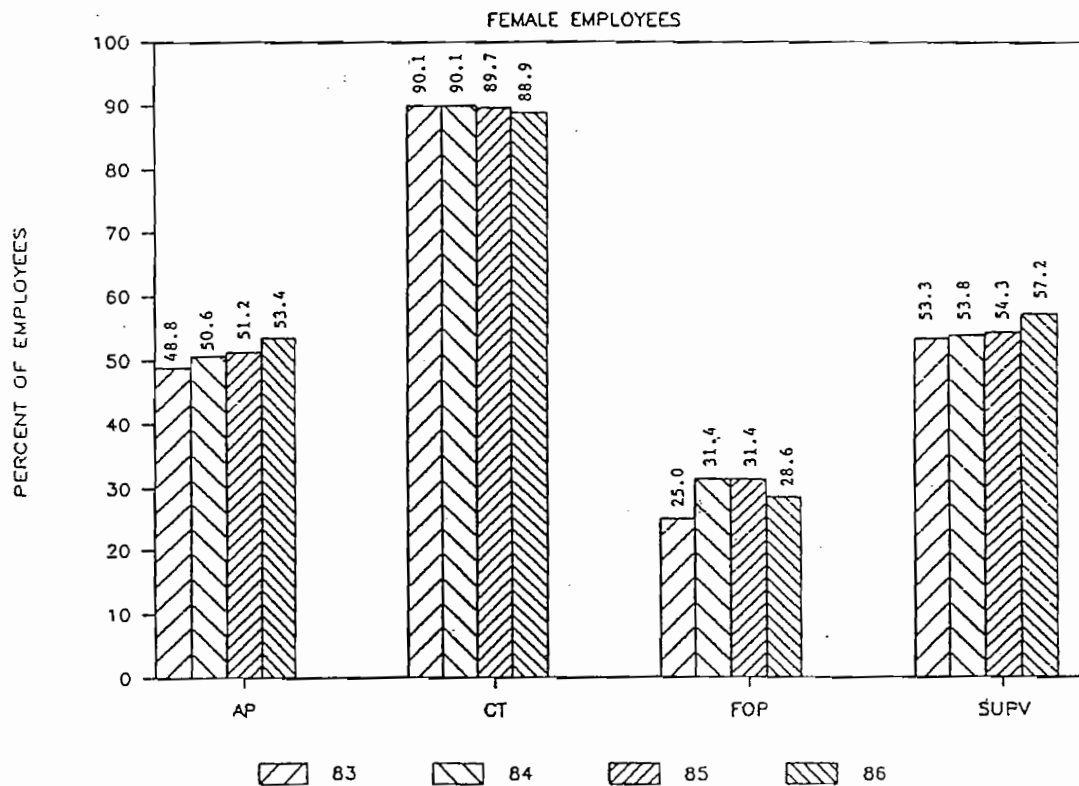
NATIVE AMERICAN EMPLOYEES



Graph IV-21
UNIVERSITY SUPPORT STAFF WORKFORCE



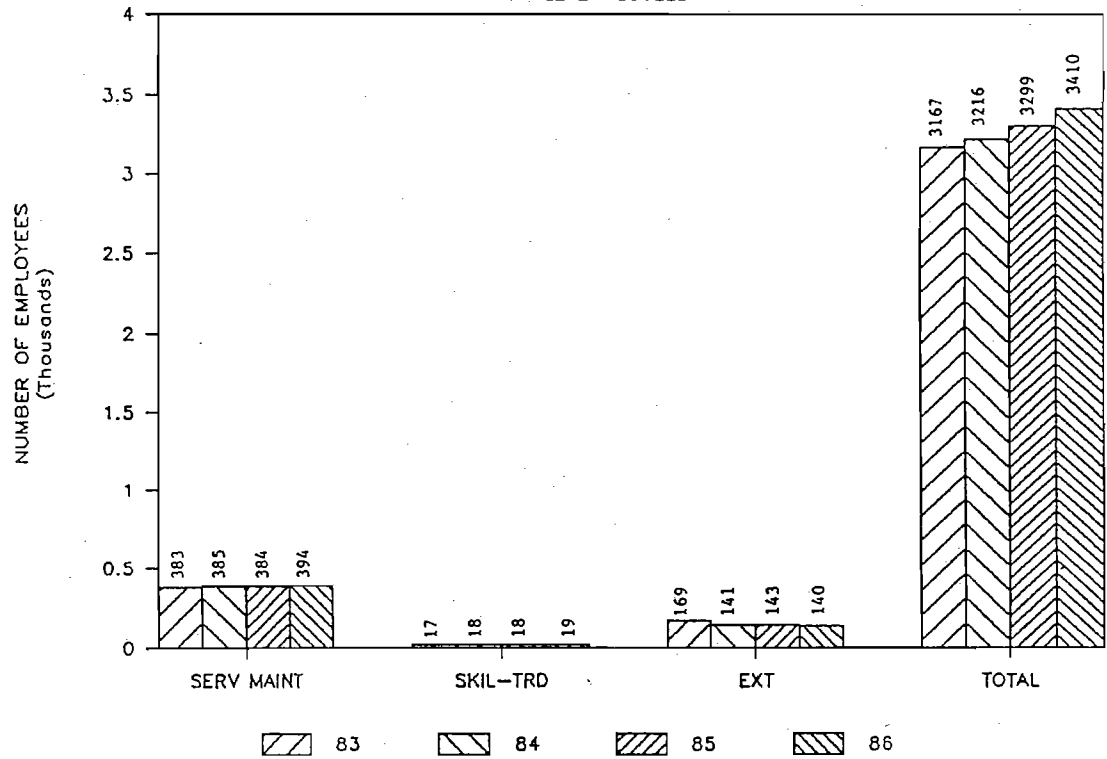
Graph IV-22
UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-23

UNIVERSITY SUPPORT STAFF WORKFORCE

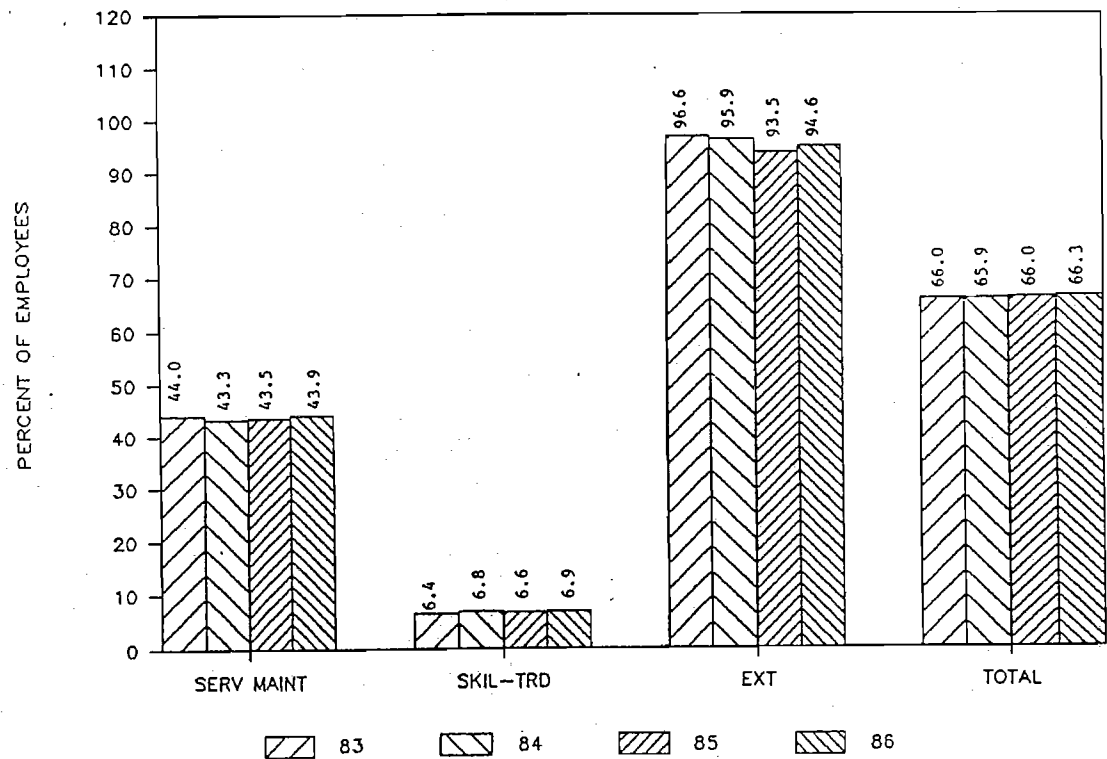
FEMALE EMPLOYEES



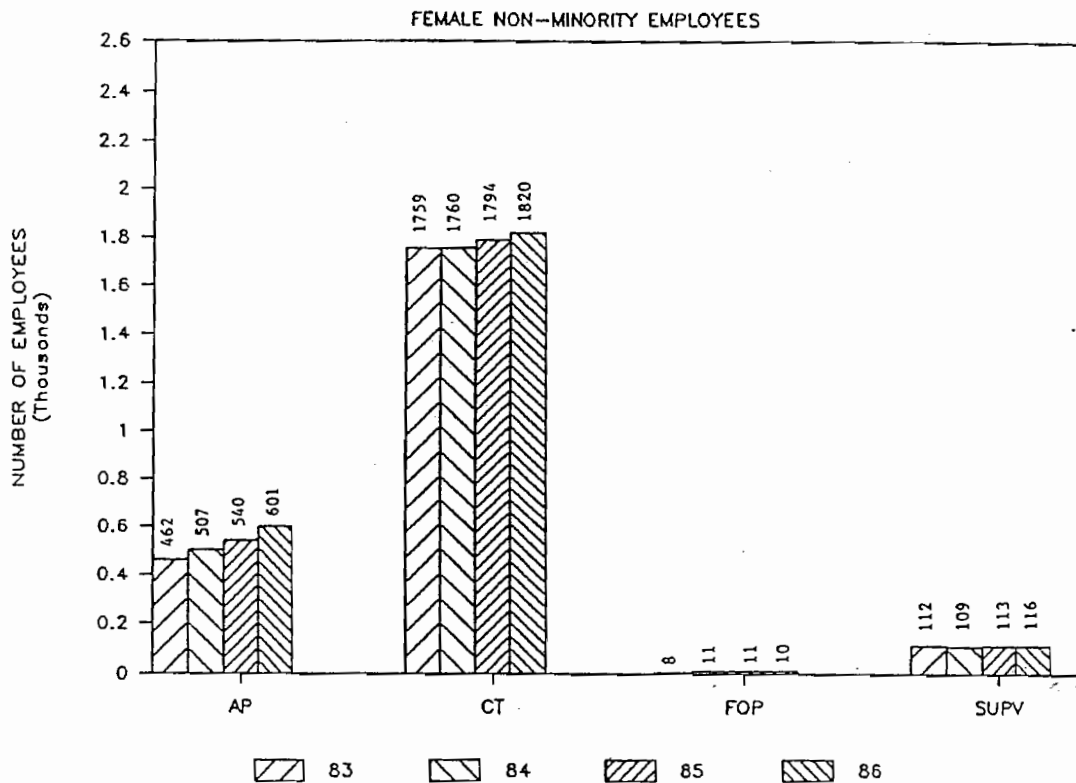
Graph IV-24

UNIVERSITY SUPPORT STAFF WORKFORCE

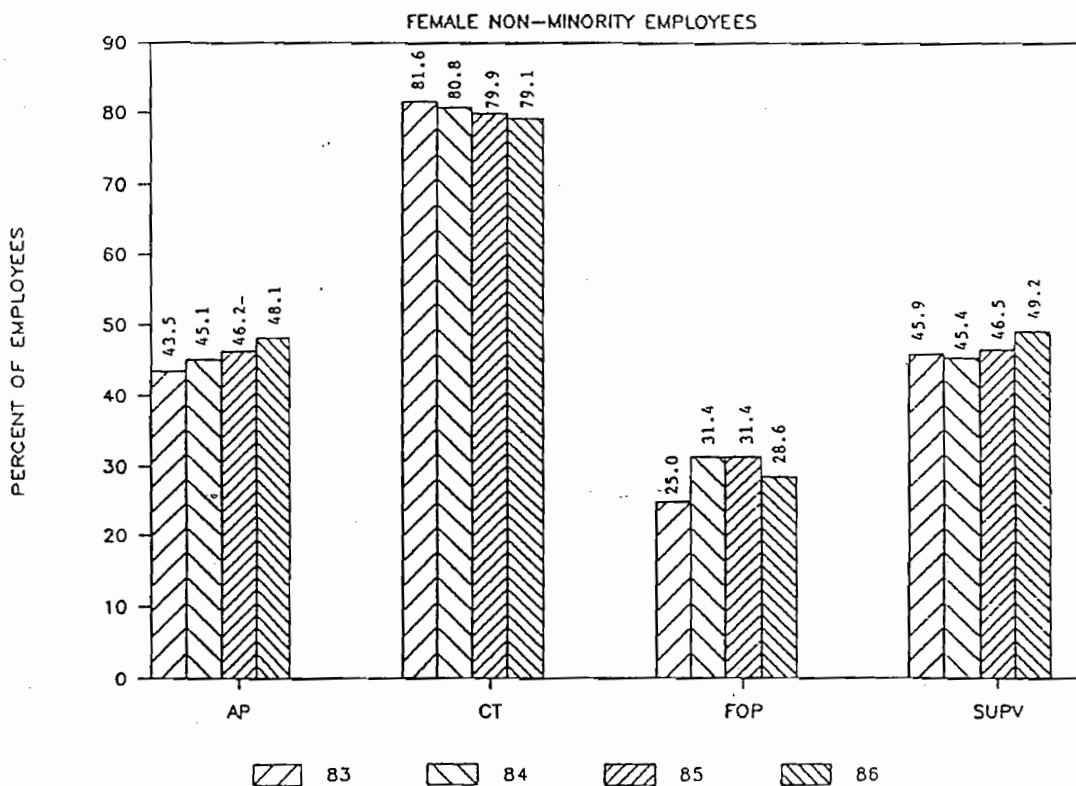
FEMALE EMPLOYEES



Graph IV-25
UNIVERSITY SUPPORT STAFF WORKFORCE



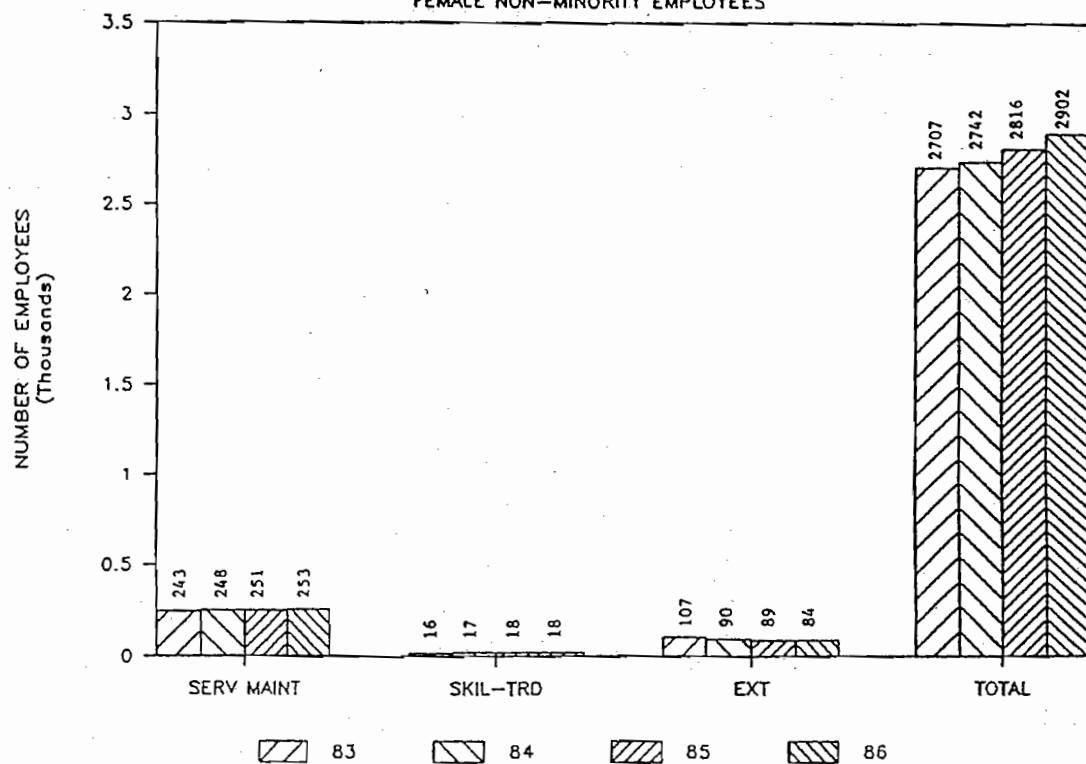
Graph IV-26
UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-27

