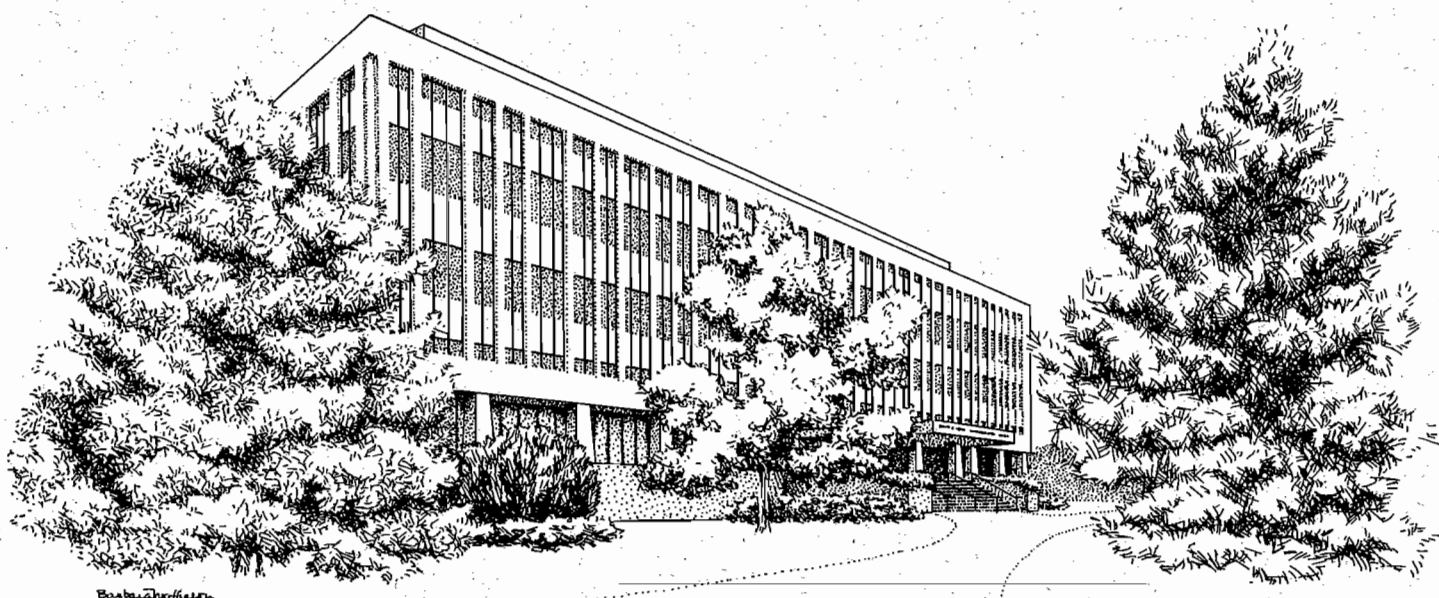


Michigan State University  
1986 - 87  
Annual Report on  
Affirmative  
Action



*ANNUAL REPORT ON AFFIRMATIVE ACTION*

*for the period*

*October 1, 1986 to September 30, 1987*

*Prepared for*

*MICHIGAN STATE UNIVERSITY'S*

*Board of Trustees*

*Compiled by:*

*The Department of Human Relations*

*Ralph W. Bonner, Ph.D., Director*

*April, 1988*

# MICHIGAN STATE UNIVERSITY

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OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824-1046

## MEMORANDUM

March 11, 1988

TO: Members of the University Community  
FROM: John DiBiaggio, President *John DiBiaggio*  
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 the elimination of inequity based on such considerations as race, sex, age, national origin, sexual orientation political persuasion and handicap.

As I stated in my 1988 "State of the University" address, no longer is there any validity to claims that opportunities are not available or that candidates are not available. At Michigan State University, the opportunities are going to be more available with every passing academic year for years to come. We must take advantage of those opportunities.

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

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Prevalent throughout the nation is a resurgence of racism. Overt racist acts are becoming more prominent in higher education. According to the American Council on Education, Office of Minority Concerns, there are 250-300 incidents reported annually over the last several years.

Michigan State University has a long history in dealing with and responding to the needs of many active constituent groups in the University population. These groups are constantly evaluating the systems in place to insure nondiscrimination, equal opportunity and affirmative action. They are responsible for recommending new and creative solutions to problems they see as a result of reviewing the employment systems. Such groups as the Women's Advisory Committee to the Provost, Black Faculty and Administrators, Faculty Professional Women's Association, Hispanic and Native American Faculty Association, Asian Pacific American Student Organization, Women's Advisory Committee for Finance, Operations and Personnel, Asian Pacific American Faculty Association, Minority Advisory Council, and the President's Handicapper Advisory Committee maintain a continuous dialogue with the Administration and they create checks and balances and provide vital assistance in guaranteeing the rights of minorities, women and handicapper faculty, staff and students.

The challenge is clearly before us that, as a public supported institution of higher education, we must live up to the land grant mission of the University. The fulfillment of this mission provides Michigan State University with a natural mosaic of the student body, faculty and staff.

The Introduction and Executive Summary have been prepared by the Department of Human Relations. The sections of the Report have been prepared by the Office of Academic Personnel, the Office of Personnel & Employee Relations, the Vice President of Student Affairs & Services, the Office of Planning and Budgets, the Undergraduate University Division, and University Services Division.

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

Michigan State University  
1986-87 Affirmative Action Report  
to the Board of Trustees

INTRODUCTION

Michigan State University's ongoing commitment to the principles of equal opportunity and nondiscrimination are reaffirmed by our President, Dr. John A. DiBiaggio: "...the protection of the rights and privileges of everyone within the university is a personal and professional commitment to me. Strong and positive leadership is needed from every administrator and supervisor so that MSU can eliminate discriminatory barriers to achieving excellence, equity and diversity."

Since 1973, as one of its important roles, the Department of Human Relations has been responsible for monitoring and reporting the University's affirmative action activities. Extensive data are continually updated and retained for inclusion in the University's Affirmative Action Compliance Plan and for use during compliance reviews conducted by the federal and state governments to verify good faith efforts. The purpose of this report is to make available an assessment of recent activities aimed at enhancing the participation of minorities, women and handicappers in the University Community.

This report is viewed by the University's Administration as a management tool to assist in charting the course for continuous progress in making the University responsive to the needs of students, faculty and support staff relative to affirmative action, equal opportunity and nondiscrimination.

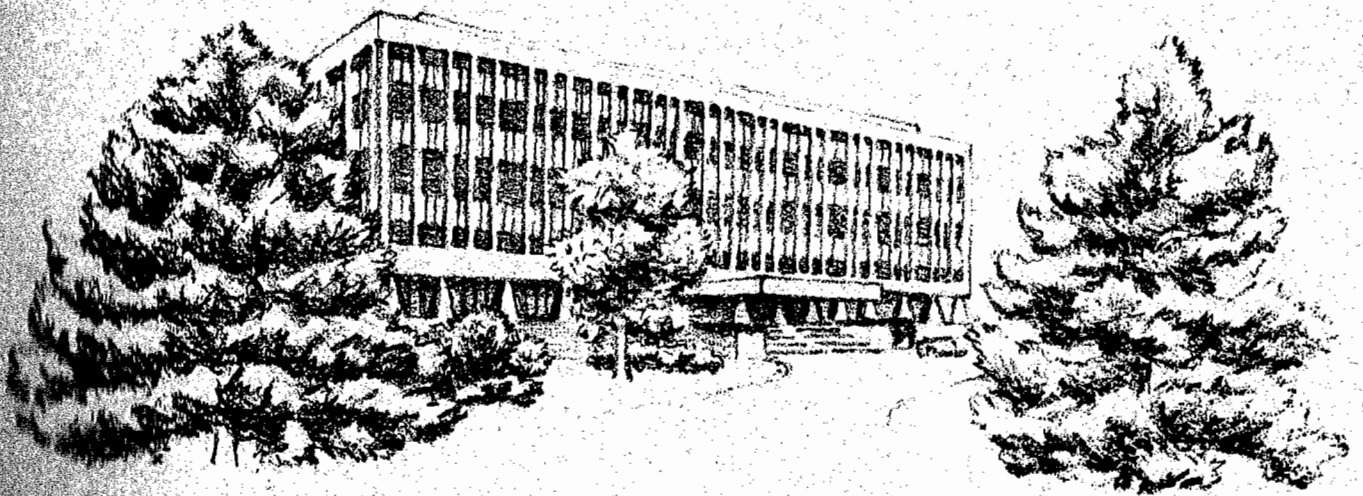
This report provides Administration with a capsule view of Michigan State University at a specific point in time and assists in developing a blueprint for future planning and progress. It shows us how far we have come and helps us to chart a positive course for the future. The reader should be able to capture, graphically, what has been accomplished as well as what must continue to be accomplished.

The publication and campus-wide distribution of this report to the University community provides data on the University's efforts to comply with federal and state laws and Michigan State University Board Policy in providing equity and access to women, minorities, handicappers and veterans that comprise the protected classes.

We are presently experiencing a void in national leadership in the area of civil rights. We are witnessing a period of landmark decisions in terms of positive affirmative action results from the Supreme Court. It is, however, a sad commentary that the main opposition to the recent cases has come from the United States Department of Justice. The importance of each of the recent cases illustrates the legality of voluntary affirmative action plans of which we have one in place at Michigan State University. They also endorse the establishment of court mandated plans when a review of an organization's workforce analysis reveals disparate impact on women and/or minorities.

# Executive Summary

EXECUTIVE  
SUMMARY



## I. EXECUTIVE SUMMARY

The following is a summary of the comprehensive programs and activities carried out by Michigan State University during the 1986-87 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 Personnel and Support Staff. The Academic Personnel system is further subdivided into Executive Management/Administrative category, with another comprising all faculty and academic staff involved in teaching, research, and public service. The Support Staff Personnel system is comprised of supervisory, administrative-professional, clerical-technical, maintenance and related service occupations. The Academic Personnel system is directed and monitored by the Office of the Provost, while Support Staff are under the aegis of the Office of Personnel and Employee Relations. Each major employment subsystem is subject to its own set of affirmative action goals and affirmative action hiring procedures. However, monitoring of the affirmative action efforts of these respective groups is conducted centrally under the University's Affirmative Action Compliance Program.

The following overview of the academic, executive management and support staff 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 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 1987, both numerically and in percentages, for the University as a whole and by individual colleges and administrative units is provided in Tables 1 through 39.

### Academic Personnel System:

During the 1986-87 affirmative action year, the total academic personnel workforce increased by 155 individuals, from 3,846 to 4,001 (4.0%). With the addition of 77 women during 1986-87, women comprise 29.0% of all academic personnel; the total number of women increased from 1,082 to 1,159 or by 7.1%. Similarly, 23 minorities were added to the academic personnel workforce during 1986-87. Minorities now represent 11.7% of the total academic personnel system, increasing in number to 470, or by 5.1%. Overall, the number of women and minorities in the academic personnel system in 1986-87 was 1,497--37.4% of the total faculty and academic staff.

The patterns of change among the four racial/ethnic groups within the academic personnel workforce were varied: Black representation increased from 151 to 162,

and the representation is now 4.0% of the total 4,001; Asian/Pacific Islanders increased from 238 to 239, and their representation is 6.0% of the total; Hispanics increased from 50 to 55, and are now 1.4% of the total; Native Americans rose substantially from 8 to 14, which is 0.3% of the total. Overall representation of the four racial/ethnic groups in the academic personnel system remained stable at 11.7%.

### *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. While the general trend is one of increasing numbers and proportions for women and minorities, progress is slow.

During the 1986-87 affirmative action year, the tenure system increased by a net of 25 individuals, from 2,108 to 2,133, or 1.2%. The proportion of women in the tenure system increased to 18.3% during 1986-87 with the net gain of 36 women, bringing the total number of women to 391, an increase of 10.1%. The percentage of minorities in the tenure system rose slightly to 9.1% during 1986-87; the number of minorities increased by a net of 5, to a total of 194, an increase of 2.6%. Of particular significance was the appointment of a minority woman as a John A. Hannah Distinguished Professor in the Department of History, one of six John A. Hannah Distinguished Professors in the University.

Within the tenure system, patterns of change among the four racial/ethnic groups were varied: Black representation increased from 66 to 69, or 3.2% of the tenure system; Asian/Pacific Islanders remained at 104, or 4.9% of the total; Hispanics increased from 18 to 19, or 0.9% of the total; Native Americans increased from 1 to 2, or 0.1% of the total.

### *New Appointments in the Tenure System*

During 1986-87, there were 119 individuals appointed in the tenure system, including 45 women (37.8%) and 10 minorities (8.4%). On a nonduplicative count basis, 52 individuals, or 43.7%, of the total appointments in the tenure system were members of protected groups. This represents an increase from the corresponding proportion in 1985-86 of 38.1%. For detailed information see Graphs II-15 through II-18 on pages 9 and 10 of the Report.

It is important to note that the proportion of women newly appointed in the tenure system during 1986-87 (37.8%) exceeded the percentage of women at the rank of assistant professor (34.5%) for the first time. The hiring rate for minorities, on the other hand, has been below the percentage of minorities at the assistant professor rank since 1984-85.

### *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, 1987, the goal for adding women to the tenure system was exceeded by 40.4% (goal of 75.5 positions; 106 women added); the goal for minorities was exceeded by 7.9% (goal of 31.5 positions; 34 minorities added). Similar progress is expected in the 1985-88 and 1986-89 goal periods which are not yet completed.



## 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.

The total number of individuals in the Academic Manager group has remained fairly stable; the number has ranged from 231 to 238 between 1984 and 1986 and is currently 241. The representation of women among this group has increased to 17.0% during 1986-87 with the net gain of 3 women, bringing the total number of women to 41, an increase of 7.9%. The percentage of minority academic managers remained constant at 11.2% and increased by one in terms of numbers (27). Of the sixteen opportunities during 1986-87 to appoint heads of academic colleges, departments and schools, three Caucasian women (Chairpersons, Park and Recreation Resources, American Thought and Language and Electrical Engineering and Systems Science) and one minority woman (Dean, College of Human Ecology) were appointed, resulting in a percentage of 25.0% for women and 6.1% for minorities.

## Affirmative Action Problem Areas

### Faculty Retention and Recruitment

The retention and recruitment of women and minority faculty are special problems for the University due to the fact that the moderate success achieved in recent years in hiring women and minorities as tenure system faculty is offset by a higher rate of resignation than for majority men. As noted in the body of the Report, 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.