UNIVERSITY SUPPORT STAFF WORKFORCE

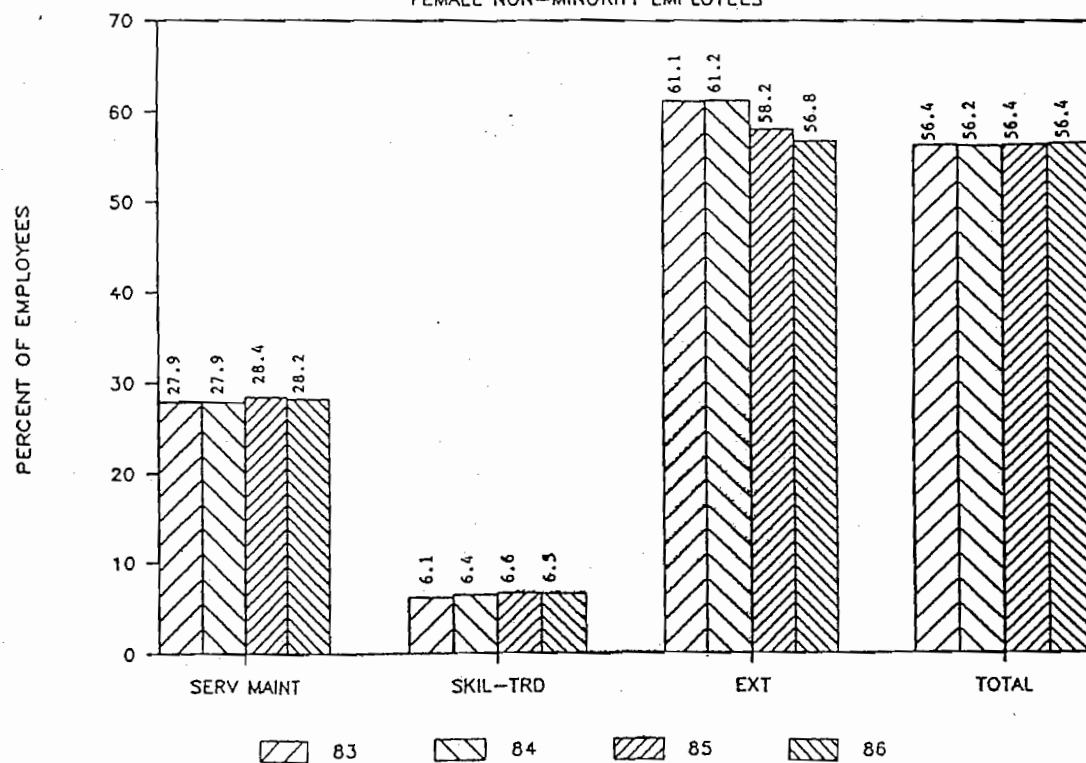
FEMALE NON-MINORITY EMPLOYEES



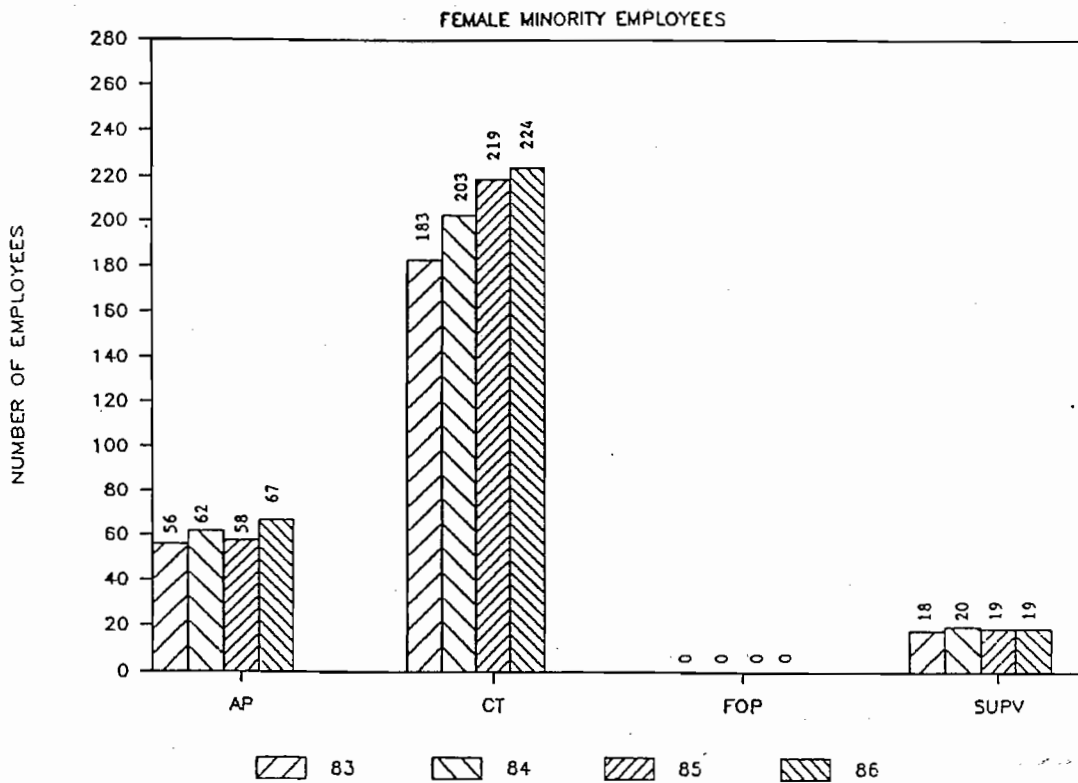
Graph IV-28

UNIVERSITY SUPPORT STAFF WORKFORCE

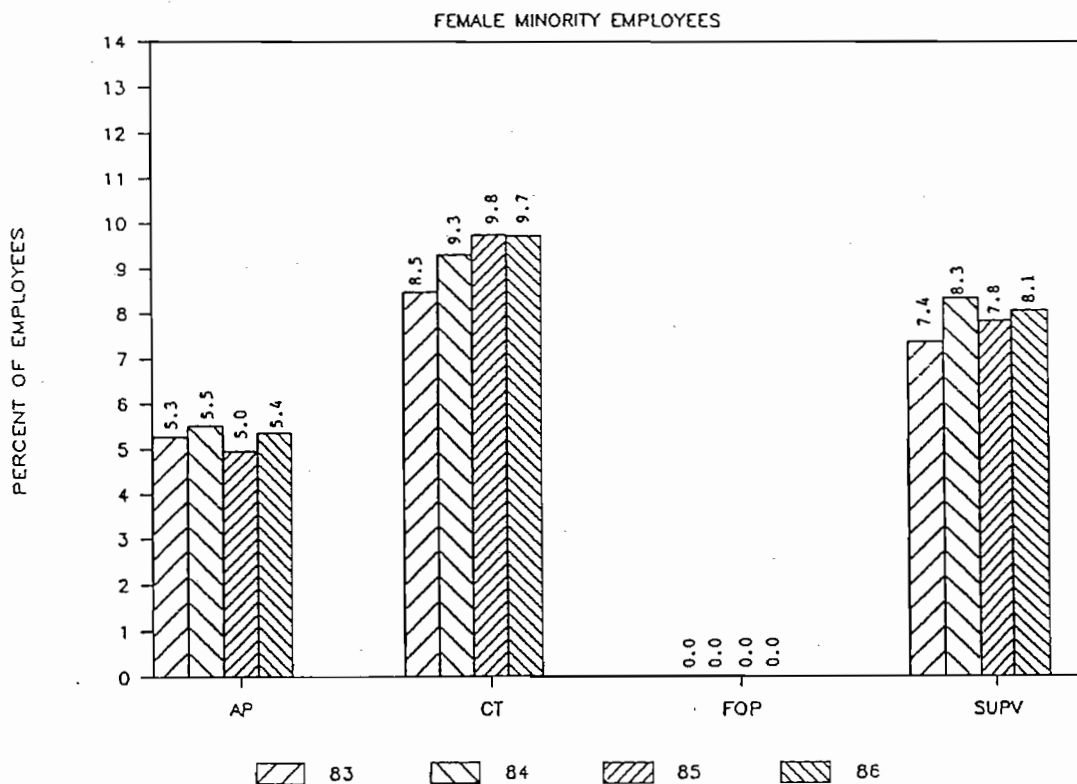
FEMALE NON-MINORITY EMPLOYEES



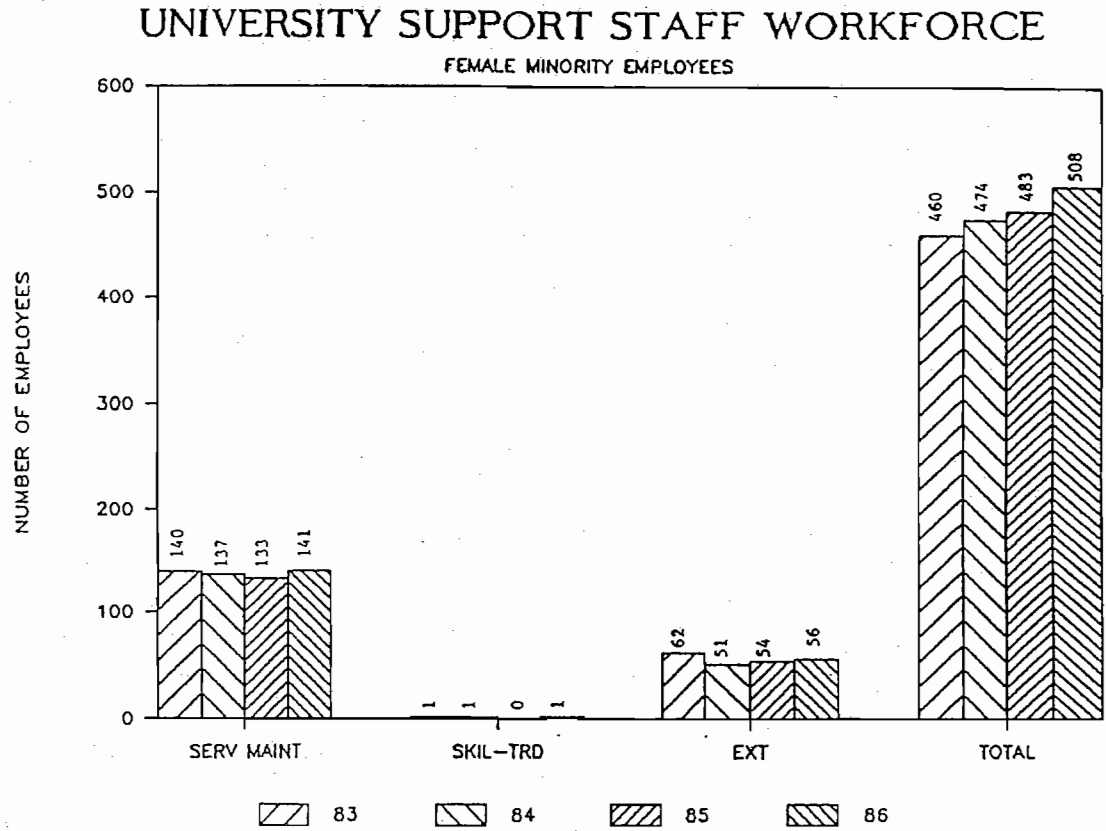
Graph IV-29
UNIVERSITY SUPPORT STAFF WORKFORCE



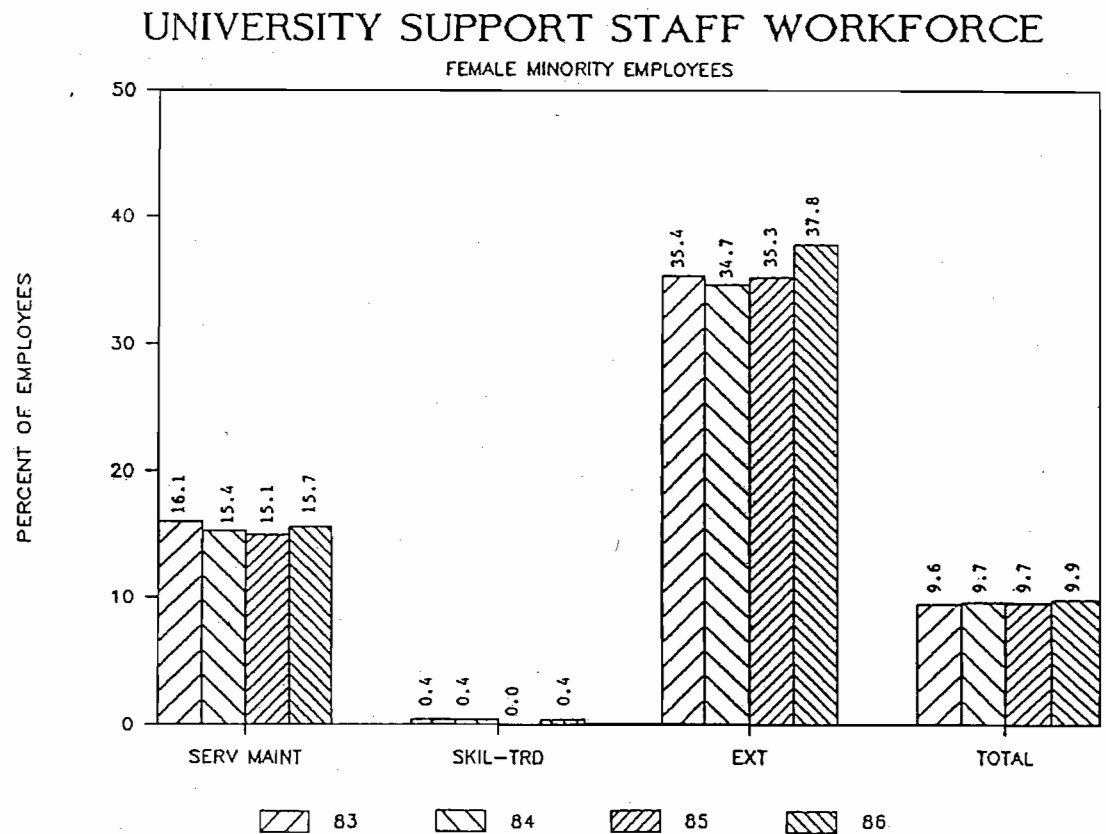
Graph IV-30
UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-31



Graph IV-32



V. STUDENTS

This 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 concerning student enrollment, recruitment, and supportive activities. Tables follow this section.

A. Enrollment

Michigan State University, as one of the leading land grant institutions in the country, is committed to equal opportunity, nondiscrimination, and affirmative action in education. The University, as an institution, seeks broad representation of all races, ethnic groups, and women incorporated into its student body. 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 process; and
3. to fulfill this commitment of affirmative action in education and employment.

Subsequently, 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 relevant issues and circumstances relative to this commitment. Although total enrollment of minorities and women has shown 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.

The tables and graphs associated with the student section have been modified slightly from the previous year formats to display minority enrollments in relationship to both total enrollment and an affirmative action total. This enhancement can be readily seen in Table V-2, Fall 1986 enrollment information. Total enrollment in each of the college classifications is reduced by the number of nonresident aliens (foreign) and postdoctoral students resulting in the calculation of a minority student body of 9.4% when measured against the affirmative action enrollment total. Previous reports calculated the percentage of minority students enrolled against the University total only which included foreign students and postdoctoral students resulting in an 8.9% minority enrollment calculation for Fall 1986.

Minority enrollment as a percentage of affirmative action total enrollment increased slightly from 3,645 students (9.34%) in Fall 1985 to 3,738 (9.39%) in Fall 1986. As Graphs V-1 and V-2 illustrate, overall minority enrollment, in both percentage and numeric terms, reached a new high in Fall 1986. Undergraduate minority enrollment also increased numerically, from 3,013 (9.2%) of the total affirmative action undergraduate enrollment in Fall 1985 to 3,124 (9.3%) in Fall 1986 (Table V-13).

Notable changes in total minority enrollment from Fall 1985 to Fall 1986 varied from college to college. Table V-3 indicates that just as many colleges showed increases as decreases. The Colleges of Agriculture and Natural Resources, Arts

and Letters, and Business, showed numeric and percentage increases; while the Colleges of Education, Engineering, Human Medicine, and Social Science showed numeric increases. The Colleges of Communication Arts and Sciences, Human Ecology, James Madison, Natural Science, Nursing, Osteopathic Medicine, and Veterinary Medicine showed numeric and percentage decreases. However, each of these colleges showed a decline in overall student enrollment with the exception of James Madison College and Osteopathic Medicine where student enrollment showed a slight increase (Table V-1).

Total minority graduate enrollment slightly declined from 632 (10.0%) in Fall 1985 to 614 (9.6%) in Fall of 1986 Tables (V-9 and V-12). A numeric minority enrollment increase occurred in only the graduate-professional program level.

Graph V-3 presents total Black enrollment (i.e., graduate and undergraduate enrollment combined) for Fall terms 1977-86. Although total minority enrollment has increased over the last several years, Black enrollment continues to show a numeric increase, but a slight decline in the percentages. Black enrollment on the campus of Michigan State University in Fall 1985 was 2,453 students representing 6.29% of the total affirmative action enrollment. There was a slight numeric increase and percentage decrease in Fall 1986 to 2,488 (6.25%) as Graphs V-3 and V-4 illustrate. Of the 2,488 Black students enrolled, 2,191 (88.1%) are undergraduates as indicated in Table V-13. At the college level, five colleges had numeric increases and nine had declines when compared with the previous year. The Colleges of Agriculture and Natural Resources, Arts and Letters, Business, and Human Medicine had the largest gains; Communication Arts and Sciences and Social Science experienced the greatest decline.

At the graduate level, Black student enrollment showed a slight numeric decrease from 318 in 1985 to 297 in 1986; the largest gain was at the graduate-professional level (Table V-12).

Hispanic enrollment on the campus of Michigan State University in Fall 1985 was 483 students; Fall 1986 indicates 495 students enrolled (Graph V-5). This latter figure represents 1.24% of the total affirmative action enrollment in Fall 1986; this percentage remains constant with Fall 1985 (Graph V-6). Hispanic enrollment is the highest in the history of the University in number. Table V-5 displays changes in total enrollment by college between 1977 and 1986. The Colleges of Business, Communication Arts and Sciences, Education, Engineering, Human Ecology, Osteopathic Medicine, Social Science, and Veterinary Medicine had increases in the number of Hispanic students enrolled in Fall 1986, when compared to the previous year. The Colleges of Agriculture and Natural Resources, Arts and Letters, Human Medicine, James Madison, Natural Science, and Nursing experienced a slight decline in their Hispanic enrollment. At the graduate level, Hispanic enrollment increased from 134 (2.1%) in Fall 1985 to 148 (2.4%) in Fall 1986 (Table V-12). The graduate-professional schools show a continuing growth in Hispanic student enrollment.

The number of Native American students enrolled on the campus of Michigan State University decreased from 127 to 123 between Fall 1985 and Fall 1986 (Graph V-7). As Graph V-8 reveals, the percentage of Native American enrollment has declined slightly from .33% of the total affirmative action total in Fall 1985 to .31% in Fall 1986. The Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Education, and Engineering had numeric and percentage growth of Native American students enrolled. The Colleges of Communication Arts and Sciences,

Human Ecology, Human Medicine, James Madison College, Natural Science, Osteopathic Medicine, Social Science, and Veterinary Medicine showed a numeric decline in Native American enrollment; there was an absence of Native American students enrolled in the College of Nursing (Table V-6). Native American graduate enrollment declined significantly from 38 in Fall 1985 to 26 in Fall 1986 and the percentage of the total enrollment changed from .06% in Fall 1985 to .04% in Fall 1986 (Table V-12). Graduate-professional schools also showed a decrease in their enrollment of Native American graduate students.

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 has more than doubled from 310 (.72%) in Fall 1977 to 632 (1.59%) of the affirmative action total in Fall 1986 (Graphs V-9 and V-10). This is the largest increase of any minority group on campus. As Table V-7 illustrates, from 1985-86 Asian/Pacific Islander enrollment increased in numbers and percentages in all colleges within the University with the exception of the Colleges of Human Medicine, Nursing, and Veterinary Medicine; the Colleges of Agriculture and Natural Resources and Communication Arts and Sciences showed no numeric change. Graduate level enrollment has shown an increase in the number of graduate students enrolled at the University with 143 (2.2%) students enrolled (Table V-12). There has also been an increase in Asian/Pacific Islander enrollment at the graduate-professional level.

The number of women students increased from 20,399 in Fall 1985 to 21,138 in Fall 1986. Graph V-12 illustrates the percentage of women enrolled in Fall 1986 is the highest in the past decade. The increase of 739 women students resulted in an increase in the proportion of women students from 49.7% in Fall 1985 to 50.5% in Fall 1986. Currently minority women number 2,199 and comprise 10.4% of female students. Numerical increases for minority women occurred in all minority groups with the exception of Native Americans (no change) (Table V-13). Table V-8 presents data regarding changes in total enrollment of women and percent by college. From Fall 1985 to Fall 1986, the College of Education has the largest numeric enrollment increase of women with the Colleges of Arts and Letters, Business, Social Science, Agriculture and Natural Resources, Veterinary Medicine, and Human Medicine following the lead. The Colleges of Nursing, Natural Science, Human Ecology, Engineering, Communication Arts and Sciences, and Osteopathic Medicine had declines in the number of women enrolled; while James Madison College indicated no change. At the graduate level, enrollment of women increased in number, from 3,069 in Fall 1985 to 3,155 in Fall 1986, while increasing in percent of total enrollment from 48.4% in Fall 1985 to 49.4% in Fall 1986 (Table V-10).

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 16% attrition rate at the end of the first year (FTF) compares to a national rate of 33% for four-year institutions. For more detailed information on the persistence-attrition rate of MSU undergraduate students, see Appendix V-A.

B. Recruitment

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

The staff of the Office of Admissions and Scholarships is constantly aware of the affirmative action interest at Michigan State University, and dedicates a great deal of effort in that direction. Within the context of more assertive recruitment activities, the Office of Admissions and Scholarships, intensified its activities in attracting racial and ethnic minorities. Among the activities were school visitations directed toward informing minority students of the educational opportunities and services; campus days designed to involve specific groups of potential students--a Detroit-area campus day, Native American Pow-Wow and a Chicano visitation day were among the activities. There were expanded recruiting networks through minority focused professional, religious, and fraternal organizations and the materials utilized by the admissions staff included brochures and flyers specifically directed at minority group students.

Michigan State University annually provides scholarships to attract outstanding students to the campus. The University annually sponsors ten National Achievement Scholarships for high achieving Black students identified through the National Merit Scholarship Program. In addition, five academic scholarships are awarded annually to top freshman Chicano students. Most significantly, the University initiated within the last 2 years the Minority Distinguished Freshman Scholarship Competition. This competition provides up to 20 full tuition scholarships at in-state rates. Students are selected on a competitive basis, and this program has been instrumental in attracting additional numbers of high ability minority students to Michigan State University.

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

With respect to Freshman admissions, applications from every ethnic category increased and offers of admission also increased in every category with the exception of Asian/Pacific Islander. The outcomes were basically positive as a

significant proportion of the enrolling freshman class represented various minority groups. In all, 10.67% of the freshman class was constituted of students of minority background. The largest single group is composed of Black students, and the number of Black freshmen enrolling at Michigan State in Fall, 1986 is the third highest in the history of the University.