### Executive Management:

There were ten new Executive Management appointments effective during the October through September 1986-87 Affirmative Action Plan year. These were:

General Counsel & VP for Legal Affairs	Non-Minority Woman
Associate Provost	Non-Minority Woman
Associate General Counsel	Non-Minority Man
Assistant to President for State/ Legislative Relations	Non-Minority Man
Assistant General Counsel	Minority Man
Director of Administrative Information Services	Non-Minority Man
Director of Personnel Administration	Non-Minority Woman
Director of Foundation Relations	Non-Minority Man
Director of Annual Giving Programs	Non-Minority Woman
Director of Federal Relations	Minority Woman

There are 62 individuals appointed in Executive Management positions as of October 1, 1987 (four individuals hold two Executive Management position titles). Of these, twelve (19.4%) are nonminority women and nine (14.5%) are minorities. One (1.6%) minority woman is Black; of the eight minority men, five (8.1%) are Black, one (1.6%) is Asian/Pacific Islander, and two (3.2%) are Hispanic. The

total representation of members of protected classes is twenty-one (33.9%), an increase of four and up from 28.8% from October 1, 1986. There is some underrepresentation of women in executive management positions. Thus, hiring goals for women have been specified for the 1986-89 interim goal period in accordance with regular goal setting procedures.

#### 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.

#### *Workforce Composition*

During the 1986-87 affirmative action year, the total support staff workforce increased by 254 (4.9%) from 5,142 to 5,396. Minority representation reflected an addition of 11 new employees, from 685 to 696, 4.3% of the total workforce increase. The number of minority women increased by 4 (1.6%) from 508 to 512, and the number of minority men increased by 7 (2.8%) from 177 to 184.

Women and minority representation constitute 66.2% and 12.9% respectively of the support staff workforce. Minority women account for 14.3% of all women in the support staff workforce. Minority men account for 10.1% of all men in the support staff workforce and 3.4% of the total workforce.

In the seven reporting categories, minority representation increased in three groups and decreased in four for an overall increase of eleven.

Representation of women in the workforce increased by 165 (65.0%) from 3,410 to 3,575. Employment increases were reported in the categories of administrative-professional by 57, clerical-technical by 110, supervisory by 2, public safety by 1 and cooperative extension by 5. Employment decreases were reported in the category of service maintenance by 10. There were no changes reported in the skilled trades category. (Graphs IV-21 through IV-24).

#### *Goal Achievement*

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

Of the 135 affirmative action hiring goals established for women, 111 (86.6%) were achieved. In the administrative-professional category, 41 goals were established with 40 (97.6%) achieved; the clerical-technical category established 22 goals with 14 (63.6%) achieved; the supervisory category established 2 goals with 0 (0.0%) achieved; and the service maintenance category established 66 goals with 54 (81.8%) achieved. No annual goals were established in the public safety, cooperative extension and skilled trades categories.

Considerable gains were made for the fourth straight year in the attainment of hiring goals for minorities, 122.2%, with 36 established and 44 achieved.

## *Handicapper and Veteran Employment*

A survey of all employees for self identification of handicappers and/or veterans is conducted triennially. During the 1986-87 affirmative action year, all employees who previously "declined to identify" or were hired between October 1, 1986 and September 30, 1987 were contacted about handicapper status. Also, all employees were contacted about veteran status, due to a change in the veteran definitions. The surveys resulted in the identification of an additional four handicappers and 28 veterans who may qualify for reasonable accommodation or affirmative action as provided by University policy. There are 141 academic staff and 89 support staff who have self identified for a total of 280 handicapper personnel.

## *Affirmative Action Problem Areas*

The support staff problem areas for 1986-87 are discussed in detail in Appendix IV-C. The following is a listing:

1. Unit-Based Reports for AFSCME Local 1585 Job Group
2. Recruitment of Protected Classes
3. Lack of Protected Class Applicants for Positions in the Clerical-Technical Category
4. Target Areas of Underutilization

## Students:

Michigan State University, as a pioneer land grant institution, is committed to affirmative action and equal opportunity. The University offers extensive educational opportunities to all of its students regardless of race, creed, color, gender, national origin or handicap. Each year a broad representation of students with diverse backgrounds are recruited and enrolled within the institution. The University, through its colleges and departments contribute simultaneously to address relevant issues and circumstances that promote the continued growth of our diverse student population.

## *Enrollment*

Minority enrollment as a percentage of domestic total enrollment (39,916--excludes foreign students) indicates a significant increase from 3,738 students (9.36%) in Fall 1986 to 3,873 (9.70%) in Fall 1987. As Graphs V-1 and V-2 illustrate, overall minority enrollment, in both percentage and numeric terms, reached a new high in Fall 1987. Undergraduate minority enrollment also increased numerically, from 3,124 (9.3%) of the total domestic undergraduate enrollment (33,437--figure excludes foreign students) in Fall 1986 to 3,241 (9.67%) in Fall 1987.

Total minority postbaccalaureate enrollment slightly increased from 614 (9.6%) of 6,383 minorities in Fall 1986 to 632 (10.1%) of 6,231 in Fall 1987.



The total number of Native American students enrolled has increased significantly to 135 (.34%) students in Fall 1987 from 123 (.31%) students in Fall 1986. Native American graduate enrollment has remained numerically constant at 26 with a slight decline in the percentage from .04 in Fall 1986 to .03 in Fall 1987.

Black undergraduate enrollment continues to exhibit both numeric and percentage increases. Black enrollment has increased numerically from 2,488 (6.25%) in Fall 1986 to 2,498 (6.26%) in Fall of 1987. Of the 2,498 Black students enrolled, 2,211 (88.1%) are undergraduates. This is the largest Black undergraduate enrollment in over a decade. At the graduate level, Black student enrollment continues to decline from 297 in 1986 to 287 in 1987; the largest decline is at the graduate professional level. The decline in Black graduate enrollment is not only an immediate local problem, in that the same trend appears to be occurring on a national level as well.

Hispanic undergraduate enrollment is the highest in history on the campus of Michigan State University. The sustained growth of Hispanics resulted in an increase of 5% above the number of students enrolled last year. In Fall 1986 there were 347 students; data from Fall 1987 indicates 364 students enrolled. At the graduate level, Hispanic enrollment increased from 148 (2.1%) in Fall 1986 to 158 (2.3%) in Fall 1987. The graduate professional schools show a continuing growth in Hispanic student enrollment. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.31% of the total enrollment.

Asian/Pacific Islanders continue to be the fastest growing minority group on the campus of Michigan State University and is partly responsible for the continued growth of minority enrollment. In the past decade Asian/Pacific Islander enrollment has increased from 292 (.69%) in Fall 1978 to 718 (1.80%) of the total in Fall 1987. This is by far the largest increase of any minority group on campus.

Women students currently comprise 51.8% of the total student enrollment of 39,916 on campus. The percentage of women enrolled reached its highest value in Fall 1987. The number of women students increased from 20,561 in Fall 1986 to 20,659 in Fall 1987. These figures do not include foreign students. Minority women are also increasing in number; they are currently 2,212 (10.4%) of the number of women enrolled at Michigan State University. Numerical increases for minority women occurred in all minority groups with the exception of Blacks which showed a small decline. At the graduate level, enrollment of women declined in number, from 3,155 in Fall 1986 to 3,131 in Fall 1987, while increasing in percent of total domestic enrollment from 49.1% in Fall 1986 to 50.2% in Fall 1987.

### *Recruitment*

With respect to freshman admissions, applications from every ethnic category increased as did offers of admission in the Fall, 1987 recruitment cycle. Enrollment outcomes saw an increase in every minority category with the exception of Black students. Even in that case, the number of enrolling Black students remained almost the same as a year ago. The net effect was that Michigan State enrolled the largest number and percentage of minority freshman students ever in its history. Specifically, 762 freshman of minority background enrolled at Michigan State, representing 11.21% of the freshman class which totaled 6,798.

## *Campus Life*

The Division of Student Affairs and Services has been an integral part of Michigan State University for many years. Through its varied programs and services, the staff attempts to provide an atmosphere which fosters intellectual growth and promotes social and personal development, while striving to remain responsive to the needs of a diverse student population. 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 and on campus.

At the end of Fall term 1987, 30.5 (22.4%) of the professional positions were held by minorities and 55 (24.5%) of all the Student Affairs and Services Division's full time staff were minorities. Minority students occupied 12 (12.3%) of the graduate assistantships and 102 (28%) of the undergraduate assistant positions.

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 Program Office (CMSPO) has become increasingly active in promoting and providing opportunities for students.

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 MROCA staff. The variety of workshops and counseling services provided assists tremendously in the adjustment and success of minority students at Michigan State University.

### 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.

During this year's activities, both minority-owned and women-owned business awards decreased. Last year minority-owned business awards totalled \$4,336,408 (19.8%) of potential dollars, this year awards reached only \$2,991,859 (13.2%) of potential dollars. A decrease of 6.6%.

Women-owned awards last year reached \$4,450,059 (23.2%) of potential dollars while this year the dollars awarded were \$4,420,871 (21.0%) of potential dollars. A decrease of 2.2%.

The declines can be attributed to the increase in campus construction which is an area in which there are difficulties in locating qualified and competitive business enterprises and subcontractors that are women and minority-owned.

#### Special Affirmative Action Activities:

Each year the Department of Human Relations requests individual departments and units to report new and innovative initiatives developed on behalf of protected classes. Reporting units highlight activities undertaken in the areas of faculty research, public service, instruction, staff development, and student support services. This year, as always, the amount of material submitted is more than we can include in our report. However, Section VII highlights for you significant initiatives undertaken this year. The following examples provide a feel for the variety undertaken this year.

#### *Research Programs or Activities*

The Department of English within the College of Arts and Letters supported the following scholarly research--a lectural report entitled: "Native American Education in Michigan;" a manuscript "The Cinderella Gap: A Study of Differences between Japanese and American Women"; "The Black Woman Writer: Novelist as Prophets."

#### *Student Support Services*

The College of Human Medicine implemented a series of study skills seminars for all medical students. Seminar topics included: Gender Roles in Medicine, Minority Issues in Medicine, Native American Healing Techniques and Turning Around: Sexism in Medicine.

The Office of the Assistant Provost for Undergraduate Education coordinated the Summer Research Opportunity Program for undergraduate minority students (second year of the program) in conjunction with the MSU Graduate School and the Committee on Institutional Cooperation, designed to encourage minority students with academic potential to consider research and graduate studies. Sixteen students worked on research projects with MSU faculty members in the ten-week summer program.

The Graduate School coordinated MSU's participation in a Michigan university name exchange of junior year minority students to assist graduate recruitment of minorities in Michigan universities and participated in planning for a minority graduate fair in southeast Michigan, as well as participated in the CIC name exchange of minority degree recipients to assist in minority recruitment for postdoctoral and faculty positions. The School also participated in graduate recruitment fairs designed to interest minority undergraduates in Graduate School sponsored by the Committee on Institutional Cooperation (CIC) Universities.

The Graduate School supported representatives from the College of Veterinary Medicine for recruitment of minority students at the Minority Biomedical Support Symposia.

### *Academic Staff Development*

Instructional and Public Television within the College of Communication Arts and Sciences produced the videotape "Minorities in the College Classroom" in cooperation with the Department of Human Relations and the Office of the Provost. The videotape is being used extensively throughout the United States and at Michigan State University to sensitize faculty to minority students in the classroom setting.

The Office of the Assistant Provost for Undergraduate Education provided financial support for a Native American female staff specialist and a Black female staff specialist to present papers at the International Conference on the "First Year Experience" in Southampton, England, regarding the College Achievement Admission Program (CAAP) Student Freshman Seminar course.

### *Public Service*

A series of racial conflict research seminars were sponsored by the Department of Communication within the College of Communication Arts and Sciences in several Michigan cities which included, Dearborn, Saginaw, Muskegon and Grand Rapids.

The Office of the Assistant Provost for Undergraduate Education generated continuing requests for and obtained federal funding for Special Services for Disadvantaged Students (\$196,216), and an Upward Bound Program (\$192,414) serving low income and first generation undergraduate and high school students from the Greater Lansing Area. The program serves Asian American, Black, Chicano and Hispanic, Native American, Caucasian and handicapped students.

This Office also participated in and provided financial support for the second year in the Martin Luther King, Jr.-Cesar Chavez-Rosa Parks MSU/High School Scholars Program (campus workshops for ninth, tenth and eleventh grade high school students and their parents from selected 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.

### Department of Human Relations:

The Department of Human Relations promotes and monitors Michigan State University's commitment to equal opportunity, nondiscrimination and affirmative action by providing programming and technical assistance to all campus units for development of special initiatives to support protected groups. Some examples of the types of activities undertaken by the Department in fulfilling its mission include workshop presentations targeting racism, sexism and handicapped issues in the workforce.

In addition, spearheading the development of the videotape "Minorities in the College Classroom" with other units on campus. This videotape has had nationwide exposure and has been purchased by approximately 75 colleges and universities

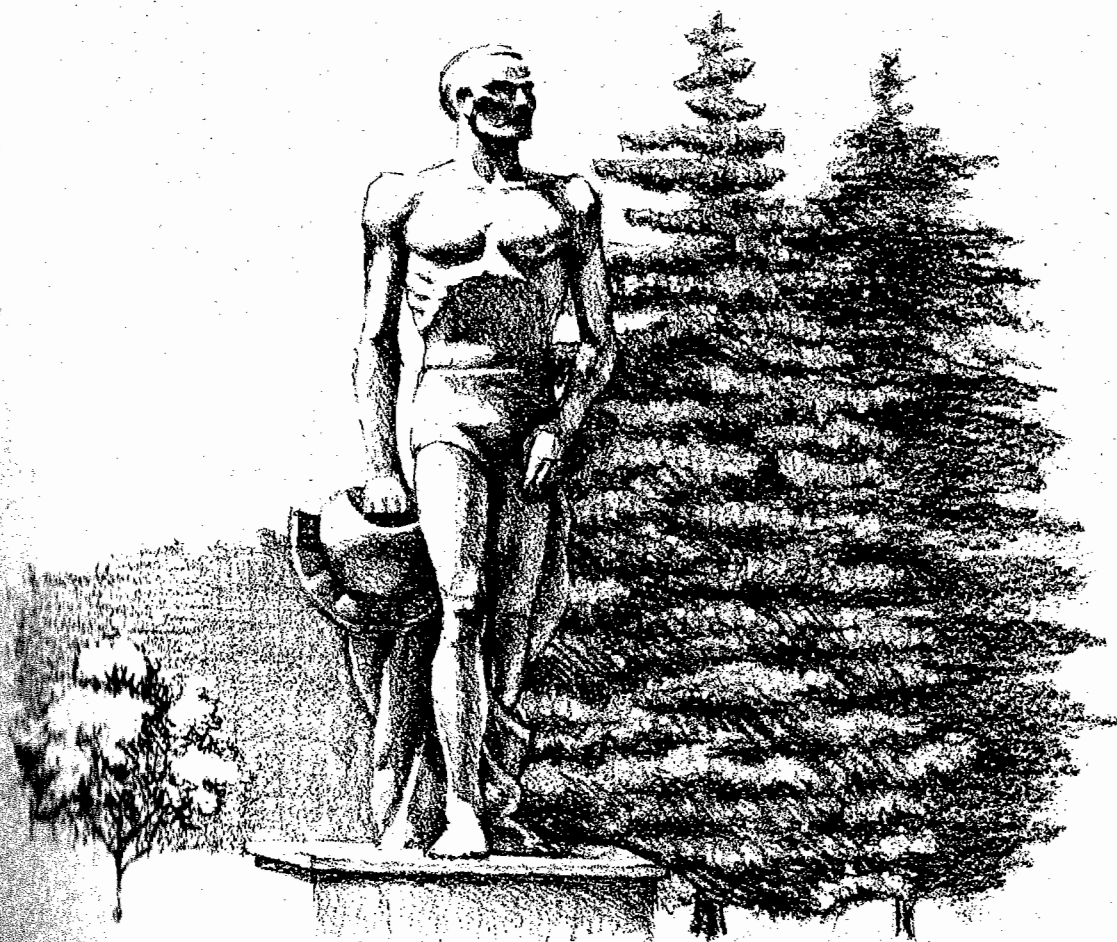
across the country for use on their campus. Plans are underway to begin training for faculty and academic administration utilizing the tape as an educational tool.