With respect to Transfer students, applications and offers of admissions were generally down, while the number of new transfer students of minority background remained relatively constant as compared to the prior year.

With respect to Graduate admissions, the number of applications from minority group students increased in every category with the exception of Black students.

Michigan State continues to enroll a large and marginally increasing number of students of minority group background in the face of State and national trends that are moving in opposite directions. (Student admission trends are displayed in Table V-14).

C. Campus Life

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 a student's satisfaction and success.

Students bring to the campus great diversity in backgrounds that not only contribute to opportunities for learning, but also require 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. This past year special efforts were made to identify minority candidates for assistantships and staff positions from both off campus and on campus. The Vice President sent letters to student affairs officers of primarily minority institutions soliciting their assistance. On-campus graduating, as well as graduate, minority students were contacted individually to advise them of opportunities available and to invite their applications.

At the beginning of Fall Term 1986, 26 (18.3%) of the professional positions were held by minorities and 47 (20.2%) of all the Student Affairs and Services Division's full-time staff were minorities. Minority students occupied 16 (17.6%) of the graduate assistantships and 80 (22%) of the undergraduate assistant positions (resident assistants, departmental 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 staff employed, 90 (63.4%) were women and 47 (51.6%) of the graduate assistantships were filled by women. 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. Examples of such activity include expanded emphasis on new minority student orientation, "Workshops for Excellence," and further development of the Multi-Ethnic Cadre. These CMSPO activities have not, however, diminished 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.

Over 125 such programs were presented in residence halls alone this past year. 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 Fair has continued to provide valuable service. This past year the Fair attracted 114 organizations representing business and industry, education, government and human services agencies. Approximately 1200 minority students from all majors participated and over 800 interviews were conducted. In spite of efforts such as these, the percentage of Blacks unemployed within the three months after they graduated was higher than for all Bachelor Degree candidates, however, this is a decline from 84-85. The percentage of Asian/Pacific Islanders and Hispanics unemployed was less than for all graduates and for women, unemployment was higher than for all graduates as a group. (For those employed, it is interesting to note that the starting salaries for Blacks and Asian/Pacific Islanders were higher than for all graduates, while starting salaries for Hispanics and Native Americans were slightly less. The starting salaries for women as a group were the lowest - about \$1500 below the average and almost \$1000 below the next highest group.)

In the area of employment for enrolled students, special emphasis was placed on identifying and referring minority students for career related summer employment. Individual counseling and assistance was provided for minority students and handicappers seeking employment while pursuing their academic programs. A higher percentage of Black and Asian/Pacific Islander students were employed than White students, with a slightly lower percentage of Hispanic student employees. A higher percentage of women than men were on the student payroll.

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 their lives.

Leadership training for both women and minorities continues to be emphasized in leadership training courses. Special sections focusing on women and minorities in leadership drew over 100 students. Additionally, leadership 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 expanding minority student involvement and leadership. Staff continue to serve in an advising capacity to a number of student councils and boards that have as their objective

better programs and services for minorities, women, and handicappers. While the programming has been primarily staff-initiated, 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.

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 expanded its 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 the planning and implementation of programs for a campus-wide Sexual Awareness Week. Special programming emphasis has been given to expanding the awareness and understanding of men regarding the problems associated with sexual assault. This is an area which is of critical importance if significant changes in attitudes and actions are to be forthcoming. A male graduate assistant has been hired to assist specifically in this area.

Sexual harassment and sexual discrimination are two other areas that continued to receive particular attention both in staff training and student programming. Divisional staff development programs were also presented to increase staff understanding of pornography. A major effort to better serve women was the reinstatement of a conference focusing on issues affecting women. This year's conference, "Success '86," was a day long program with a number of featured speakers and 12 workshops on a range of topics. This conference, sponsored jointly by the Counseling Center and Placement Services, received enthusiastic support from over 900 participants.

Other programs focusing on the interests and needs of women students have been presented within residence halls. Topics include women and careers, health, self defense, safety, as well as sexual harassment and sexual assault. The Counseling Center's group for bulimic women and workshop on "Women, Anger and Self Esteem" are other examples of programs developed to better serve women students.

Expanded opportunities for handicapper students continues as a priority. The Counseling Center has instituted support groups for handicappers and has offered workshops specifically for students with visual characteristics. The IM has installed hydra-lifts in two pools to provide access for handicappers. Continued investigation is underway to provide further access to facilities in IM Sports Circle and Jenison. Goal Ball, a game played by unsighted participants, and wheelchair basketball are two activities which have been carried out in existing IM facilities.

While Placement Services staff presented on topics such as job search strategies for handicappers, handicapper students were assisted with placement activities primarily through individual advising sessions which were believed to be better suited to meet individual interests. The Placement Center also has a report in progress to assess the post-graduation status of handicappers in the years 1974-1986.

Seven on-going volunteer programs with the Service-Learning Center are specifically designed to help handicapper children and adults in the community. Through work with such programs, students can not only provide assistance, but also can personally gain new insight and understanding.

While 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.

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 1985 through Spring 1986, OSS provided services to 1,099 College Achievement Admission Program (CAAP) students (compared to 1,054 for last year) and to over 800 other MSU students.

Adjustments on social, personal and academic levels are keys to success at MSU, and OSS strives to individualize services to motivate each program student. During the 1985-86 academic year, a total of seventeen workshops including time management, study skills and test taking were provided to students. In addition, plans were developed and finalized for a freshmen orientation seminar to be implemented fall term 1986. The seminar will replace the first term mandatory evening skill enrichment workshops and will provide a greater opportunity for students to obtain effective strategies (life skills, study skills, and resources) which will assist them in making the transition from high school to college. The mandatory seminar for College Achievement Admissions Program (CAAP) students will run for eight weeks and students will meet with OSS staff once a week in two hour sessions.

During the past year, the Office of Supportive Services continued to work successfully with the Placement Office in providing College Achievement Admission students with opportunities to become familiar with their declared majors and to be exposed to unfamiliar areas of study. The career components was in its third year during 1985-86. Within the last year, the career coordinator along with company referrals from MSU Placement Center, has established a close rapport with several companies who have expressed an interest in hiring CAAP students to participate in summer internship programs.

Student contacts with the various components during this 1985-86 academic year included:

1. over 5,000 advising contacts were recorded
2. the tutorial program recorded 13,843 contacts
3. the Student Assistant component (peer counselors) increased their contacts by 35%, and
4. skill enrichment workshops were attended by 95% of the freshman program students.

Program students traditionally have difficulties academically, yet a significant number of students (802 or 73%) received a cumulative GPA of between 2.00 and 4.00. One hundred fifty-two (152) program students successfully graduate this academic 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. Programs for Handicapper Students

The mission of the Office of Programs for Handicapper Students (OPHS) is to facilitate the University community effort to develop an environment which is physically, programmatically, and attitudinally conducive to equal educational opportunities for student handicappers. Activities included extensive consultation and direct assistance to various elements of MSU as their programs and planning affect handicappers mainstreaming through University life. OPHS also provides direct services not available through other units to enable handicapper participation in academic programs and activities.

The OPHS continues to be one of the most innovative handicapper programs in the country promoting handicapper integration into the activities of the University. During the 1985-86 academic year, OPHS provided a wide range of services to 280 students self-identified as program users, the greatest increase since 1980. The largest group of students represented in our diverse population remains students with persistent and/or temporary mobility characteristics (148), followed by those with visual (39), learning (30), hearing (21), and other (42) characteristics. Eleven percent of self-identified handicappers enrolled at MSU during the 1985-86 academic year reflected ethnic minority characteristics, a two percent increase from 1984-85. Twenty-nine percent of the identified handicapper student population were enrolled at the graduate level, an increase of two percent from 1984-85. Distribution of program users by class, characteristic, ethnicity and sex from 1979-86, are displayed in Graphs V-13 - V-15.

There was a tremendous increase in the number of prospective student inquiries during the year:

<u>ACADEMIC YEAR</u>	<u>PROSPECTIVE STUDENT INQUIRIES</u>
1980-1981	62
1981-1982	89
1982-1983	139
1983-1984	149
1984-1985	169
1985-1986	346

As the enrollment of wheelchair users and students with other mobility characteristics continues to increase, design accommodation in the built environment remains a critical need. OPHS continues to provide to the Department of Human Relations, for Transition Planning, current information on any environmental barriers which prevent handicapper students from realizing the full potential of their participation in academic and nonacademic activities at MSU.

The Handicapper Student Advisory Committee continues to provide advocacy and guidance to OPHS and the Department of Human Relations in identifying barriers and prioritizing their removal. Through a continued joint effort, the following outcomes have been achieved or are in process:

- Football Stadium. Modifications to include handicapper viewing positions in the upper deck and two new handicapper accommodating restrooms. Summer 1986 commitment has not been implemented by the Athletic Department.
- Kresge Art Center. Funding was not sufficient to implement the commitment to a qualitative accommodation: full width grade level entrance with snow melting system extended to enhanced handicapper parking slot.

Other OPHS activities relevant to mobility handicappers and the built environment include:

- Mobility orientation tours of the MSU environment for new or potential students, including housing options.
- A handicapper housing brochure was designed and printed. This is expected to be a tremendous help in the housing needs assessment process necessary for appropriate housing assignment.
- At the 1985 AHSSPPE conference in Atlanta Georgia, OPHS and DHR presented a session on the administrative and technical factors involved in the enhancement of the built environment on a campus such as MSU.
- An Open House was held at the MSU Museum in March to publicize and celebrate the recent accommodations made for handicappers. Invitations were sent out to many handicapper

groups. A number of handicappers attended who previously could not access the building. Positive feedback indicated success which may result in an annual event.

OPHS Transportation services provided 22,493 rides for 105 students during the past year. Frequent requests go unmet in the area of off campus field trips or conferences/seminars involving faculty/staff and/or student handicappers, since there are no accommodating motor pool vehicles.

OPHS continues to transcribe printed material into alternative formats appropriate for handicappers with diverse characteristics and to provide innovative equipment which enhances and expands academic options and vocational opportunities. This year, over 26,198 pages of classroom materials were recorded into an alternative format usable by visual and/or other handicappers.

OPHS continues to enhance supportive services for handicappers experiencing various hearing characteristics. There were 480 hours of signed interpreting services provided this past year to two deaf part-time graduate students. Until two years ago, OPHS maintained a full-time specialist who functioned as an interpreter and coordinator of services for students with hearing characteristics. Our alternative approach has been to contract with the Michigan Association of Better Hearing and Speech, as well as individual certified interpreters. The shortage of available qualified interpreters and adequate interpreter training sign language curriculum continues to be a major problem for our program as well as throughout Michigan. It would be tremendously advantageous to MSU and to the entire deaf population throughout Michigan to expand the limited MSU sign language curriculum to a comprehensive interpreter training curriculum. An interim/alternative solution might be to establish a consortium of local organizations to contract with several interpreters to be shared among them, with the interpreters salary budgeted on a prorated basis of percentage of service needs by each contracting organization. It is critical to note that we anticipate a significant increase in requests for interpreter services by deaf graduate students who do not qualify for funding from Michigan Rehabilitation Services. Currently there are over 60 deaf students attending Lansing Community College. Many of these students may be transferring to MSU.

OPHS continues to provide advocacy and technical assistance to units across campus in the procurement and use of Telecommunication Devices for the Deaf (TDD), including several "audio-loop" devices whereby the individual amplification of a speaker can be achieved (especially important in a large lecture room or auditorium).

OPHS coordinates the delivery of many direct or referral services appropriate in response to the individual counseling, orientation, personal care/assistance or other supportive service needs of student handicappers.

There were 36 handicappers who required varying degrees of personal care assistance, such as feeding, dressing, grooming-hygiene, or transferring to and from a wheelchair. Twenty-two of these handicappers acquired their personal assistants through the OPHS Personal Assistant Referral Service. The utilization of the OPHS Personal Assistant Handbook has facilitated handicapper/assistant orientation and further improved service quality.

Financial aid problems and complications are becoming an increasing concern expressed by handicapper students, requiring increasing referral and inter-agency coordination efforts. Scholarships were awarded to two handicapper students through the generous fundraising efforts of the Pershing Rifle student organization.

In its continuing efforts to increase the positive awareness of handicapper presence throughout the University community, the OPHS outreach and efforts include publishing of the newsletter, "Harbinger," attending major statewide conferences, planning awards programs and many other activities, are more specifically described in Section VII (Appendices) of this report.

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. Upward Bound's mission is to motivate disadvantaged young people who have academic potential and to assist them in developing skills necessary to succeed in a postsecondary 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

The 1985-86 program year was a very productive year as all of the year's objectives were accomplished in innovative ways with the assistance of a great many supportive individuals.

RECRUITMENT: For 1985-86, 32 new students were admitted to the program as compared to 25 new students in 1984-85. The majority of these students were added as a result of the decision of some students to work fulltime instead of attend the summer program.

STUDENT COMPOSITION: A total of 60 students were served in the summer program. Summer ethnic breakdown: 55% Black, 12% White, 20% Hispanic, 12% Asian, and 1% American Indian.

The Program was funded to serve 70 students; however, some of the students did not attend because of work or vacation conflicts.

A total of 72 students were served for the academic year. Academic year ethnic breakdown: 50% Black, 16% White, 22% Hispanic, 11% Asian, 1% American Indian.

STAFF COMPOSITION: A total of 20 individuals comprised the summer staff. Summer ethnic breakdown: 30% Black, 35% White, 20% Hispanic, 15% Asian. The academic year staff totaled 15. Academic Year Ethnic Breakdown: 53% Black, 27% White, 13% Hispanic, 7% Asian.

ACADEMIC RESULTS: Ninety-two percent of the students mastered 90% of the objectives for the summer courses. In comparison, 93% of the students mastered 92% of the objectives in the summer of 1984. These results indicate that the quality of the instruction and efforts of the students continue to be of high quality.

A comparison of the 1985-86 academic year results to the previous two years is shown below:

It is important to note that the students continued to maintain a high level of academic performance with increasingly difficult courses which were required by the program's contractual agreement. Students are now required to take physics, chemistry, math (at least two years--algebra, trigonometry, geometry, etc.); language (at least one year) and other courses required for graduation.

ADVANCED YOUTH PROGRAMS: Nine students participated in one of the following programs: MSU High Achievers Program (3 Asian males, 1 Black female), MSU Honors Science Program (1 Asian male), Music Camp (2 Black females) and Engineering Camp (2 Black females). In the summer of 1985, only one student participated in an advanced youth program (1 Hispanic male).

STUDY TRIPS: The students enjoyed 16 field trips for 1985-86. In addition to the local study trips, students traveled to Battle Creek: Kellogg Community College, and the Kellogg Cereal Factory; Toronto, Canada; Ann Arbor; and Kensington Park. The students also enjoyed six performances at the Wharton Center.

SPEAKERS: A total of 37 professionals addressed the students in 1985-86. These speakers were invited from MSU's campus, private business (dentists, lawyers, etc.), and Lansing Community College. The ethnic breakdown is as follows: 7 Black males, 14 Black females, 4 White males, 2 Hispanic females, 2 Asian males, 1 Asian female.

1985-1986 UPWARD BOUND GRADUATES: The senior class consisted of 25 students who completed the college preparatory activities for 1985-86. A total of 24 out of 25 or 96% of the students were accepted into a post-secondary institution of education. Two students changed their decision to go to college and joined the U.S. Army; therefore, the number of students who enrolled in college totaled 23 of 25 or 92%. The ethnic breakdown is as follows: 8 Black males, 11 Black females, 2 White males, 2 Hispanic males, 2 Hispanic females. In 1984-85 75% of the students actually enrolled in a post-secondary institution of education.

PRESIDENTIAL CLASSROOM: Three students attended the "Presidential Classroom" in Washington, D.C. for seven days (1 Asian male, 1 White female, 1 Black female). Two of the students were voted "Outstanding Junior and Senior of the Year." The third student was voted runner-up for "Outstanding

Junior of the Year." All of these students have achieved a grade point average of 3.9 or above.

CONTACT HOURS FOR SERVICES:

Service	Students Served	Contact Hours
Basic Skills Instruction	72	7,298
Tutoring	72	4,320
Personal Counseling	72	2,652
Academic Counseling	72	2,450
Career Counseling	72	981
Cultural Exploration	72	2,671
Special Programs	3	234
Careers Underrepresented by Disadvantaged Population	72	851
Total Contact Hours:		29,118

4. Affirmative Action Graduate Financial Assistance Program

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

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

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 public assistance 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 from such sources as the National Institute on Mental Health, which for several years contributed matching funds for graduate student enrollees in the Urban Counseling Program.

AFFIRMATIVE ACTION GRADUATE ASSISTANTSHIPS

Affirmative Action Graduate Assistantships are used to fund 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 INSTITUTIONAL COOPERATION MINORITIES FELLOWSHIP PROGRAM

The Committee on Institutional Cooperation, 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 the humanities, the social sciences, the natural sciences, mathematics, and engineering. The awards in 1985-86 ranged from \$6,000 to \$6,500, plus tuition for four years.

The above program descriptions outline the range of support for women and racial/ethnic minority graduate students at Michigan State University. A summary

of expenditures for those programs funded by the University from 1977-78 to 1985-86 is presented in Tables V-15 and V-16. Tables V-17 through V-21 include actual yearly expenditures for those programs, the number of awards each year, and the race/ethnic and gender breakdowns of those awards.

TABLE V-1

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

<u>College</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>	<u>1986</u>
Agric. & Natural Resources	4512	4270	4222	4296	4077	3642	3201	2813	2772	2820
Arts and Letters	2886	2633	2570	2534	2224	2137	2060	2016	2135	2498
Business	5988	6439	7711	7734	7166	6796	6723	6827	7108	7334
Comm. Arts and Sciences	2618	2787	3054	3153	3246	3673	3942	3981	4041	3977
Education	4360	3782	3568	3427	2868	2220	2027	2002	2387	2643
Engineering	3009	3458	3787	4138	4269	4458	4484	4341	4129	4010
Human Ecology	2113	1984	1916	1705	1595	1457	1421	1507	1578	1528
Human Medicine	1208	1178	1113	1101	1023	481	475	460	478	471
James Madison	653	780	831	889	858	861	817	929	1024	1027
Justin Morrill	304	216	-	-	-	-	-	-	-	-
Lyman Briggs	868	834	828	905	871	-	-	-	-	-
Natural Science	4587	4406	4167	3530	3304	4540	4608	4568	4266	4085
Nursing	-	-	-	683	583	607	672	652	535	472
Osteopathic Medicine	314	332	360	408	394	428	457	514	511	512
Social Science	4908	4706	4778	4805	4316	3885	3610	3668	3726	3919
Urban Affairs Program ¹	141	121	128	124	75	16	2	-	-	-
Veterinary Medicine	1223	1100	1316	1245	1098	994	943	898	859	843
No Preference	3148	3344	2870	2481	2268	2377	2441	2681	2923	3103
Unclassified	78	83	190	342	360	379	448	519	539	578
 AFFIRMATIVE ACTION TOTAL	 42918	 42453	 43409	 43500	 40595	 38951	 38331	 38376	 39011	 39820
Plus: Foreign Students	1293	1291	1347	1406	1450	1639	1747	1853	1984	2051
Post Doctoral Students	-	-	-	34	49	37	44	43	37	26
 UNIVERSITY TOTAL	 44211	 43744	 44756	 44940	 42094	 40627	 40122	 40272	 41032	 41897

*Includes undergraduate, graduate, and graduate-professional.

¹ College of Urban Development prior to Fall 1982.

Source: Office of the Registrar - official enrollment figures.