Another major endeavor undertaken by the Department has been the Colloquium on Sexual Issues which is now in its fourth year. This campuswide event provides numerous programs over the course of a week that address issues of sexuality i.e., sexual orientation, rape, child abuse, abuse relationships and pornography. The Colloquium provides a mechanism for over 45 units on and off campus to participate in major events that benefit the community-at-large.

For a more detailed review of the various Division's activities within Human Relations refer to Section IX of this Report and the Appendices.

# Academic Personnel

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## 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. Executive administrators without faculty rank are processed through the academic personnel system but are not included in this analysis; they are included in the Executive Management section of this report.

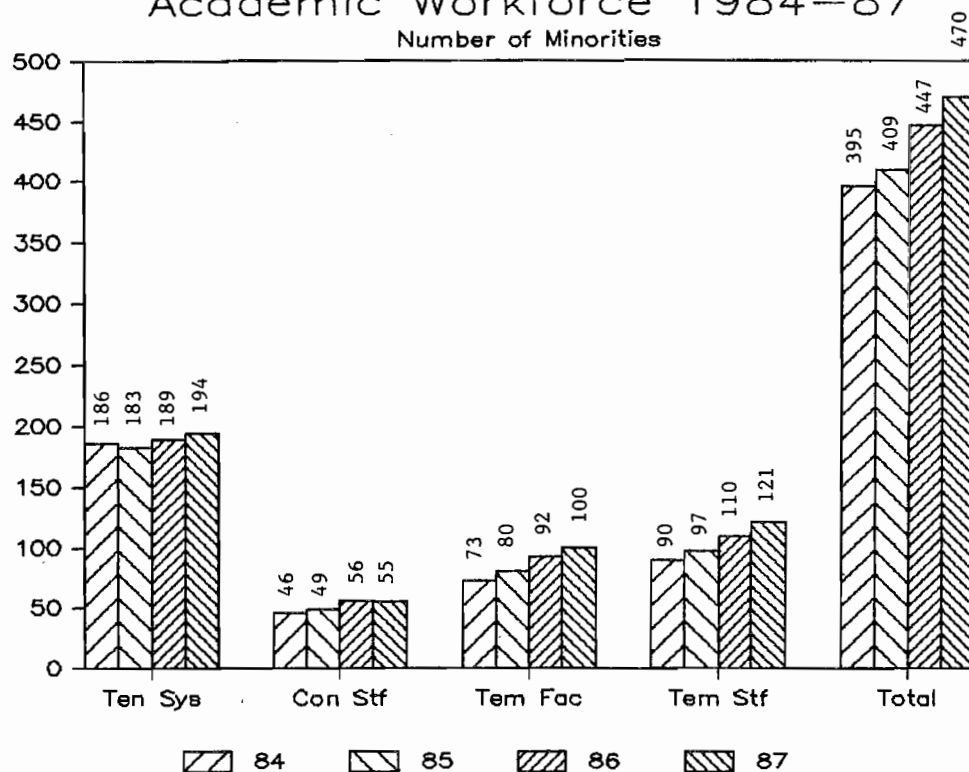
The 14-Step Planning and Hiring Procedure for Academic Personnel strives to assure equal opportunity and to enhance consideration of affirmative action goals in the hiring of faculty and academic staff, including academic administrators, from both inside and outside the University. (Waivers of the Procedure 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 prior to approval by the Office of the Provost. An abbreviated set of procedures for hiring Research Associates, a type of temporary staff, permits flexibility on the part of the principal investigator whose grant funds the position while retaining procedures and monitoring to assure nondiscrimination and consideration of opportunities for affirmative action.

### Appointment Profile -- Academic Personnel System

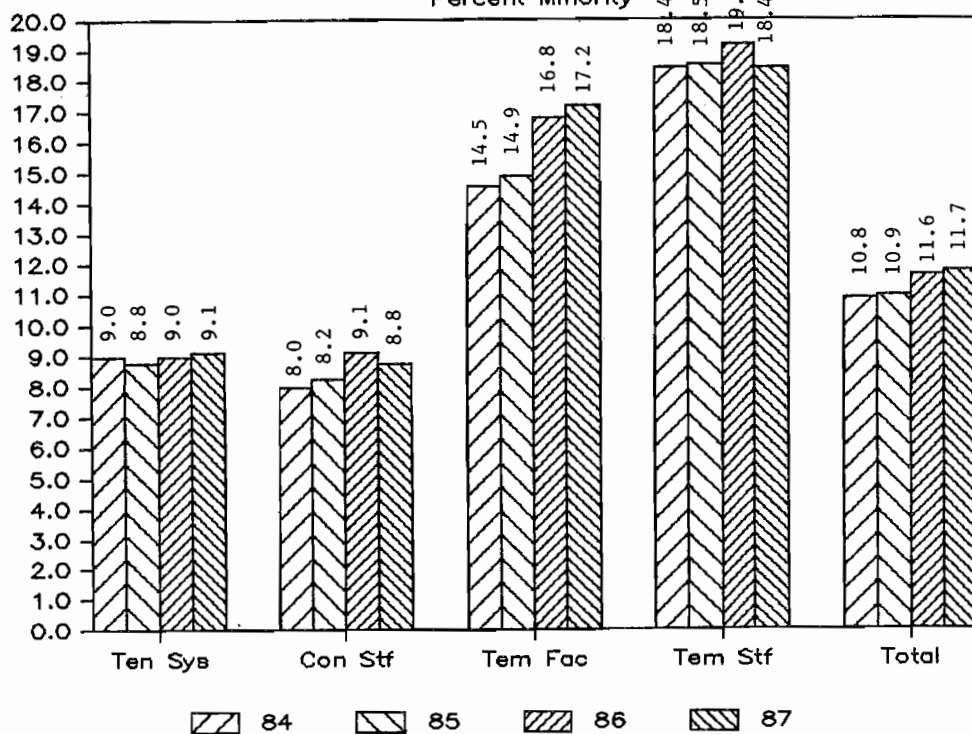
During the 1986-87 affirmative action year, the total academic personnel workforce increased by 155 individuals, from 3,846 to 4,001 (4.0%). With the addition of 77 women during 1986-87, women comprise 29.0% of all academic personnel; the total number of women increased from 1,082 to 1,159 or by 7.1%. Similarly, 23 minorities were added to the academic personnel workforce during 1986-87. Minorities now represent 11.7% of the total academic personnel system, increasing in number to 470, or by 5.1%. Overall, the number of individuals in instructed classes in the academic personnel system in 1986-87 was 1,497, 37.4% of the total faculty and academic staff. 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 1984-87. Additionally, the personnel summary (Tables 1 and 2) provides the percentage and numerical distribution within reporting categories (tenure system, temporary faculty, continuing staff and temporary staff) of the academic (as well as University support) personnel system by major administrative unit, gender and racial/ethnic group.



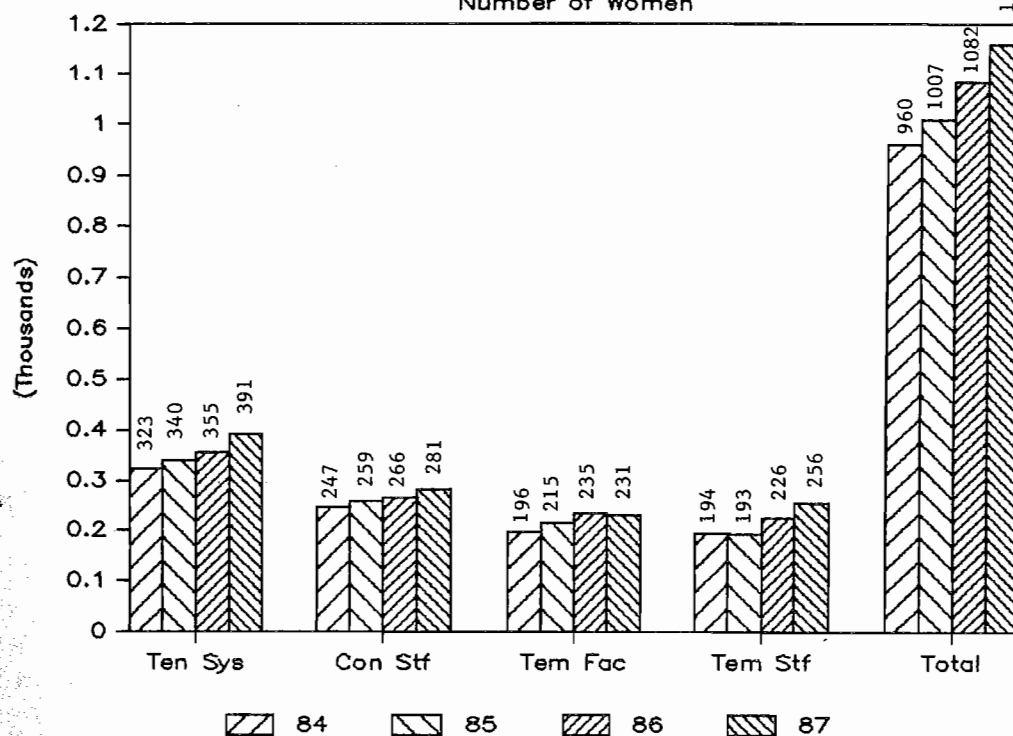
Graph II-1  
Academic Workforce 1984-87  
Number of Minorities



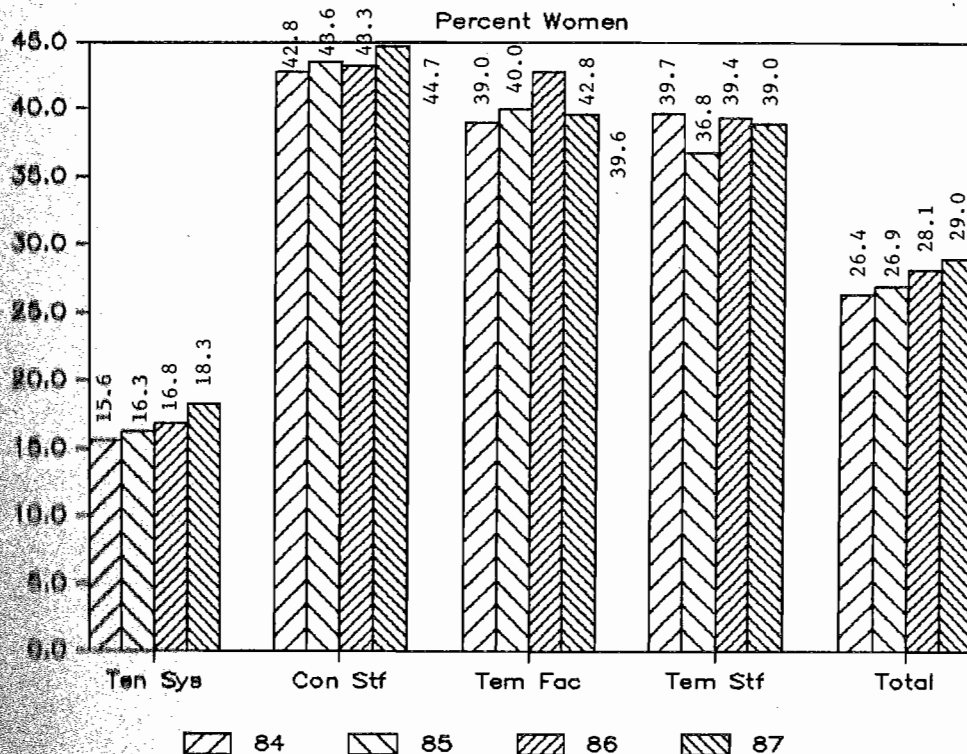
Graph II-2  
Academic Workforce 1984-87  
Percent Minority



Graph II-11  
Academic Workforce 1984-87  
Number of Women



Graph II-12  
Academic Workforce 1984-87  
Percent Women



The patterns of change among the four racial/ethnic groups within the academic personnel workforce were varied: Black representation increased from 151 to 162, which is 4.0% of the total; Asian/Pacific Islanders increased from 238 to 239, which is 6.0% of the total; Hispanics increased from 50 to 55, which is 1.4% of the total; Native Americans rose substantially from 8 to 14, which is 0.3% of the total. Overall representation of the four racial/ethnic groups in the academic personnel system remained stable. Graphs II-3 through II-22, 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 1984-87.

### 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 crucial 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 1986-87 affirmative action year, the tenure system increased by a net of 25 individuals, from 2,108 to 2,133, or 1.2%. The proportion of women in the tenure system increased to 18.3% during 1986-87 with the net gain of 36 women, bringing the total number of women to 391, an increase of 10.1%. The percentage of minorities in the tenure system rose slightly to 9.1% during 1986-87; the number of minorities increased by a net of 5, to a total of 194, an increase of 2.6%. On a non-duplicate count basis, 543 individuals, or 25.5% of the tenure system faculty, are members of protected groups; this is a net increase of 38 individuals, or 7.5%. Table II-1 provides a historical comparison of the rate of change in representation of women and minorities in the tenure system overall with the proportion of new tenure system appointments held by women and minorities. The impact of change in the representation of women and minorities in the tenure system overall is slow, due in large part to the historical composition of the tenure system, i.e., predominately majority men. The proportion of women and minorities newly appointed in the tenure system (ranging from 34 to 44 percent between 1982 and 1987) is more representative of the magnitude of change.

An analysis of net change in the tenure system for the period 1984 to 1987 indicates that there were 344 additions and 284 separations, resulting in a net gain of 60. For women, the data reflects a net gain of 68, with 108 additions and 40 separations; minorities show a net gain of 8, with 37 additions and 29 separations. On a non-duplicate count basis, there was a net change of 7 protected class members in the tenure system, 134 additions and 62 separations. Over this three year period, 1984-87, the data show a net decrease of 12 for non-minority men, with 210 additions and 222 separations. It should be noted that net change data over a multi-year period may differ slightly from the sum of the individual years due to the timelines of processing actions and the occasional need for data correction.