OPB/LHP/23October86/total enroll/college 86/v.2

TABLE V-2
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets

TRENDS IN MINORITY ENROLLMENTS, BY COLLEGE
Fall 1982, 1983, 1984, 1985, and 1986

College	Fall 1982 Enrollment			Fall 1983 Enrollment			Fall 1984 Enrollment			Fall 1985 Enrollment			Fall 1986 Enrollment		
	Total #	Minority #	%	Total #	Minority #	%	Total #	Minority #	%	Total #	Minority #	%	Total #	Minority #	%
Agriculture & Nat. Resources	3642	183	5.0	3201	184	5.7	2813	190	6.8	2772	224	8.1	2820	247	8.8
Arts and Letters	2137	138	6.5	2060	122	5.9	2016	123	6.1	2135	132	6.2	2498	158	6.3
Business	6796	417	6.1	6723	418	6.2	6827	474	6.9	7108	514	7.2	7334	593	8.1
Communication Arts & Science	3673	341	9.3	3942	368	9.3	3981	369	9.3	4041	397	9.8	3977	386	9.7
Education	2220	214	9.6	2027	192	9.5	2002	164	8.2	2387	181	7.6	2643	186	7.0
Engineering	4458	447	10.0	4484	502	11.2	4341	508	11.7	4129	503	12.2	4010	514	12.8
Human Ecology	1457	125	8.6	1421	126	8.9	1507	119	7.9	1578	117	7.4	1528	111	7.3
Human Medicine	481	72	15.0	475	82	17.3	460	91	19.8	478	98	20.5	471	102	21.7
James Madison	861	69	8.0	817	68	8.3	929	75	8.1	1024	92	9.0	1027	88	8.6
Natural Science ¹	4540	449	9.9	4608	509	11.0	4568	509	11.1	4266	474	11.1	4085	469	11.5
Nursing	607	82	13.5	672	81	12.1	652	90	13.8	535	62	11.6	472	52	11.0
Osteopathic Medicine	428	70	16.4	457	64	14.0	514	67	13.0	511	75	14.7	512	74	14.5
Social Science ²	3901	438	11.3	3612	417	11.6	3668	432	11.8	3726	413	11.1	3919	424	10.8
Veterinary Medicine	994	55	5.5	943	54	5.7	898	57	6.3	859	54	6.3	843	49	5.8
No Preference	2377	204	8.6	2441	221	9.1	2681	227	8.5	2923	269	9.2	3103	258	8.3
Unclassified	379	19	5.0	448	22	4.9	519	20	3.9	539	40	7.4	578	27	4.7
AFFIRMATIVE ACTION TOTAL	38951	3323	8.5	38331	3430	8.9	38376	3515	9.2	39011	3645	9.3	39820	3738	9.4
Includes:															
Plus: Foreign Students	1639	-		1747	-		1853	-		1984	-		2051	-	
Post Doctoral Students	37	-		44	-		43	-		37	-		26	-	
UNIVERSITY TOTAL	40627	3323	8.2	40122	3430	8.6	40272	3515	8.7	41032	3645	8.9	41897	3738	8.9

College enrollment counts have been adjusted to reflect the Fall 1986 organizational structure of the University.

1. Natural Science includes Lyman Briggs.

2. Social Science includes Justin Morrill and Urban Affairs.

See Tables VII-4 - VII-7 for details by minority group.

Source: Distribution of Student Majors, Fall 1982, 1983, 1984, 1985, and 1986 Office of the Registrar.
Minority Census, Office of Planning and Budgets

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

College	1977	%	1978	%	1979	%	1980	%	1981	%	1982	%	1983	%	1984	%	1985	%	1986	%
Ag. & Nat. Resources	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	247	6.6
Arts & Letters	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	158	4.2
Business	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	593	15.9
Comm. Arts & Sciences	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	386	10.3
Education	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	186	5.0
Engineering	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	514	13.8
Human Ecology	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	111	3.0
Human Medicine	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	102	2.7
James Madison	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	88	2.4
Justin Morrill	23	0.7	14	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	48	1.5	51	1.7	67	2.1	66	2.0	73	2.3	-	-	-	-	-	-	-	-	-	-
Natural Sci.	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	469	12.5
Nursing	-	-	-	-	-	-	88	2.7	78	2.4	82	2.5	81	2.4	90	2.6	62	1.7	52	1.4
Osteo. Medicine	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	74	2.0
Social Science	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	424	11.3
Urban Affairs Programs ²	86	2.7	70	2.3	79	2.5	75	1.3	43	1.3	10	.3	1	-	-	-	-	-	-	-
Vet. Medicine	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	49	1.3
No Preference	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	258	6.9
Unclassified - LLE	-	-	-	-	12	0.4	22	0.7	18	0.6	19	0.6	22	0.6	20	0.6	40	1.1	27	0.7
TOTAL	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	3738	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	1977		1978		1979		1980		1981		1982		1983		1984		1985		1986	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	191	77.3
Arts & Letters	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	100	63.3
Business	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	417	70.3
Comm. Arts/Sci	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	292	75.6
Education	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	115	61.8
Engineering	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	342	66.5
Human Ecology	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	77	69.4
Human Medicine	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	59	57.8
James Madison	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	56	63.6
Justin Morrill	12	52.2	10	71.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	32	66.7	35	68.6	49	73.1	48	72.7	51	69.9	-	-	-	-	-	-	-	-	-	-
Natural Sci.	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	270	57.6
Nursing	-	-	-	-	-	-	76	86.4	68	87.2	70	85.4	64	79.0	64	71.1	44	71.0	38	73.1
Osteo. Medicine	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	24	32.4
Social Science	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	290	68.4
Urban Aff Prg ³	79	91.9	65	92.9	74	93.7	71	94.7	40	93.0	9	90.0	1	100.0	-	-	-	-	-	-
Vet. Medicine	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	26	53.1
No Preference	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	173	67.1
Unclassified-LLE	-	-	-	-	8	66.7	14	63.6	11	61.1	12	63.2	12	54.5	12	60.0	21	52.5	18	66.7
TOTAL	2436		2251		2345		2392		2361		2349		2396		2416		2453		2488	

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 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.

² 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.

³ College of Urban Development prior to Fall 1982.

Source: Minority Census, Office of Planning and Budgets

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

College ²	1977		1978		1979		1980		1981		1982		1983		1984		1985		1986	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	21	8.5
Arts & Letters	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	17	10.8
Business	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	59	9.9
Comm. Arts/Sci	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	57	14.8
Education	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	34	18.3
Engineering	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	38	7.4
Human Ecology	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	16	14.4
Human Medicine	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	23	22.5
James Madison	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	16	18.2
Justin Morrill	5	21.7	3	21.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	1	2.1	3	5.9	4	6.0	7	10.6	10	13.7	-	-	-	-	-	-	-	-	-	-
Natural Sci.	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	68	14.5
Nursing	-	-	-	-	-	-	3	3.4	3	3.8	3	3.7	6	7.4	10	11.1	9	14.5	8	15.4
Osteo. Medicine	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	18	24.3
Social Science	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	69	16.3
Urban Aff Prg ³	3	3.5	3	4.3	2	2.5	-	-	1	2.3	-	-	-	-	-	-	-	-	-	-
Vet. Medicine	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	13	26.5
No Preference	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	35	13.6
Unclassified-LLE	-	-	-	-	2	16.7	2	9.1	2	11.1	1	5.3	2	9.1	1	5.0	8	20.0	3	11.1
TOTAL	335		324		360		357		391		421		438		460		483		495	

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 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.

² 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.

³ College 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	1977		1978		1979		1980		1981		1982		1983		1984		1985		1986	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	8	3.2
Arts & Letters	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	8	5.1
Business	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	13	2.2
Comm. Arts/Sci	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	5	1.3
Education	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	18	9.7
Engineering	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	14	2.7
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	1	.9
Human Medicine	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	4	3.9
James Madison	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	4	4.5
Justin Morrill	4	17.4	1	7.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	3	6.2	2	3.9	0	0	1	1.5	1	1.4	-	-	-	-	-	-	-	-	-	-
Natural Sci.	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	11	2.3
Nursing	-	-	-	-	-	-	3	3.4	2	2.6	3	3.7	3	3.7	3	3.3	2	3.2	-	-
Osteo. Medicine	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	4	5.4
Social Science	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	17	4.0
Urban Aff Prg ³	2	2.3	0	0	1	1.3	2	2.7	1	2.3	1	10.0	-	-	-	-	-	-	-	-
Vet. Medicine	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	2	4.1
No Preference	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	12	4.7
Unclassified-LLE	-	-	-	-	0	0	0	0	0	0	-	-	2	9.1	0		3	7.5	2	7.4
TOTAL	125		115		115		110		98		113		119		124		127		123	

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.

WISCONSIN STATE UNIVERSITY
Office of Planning and Budgets

ASIAN/PACIFIC ISLANDER FALL ENROLLMENT AND PERCENT BY COLLEGE¹

College ²	1977		1978		1979		1980		1981		1982		1983		1984		1985		1986	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	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	27	10.9
Arts & Letters	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	33	20.9
Business	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	104	17.5
Comm. Arts/Sci	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	32	8.3
Education	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	19	10.2
Engineering	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	120	23.3
Human Ecology	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	17	15.3
Human Medicine	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	16	15.7
James Madison	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	12	13.6
Justin Morrill	2	8.7	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lyman Briggs	12	25.0	11	21.6	14	20.9	10	15.2	11	15.1	-	-	-	-	-	-	-	-	-	-
Natural Sci.	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	120	25.6
Nursing	-	-	-	-	-	-	6	6.8	5	6.4	6	7.3	8	9.9	13	14.5	7	11.3	6	11.5
Osteo. Medicine	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	28	37.8
Social Science	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	48	11.3
Urban Aff Prg ³	2	2.3	2	2.9	2	2.5	2	2.7	1	1.3	-	-	-	-	-	-	-	-	-	-
Vet. Medicine	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	8	16.3
No Preference	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	38	14.7
Unclassified-LLE	-	-	-	-	2	16.7	6	27.3	5	27.8	6	31.6	6	27.3	7	35.0	8	20.0	4	14.8
TOTAL	310		292		345		364		374		440		477		515		582		632	

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	1978		1979		1980		1981		1982		1983		1984		1985		1986	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ag. & Nat. Res.	1,438	33.7	1,445	34.2	1,463	34.1	1,417	34.8	1,297	35.6	1,085	33.9	986	35.1	1,016	36.7	1051	37.3
Arts & Letters	1,604	60.9	1,548	60.2	1,538	60.7	1,375	61.8	1,300	60.8	1,271	61.7	1,192	59.1	1,236	57.9	1451	58.1
Business	2,327	36.1	3,044	39.5	3,262	42.2	3,134	43.7	3,031	44.6	3,033	45.1	3,079	45.1	3,199	45.0	3301	45.0
Comm. Arts/Sci	1,591	57.1	1,792	58.7	1,885	59.8	1,933	59.6	2,168	59.0	2,291	58.1	2,303	57.9	2,359	58.4	2341	58.9
Education	2,594	68.6	2,484	69.6	2,470	72.1	2,082	72.6	1,573	70.9	1,429	70.5	1,413	70.6	1,733	72.6	2008	76.0
Engineering	619	17.9	740	19.5	892	21.6	983	23.0	1,069	24.0	1,062	23.7	1,022	23.5	882	21.4	854	21.3
Human Ecology	1,853	93.4	1,800	94.0	1,586	93.0	1,488	93.3	1,354	92.9	1,306	91.9	1,382	91.7	1,441	91.3	1409	92.2
Human Medicine	668	56.7	609	54.7	618	56.1	577	56.4	223	46.4	213	44.8	201	43.7	223	46.7	226	48.0
Residential Colleges	797	43.6	731	44.1	805	44.9	776	44.9	397	46.1	378	46.3	451	48.5	528	51.6	528	51.4
Natural Sci.	1,925	43.7	1,843	44.2	1,231	34.9	1,133	34.3	1,811	39.9	1,852	40.2	1,902	41.6	1,849	43.3	1812	44.4
Nursing ²	-	-	-	-	659	96.5	566	97.1	587	96.7	656	97.6	627	96.2	519	97.0	462	98.0
Osteo. Medicine	114	34.3	124	34.4	145	35.5	141	35.8	151	35.3	162	33.4	189	36.8	190	37.2	185	36.1
Social Science	2,287	48.6	2,472	51.7	2,585	53.8	2,353	54.5	2,045	52.6	1,935	53.6	2,026	55.2	2,098	56.3	2191	55.9
Urban Aff Prg ³	74	61.2	80	62.5	74	59.7	43	57.3	9	56.2	1	50.0	-	-	-	-	-	-
Vet. Medicine	643	58.5	729	55.4	694	55.7	619	56.4	582	58.6	553	58.6	537	59.8	501	58.3	521	61.8
No Preference	1,915	57.3	1,674	58.3	1,469	59.2	1,347	59.4	1,412	59.4	1,440	59.0	1,617	60.3	1,737	59.4	1869	60.2
Unclassified	28	33.7	106	55.8	181	52.9	184	51.1	209	55.2	249	55.6	291	56.1	319	59.2	352	60.9
AFF. AC. TOTAL	20,475		21,221		21,557		20,151		19,218		18,916		19,218		19,830		20,561	
Plus:																		
Foreign	293		333		374		371		428		460		520		546		568	
Postdoc.	-		-		15		15		13		13		17		23		9	
UNIV. TOTAL	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	49.1	20,399	49.7	21,138	50.5

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

TABLE 7-9
MICHIGAN STATE UNIVERSITY
Office of Planning and Budgets
Graduate Minority Students
Fall Terms
Number and Percent

College	1982					1983					1984					1985					1986				
	Minority					Minority					Minority					Minority					Minority				
	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	16	22	-	510	7.5	15	29	-	523	8.4	17	22	-	491	7.9	14	25	-	471	8.3	17	21	-	478	7.9
Arts & Letters	19	23	-	468	9.0	22	20	-	459	9.2	18	20	-	434	8.8	21	18	-	472	8.3	23	16	-	502	7.8
Business	37	10	-	698	6.7	36	9	-	722	6.2	27	14	-	670	6.1	20	13	-	609	5.4	25	14	-	611	6.4
Comm. Arts & Sci.	21	5	-	252	10.3	16	4	-	238	8.4	16	4	-	264	7.6	19	9	-	254	11.0	25	9	-	259	13.1
Education	72	75	-	1161	12.7	60	69	-	1128	11.4	50	60	-	1062	10.4	61	62	-	1111	11.1	60	57	-	1098	10.7
Engineering	12	1	-	194	6.7	15	5	-	240	8.3	15	4	-	220	8.6	13	4	-	197	8.6	17	8	-	226	11.1
Human Ecology	10	7	-	166	10.2	9	8	-	167	10.2	11	5	-	170	9.4	9	4	-	172	7.6	4	2	-	143	4.2
Human Medicine	1	2	69	481	15.0	-	3	79	475	17.3	1	3	87	460	19.8	2	2	94	478	20.5	1	-	101	471	21.7
Natural Science	19	22	-	558	7.3	16	25	-	534	7.7	15	28	-	510	8.4	13	28	-	488	8.4	14	28	-	483	8.7
Nursing	2	-	-	33	6.1	1	-	-	43	2.3	1	-	-	40	2.5	-	-	-	47	-	2	-	-	53	3.8
Osteo. Medicine	-	-	70	428	16.4	-	1	63	457	14.0	-	1	66	514	13.0	1	1	73	511	14.7	1	1	72	512	14.5
Social Science	46	27	-	708	10.3	54	22	-	692	11.0	54	28	-	683	12.0	43	30	-	663	11.0	31	25	-	639	8.8
Veterinary Medicine	4	4	12	467	4.3	6	4	15	458	5.5	4	7	17	428	6.5	4	5	17	440	5.9	1	5	17	444	5.2
Unclassified	11	-	-	285	3.9	15	-	-	347	4.3	11	-	-	401	2.7	27	-	-	427	6.3	17	-	-	464	3.7
AFF. ACTION TOTAL	270	198	151	6409	9.7	265	199	157	6462	9.6	240	196	170	6347	9.5	247	201	184	6340	10.0	238	186	190	6383	9.6
Plus:																									
Foreign Students	-	-	-	1224	-	-	-	-	1277	-	-	-	-	1342	-	-	-	-	1438	-	-	-	-	1574	-
Postdoc. Students	-	-	-	37	-	-	-	-	44	-	-	-	-	43	-	-	-	-	37	-	-	-	-	26	-
UNIVERSITY TOTAL	270	198	151	7670	8.1	265	199	157	7783	8.0	240	196	170	7732	7.8	247	201	184	7815	8.1	238	186	190	7983	7.7

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	1982					1983					1984					1985					1986				
	Women					Women					Women					Women					Women				
	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot	Mas	Doc	G-P	Total	% Tot
Agric. & Nat. Resources	110	29	-	510	27.3	117	34	-	523	28.9	120	41	-	491	32.8	114	45	-	471	33.8	105	50	-	478	32.4
Arts & Letters	182	78	-	468	55.0	188	70	-	459	56.2	176	66	-	434	55.8	178	83	-	472	55.3	179	101	-	502	55.8
Business	186	29	-	698	30.8	195	36	-	722	32.0	170	37	-	670	30.9	141	35	-	609	28.9	151	36	-	611	30.6
Comm. Arts & Sci.	133	10	-	252	56.8	139	17	-	238	65.6	167	14	-	264	68.6	148	24	-	254	67.7	140	26	-	259	64.1
Education	436	245	-	1161	58.7	427	260	-	1128	60.9	389	255	-	1062	60.6	437	229	-	1111	59.9	457	237	-	1098	63.2
Engineering	26	2	-	194	14.4	41	2	-	219	19.6	39	2	-	220	18.6	20	3	-	197	11.7	25	3	-	226	12.4
Human Ecology	97	40	-	166	82.5	98	45	-	167	85.6	104	44	-	170	87.1	98	48	-	172	84.9	80	40	-	143	83.9
Human Medicine	10	22	192	481	46.6	9	16	188	475	44.8	4	17	180	460	43.7	7	17	199	478	46.7	2	12	212	471	48.0
Natural Science	64	79	-	558	25.6	65	81	-	534	27.3	61	79	-	510	27.5	58	89	-	488	30.1	75	85	-	483	33.1
Nursing	30	-	-	33	90.9	43	-	-	43	100.0	38	-	-	40	95.0	44	-	-	47	93.6	49	-	-	53	92.5
Osteopathic Medicine	0	5	146	428	35.3	-	6	156	457	35.5	2	6	181	514	36.8	4	7	179	511	37.2	4	8	173	512	36.1
Social Science	282	92	-	708	52.8	295	90	-	692	55.6	302	89	-	683	57.3	287	89	-	663	56.7	281	82	-	639	56.8
Veterinary Medicine	7	9	219	467	50.3	8	10	218	458	51.5	5	10	209	428	52.3	6	11	207	440	50.9	4	10	230	444	55.0
Unclassified	163	-	-	285	57.2	199	1	-	347	57.6	231	-	-	402	57.5	262	-	-	427	61.4	298	-	-	464	64.2
AFFIRM.ACTION TOTAL	1726	639	557	6409	45.6	1824	668	562	6462	47.3	1808	660	570	6348	47.9	1804	680	585	6340	48.4	1850	690	615	6383	49.4
Plus:																									
Foreign	201	96	-	1224	-	209	113	-	1277	-	224	140	-	1342	-	201	168	-	1438	-	237	177	-	1574	-
Postdoc.	-	13	-	37	-	-	13	-	44	-	-	17	-	43	-	-	23	-	37	-	-	9	-	26	-
UNIV. TOTAL	1927	748	557	7670	42.1	2033	794	562	7783	43.5	2032	817	570	7733	44.2	2005	871	585	7815	44.3	2087	876	615	7983	44.8