Within the tenure system, patterns of change among the four racial/ethnic groups were varied: Black representation increased from 66 to 69, or 3.2% of the tenure system; Asian/Pacific Islanders remained at 104, or 4.9% of the total; Hispanics increased from 18 to 19, or 0.9% of the total; Native Americans increased from 1 to 2, or 0.1% of the total. Like the academic personnel system as a whole, the

was little or no change in overall representation of the four racial/ethnic groups in the tenure system.

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. Compared to October 1986, in October 1987 the proportion of women at the various ranks changed as follows: assistant professor, increased from 32.3% to 34.5%; associate professor, increased from 22.2% to 23.5%; full professor, increased from 10.1% to 11.0%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, declined from 14.4% to 13.9%; associate professor, increased from 10.2% to 10.5%; full professor, increased from 6.8% to 7.0%.

#### New Appointments in the Tenure System

During 1986-87, there were 119 individuals appointed in the tenure system, including 45 women (37.8%) and 10 minorities (8.4%). On a nonduplicative count basis, 52 individuals, or 43.7%, of the total appointments in the tenure system were members of protected groups. This represents an increase from the corresponding proportion in 1986 of 38.1%. Of particular significance was the appointment of a minority woman as a John A. Hannah Distinguished Professor in the Department of History, one of six John A. Hannah Distinguished Professors in the University. Graphs II-15 through II-18, following this page, provide additional detail by protected group for the period 1984-87.

It is important to note that the proportion of women newly appointed in the tenure system during 1986-87 (37.8%) exceeded the percentage of women at the rank of assistant professor (34.5%) for the first time. The hiring rate for minorities, on the other hand, has been below the percentage of minorities at the assistant professor rank since 1984-85.

Also of significance is the fact that over half (53%) of all new tenure system appointments made during 1986-87 were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, Human, Osteopathic and Veterinary Medicine. Availability for these colleges is approximately the same for minorities and is much lower for women than in disciplines in such Colleges as Arts and Letters, Communication Arts and Sciences, Education and Social Science. For example, the average availability, as described below, for women is approximately 18% in the first group of colleges and approximately 43% in the latter group; the difference in average availability for minorities is not pronounced, i.e., 11% and 10% for the groups, respectively.

The following Colleges were successful in appointing women in the tenure system at or above average availability during 1986-87 (the tables reflect the number and proportion of new hires in the College). Average availability is the average of availability data for individual departments/schools in each college for the 1981-88 goal setting period. It should be noted that such data are only a rough proxy for actual availability information, which is determined individually for each department or school. For example, department/school availability data are drawn from disparate sources and occasionally availability of women and minorities will vary significantly between disciplines represented in a single college:

- Agriculture and Natural Resources	(2/22.2%)
- Arts and Letters	(8/61.5%)
- Business	(3/23.1%)
- Communication Arts and Sciences	(3/60.0%)
- Education	(8/61.5%)
- Engineering	(1/10.0%)
- Human Medicine	(1/33.3%)
- James Madison	(1/33.3%)
- Osteopathic Medicine	(2/40.0%)
- Social Science	(9/50.0%)

The Colleges of Human Ecology, Natural Science, Nursing and Veterinary Medicine appointed women at a rate below average availability during 1986-87.

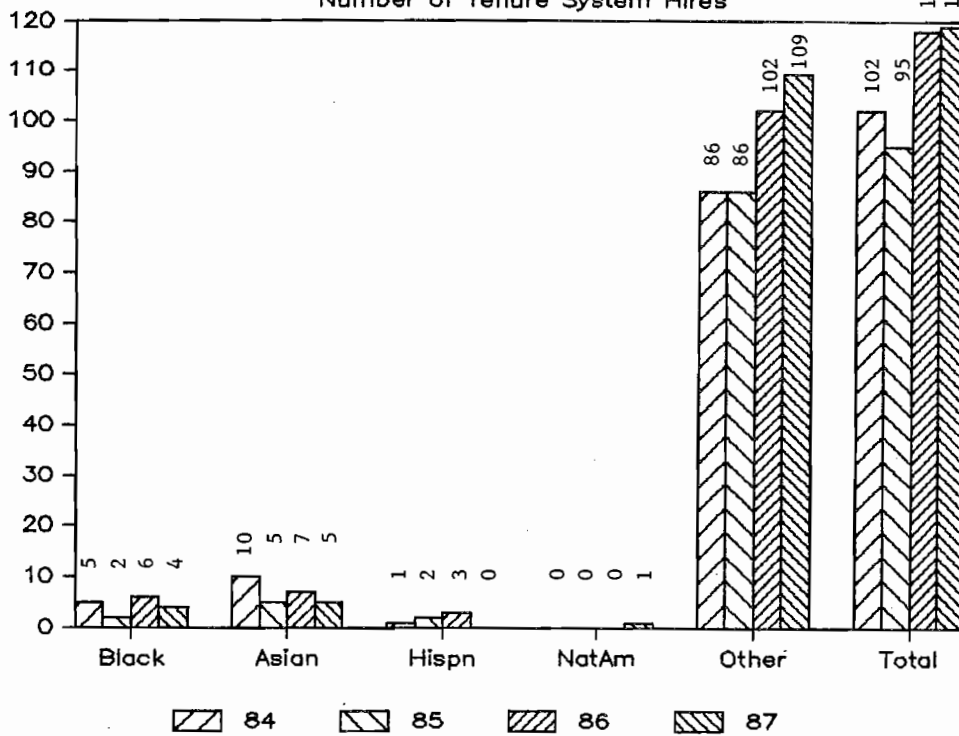
Similarly, the following Colleges appointed minorities in the tenure system during 1986-87 at or above average availability (number/proportion of new hires in the College):

Agriculture and Natural Resources	(1/11.1%)
Arts and Letters	(2/15.4%)
Business	(2/15.4%)
Human Ecology	(1/50.0%)
James Madison	(1/33.3%)

Graph II-15

# Academic Workforce 1984-87

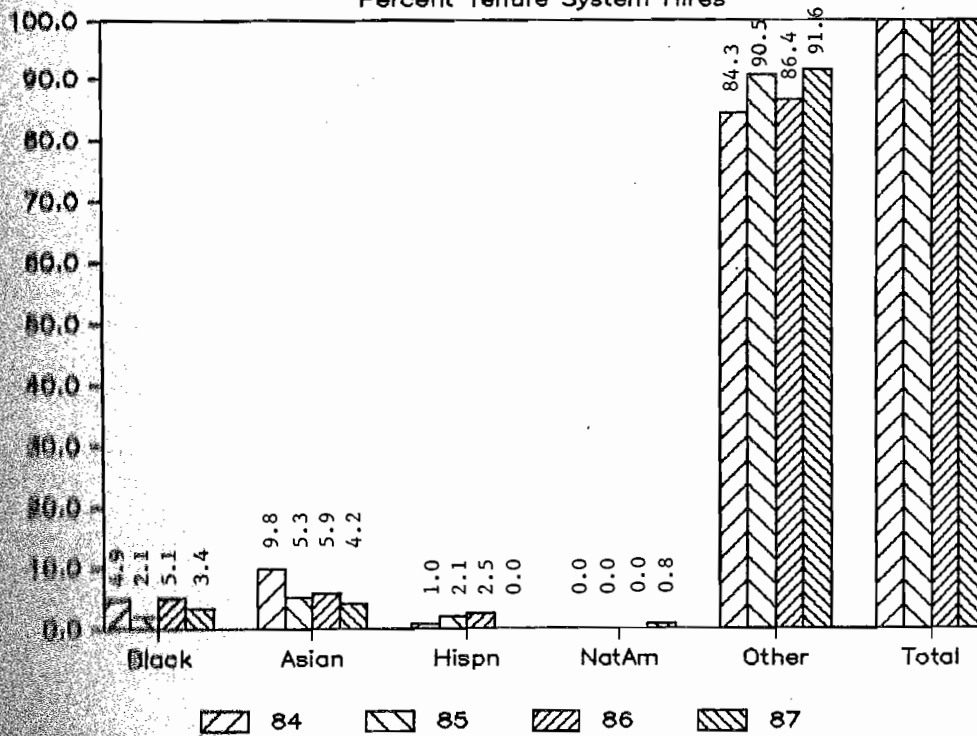
Number of Tenure System Hires



Graph II-16

# Academic Workforce 1984-87

Percent Tenure System Hires

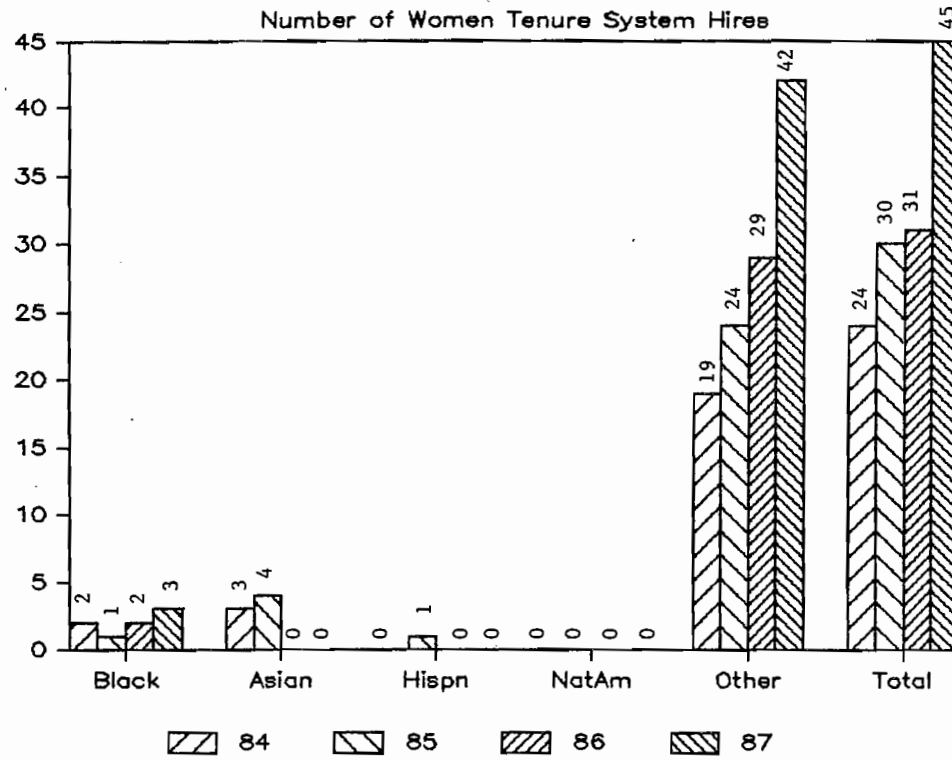




Graph II-17

# Academic Workforce 1984-87

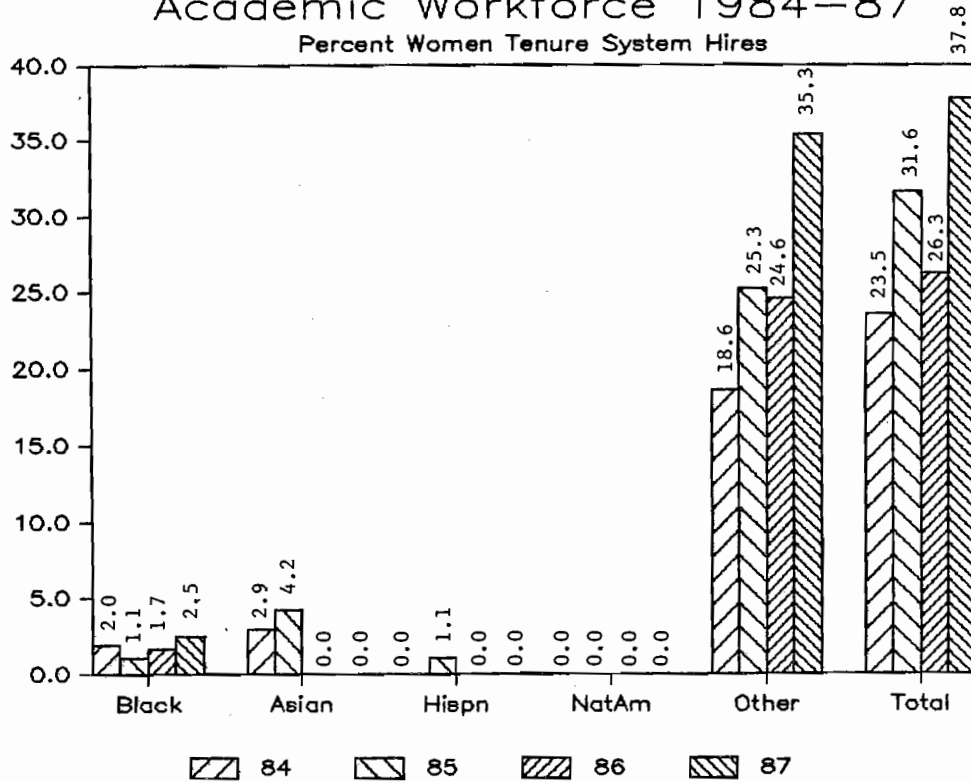
Number of Women Tenure System Hires



Graph II-18

# Academic Workforce 1984-87

Percent Women Tenure System Hires



Appointment rates for minorities were below average availability in the Colleges of Communication Arts and Sciences, Education, Engineering, Human Medicine, Natural Science, Nursing, Osteopathic Medicine, Social Science and Veterinary Medicine.

#### 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, 1987, the goal for adding women to the tenure system was exceeded by 40.4% (goal of 75.5 positions; 106 women added); the goal for minorities was exceeded by 7.9% (goal of 31.5 positions; 34 minorities added). Similar progress is expected in the 1985-88 and 1986-89 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 analysis 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 nonminority male colleagues. Patterns of promotions also are reviewed annually to assess the status of minorities and women compared with nonminority male faculty members. The review of 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 several cases, led to a recommendation for a special adjustment within the regular salary increase process. 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 President with the Council of Deans. Appendix II-J contains the promotion analysis data for 1987; Appendix II-F contains the Salary Cohort Analysis for 1986-87.

#### 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, and directors. In the total academic work force previously 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 ranged from 231 to 238 between 1984 and 1986 and is currently 241. Graphs II-11 through II-20 shows the percentages of minorities



and women who were academic administrators since October 1984; Graphs II-19 and II-21 contains the numbers of people in these positions for the same time period. The representation of women among this group has increased to 17.0% (compared to representation in the tenure system of 18.3%) during 1986-87 with the net gain of 3 women, bringing the total number of women to 41, an increase of 7.9%. The percentage of minority academic managers remained constant at 11.2% (compared to representation in the tenure system of 9.1%) and increased by one in terms of numbers (27). Of the sixteen opportunities during 1986-87 to appoint heads of academic colleges, departments and schools, three Caucasian women (Chairpersons, Park and Recreation Resources, American Thought and Language and Electrical Engineering and Systems Science) and one minority woman (Dean, College of Human Ecology) were appointed, resulting in a percentage of 25.0% for women and 6.1% for minorities. Eleven of the sixteen opportunities to appoint academic managers were in regular appointments, i.e., not acting; of the eleven, eight (73.0%) 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 95 individual academic units involved in faculty and academic staff hiring, minorities are underrepresented in 55 units (58%) and women are underrepresented in 83 units (87%). Last year women were underrepresented in 74 of the 96 academic units, or 77%, and minorities were underrepresented in 48 units (50%). An analysis of interim affirmative action goals for the 1986-89 goal period (including only units with opportunities to hire) shows that 59, or 71%, of units underutilized for women will have interim tenure system hiring goals; similarly, 36, or 65%, of units underutilized for minorities will have interim hiring goals. The number and percentage of underutilizing units has remained relatively constant over the years despite the achievement of many hiring goals because of limited hiring opportunities, higher separation rates for women and minorities than for nonminority 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

Based on detailed analyses and continuous monitoring of the University's affirmative action efforts, general functional topics have been identified as "problem areas" of special concern in the Academic Personnel System about which the University is committed to focus vigorous efforts.

#### Retention

The retention of women and minority faculty is a special problem for the University due to the fact that the moderate success achieved in recent years in hiring women and minorities as tenure system faculty is offset by a higher rate of resignation than for majority men. 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 positive aspect influencing the decision to accept a new position.

During 1986-87, 39 tenure system faculty members resigned from Michigan State University, including 6 nonminority women (15.4%, compared to a general representation in the tenure system of 16.4%) and 4 minorities (10.3%, compared to a general representation in the tenure system of 9.1%). It is important to note that this is the first year in which the separation rate for nonminority women is less than their overall representation in the tenure system.

Twenty-one (53.8%) of the 39 questionnaires were returned; the rate of return from nonminority women and minorities was 50.0%, 3 out of 6, and 2 out of 4, respectively.

The general category of institutional and social characteristics was 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 relationship with department chair/school director; relationship with dean of college, and collegial relations among faculty. 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, faculty commitment to excellence; and 2) professional function, especially support for research with respect to a decision to leave MSU and accept a new position. Within this category, recognition for public service activities was cited as important in deciding to leave MSU while recognition for undergraduate teaching and availability of research funds were important in accepting a new position. The general categories of community/family, compensation and personnel opportunities/policies and institutional change were rated as moderately important both in leaving MSU and deciding to accept a new position. 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 rated lowest in terms of 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, 6% of all respondents considered women to be advantaged, 65% felt women were treated equally, 7% believed women to be disadvantaged, and 22% did not know or had no opinion. Similarly, 6% felt

minorities were advantaged, 58% felt equal treatment occurred, 5% considered minorities disadvantaged, and 32% had no opinion.

Women and minorities were viewed as being advantaged, treated equally or disadvantaged with respect to the likelihood of initial appointment by approximately the same proportion of all respondents. Women are seen as somewhat disadvantaged with respect to merit salary increases, promotion considerations and opportunities for collegial relations with faculty peers; they are viewed as somewhat disadvantaged with respect to professional development opportunities. Minorities were viewed as somewhat advantaged with respect to tenure considerations and professional development opportunities; they are viewed as somewhat disadvantaged in merit salary increases and opportunities for collegial relations with faculty peers.

The exit surveys returned by nonminority women and minorities (5) identified the general categories of intellectual climate, compensation and personnel opportunities and policies, and institutional and social characteristics as most important in the decision to leave MSU. With respect to the overall evaluation of equal opportunity and affirmative action, women and minorities generally view themselves as treated equally compared to nonminority men; they do not perceive themselves as advantaged and no patterns emerged to identify specific perceptions of disadvantaged treatment.

## 2. Unit Administrator and Faculty Workshops

The full integration of women and minorities into the academic community requires a close look at the campus climate. Environmental issues such as isolation due to small numbers, access to research groups, opportunities for mentoring, etc., are important concerns that must be addressed in order to improve the professional climate for women and minorities. As noted previously, elements of the department/school environmental context figure importantly in the decisions of women and minority faculty to leave Michigan State University. It is in this regard that the following workshop programs have been developed.

Workshop programs were conducted during Spring 1983 and Winter 1985 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 nontenured members. During 1986-87, the Provost's Office assisted in the development of a sequel program to be offered during Fall 1987. This program will be targeted for deans, department chairpersons and school directors in their role of providing opportunities for the career development of new faculty. Goals of the workshop include the identification of special needs of women and minority faculty in this regard.

In Fall 1986 the Office of the Provost, in conjunction with the Faculty and Professional Women's Association, the Women's Advisory Committee to the Provost, the Department of Human Relations, the Black Faculty and Administrators Association, the Hispanic and Native American Faculty/Staff Association and the Asian Pacific Islander Professional Women's Association, sponsored the annual workshop "How to Survive and Thrive in the Michigan State University Academic Personnel System." The program targeted all faculty, especially probationary tenure system faculty and faculty below the rank of full

professor; it 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. The Provost's Office made additional efforts this year to promote and advertise this workshop in an effort to increase attendance.

Also in Fall 1986, the Office of the Provost scheduled two half day workshop sessions for new and/or recently appointed academic unit administrators. In addition to such topics as budget, planning, finance and academic governance, these sessions addressed the 14-Step Hiring Procedure for academic personnel and the promotion, reappointment and tenure process.

All these workshops are to be refined and continued in future years.

### 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. 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 the previous two years, special waivers for spouses have resulted in the retention of four women tenure system faculty at Michigan State University; the provision of special waivers was not used in 1986-87.

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.

Also, the Office of the Provost is exploring with the University Committee on Faculty Affairs the concept of a release time program for probationary tenure system faculty, especially women and minorities, to support research and scholarly activities which will assist advancement and retention.

### Recruitment

Despite the moderate progress achieved by the University in recent years in hiring women and minorities in the tenure system, the number and percentage of underutilized units has remained relatively constant. The ability of the University to advance its affirmative action hiring goals continues to be impacted by a relatively low rate of turnover among tenure system faculty as a whole, market considerations and budgetary limitations. Thus, it is unlikely that MSU will be able to hire a substantially greater number of new faculty in the near future. For example, as a result of vacancies occurring from all sources, academic units expect hiring a total of 334 new tenure system faculty members, or 16% of the total tenure system, during the 1986-89 goal period. Further, it should be noted that about 63% of the projected tenure system vacancies, i.e., 209 of 334, are in colleges which represent disciplines in which the relative availability of women and minorities is low. In the longer run, however, hiring opportunities are projected to grow in the 1990s as a result of increasing numbers of retirements; this will provide a real opportunity to increase the representation of women and minorities.



Special recruitment activities undertaken during the 1986-87 affirmative action plan year are discussed below; many are a continuation of initiatives begun in 1982-83.

1. Waivers

Efforts to facilitate the recruitment of women and minority faculty members by permitting waivers of normal hiring procedures continue to be permitted in instances in which women and minorities are underrepresented in the tenure system. During the 1986-87 affirmative action plan year, waivers of the normal hiring procedures were used in eight of the 119 tenure system appointments. In all cases, the special waiver was used in units underrepresented for minorities and/or women.

2. Visiting Minority Faculty Program; Martin Luther King, Jr.-Rosa Parks Visiting Professor Program

The Office of the Provost, in cooperation with the various colleges, continues to support the Visiting Minority Faculty Program through which MSU invites minority individuals from other colleges or universities, business, industry and government to accept visiting appointments at Michigan State. In 1986-87, the Office of the Provost again provided \$25,000 to be allocated on a matching funds basis to participating departments and schools. Four individuals (one Black male, one Asian Pacific Islander female, one Hispanic female, and one Native American male) were appointed by participating colleges which included Arts and Letters and Natural Science (3). Additionally, funding support was provided to support a faculty exchange program between MSU's College of Veterinary Medicine and Tuskegee Institute.

Beginning in 1986-87, the State of Michigan appropriated \$80,000 (\$60,000 to be received during MSU's institutional fiscal year) to support the newly established Martin Luther King, Jr.-Rosa Parks Visiting Professor Program (MLK) (renamed Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Visiting Professor Program during 1987-88). The stated purpose of this program is to increase the number of minority instructors in the classroom. Similar to the MSU supported Visiting Faculty Program, funding from the State is conditional on an equal match of institutional funding devoted to this same purpose. Six individuals were supported with funds from this program during 1986-87. Appointments of three Black males, one Black female, one Hispanic male and one Native American male were made by the Colleges of Arts and Letters, James Madison College, Natural Science (2), Social Science and Urban Affairs Programs. Additionally, support was provided to the College of Veterinary's Vetward Bound Program, a federally subsidized program that focuses on increasing the representation of minorities in veterinary medicine.

The basic thrust of both the Visiting Minority Faculty Program and the Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Visiting Professor Program is not to recruit faculty away from other institutions. Rather, the main objectives of these programs are to provide an expanded minority presence on this University's campus, develop contacts and resource persons who might be of assistance in future recruitment of other minority faculty or students, and to provide opportunities for these visitors to have valuable professional experience.

### 3. Affirmative Action Postdoctoral Fellowship Program

In recognition of the continuing difficulties associated with recruiting U.S. national minorities as 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 1986-87 academic year, eight minority postdoctoral fellows--three males and five females, five Blacks and three Hispanics--have been appointed. 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.

### 4. Affirmative Action Committees/Consultants

Finally, many deans and separately reporting directors have continued programs which involve the designation of affirmative action consultants, committees or ad hoc involvement with appropriate faculty and academic staff to assist them in their affirmative action responsibilities. These continuing arrangements have resulted in consultation with and advice from faculty and academic staff regarding recruitment of faculty, academic staff and students and a general improvement in the environment for women and minorities within the applicable unit.

Other special efforts by the Office of the Provost and the various colleges regarding efforts relating to women and minorities in the academic personnel system are discussed in Section VII, Special Affirmative Action Activities.

### Changes in the 14-Step Hiring Procedures

During 1986-87 a number of changes in the 14-Step Hiring Procedure were introduced for a one year trial during the period September 1, 1987 through August 31, 1988. The experimental changes in the general 14-Step Hiring Procedure include the following: 1) Unit administrators are required to conduct an affirmative action review session with the search and rating committee, focusing on such issues as affirmative action goals and timetables, search approaches and strategies and the University's general commitment to affirmative action. (A pamphlet outlining affirmative action guidelines and search and selection procedures and strategies will be developed and available for review with the committee.); 2) A copy of the advertisement for the position will be provided to the Department of Human Relations at the time of their review and approval of appropriate advertising and representation by members of the protected classes in the search process; 3) Any changes in the search committee composition should be submitted to the Department of Human Relations.

Changes that are specific to the hiring procedures for academic administrative positions include: 1) A statement of duties and responsibilities proposed for academic administrative positions must be shared with the Department of Human Relations; 2) The search committee must prepare a report for the administrator responsible for making the personnel action recommendation which documents the search process, including candidates considered, special efforts to include women and minorities in all phases of the selection process, and a general rationale

for the committee's recommendation; 3) No final offer can be made prior to the Department of Human Relations review of the search committee's report which must be accompanied by the vitae of members of the candidate pool; 4) As recommended by the Equity Improvement Plan developed by the Women's Advisory Committee to the Provost, one committee member will be designated as the affirmative action representative on each search committee for a new dean. The affirmative action representative (preferably a majority male) will remind and sensitize committee members to affirmative action issues and requirements; will play an active role in facilitating the development of a pool of candidates and interviewees and will document the affirmative action efforts.

#### Equity Improvement Plan

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 issued the final version of the Equity Improvement Plan, a document that was developed following a systematic review of the organization and practice of affirmative action in the areas of faculty hiring and promotion. This document has been and will be discussed extensively with the Council of Deans, academic governance groups, and Office of the Provost and others during 1987-88.

#### 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 1986 are reported in Appendix V-E; the analysis of Fall 1987 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 Provost is committed to provide leadership for the implementation of these policies in cooperation with the deans and other academic administrators. Deans are expected to implement the principles of nondiscrimination, 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 the Equity Improvement Plan 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 conclusion, it is useful to highlight the following points:

- The total academic personnel workforce increased by 155 individuals to 4,001, including a net increase of 77 women and a net increase of 23 minorities.
- The tenure system increased by 25 individuals to 2,133, including net increases by women and minorities of 36 and 5, respectively.
- There was little or no change in the overall representation of the four racial/ethnic groups in the academic personnel system.
- The hiring rate for tenure system women exceeded the percentage of women at the rank of assistant professor for the first time.
- The hiring rate for minorities has been below the percentage of minorities at the assistant professor rank since 1984-85.
- The number and percentage of units underutilized for women and minorities has remained relatively constant over the years.

The University's objective is to recruit faculty and academic staff at, and preferably above, availability and to provide an environment that maximizes opportunities for professional advancement and retention. Efforts by the Office of the Provost in cooperation with deans and separately reporting directors reflect a sustained commitment to affirmative action in achieving these objectives. It is acknowledged that progress has been slower than hoped and less than the University's aspirations. While the intent is to continue support for the initiatives and programs described above, it is clear that more aggressive and innovative efforts are needed. Based on experience during 1986-87, a relatively greater emphasis on the recruitment of minorities is necessary; similarly, strategies that address the issues of retention and advancement of women, in addition to recruitment, are needed. As the University moves into the next decade, a significant number of appointment opportunities will occur, both at MSU and in higher education generally. To compete effectively, Michigan State University must adopt a more result oriented affirmative action stance with respect to the appointment of faculty and academic staff.