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

Graduate Minority and Women Students
Fall 1986

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	283	195	-	478	105	50	-	155	17	21	-	38
Arts & Letters	308	194	-	502	179	101	-	280	23	16	-	39
Business	507	104	-	611	151	36	-	187	25	14	-	39
Comm. Arts & Sciences	214	45	-	259	140	26	-	166	25	9	-	34
Education	656	442	-	1098	457	237	-	694	60	57	-	117
Engineering	156	70	-	226	25	3	-	28	17	8	-	25
Human Ecology	90	53	-	143	80	40	-	120	4	2	-	6
Human Medicine	4	24	443	471	2	12	212	226	1	-	101	102
Natural Science	191	292	-	483	75	85	-	160	14	28	-	42
Nursing	53	-	-	53	49	-	-	49	2	-	-	2
Osteo. Medicine	8	22	482	512	4	8	173	185	1	1	72	74
Social Science	463	176	-	639	281	82	-	363	31	25	-	56
Vet. Medicine	16	30	398	444	4	10	230	244	1	5	17	23
Unclassified	<u>464</u>	<u>-</u>	<u>-</u>	<u>464</u>	<u>298</u>	<u>-</u>	<u>-</u>	<u>298</u>	<u>17</u>	<u>-</u>	<u>-</u>	<u>17</u>
AFFIRMATIVE ACTION TOTAL	3413	1647	1323	6383	1850	690	615	3155	238	186	190	614
Plus: Foreign Students	730	842	2	1574	237	177	-	414	-	-	-	-
Postdoctoral Students	<u>-</u>	<u>26</u>	<u>-</u>	<u>26</u>	<u>-</u>	<u>9</u>	<u>-</u>	<u>9</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
UNIVERSITY TOTAL	4143	2515	1325	7983	2087	876	615	3578	238	186	190	614

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 1986

	Master		Doctoral		Grad-Prof		Total	
	#	%	#	%	#	%	#	%
<u>Fall 1986*</u>								
Campus Total (U.S. Citizens)	3413		1647		1323		6383	
Women (U.S. Citizens)	1850	54.2	690	41.9	615	46.5	3155	49.4
TOTAL MINORITY	238	7.0	186	11.3	190	14.4	614	9.6
<u>Racial/Ethnic</u>								
Black	126	3.7	83	5.0	88	6.6	297	4.6
Chicano	17	.5	10	.6	21	1.6	48	.8
Other Hispanic	37	1.1	37	2.3	26	2.0	100	1.6
Native American	12	.4	6	.4	8	.6	26	.4
Asian/Pacific Islander	46	1.3	50	3.0	47	3.6	143	2.2

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

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

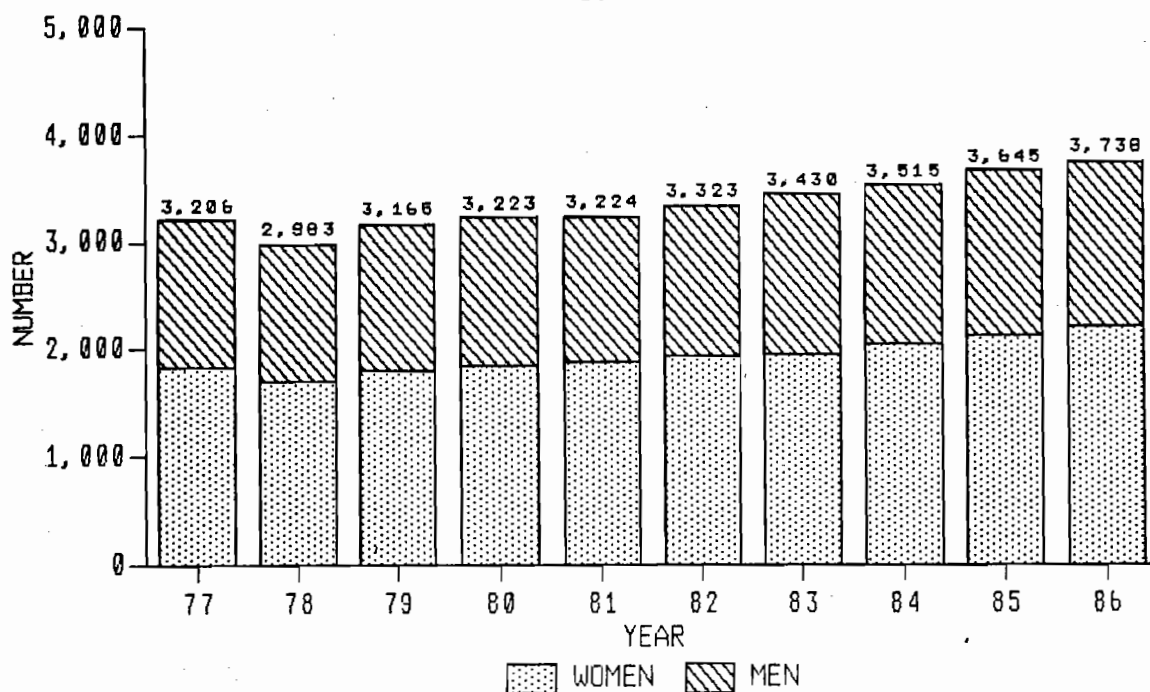
	Total Students	% of Campus	Women	UNDERGRADUATE								GRADUATE							
				Frsh	Soph	Jr	Sr	Spec	TOTAL	FTDC	FTF	TUG	Grad Prof	Mast	Dr	TOTAL	New Mast	New Dr	New G-P
FALL 1984																			
Am. Ind./Alas. Nat.	124	.31	66	28	12	24	18	1	83	18	18	10	20	13	8	41	6	0	2
Black	2416	6.00	1517	846	481	429	342	9	2107	512	510	83	74	136	99	309	32	10	19
Hispanic	460	1.14	221	103	71	76	78	5	333	69	68	26	39	44	44	127	11	3	14
Chicano	176	.44	83	46	31	33	28	2	140	31	30	8	15	11	10	36	4	0	6
Other Hispanic	284	.70	138	57	40	43	50	3	193	38	38	18	24	33	34	91	7	3	8
Asian/Pacific Is.	515	1.28	234	115	89	102	73	7	386	88	88	19	37	47	45	129	10	8	9
MINORITY TOTAL	3515	8.73	2038	1092	653	631	511	22	2909	687	684	138	170	240	196	606	59	21	44
Non-Resident Alien	1853	4.60	520	131	85	96	98	101	511	59	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	153	122	75	15	263	38	316	246	50	9
Other	106	.26	49	29	20	18	15	3	85	24	24	8	5	10	6	21	9	4	0
White	34108	84.69	16811	7913	6611	7147	6773	259	28703	5684	5838	2110	1098	2853	1454	5405	776	188	270
TOTAL ON-CAMPUS	40272	100.00	19755	9297	7405	7958	7420	459	32539	6607	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	14	7	13	16	9	38	6	0	2
Black	2453	5.98	1546	906	444	403	368	14	2135	523	520	52	82	140	96	318	34	12	20
Hispanic	483	1.17	239	120	64	81	76	8	349	83	82	26	45	50	39	134	15	5	16
Chicano	177	.43	81	50	27	26	32	3	138	31	30	6	19	12	8	39	5	1	6
Other Hispanic	306	.74	158	70	37	55	44	5	211	52	52	20	26	38	31	95	10	4	10
Asian/Pacific Is.	582	1.42	262	138	107	101	89	5	440	115	111	20	44	41	57	142	15	9	14
MINORITY TOTAL	3645	8.88	2117	1186	639	606	555	27	3013	735	727	105	184	247	201	632	70	26	52
Non-Resident Alien	1985	4.84	546	106	110	112	108	110	546	45	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	74	63	62	6	142	21	169	127	38	5
Other	96	.23	43	23	17	17	17	3	77	23	21	10	6	10	3	19	16	6	1
White	34884	85.02	17474	8211	6940	7311	6582	321	29365	5923	6053	2062	1112	2927	1480	5519	882	209	271
TOTAL ON-CAMPUS	41032	100.00	20399	9600	7736	8095	7288	498	33217	6800	6906	2277	1311	3998	2506	7815	1256	392	329
FALL 1986																			
Am. Ind./Alas. Nat.	123	.29	70	28	24	28	17	-	97	18	18	5	8	12	6	26	5	-	1
Black	2488	5.94	1581	908	518	406	345	14	2191	540	536	53	88	126	83	297	38	10	18
Hispanic	495	1.18	252	113	81	77	73	3	347	76	77	12	47	54	47	148	25	13	10
Chicano	176	.42	88	37	36	29	25	1	128	24	24	6	21	17	10	48	11	3	5
Other Hispanic	319	.76	164	76	45	48	48	2	219	52	53	6	26	37	37	100	14	10	5
Asian/Pacific Is.	632	1.51	296	146	120	125	96	2	489	99	96	33	47	46	50	143	18	5	14
MINORITY TOTAL	3738	8.92	2199	1195	743	636	531	19	3124	733	727	103	190	238	186	614	86	28	43
Non-Resident Alien	2051	4.90	568	57	99	135	102	84	477	18	17	39	2	730	842	1574	180	101	-
Post Doctoral	26	.06	9	-	-	-	-	-	-	-	-	-	-	-	26	26	-	20	-
No Response	563	1.34	292	59	27	52	21	64	223	70	50	40	8	303	29	340	253	48	5
Other	78	.19	33	20	8	15	15	3	61	16	16	3	4	8	5	17	23	12	1
White	35441	84.59	18037	8294	7190	7391	6852	302	30029	5977	6035	1844	1121	2864	1427	5412	816	193	295
TOTAL ON-CAMPUS	41897	100.00	21138	9625	8067	8229	7521	472	33914	6814	6845	2029	1325	4143	2515	7983	1358	402	344

Total On-Campus figures obtained from Enrollment Reports - Office of the Registrar. FTDCU includes all first time undergraduates (except Agricultural Technology and English Language Center). Included are LEP-Unclassified, students continuing from Agricultural Technology, LEP, or ELC programs.

FTF includes first time undergraduates at the freshman class level. This includes Agricultural Technology first time freshmen.

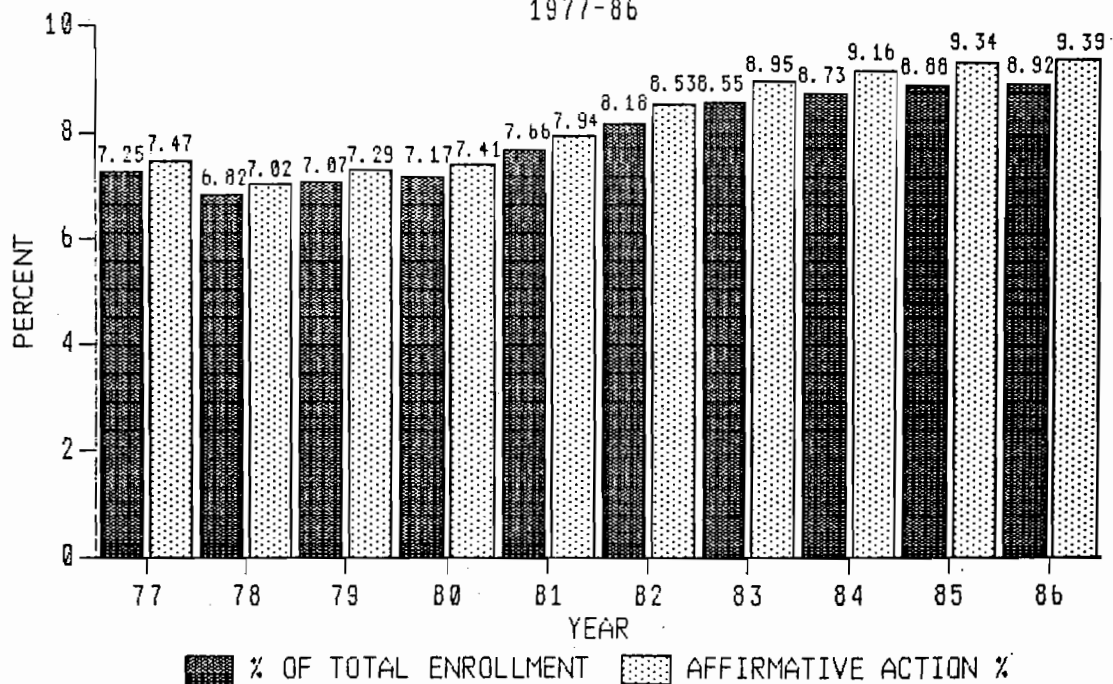
Graph V-1

MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT
FALL TERMS
1977-86

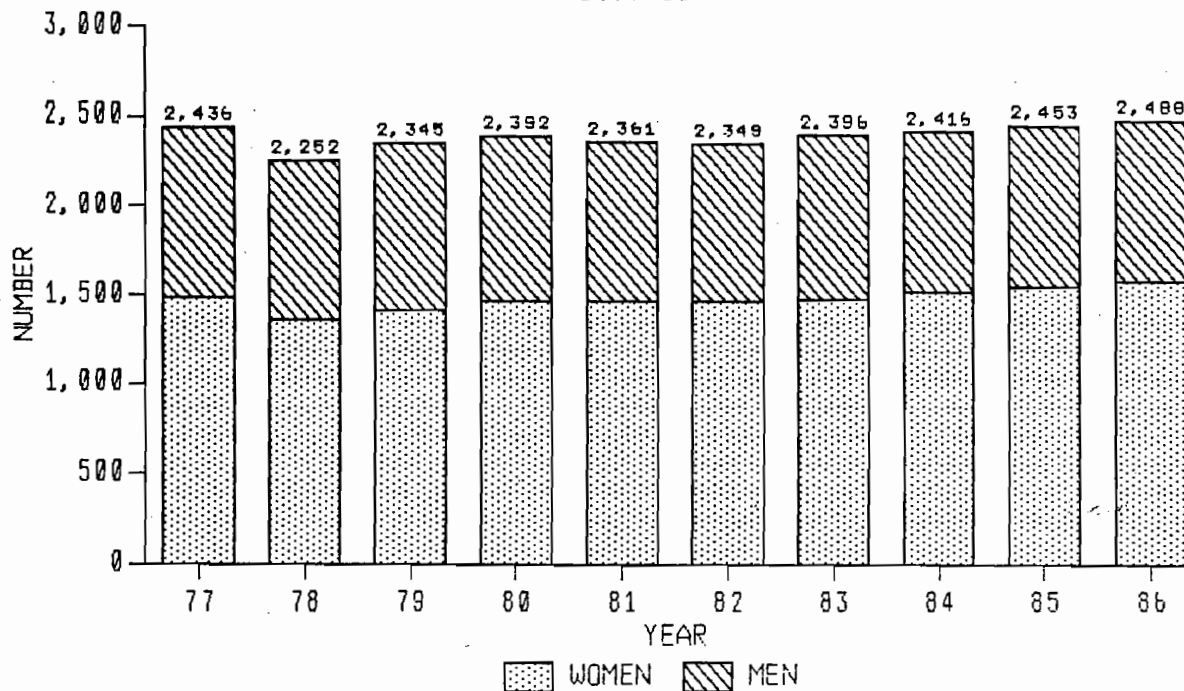


Graph V-2

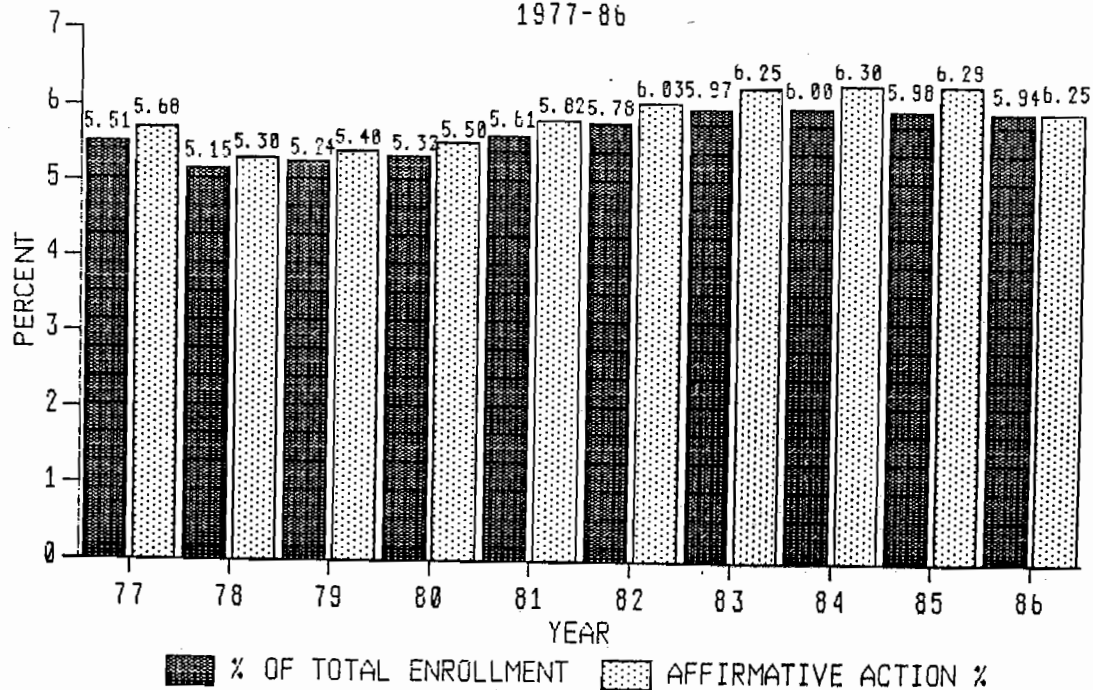
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1977-86



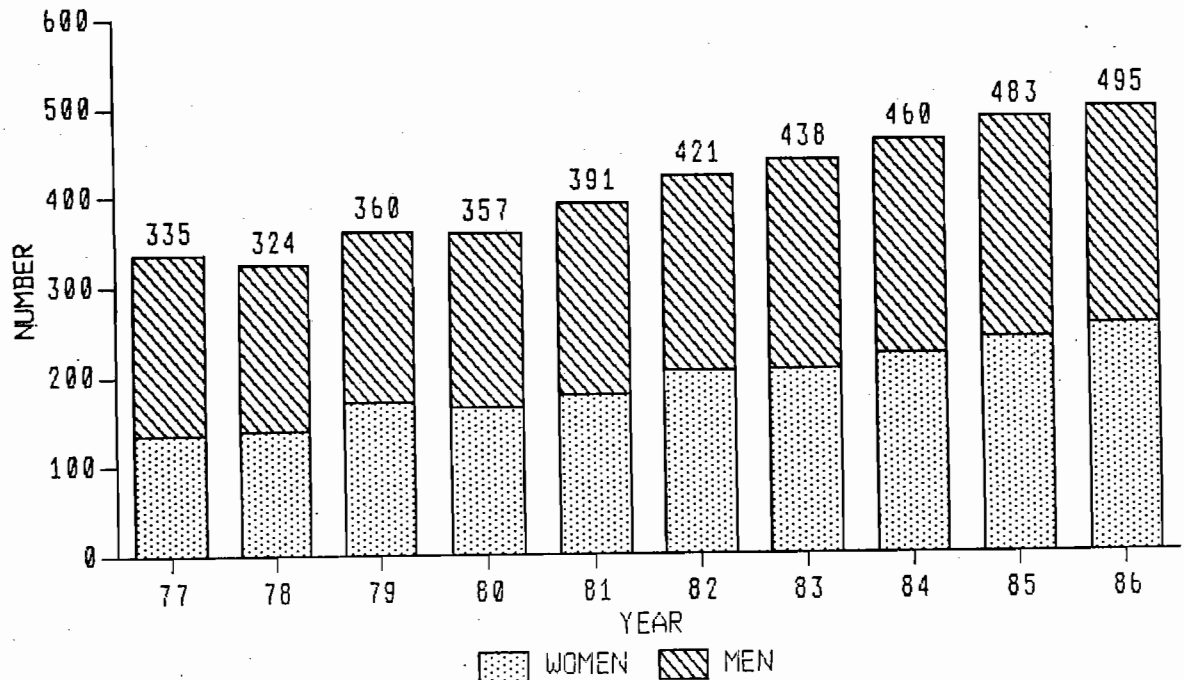
Graph V-3
MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENTS
FALL TERMS
1977-86



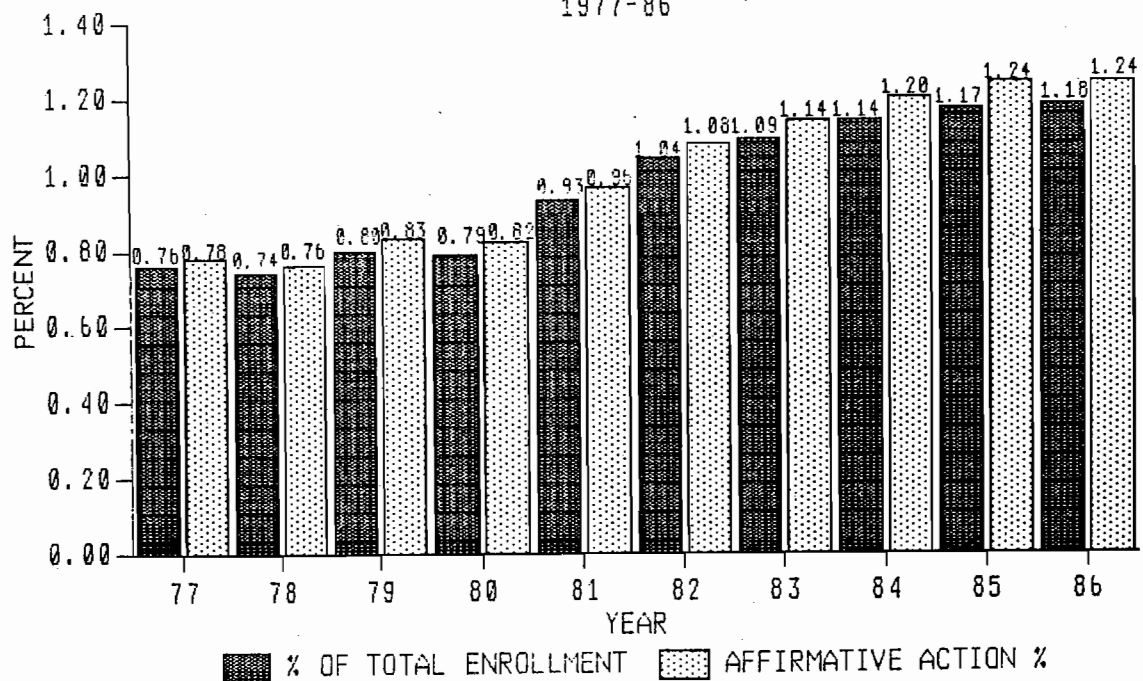
Graph V-4
MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1977-86



Graph V-5
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENTS
FALL TERMS
1977-86

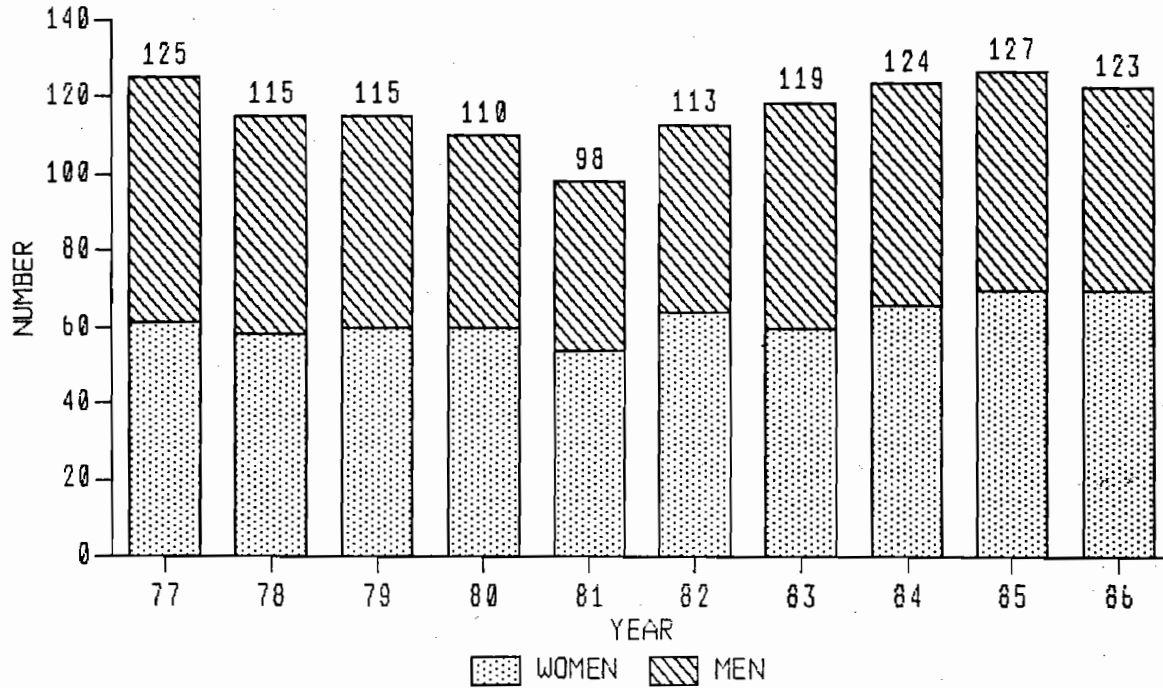


Graph V-6
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1977-86



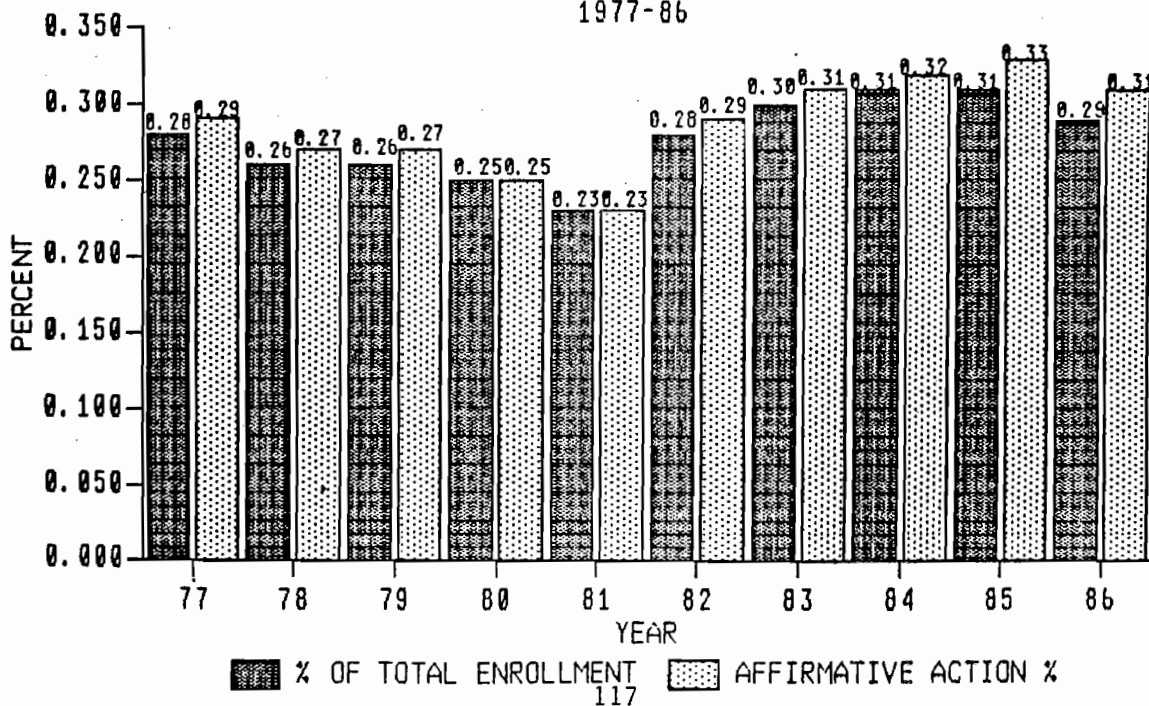
Graph V-7

MICHIGAN STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENTS
FALL TERMS
1977-86

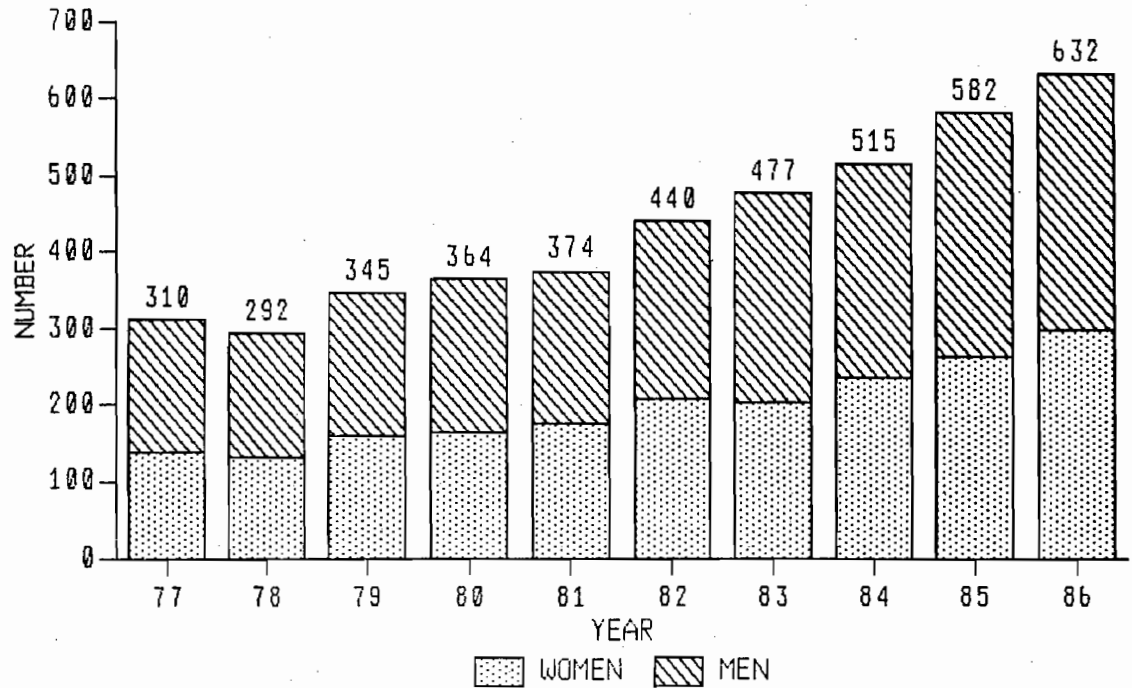


Graph V-8

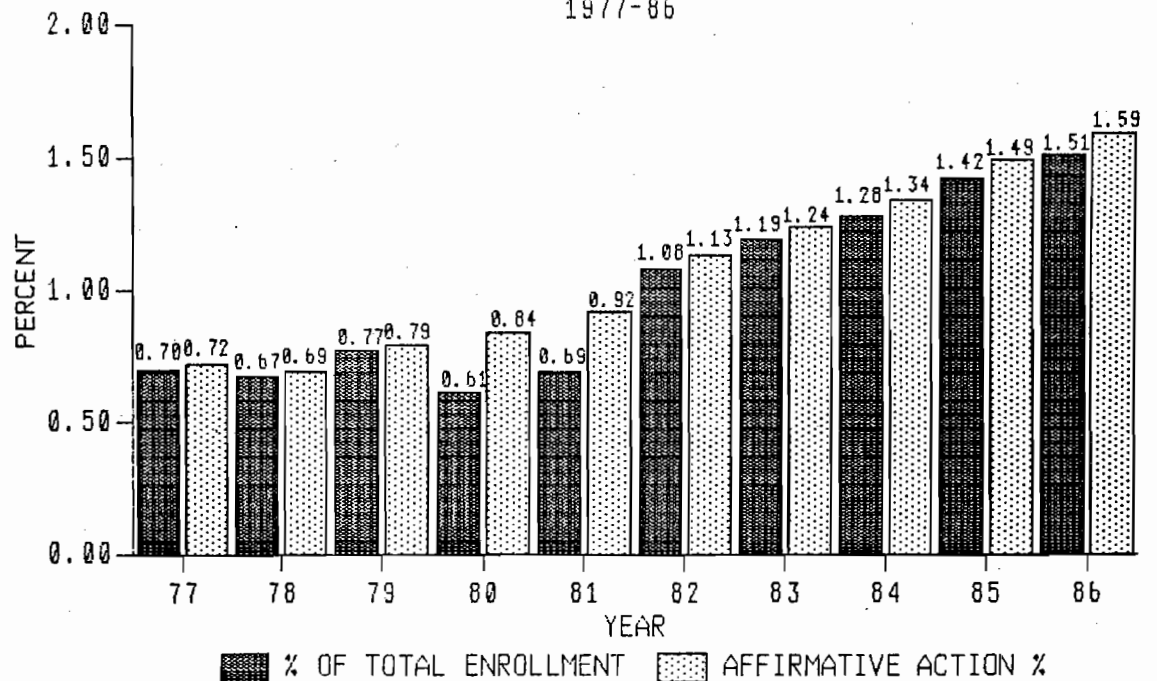
MICHIGAN STATE UNIVERSITY
NATIVE AMERICAN ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
& AFFIRMATIVE ACTION TOTALS
FALL TERMS
1977-86



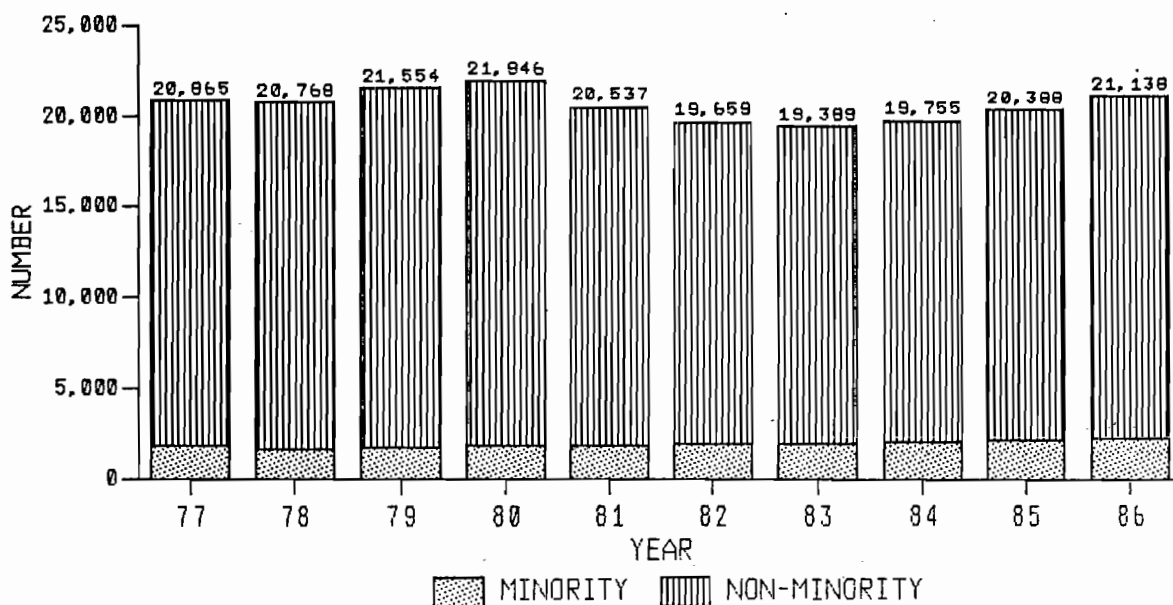
Graph V-9
MICHIGAN STATE UNIVERSITY
ASIAN/PACIFIC ISLANDER ENROLLMENTS
FALL TERMS
1977-86



Graph V-10
MICHIGAN STATE UNIVERSITY
ASIAN/PI ENROLLMENTS AS A % OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1977-86



Graph V-11
MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENTS
(INCLUDING FOREIGN)
FALL TERMS
1977-86



Graph V-12
MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
(INCLUDING FOREIGN)
FALL TERMS
1977-86