TABLE 1

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

**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	1079	134	1213	73	12	85	17	6	23	51	2	53	5	4	9				1006	122	1128
Associate Professor	417	128	545	43	14	57	21	9	30	18	5	23	4		4				374	114	488
Assistant Professor	245	129	374	36	16	52	9	7	16	20	8	28	5	1	6	2		2	209	113	322
Instructor	1		1																1		1
Tenure System Total	1742	391	2133	152	42	194	47	22	69	89	15	104	14	5	19	2		2	1590	349	1939
Continuing Staff	347	281	628	28	27	55	17	20	37	8	4	12	3	2	5		1	1	319	254	573
Temporary Faculty	352	231	583	71	29	100	11	10	21	47	11	58	9	6	15	4	2	6	281	202	483
Temporary Staff	401	256	657	87	34	121	19	16	35	56	9	65	7	9	16	5		5	314	222	536
Other Academic Appts. Total	1100	768	1868	186	90	276	47	46	93	111	24	135	19	17	36	9	3	12	914	678	1592
Administrative Professional	621	725	1346	48	69	117	24	34	58	14	26	40	9	6	15	1	3	4	573	656	1229
Clerical Technical	283	2154	2437	29	239	268	13	130	143	4	29	33	10	62	72	2	18	20	254	1915	2169
Labor	917	696	1613	107	204	311	56	143	199	8	5	13	36	50	86	7	6	13	810	492	1302
Support Staff Total	1821	3575	5396	184	512	696	93	307	400	26	60	86	55	118	173	10	27	37	1637	3063	4700
<b>University Totals</b>	<b>7321</b>	<b>5275</b>	<b>12596</b>	<b>614</b>	<b>1821</b>	<b>2435</b>	<b>140</b>	<b>1041</b>	<b>1441</b>	<b>141</b>	<b>111</b>	<b>1252</b>	<b>174</b>	<b>786</b>	<b>1421</b>	<b>101</b>	<b>512</b>	<b>614</b>	<b>6141</b>	<b>4090</b>	<b>8231</b>

# WORKFORCE SUMMARY OCTOBER 1987

## University Totals Percentages

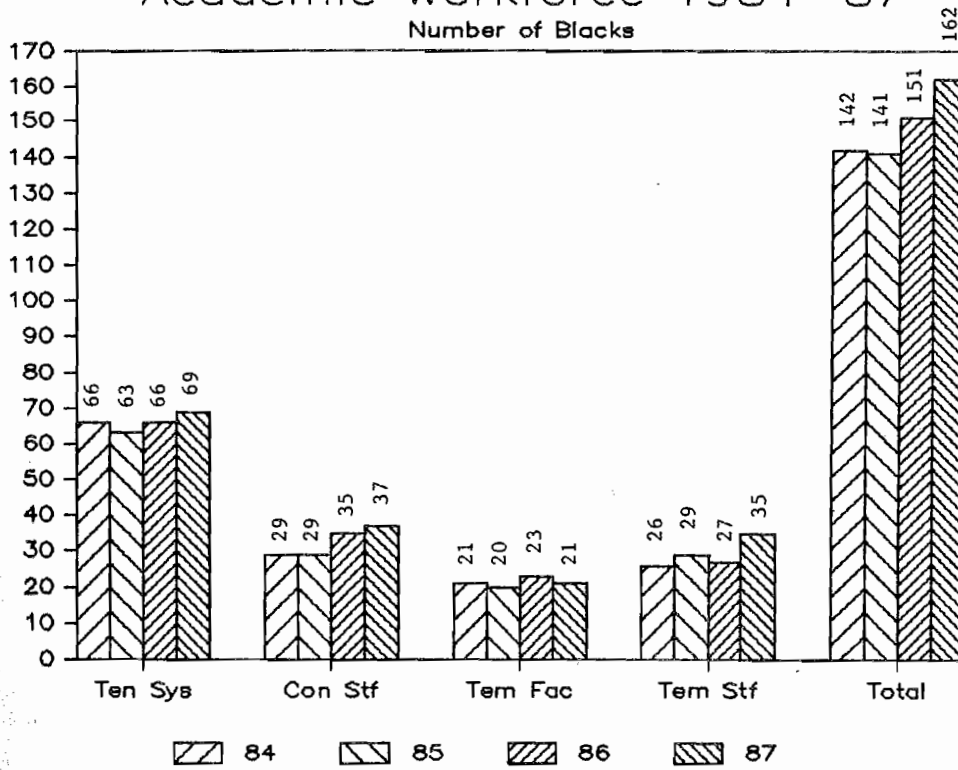
EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	89.0	11.0	100	6.0	1.0	7.0	1.4	.5	1.9	4.2	.2	4.4	.4	.3	.7				82.9	10.1	93.0
Associate Professor	76.5	23.5	100	7.9	2.6	10.5	3.9	1.7	5.5	3.3	.9	4.2	.7		.7				68.6	20.9	89.5
Assistant Professor	65.5	34.5	100	9.6	4.3	13.9	2.4	1.9	4.3	5.3	2.1	7.5	1.3	.3	1.6	.5		.5	55.9	30.2	86.1
Instructor	100		100																100		100
Tenure System Total	81.7	18.3	100	7.1	2.0	9.1	2.2	1.0	3.2	4.2	.7	4.9	.7	.2	.9	.1		.1	74.5	16.4	90.9
Continuing Staff	55.3	44.7	100	4.5	4.3	8.8	2.7	3.2	5.9	1.3	.6	1.9	.5	.3	.8		.2	.2	50.8	40.4	91.2
Temporary Faculty	60.4	39.6	100	12.2	5.0	17.2	1.9	1.7	3.6	8.1	1.9	9.9	1.5	1.0	2.6	.7	.3	1.0	48.2	34.6	82.8
Temporary Staff	61.0	39.0	100	13.2	5.2	18.4	2.9	2.4	5.3	8.5	1.4	9.9	1.1	1.4	2.4	.8		.8	47.8	33.8	81.6
Other Academic Appts. Total	58.9	41.1	100	10.0	4.8	14.8	2.5	2.5	5.0	5.9	1.3	7.2	1.0	.9	1.9	.5	.2	.6	48.9	36.3	85.2
Administrative Professional	46.1	53.8	100	3.5	5.1	8.6	1.7	2.5	4.3	1.0	1.9	2.9	.6	.4	1.1		.2	.3	42.5	48.7	91.3
Clerical Technical	11.6	88.3	100	1.1	9.8	11.0	.5	5.3	5.8	.1	1.1	1.3	.4	2.5	2.9		.7	.8	10.4	78.5	89.0
Labor	56.8	43.1	100	6.6	12.6	19.2	3.4	8.8	12.3	.5	.3	.8	2.2	3.1	5.3	.4	.3	.8	50.2	30.5	80.7
Support Staff Total	33.7	66.2	100	3.4	9.4	12.9	1.7	5.6	7.4	.4	1.1	1.5	1.0	2.1	3.2	.1	.5	.6	30.3	56.7	87.1
GRAND TOTAL	49.6	50.4	100	5.5	6.9	12.4	2.0	4.0	6.0	2.4	1.1	3.5	.9	1.5	2.4	.2	.3	.5	44.1	43.5	87.6

Table II-1

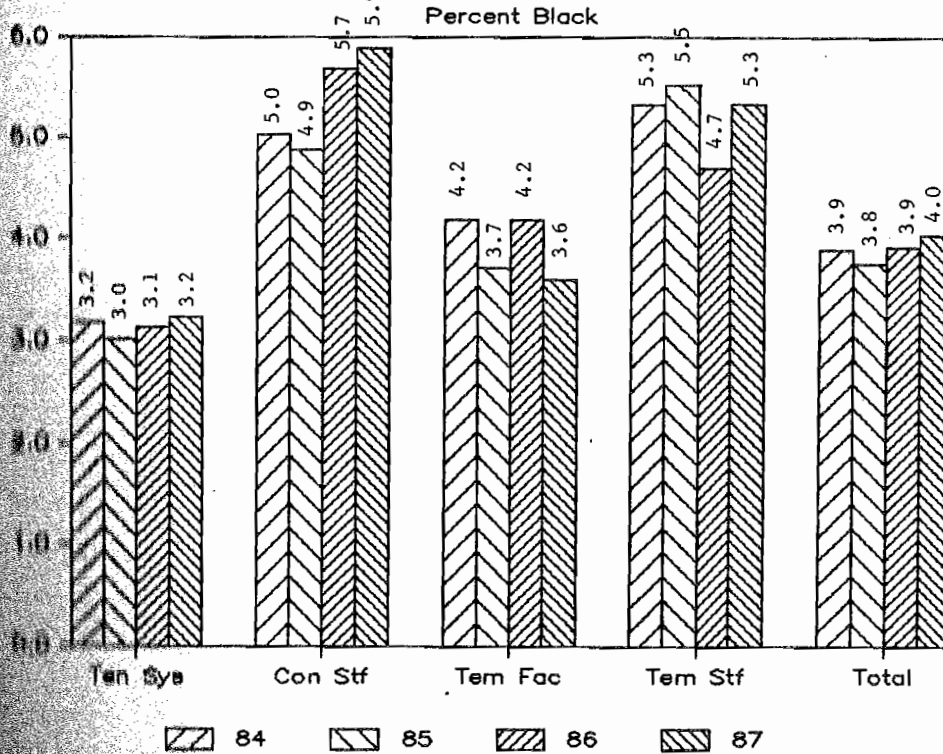
Academic Workforce 1982-87  
Number of Tenure System Appointments

<u>Year</u>	<u>Total Appts.</u>	<u>Women</u>	<u>Percent</u>	<u>Minorities</u>	<u>Percent</u>	<u>Non-Duplicate Women &amp; Minorities</u>	<u>Percent</u>	<u>Total Tenure System</u>	<u>Non-Duplicate Women &amp; Minorities</u>	<u>Percent</u>
1982-83	90	25	27.8%	20	22.2%	38	42.2%	2,083	464	22.3%
1983-84	102	24	23.5%	16	15.7%	35	34.3%	2,073	471	22.7%
1984-85	95	30	31.6%	9	9.5%	33	35.7%	2,084	484	23.2%
1985-86	118	31	26.3%	16	13.6%	45	38.1%	2,108	505	24.0%
1986-87	119	45	37.8%	10	8.4%	52	43.7%	2,133	543	25.5%

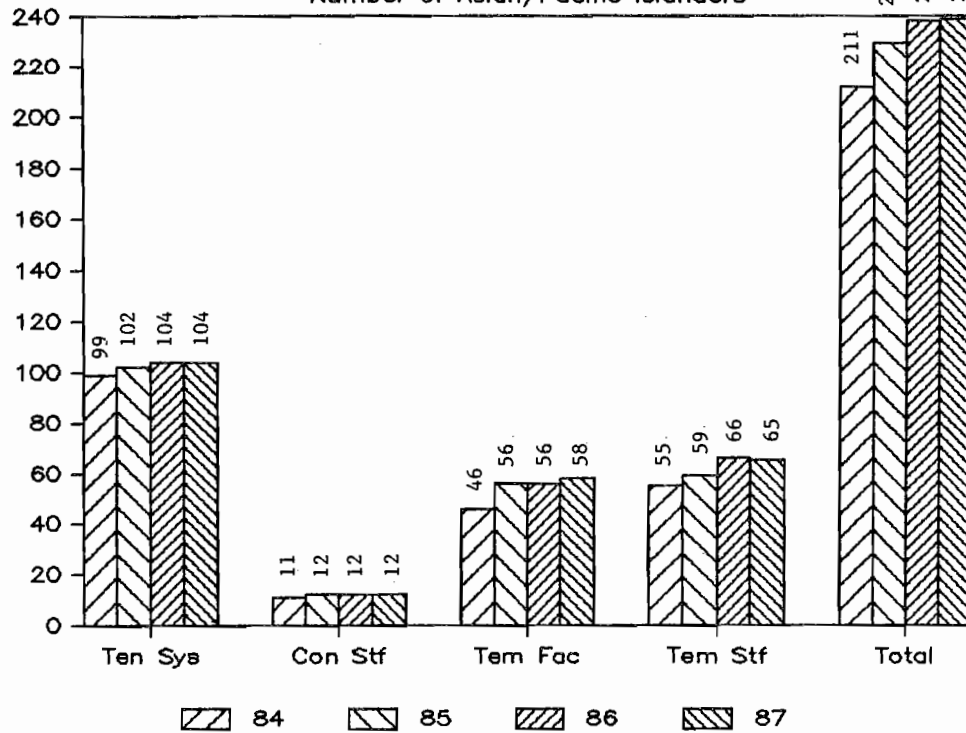
Graph II-3  
Academic Workforce 1984-87  
Number of Blacks



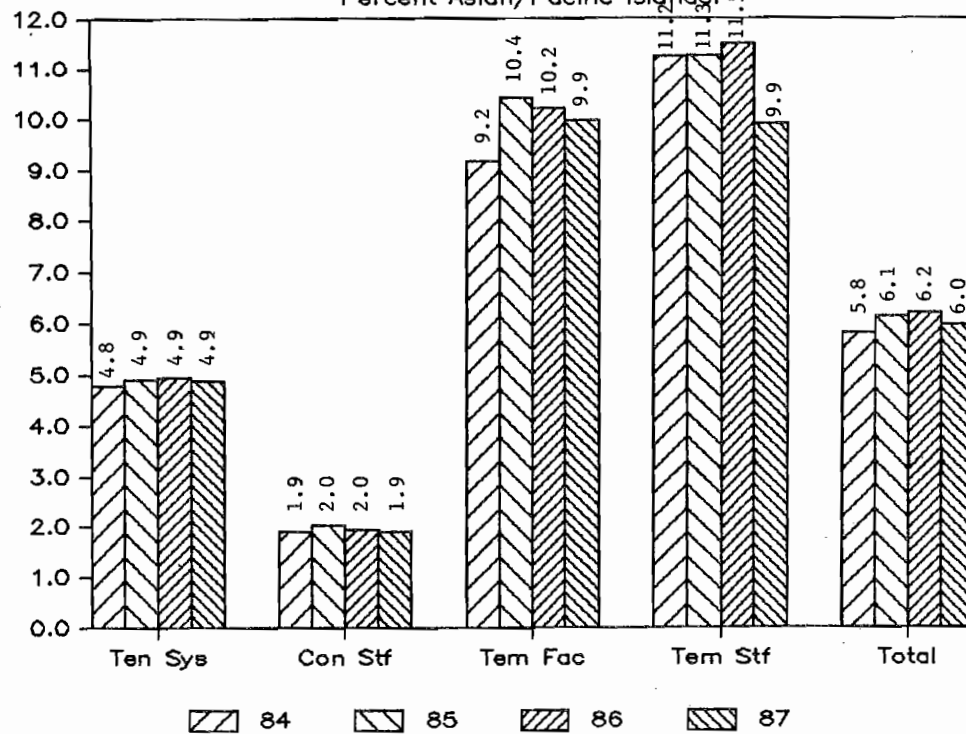
Graph II-4  
Academic Workforce 1984-87  
Percent Black