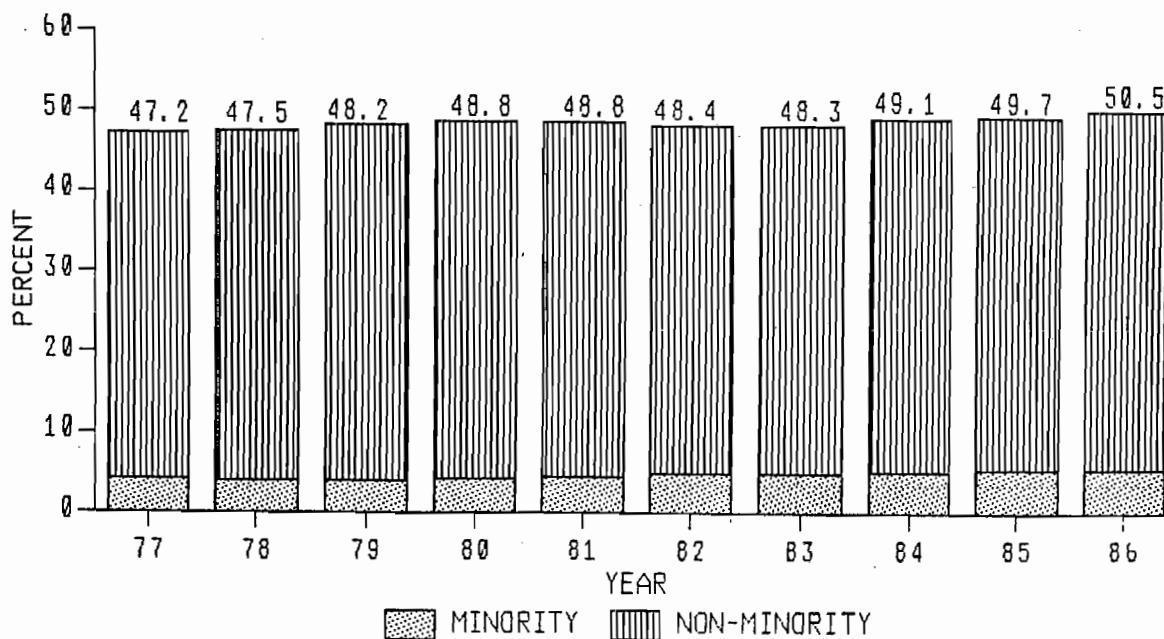


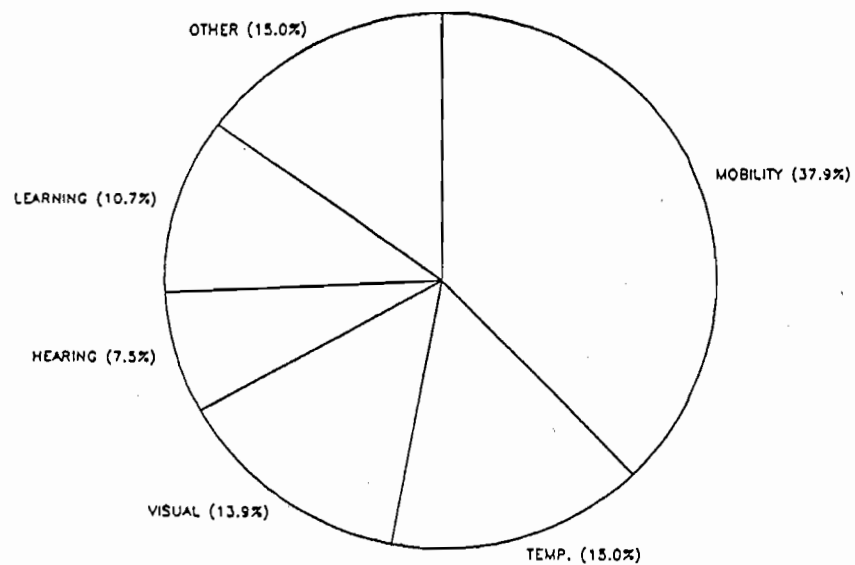
Table V-14

STUDENT ADMISSIONS TRENDS, 1984-1985, 1985-1986

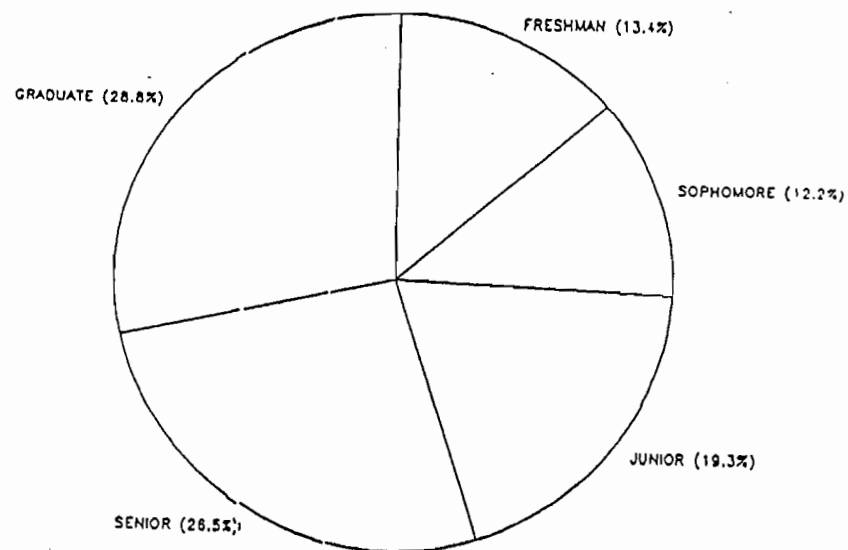
	APPLICATIONS				ADMISSIONS				ENROLLMENTS			
	1984	1985	1986	% of Change 85-86	1984	1985	1986	% of Change 85-86	1984	1985	1986	% of Change 85-86
FRESHMEN	Number				Number				Number			
Caucasian	12790	13645	14617	7.12	10607	10609	10848	2.25	5838	6053	6035	- .29
Black	1391	1412	1481	4.88	933	903	985	9.08	510	520	536	3.07
Hispanic	177	195	242	24.10	145	155	178	14.83	68	82	77	- 6.09
Native American	39	31	35	12.90	32	23	29	26.08	18	14	18	28.57
Asian/Pacific Islander	261	317	358	12.93	217	248	233	- 6.04	88	111	96	-13.51
Other	76	62	93	50.00	51	46	68	47.82	24	21	16	-23.80
TOTAL	14734	15662	16826	7.43	11985	11984	12341	2.97	6546	6801	6778	- .33
TRANSFER STUDENTS												
Caucasian	4580	4410	4355	- 1.24	2828	2685	2365	-11.91	2110	2062	1844	-10.57
Black	301	221	251	13.57	138	77	71	- 7.79	83	52	53	1.92
Hispanic	80	55	53	- 3.63	31	32	20	-37.50	26	26	12	-53.84
Native American	20	19	15	-21.05	12	10	6	-40.00	10	7	5	-28.57
Asian/Pacific Islander	73	72	90	25.00	24	33	42	24.24	19	20	33	65.00
Other	18	20	14	-30.00	11	11	7	-36.36	8	10	3	-70.00
TOTAL	5072	4797	4778	- .39	3044	2848	2510	-11.86	2256	2177	1950	-10.42
GRADUATE STUDENTS												
Caucasian	2796	2927	2987	2.04	1654	1784	1776	- .44	1234	1362	1009	-25.91
Black	144	152	138	- 9.21	65	72	64	-11.11	61	66	48	-27.27
Hispanic	70	69	90	30.43	32	29	46	58.62	28	26	38	46.15
Native American	14	8	9	12.50	10	5	4	-20.00	8	8	5	-37.50
Asian/Pacific Islander	79	88	109	23.86	32	44	43	- 2.27	27	38	23	-39.47
Other	10	10	22	120.00	6	6	11	83.33	13	23	35	52.17
TOTAL	3113	3254	3355	3.10	1799	1940	1944	.20	1371	1523	1158	-23.96

Graph V-13

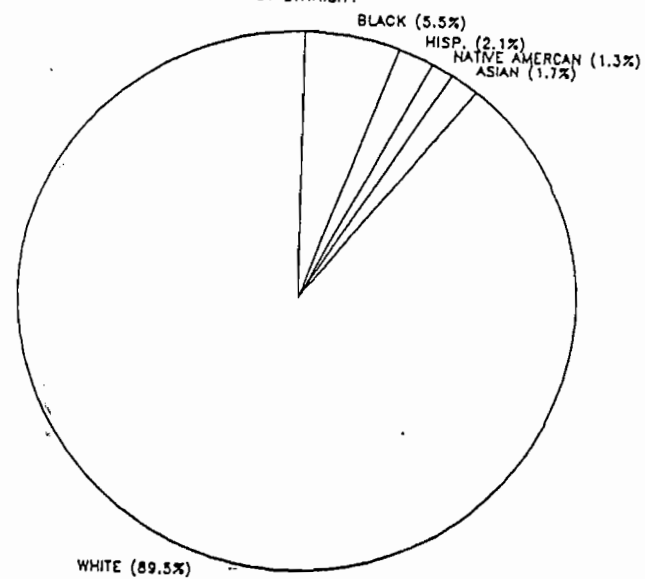
1985-86 DISTRIBUTION OF PROGRAM USERS
BY CHARACTERISTIC



1985-86 DISTRIBUTION OF PROGRAM USERS
BY CLASS



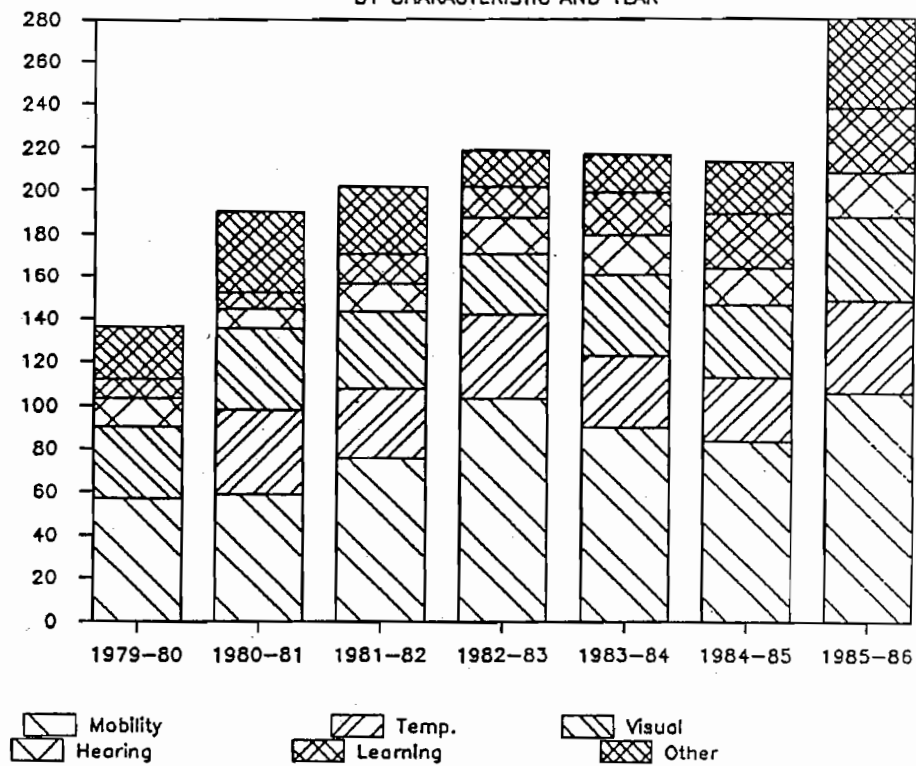
1985-86 DISTRIBUTION OF PROGRAM USERS
BY ETHNICITY



Graph V-14

DISTRIBUTION OF PROGRAM USERS

BY CHARACTERISTIC AND YEAR



Graph V-15

DISTRIBUTION OF PROGRAM USERS

BY SEX AND YEAR

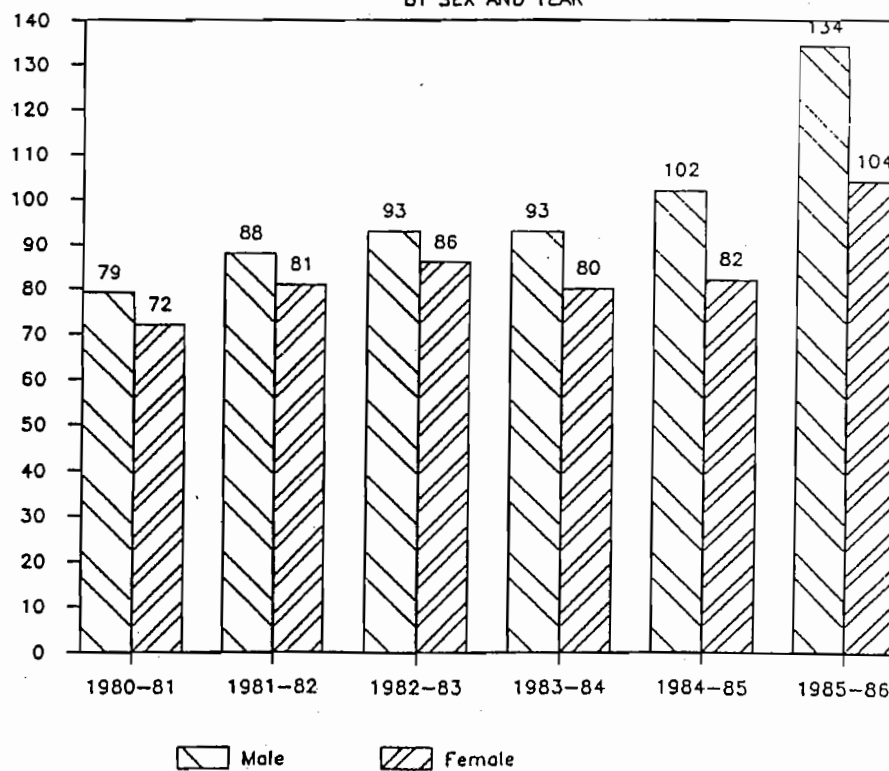


Table V-15
Affirmative Action Graduate Financial Assistance Program,
Expenditures(in dollars),
1977-78 to 1985-86*

JULY 1-JUNE 30	EOP	MCDF	PF	AAGA	TOTAL
1977-78	221,806	-----	-----	113,063	334,869
1978-79	219,546	-----	-----	121,543	341,089
1979-80	237,634	43,941	89,022	130,051	500,648
1980-81	257,540	40,116	78,026	140,460	516,142
1981-82	390,000	57,000	80,000	215,305	742,305
1982-83	451,760	127,000	136,078	277,106	991,944
1983-84	541,211	127,548	122,000	267,409	1,058,168
1984-85	492,247	106,247	115,555	290,997	1,005,046
1985-86	666,143	86,737	84,575	339,153	1,176,608

Table V-16
Affirmative Action Graduate Financial Assistance Program,
Expenditures (annual percent change),
1977-78 to 1985-86*

JULY 1-JUNE 30	EOP	MCDF	PF	AAGA	TOTAL
1977-78					
1978-79	-1.0	----	----	+7.5	+1.9
1979-80	+8.2	----	----	+7.0	+46.8
1980-81	+8.4	-8.7	-12.4	+8.0	+3.1
1981-82	+51.4	+42.1	+2.5	+53.3	+43.8
1982-83	+15.8	+122.8	+70.1	+28.7	+33.6
1983-84	+19.8	+0.4	-10.3	-3.5	+6.7
1984-85	-9.0	-16.7	-5.3	+8.8	-5.0
1985-86	+35.3	-18.4	-26.8	+16.6	+17.1
1977-86	+200.3	+97.4	-5.0	+200.0	+251.4

*NOTE:

EOP = Equal Opportunity Program Fellowships
MCDF = Minority Competitive Doctoral Fellowships
PF = Programmatic Funding
AAGA = Affirmative Action Graduate Assistantships

Table V-17

Allocation of Equal Opportunity Program Fellowships (Need Based)
by Racial/Ethnic Group and Gender,
1976-77 to 1985-86

<u>Year</u>	<u>Total Number of Awards</u>	<u>Black (M/W)</u>	<u>Hispanic (M/W)</u>	<u>Asian Pac Isl (M/W)</u>	<u>Native American (M/W)</u>	<u>Caucasian & Others (M/W)</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
1985-86	228	67/76	23/26	3/3	16/7	0/7	666,143

Table V-18

Affirmative Action Graduate Assistantship Program,
Expenditures and Allocation by Racial/Ethnic Group and Gender,
1976-77 to 1985-86

<u>Year</u>	<u>Total Number of Awards</u>	<u>Black (M/W)</u>	<u>Hispanic (M/W)</u>	<u>Asian Pac Isl (M/W)</u>	<u>Native American (M/W)</u>	<u>Caucasian & Others (M/W)</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
1985-86	80	10/11	5/6	3/1	2/0	0/42	339,153

Table V-19

Allocation of Minority Competitive Doctoral Fellowship Awards,
by Racial/Ethnic Group and Gender,
1979-80 to 1985-86

<u>Year</u>	<u>Total Number of New Awards</u>	<u>Black (M/W)</u>	<u>Hispanic (M/W)</u>	<u>Asian Pac Isl (M/W)</u>	<u>Native American (M/W)</u>	<u>Caucasian & Others (M/W)</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	57,003
1982-83	13	4/6	0/1	0/1	1/0	0/0	127,003
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
1985-86	8	2/2	2/1	1/0	0/0	0/0	86,737

*Note: Expenditures also include Minority Competitive Doctoral Fellowship (MCDF) partial, supplementary, and summer awards for continuing Fellows.

Table V-20

Allocation of Minority Competitive Doctoral Fellowships by College,
1985-86

<u>COLLEGE</u>	<u>NUMBER OF NEW AWARDS</u>	<u>PERCENT OF NEW AWARDS</u>	<u>TOTAL AMOUNT (In Dollars)</u>	<u>PERCENT OF TOTAL AMOUNT</u>
Communication	1	12.5	10,080	11.5
Human Ecology	1	12.5	6,308	7.3
Natural Science	4	50.0	29,655	34.2
Social Science	2	25.0	19,640	22.7
Continuing Awards			21,054	24.3
TOTAL	8	100.0	86,737	100.0

Table V-21

Expenditures for Programmatic Funding Awards,
1979-80 to 1985-86 Fiscal Year

<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
1985-86	13	84,575

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 provision 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

Michigan State University'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. The Minority Procurement Coordinator also works closely with the Physical Plant and Housing and Food Services Divisions in an effort to identify and test new products distributed by minority vendors, and to identify and try new minority contractors who can bid on University construction and maintenance work.

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

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

1. to extend existing contracts with minority firms, provided the existing contract was awarded on the basis of open competition and that the extension period is reasonable;
2. to require prime construction contractors to award a predetermined dollar or percentage of the contract amount to protected class firms. This procedure is used only on construction contracts of \$50,000 or more;
3. to negotiate contracts directly with protected class firms up to a predetermined authorized dollar amount. That authorized dollar amount is currently \$2,500;

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.

Michigan State University continued to advertise bids through all known minority sources or agencies. These include the Southeast Michigan Minority Business Center, Detroit Minority Business Development Center, Association of Minority Contractors (both Detroit and Muskegon), Michigan Minority Business Development Council, Minority Business Association, and Business Development Center of Flint. The Minority Procurement Coordinator continues to search for other organizations where opportunities for the minority community can be expanded.

Outreach

The purpose of the Outreach Program is to:

1. create a better rapport with the minority business community;
2. provide more understanding of the University's purchasing function;
3. stimulate more minority vendor participation in University business.

In addition, the Minority Procurement Coordinator strives to assist in minority business development and growth to help increase the potential for more dollars to be spent with minority vendors.

The following are some of the highlights and results of the past years activities with regard to Michigan State University's Affirmative Action in Procurement Program.

Michigan State University, with the Michigan Department of Commerce, Office of Minority Enterprise, co-sponsored the fifth Annual Southwestern Michigan Minority Business Procurement Dialogue Program and trade show. This event was held in Lansing at the Civic Center on May 19, 1986, with over 1000 people in attendance.

Michigan State University's Affirmative Action Procurement Program was highlighted in TREND, a publication of the Michigan Minority Business Development Council.

Because of the somewhat unique approach and innovative ideas encompassed by Michigan State University's Affirmative Action in Procurement Program and because of the success that the program has generated, it has received considerable attention both from within the State and across the Nation. As a result of the publicity that

has been generated by our programs, the Minority Procurement Coordinator has been asked to counsel the following organizations in the past year.

University of Florida
Wayne State University
Michigan Department of Labor
Ferris State College
Lansing Community College
University of Michigan (Flint)
Board of Regent (State of Iowa)
University of Iowa

The University has been successful in retaining several minority engineering and architectural companies on campus projects.

A significant part of Michigan State University's Outreach Program is maintaining close contact with Minority businesses and business organizations. In this regard, the Minority Procurement Coordinator was directly involved in the following activities during the year.

Twenty-nine trips to Detroit were made, four to Grand Rapids, and five to other parts of the state. On many of these trips, buyers from the purchasing staff also attended. These trips involved various meetings with minority vendors and/or representing agencies and provided the opportunity for the buying staff to talk to vendors about providing goods and services to the University. Regular meetings were held with local vendors, the Michigan Department of Commerce, and Lansing Area minority business leaders during this past year.

A meeting was arranged between the University's School of Packaging and Diversified Chemical (a minority owned company) to assist that company in hiring qualified people to help them expand into a new enterprise.

The Coordinator serves as Chairperson of the Southwest Michigan Minority Purchasing Council and is also a member of the Board of Directors of the Michigan Minority Business Development Council.

The National Minority Supplier Development Conference was attended.

Presentations on the University's Affirmative Action Program were made to the Affirmative Action Officers of the State of Michigan and the Big Ten Universities on January 23, 1986 and to the Purchasing Management Association of Western Michigan on March 18, 1986.

The following information is a summary of Michigan State University's minority and woman-owned business participation. These figures reflect a significant increase

in both actual dollars awarded and in percentage increase over last year for both minority and woman-owned businesses. It is felt that these figures reflect the hard work and perseverance of the many employees who are dedicated to maintaining Michigan State University's leadership position in its Affirmative Action in Procurement Program.

12 Months Ended
June 30, 1986

Minority-owned Business

Potential Dollars	\$ 21,897,390
Actual Dollars Awarded	\$ 4,336,408
Percent Actual of Potential Dollars	19.8%

Woman-Owned Business

Potential Dollars	\$ 19,180,624
Actual Dollars Awarded	\$ 4,450,059
Percent Actual of Potential Dollars	23.2%

In summary, Michigan State University's Affirmative Action in Procurement Program's success can be attributed to: (a) the personal contact and assistance provided through outreach activities; (b) the various procedures established to promote more protected class business participation; and (c) 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.

Support Staff (Non-Academic) Development: workshops and meetings for support 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 & LETTERS:

The College offers approximately 75 courses addressing the issues of women, minorities and handicappers. Some examples are:

ATL 181, 182, 183 - Women in America

HA 350 - Women in Modern Art

ENG 349 - Afro-American Literature

HST 102 - Latin American Experience
HST 897 - Reading in Asian History
PSH 345 - Business Ethnic - Discussion of Affirmative
Action.

COLLEGE OF EDUCATION:

Over 144 classes dealing with the various aspects of teaching associated with the handicapper populations were offered. TE 869, Perspectives in Curriculum and Teaching, is a new course required for all MA programs in the department; it devotes substantial time to issues of equity, children from "at risk" environments, and the contribution of schooling practices to all of these issues.

COLLEGE OF ENGINEERING:

Three distinct programs for increasing and retaining minority students are:

1. The Engineering Equal Opportunity Programs supports four mathematics courses designated to assist 80% of incoming minority freshman students who require remedial assistance in mathematics.
2. 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.
3. 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. Ten students participated in the Summer 1976 internship program.

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, communication, and financial aid:

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.

COM produced a slide/tape program for the MSU Open House on the activities of a medical student. The principal character and narrator was a female second year medical student. Selected visuals purposely emphasized women and minority students.

COLLEGE OF SOCIAL SCIENCE:

This past year, the College has offered a total of 56 courses that extensively address the issue of minorities, women and handicappers in our society.

In addition, the School of Social Work, as part of their reaccreditation Self Study, has reviewed each course offered by the School and added new content and readings on protected groups.