Graph II-5  
Academic Workforce 1984-87  
Number of Asian/Pacific Islanders

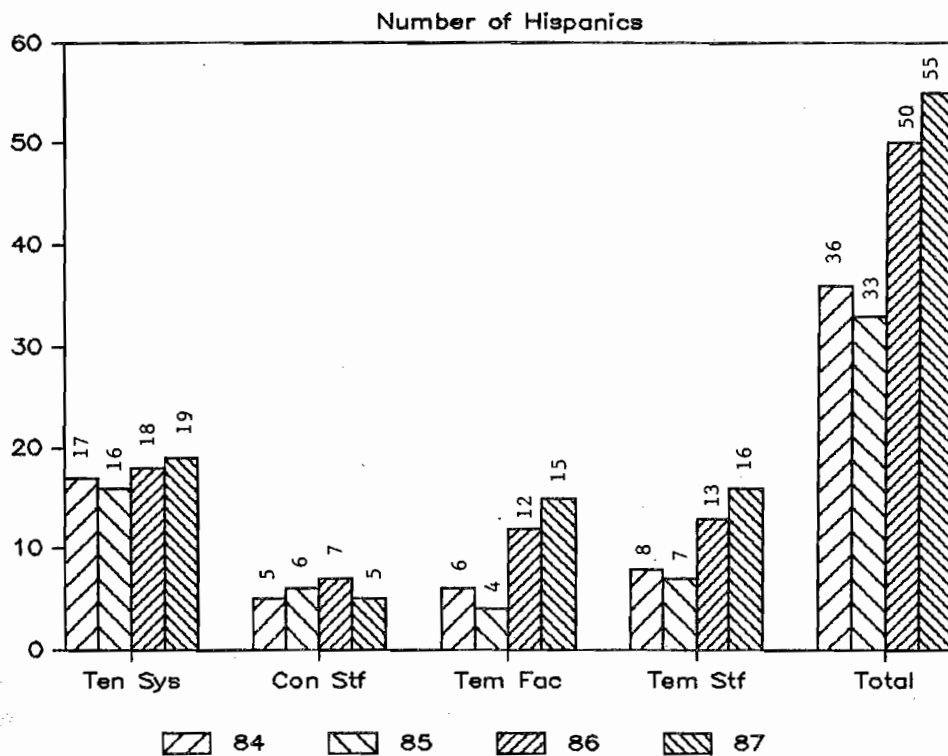


Graph II-6  
Academic Workforce 1984-87  
Percent Asian/Pacific Islanders

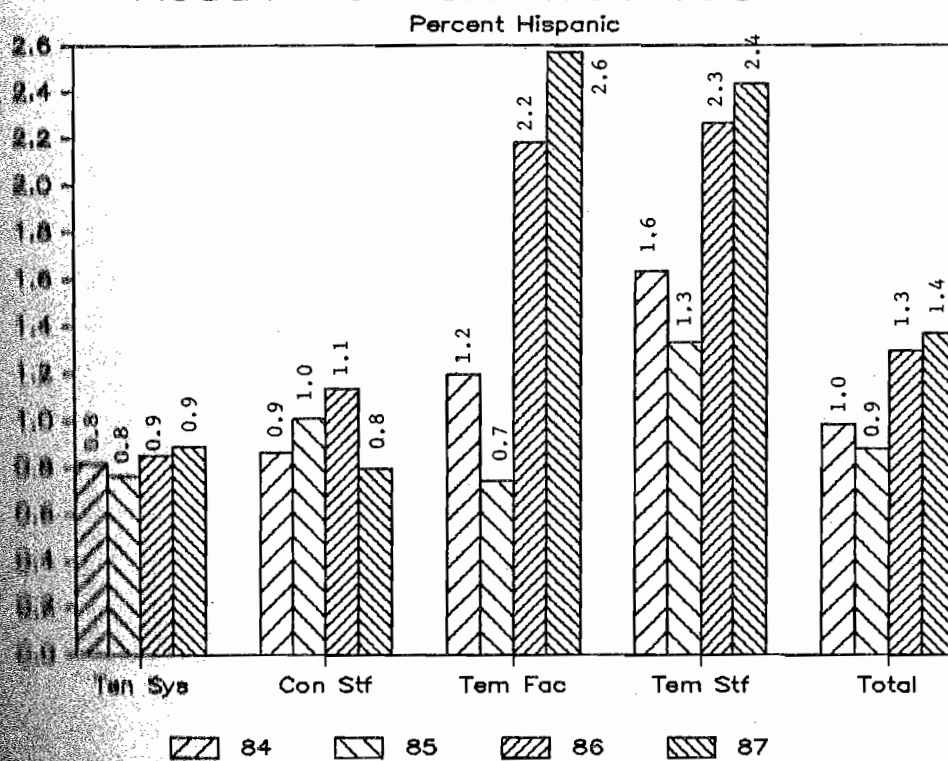




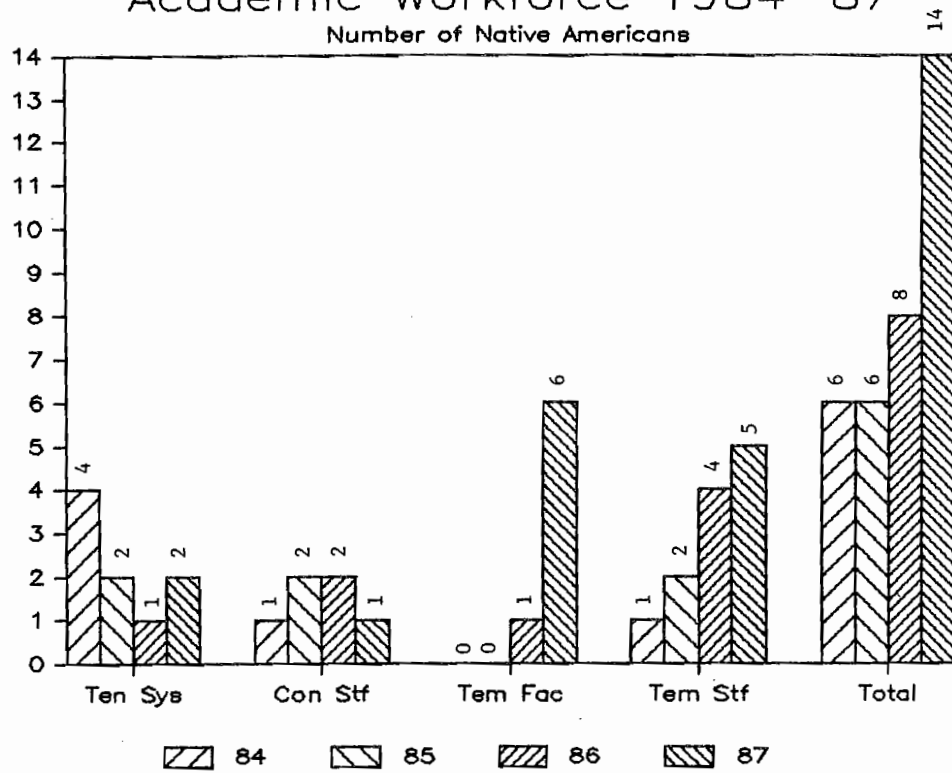
Graph II-7  
Academic Workforce 1984-87



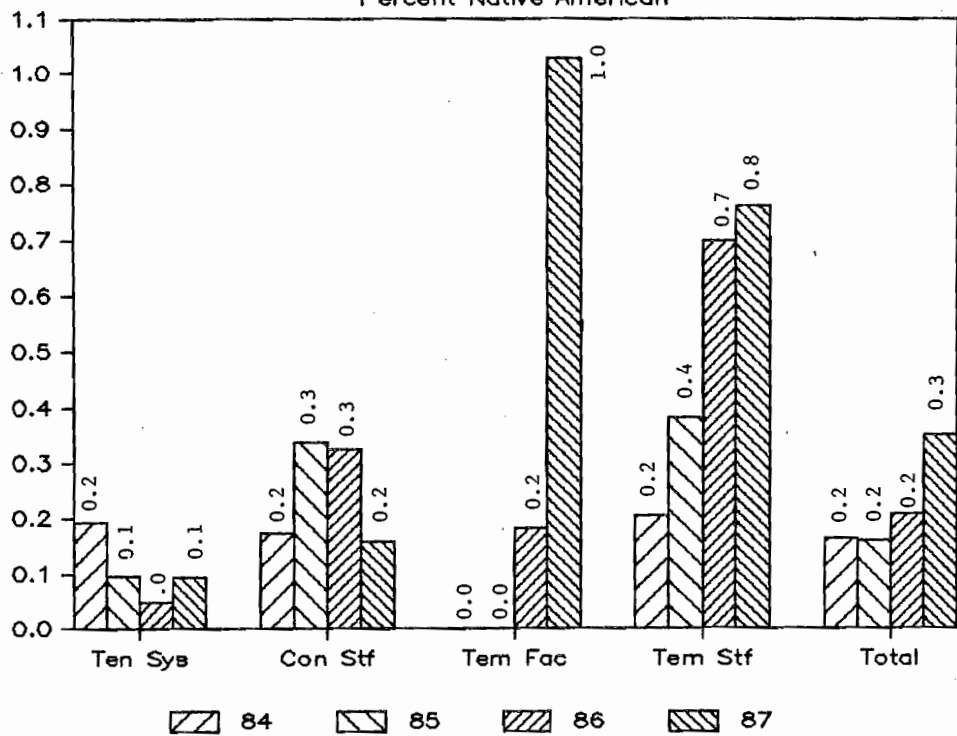
Graph II-8  
Academic Workforce 1984-87



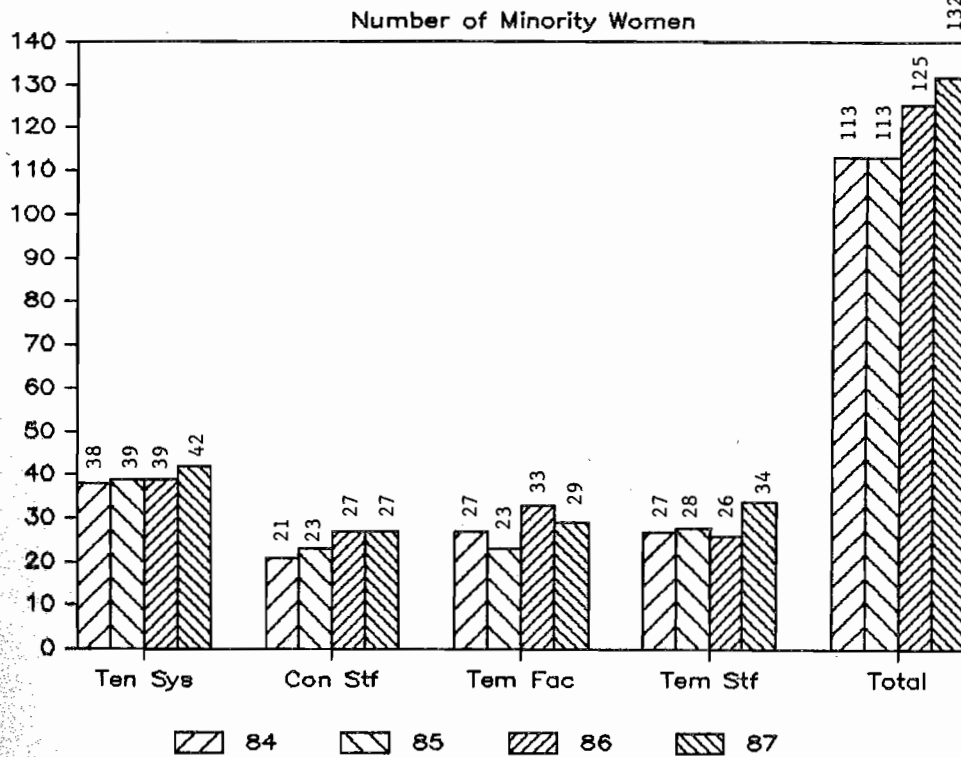
Graph II-9  
Academic Workforce 1984-87  
Number of Native Americans



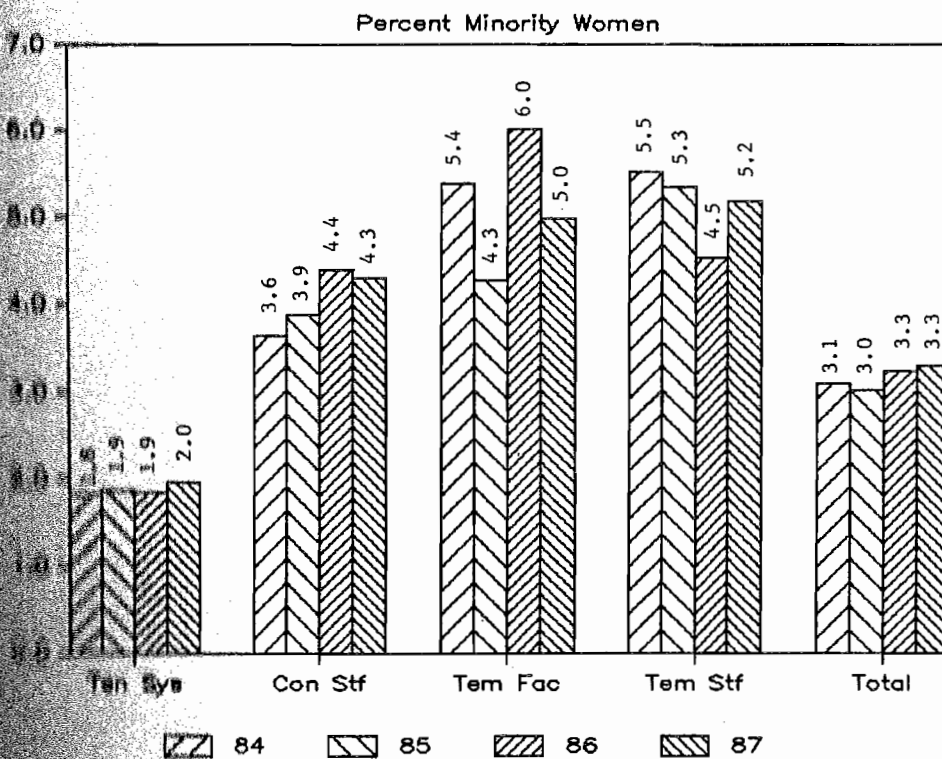
Graph II-10  
Academic Workforce 1984-87  
Percent Native American



Graph II-13  
Academic Workforce 1984-87



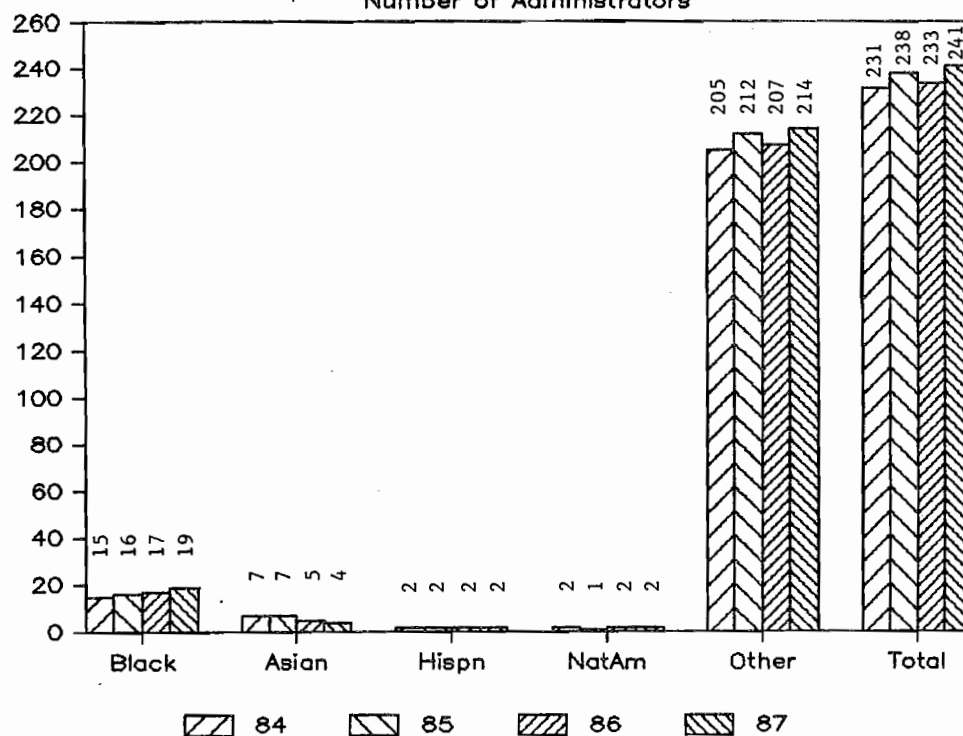
Graph II-14  
Academic Workforce 1984-87