VICE PRESIDENT FOR STUDENT AFFAIRS & SERVICES

Staff of the Vice President for Student Affairs teach EAD 415, Student Leadership. This class was offered in two sections during the 1985-86 academic year and addressed minorities and women as student leaders. One hundred students participated in this class.

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 the 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 been undertaken by colleges and other units.

JAMES MADISON COLLEGE

The James Madison College has provided the development and ongoing support for the Madison Minority Alliance. The Alliance is staffed by minority students within Madison that serve as a support group for incoming minority students, as assistants for recruitment of students and faculty, e.g., individual college visits, ADS, Open House, Madison Visitation Day. In addition, the Alliance is also a sponsor of co-curricular on minority issues, featuring minority speakers.

COLLEGE OF AGRICULTURE & NATURAL RESOURCES

The College sponsored its first annual meeting of National Minority Students in Agriculture and Natural Resources Conference. In addition, The College placed over 70 students in summer and fall internships in both the public and private sector throughout the United States.

LIBRARIES

The libraries have continued implementation of library services to address the needs of handicapper library users (e.g., extended loan periods for assigned reading material, telephone renewal of library materials, mail delivery of library materials, stack assistance, accessible readers and computers, etc.)

COLLEGE OF VETERINARY MEDICINE

PAX - Preliminary Education and Animal Exposure: Rising undergraduate sophomores from institutions with educational assistance agreements, or who are referred to staff, spent four weeks during the summer preparing for the coming academic year, and gained animal exposure.

ESP I - Enrichment Summer Program: An intensive residential enrichment program focusing on learning strategies, MCAT preparation, clinical exposure, and personal development. Students receive per diem and a travel allowance.

ESP II - Summer Prematriculation Program: A simulated professional program experience to introduce professional veterinary students to faculty and curriculum. Students receive per diem and a travel allowance.

VICE PRESIDENT FOR STUDENT AFFAIRS & SERVICES:

Intramural Sports and Recreation Services purchased and placed two hydra-lifts in the Intramural Sports West indoor and outdoor pools. There is continued investigation of making the Intramural Sports Circle and Jenison handicapper accessible.

Sports Fest was designed to acquaint minority students with the use of the intramural/recreative facilities and with particular life-long sports. The emphasis this past year was placed on experiences in the areas of rollerskating, volleyball, swimming, aerobics and floor hockey.

Placement Services sponsored two major program/conferences that assisted minorities and women. These were the Minority Careers Program, the largest since it started in 1966. A total of 114 individual units represented private sector businesses; 12 government agencies; 7 human service/non-profit organizations; 3 public schools; 10 educational programs/graduate schools; and 4 branches of the military. An estimated 1,200 students in various disciplines talked with representatives about summer, permanent, internship, and co-op employment, as well as graduate school opportunities. Eight hundred and twelve (812) interviews were arranged from contacts made at the "Career Fair" and were conducted on 105 schedules at Placement Services. The program continues to serve as a critical catalyst between employers and minority students. It has consistently attracted excellent participation, and still serves as the core of minority student utilization of Placement Services' resources.

"Success '86" was held in May 1986. This highly successful event provided the opportunity for participants to listen to and interact with a number of leaders in industry, education, and government. The former Career Challenges and Women program was reviewed, its focus tightened, and its direction revamped to meet the changing needs of women in the workplace. Michigan Representative Debbie Stabenow opened the conference. Workshop presentations, which ran concurrently in 3 time slots, addressed issues of concern to women entering the employment market and making life/career choices throughout their careers. There were 12

workshops. Over 900 people were in attendance at the day-long program, which received overwhelmingly positive evaluations of it.

COLLEGE OF ENGINEERING

A team of MSU women engineering students, sponsored by the Society of Women in Engineering (SWE) presented the High School Outreach program, "Careers in Engineering," at 13 high schools, 2 community college career days, and a preview program for high school counselors, for a total of 15 programs and 25 presentations. Approximately 41 high schools were involved in the programs that reached over 1000 high school students. This program received a first place award at the National SWE conference. One of the programs included minority students as team members at a high school that consisted of a black student body.

An invitation to make a presentation at Renaissance High School by members of the Civil Engineering faculty led to our department "adopting" Renaissance High School as a means of exposing minority students to engineering as a career field. The student organizations: American Society of Civil Engineering (ASCE) and the Institute of Transportation Engineers (ITE) served as peer resources and role models for students wishing to become involved in a series of planned "exposure" activities.

During the Fall of 1985 three TRS-80 microcomputers were donated by the MSU Civil and Environmental Engineering Department to Renaissance High School, Detroit, Michigan.

AEROSPACE STUDIES (OFFICE OF THE PROVOST)

AFROTC has created the Historically Black Institutions program. This program allows minority College Scholarship Program (CSP) alternates to receive an AFROTC scholarship if they agree to attend a minority university or college.

ASSISTANT PROVOST FOR UNDERGRADUATE EDUCATION

This office developed and coordinated a Summer Research Participation Program for Undergraduate Minority Students in conjunction with the MSU Graduate School and the Committee on Institutional Cooperation. It was designed to encourage minority students with academic potential to consider research and graduate studies. Fourteen minority students (6 Black, 3 Asian/Pacific Islanders, 3 Hispanics, 2 Native Americans) worked on various research projects with MSU faculty members in the eight-week, summer program.

ADMISSIONS

The High School Scholars program was created. This program was launched in the Fall of 1985 as an experimental effort to provide outreach to ninth grade students in selected Michigan high schools. The program focuses on minority students, and encourages them to take strong curricular approaches and to consider continuation to higher education.

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. Some examples of special initiatives in this area are listed below.

AFRICAN STUDIES CENTER

Travel expenses and per diem support were provided for two minority librarians to travel to several countries in Africa on separate Africana library acquisition trips.

COOPERATIVE EXTENSION SERVICES (CES)

Sixteen CES staff received the Equal Opportunity Award in recognition for their noteworthy achievements in Affirmative Action.

COLLEGE OF ENGINEERING

Faculty members participated in the National Association of Minority Engineering Program Administrators, which insisted of workshops and seminars for information sharing and problem solving to enhance minority engineers program efforts.

COLLEGE OF EDUCATION

This College meets with all minority faculty members to assess quality of life issues and develop more effective support systems for new faculty.

COLLEGE OF SOCIAL SCIENCE

CASID (Center for Advanced Study of International Development) sponsored a resource workshop for Michigan educators (MSU faculty and graduate students, and faculty from other Michigan higher education institutions) titled "Looking at New Films in Development." The content theme for the film workshop was "Women and Development." The workshop focused on films about Third World women and how to use the films in the classroom.

OFFICE OF THE PROVOST

This office provided funding assistance for the Faculty Student Relations Study which includes a sexual awareness component.

Support Staff Development

Support staff 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.

OFFICE OF THE PROVOST

This office provided funding assistance for the 1986 MSU Sexual Awareness Week program to educate campus communities on issues of sexual assault.

VICE PRESIDENT FOR FINANCE AND OPERATIONS

This office has developed new Affirmative Action quarterly reports, and continued presentations of the Supervisory Skills Training for employees with supervision responsibilities. This includes the module "Equal Opportunity in the Workplace."

COLLEGE OF HUMAN MEDICINE

This college held a two-hour program: "Teamwork Through Communication," for clerical-technical staff from the Colleges of Human Medicine, Osteopathic Medicine, Veterinary Medicine and Nursing. Keynote speaker was Carolyn DiBiaggio, MSU Presidential Partner.

DEVELOPMENT FUND

This office is developing a minority training program for Development Officers funded by outside sources.

COLLEGE OF COMMUNICATION ARTS & SCIENCES

The department of Instructional and Public Television authorized a leave of absence for a staff member to attend Columbia School of Journalism on a Bagehot Fellowship during 1985-86 academic year.

VICE PRESIDENT FOR STUDENT AFFAIRS & SERVICES

Two divisional staff development programs entitled "Pornography: Raising Consciousness and Increasing Understanding," were provided for Educational and staff support. University Housing Programs provided nine programs on Gender Issues and Sex Roles, which included sex role discussions impacting the advisory staff job and professional/ethnic gender issues. Three Handicapper Awareness programs were also provided.

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.

VICE PRESIDENT FOR FINANCE & OPERATIONS

This office participated in an National College Athletic Association sponsored study on graduation rates of minority student-athletes.

COLLEGE OF ARTS & LETTERS

The Department of Art continued research in Art Education on problems of handicapped children.

COLLEGE OF ENGINEERING

An Engineering faculty member is conducting research funded by the Rockefeller Foundation on "Implications of Changing Gender Roles on Transport System Use & Needs."

COLLEGE OF COMMUNICATION ARTS & SCIENCES

The Department of Communication had conducted/is presently conducting research on communication with the handicapped, gender differences in nonverbal communication, environments of working and nonworking women, women's communication in Mexican organizations, interpersonal perception variables in groups comprised of Caucasian, Chinese-American, Japanese-American, and/or Hawaiian members, selection of persuasive strategies in multicultural groups, women and men as sources and targets of compliance-gaining strategies, use of media by Blacks in major urban areas, evaluation of media sources by females and minorities, and most effective persuasive strategies for women.

COLLEGE OF EDUCATION

The National Institute of Education funded a four year study on professional development and academic knowledge in bilingual research to run through 1990. The U.S. Department of Education has funded a three year study on the use of computers for learning disabled children acquiring reading readiness abilities that targets economically disadvantaged, ethnic minority children. The grant runs through 1987.

URBAN AFFAIRS PROGRAM

The Benton Harbor Demonstration Project developed by the Urban Affairs Programs is designed to understand the role of race relations in the decline of the urban area. The International Graduate Program - conducted a Survey of Rental Housing for Low-Income Households in Lansing, Michigan entitled: Tenants, Landlord/Managers and the Homeless. The grant from the Housing Assistance Foundation, totals \$11,000. This project allowed graduate students in the Urban Studies Interdepartmental Program first hand survey research experience. The information was used by a community task force to prepare strategies and recommendations for programs and policies at the state and local level.

VICE PRESIDENT FOR RESEARCH & GRADUATE STUDIES

The Biomedical Research Support Grant Program, funded through the Office of Research Development, support 40 projects. Three investigators were minorities and nine were women.

All-University Research Initiation Grants, administered by this office, supported 34 projects. Seven investigators were minorities and eight were women. Of these projects, one was concerned with handicappers (Ewing, Habeck, Dummer).

The Graduate School - Assisted in coordinating a CIC organized Summer Research Program which supported research activities for 14 MSU undergraduates (junior/senior level). The program was designed to interest these students in pursuing graduate study.

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.

OFFICE OF THE PROVOST

Assistant Provost for Academic Administration - Commencement: Ministers-rotate the faiths. An objective is to involve student groups to assist in the commencement ceremonies as ushers and escorts. A mix of gender and protected classes is requested. The Student Alumni Foundation and Senior Class Council are involved. Efforts are made to assure that an interpreter for the deaf is present at most of the ceremonies, and that the ceremonies are handicapper accessible.

Assistant Provost for Undergraduate Education: This office participated in and provided financial support for the first MSU/High School Scholars Program (consisting of campus workshops for 9th grade high school students and parents from selected high school districts, as well as a week-long campus visitation program for the students during the summer) to help prepare minority and disadvantaged high school students to become academically competitive to attend higher education institutions. This office also served as a member of the State Superintendent of Instruction's Committee on Minorities, Women and Handicappers which presented recommendations to improve preparation, recruitment, enrollment, and retention of students from these populations.

COLLEGE OF HUMAN MEDICINE

The Director of Student Affairs organized and coordinated two workshops for the Central Region Group on Student Affairs Minority Affairs Section: Detroit, MI, "Developmental Models for Student Affairs Programming," New Orleans, LA, "Increasing the Minority Applicant Pool-A Comprehensive Approach."

VICE PRESIDENT FOR UNIVERSITY RELATIONS

This office attempts to consistently identify women and minority faculty experts as news sources for the media. There are concerted efforts to produce broadcast messages and still photographs that include minorities, women and handicappers.

URBAN AFFAIRS PROGRAMS

The Center for Urban Affairs hosted a series of workshops on "Business Development "Financing," and "Community Economic Development in Michigan," for community-based groups concerned about job creation for distressed populations.

COLLEGE OF OSTEOPATHIC MEDICINE

As part of a Health Planning and Evaluation Program, Clinical services are offered at three freestanding clinics: 1) Capitol Commons Geriatric Clinic; 2) DECC Spartan Village Community Health Clinic; and 3) General Practice/Rural Clinic-Saginaw.

COLLEGE OF EDUCATION

The Learning Clinic is a facility located in Erickson Hall which helps students in the Lansing area by (referral) who are having discipline or academic problems. Personnel administer assessment tests and provide some individual remediation.

COLLEGE OF COMMUNICATION ARTS & SCIENCES

This College offered listener participation Radio Telephone Call-In Programs. Ten programs, 12.5 hours, on women's issues were broadcast. Topics ranged from "Women in Politics," to "Sexism in Language." Six programs, (7.5 hours,) on minority issues were broadcast. Topics ranged from "Relocating Native Americans," to "Martin Luther King Day." One program, (1.25 hours,) on the problems of Vietnam Veterans was broadcast. Thirty-six guests appeared on a sports-related call-in program to discuss minority and women participation in sports. Topics ranged from "MSU Intercollegiate Athletics Women's Programs" to general discussions with MSU coaches of womens' sports (36 hours.)

COLLEGE OF ENGINEERING

MSU, through the Engineering Equal Opportunity Program, coordinates two short high school programs with the Flint Public School system. The first is a one day affair involving a panel discussion of various engineering majors and careers, followed by a brief exposure to laboratory procedures. The second event is a three day visit to the campus for instruction in problem solving techniques and strategies used in engineering. Both activities are geared for ninth grade students and, for many, serve as the first experience with engineering as a field of study.

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 & OPERATIONS

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

VIII. THE DEPARTMENT OF HUMAN RELATIONS

A major function of the Department of Human Relations involves monitoring the University's academic and support staff employment processes. Two departmental committees, one for each employment area, carefully review and approve each position recommended for hire to the Provost or the Assistant Vice President for Personnel and Labor Relations. These committees have been very effective in reminding hiring units of the university's commitment to affirmative action/equal opportunity and ensuring that all hiring and promotion is conducted within this spirit. In an effort to increase communication between the University and Lansing Area Community Social Service Agencies, the Department again co-hosted the annual breakfast meeting to discuss employment referral issues and concerns.

The Department of Human Relations also has the responsibility to provide programming to meet the needs of the various constituent groups at MSU. 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, student related concerns, and to provide opportunities to women and minorities wishing to work part-time during college. 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. The Employee Assistance Program, another sub-unit of the Department, provides and facilitates workshops, seminars, and general support services for academic and support personnel who are having difficulty adjusting to the MSU work environment due to personal problems.

During the 1985-86 academic year, the Department continued to make presentations on affirmative action/equal opportunity to staff with supervisory responsibilities. These presentations primarily focused on racism, sexism, and handicapper issues in the workplace. Similar presentations were also made to individual academic departments. Presentations on strategies for identifying, recruiting and hiring minorities and women as faculty members were also made to academic departments with potential faculty vacancies. As a strategy to address the varied adjustment problems of minority and women graduate students and assistant professors, the Department, in cooperation with the Office of the Provost, sponsored a seminar which included several workshops on "How to Thrive and Survive in the MSU Academic System."

As a complement to the workshops on sexual harassment for faculty, staff and student audiences, the Division of Women's programs hosted over 50 programs on special topics requested by women. Topics included: "Positive Attitudes in Work & Life," "Comparable Worth," "Games Mother Never Taught You," "Career Development," "Women in Science," "Stand Up for Yourself," Assertiveness Training," and others dealing with important issues such as pornography, personal safety and sexual awareness.

Special programs for each of the four minority groups were co-sponsored by the Division of Minority Programs during Welcome Week and for Hispanics and Blacks during spring quarter graduation. Cultural programs were also coordinated for Puerto Rican and Hispanic History Week in October, Chicano and Black History Week in February, Korea History Week in April, and Asian/Pacific Awareness Month during May. A special Mid-Western Chicano Art Exhibition was co-sponsored with the MSU Art Museum in February and March. The Division also co-sponsored the annual Hispanic Education Conference, with the Michigan Department of Education.

The Department houses one of the University's grievance and complaint offices, the Anti-Discrimination Judicial Board (ADJB). Staffed by an attorney, the office receives informal and formal complaints by groups and/or individuals protected by Board of Trustee policy, state, and/or federal legislation. On an annual basis, the office receives more than 100 informal complaints and/or complaint inquiries, of which approximately 20 result in formal grievances which require investigation and resolution. The ADJB, which was created by the MSU Board of Trustees during 1970, meets monthly or more often. It conducts investigations and hearings on individual or group discrimination complaints and renders decisions which are submitted directly to the President. This office also serves as liaison to external agencies on civil rights and discrimination matters.

With the objective of keeping minorities and women informed of issues and developments affecting these groups, the Department publishes two monthly newsletters: "MSU Woman" and "A Minority Presence." Several other publications have been developed to address particular issues affecting women, minorities, and handicappers. Examples are: "Networking for Women," "Bias Free Communication," "Achieving Campus Equality," "Race Discrimination" and many others.

Due to a dearth of good educational materials for use in sensitizing faculty and support staff to issues affecting equity for women, minorities, and handicappers, the Department has developed its own professional development media programs. The Division of Minority Programs developed a twenty-six minute video-tape program, "Minorities in the College Classroom," which is being used in faculty enrichment and professional development exercises. This video-tape is also being used to sensitize support staff in the residence halls and other areas where staff interact with minority students on a regular basis. Copies of this video-tape program have been sold to several universities and colleges in Michigan and the Mid-west who have found the program very effective in dealing with discrimination in the classroom. The Division of Women's Programs slide tape program on sexual harassment, "Let Someone Know: Sexual Harassment & You," has been used in over 50 presentations during the past year.

Staff from the Department also serve on a number of standing, temporary, and ad-hoc committees within MSU. Such participation provides an affirmative action/equal opportunity perspective on the deliberations and actions of the work of these committees. Search and selection committees for major administrative positions such as Director of Public Safety, Director of Personnel, admissions committees for the two colleges of medicine, supportive services advisory committees, the Distinguished Staff Selection Committee, Personnel Division committees, and others that impact upon the work and study climate of women, minorities, and handicappers are examples of the range and scope of committee involvement.

Members of the Department also serve on various state-wide committees, with an educational and other areas of concern to minorities, women, and handicappers. Appointments include a state committee on handicapper issues, the State Superintendent Committee on Women, Minorities, and Handicappers in Higher Education, the State Extension Council on Family Living Education, the Educational Access Program for Hispanic Youth, the Tri-County Women's Coalition, Women's Health Network, and Capital Area Women's Network. In addition, the Department served as the major administrative and training unit for the University's United Way effort.

As a highly visible unit within the University's central administration, the Department receives numerous inquiries not only from faculty, support staff, and students, but also from individuals in local communities who seek information on affirmative action, minority, handicapper, and women's issues. On a regular basis, Department staff are also called upon to serve as guest lecturers by faculty who may need a special viewpoint or perspective on issues relating to affirmative action/equal opportunity or any of the protected groups. During Black History Week, Hispanic Heritage Week, Women's History Month, and at other times, staff are invited by local high schools to speak on historical and contemporary issues affecting these groups. Staff also attended a number of state and national conferences as presenters on these issues. The College and University Personnel Association, American Association of Affirmative Action, National Bilingual Association, Michigan Association of Adult Education, The Association of Career Women, National Urban League, and the American Council on Education, are examples of the types of conferences in which department staff participate.

The Department also provides staff support to several university-wide faculty, staff, and student advisory committees: the Minority Advisory Council, the Anti-Discrimination Judicial Board, the Employee Assistance Advisory Committee, the Handicapper Advisory Committee, and three women's committees which advise the Vice President for Academic Affairs, the Vice President for Student Affairs and Services and the Vice President for Finance, Operations and Personnel.

Utilizing a leadership and coordination mode, the Department of Human Relations has been able to generate university-wide support for its affirmative action/equal opportunity and nondiscrimination program, and to synchronize the many diverse efforts directed toward achieving equity for all members of the University community.

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