Graph II-19

# Academic Workforce 1984-87

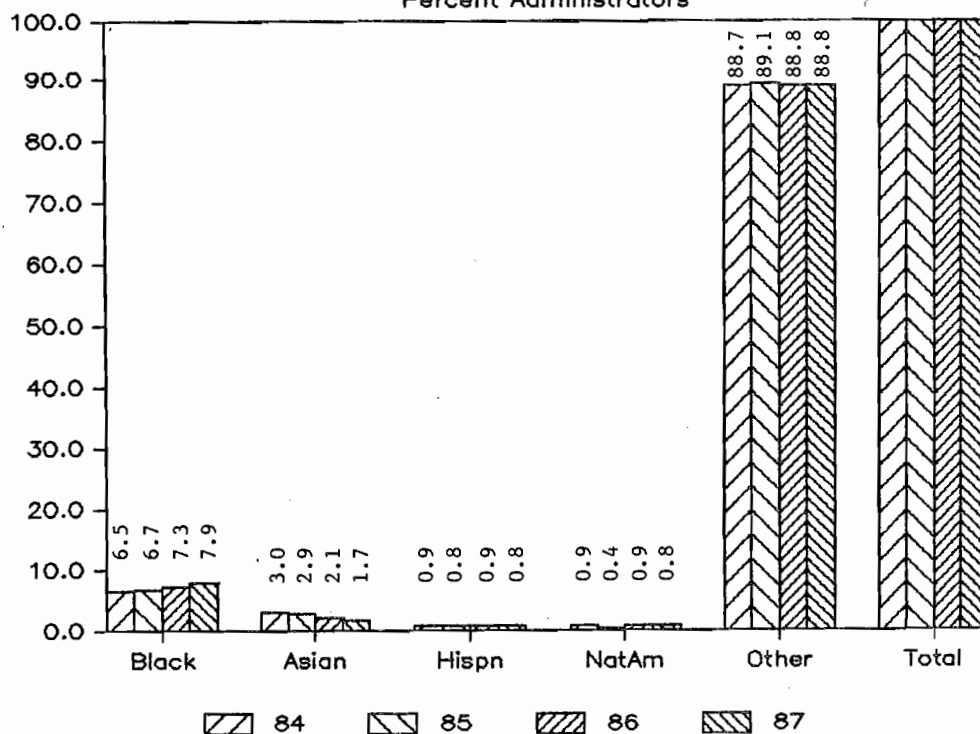
Number of Administrators



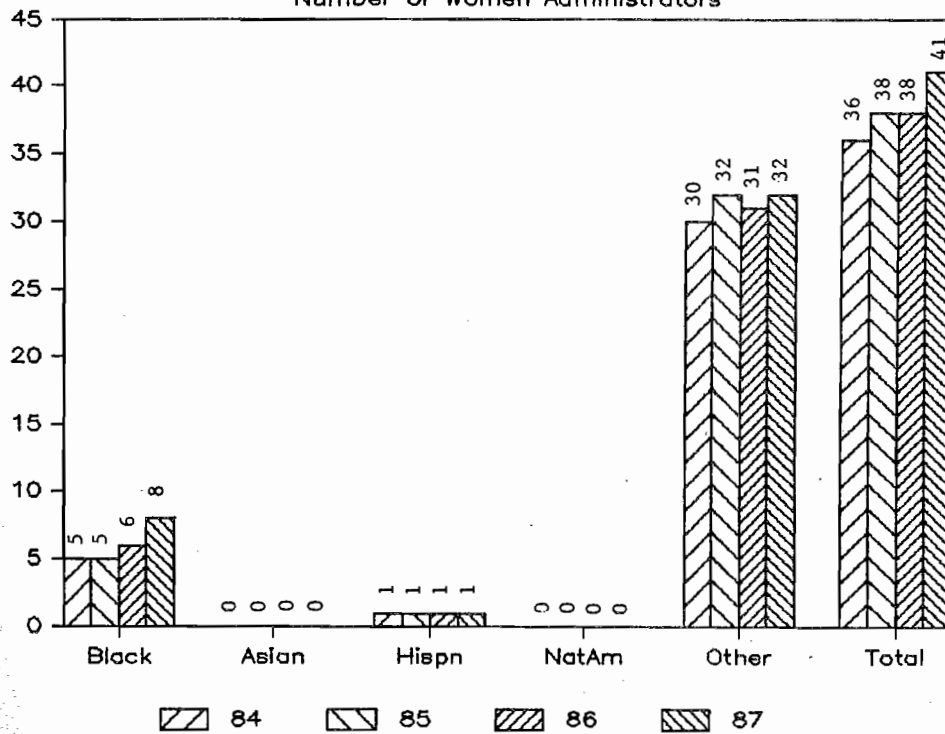
Graph II-20

# Academic Workforce 1984-87

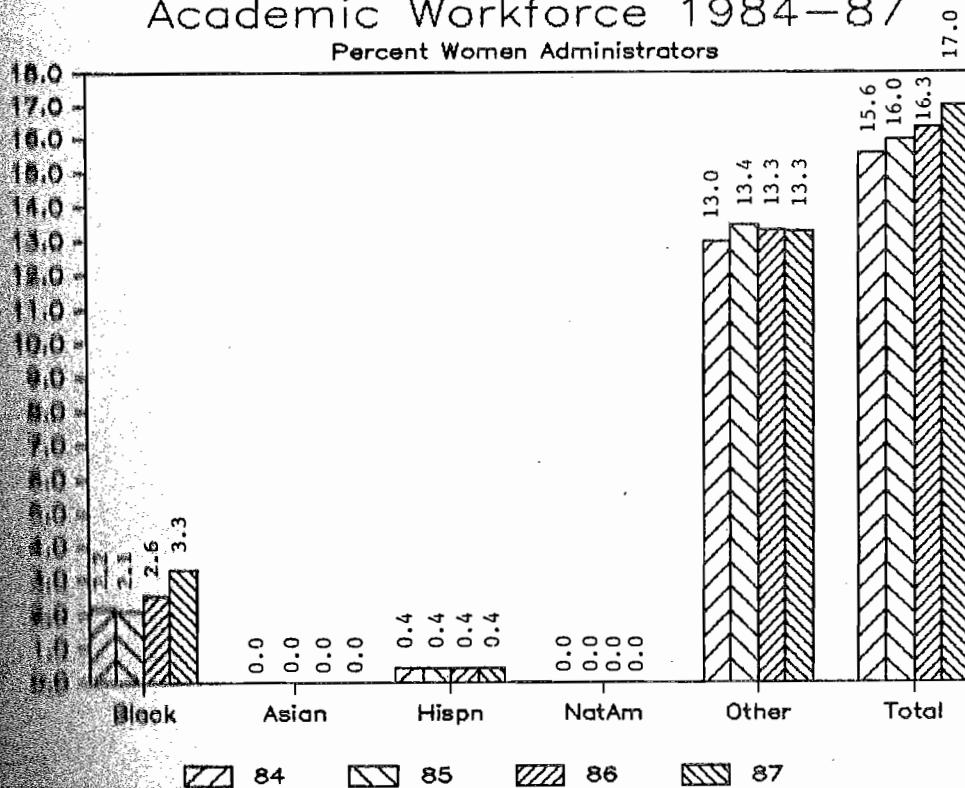
Percent Administrators



Graph II-21  
Academic Workforce 1984-87  
Number of Women Administrators



Graph II-22  
Academic Workforce 1984-87  
Percent Women Administrators







### III. EXECUTIVE MANAGEMENT

Executive management positions were designated by Board of Trustees' action in June 1981; the following titles were included: 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, specifically designated director and other administrative titles. Additional titles have been subsequently added by Board of Trustees' action; a listing of all position titles is included as Appendix III-A. Currently there are 78 Executive Management positions, of which 15 are vacant or filled on an acting basis. The recordkeeping responsibilities for Executive Management positions are located in the Office of the Provost.

There were ten new Executive Management appointments effective during the October through September 1986-87 Affirmative Action Plan year. These were:

General Counsel & VP for Legal Affairs	5-1-87	Non-Minority Woman
Associate Provost	3-16-87	Non-Minority Woman
Associate General Counsel	9-28-87	Non-Minority Man
Assistant to President for State/ Legislative Relations	5-1-87	Non-Minority Man
Assistant General Counsel	8-3-87	Minority Man
Director of Administrative Information Services	9-1-87	Non-Minority Man
Director of Personnel Administration	1-1-87	Non-Minority Woman
Director of Foundation Relations	12-8-86	Non-Minority Man
Director of Annual Giving Programs	9-1-87	Non-Minority Woman
Director of Federal Relations	9-1-87	Minority Woman

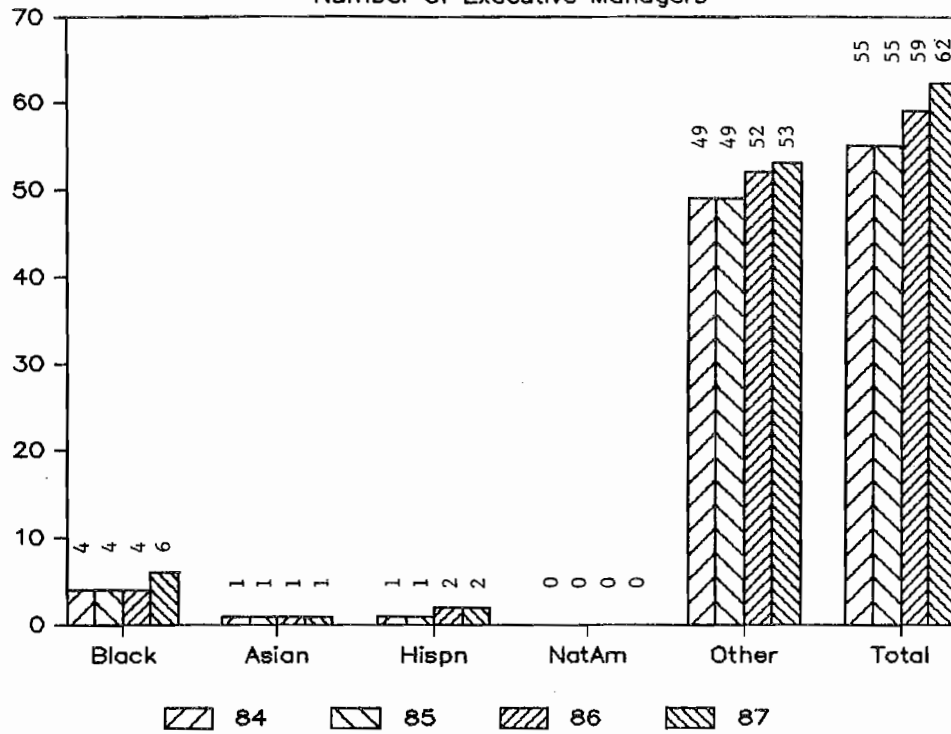
There are 62 individuals appointed in Executive Management positions as of October 1, 1987 (four individuals hold two Executive Management position titles). Of these, twelve (19.4%) are non minority women and nine (14.5%) are minorities. One (1.6%) minority woman is Black; of the eight minority men, five (8.1%) are Black, one (1.6%) is Asian/Pacific Islander, and two (3.2%) are Hispanic. The total representation of members of protected classes is twenty-one (33.9%), an increase of four and up from 28.8% from October 1, 1986. There is some underrepresentation of women in executive management positions. Thus, hiring goals for women have been specified for the 1986-89 interim goal period in accordance with regular goal setting procedures.

Graphs III-1 and III-3 displays four-year trend data for numbers of members of protected classes in executive management positions. Graphs III-2 and III-4 shows percentages of the executive management workforce over the same period: The number and percentage of women and minorities have increased in executive management positions over the period.

Graph III-1

# Academic Workforce 1984-87

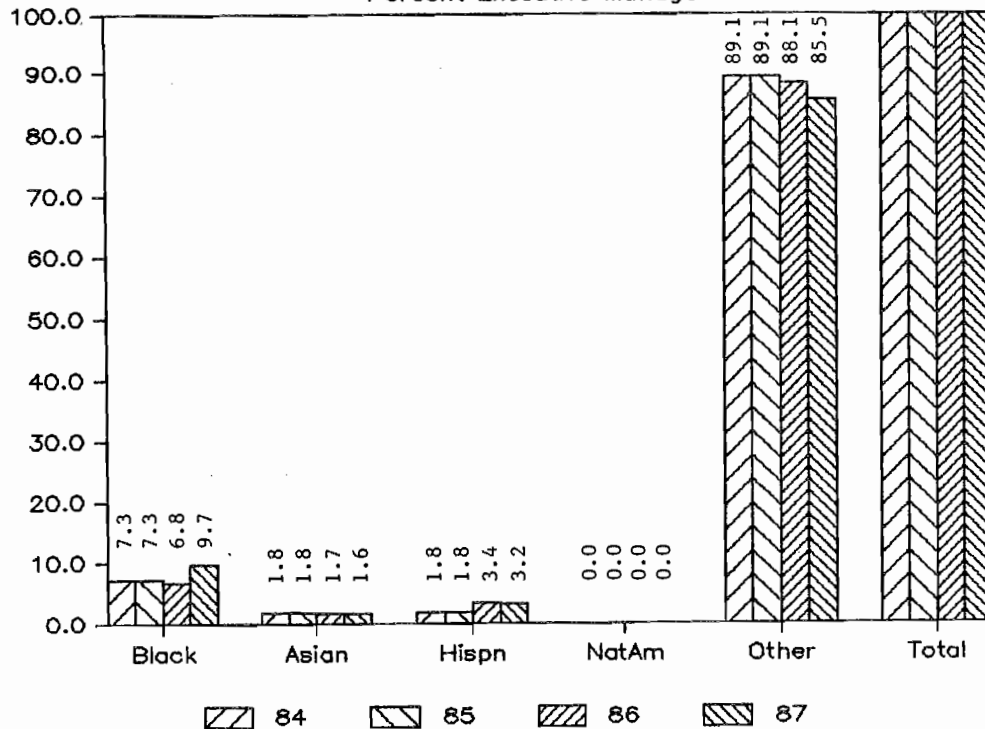
Number of Executive Managers



Graph III-2

# Academic Workforce 1984-87

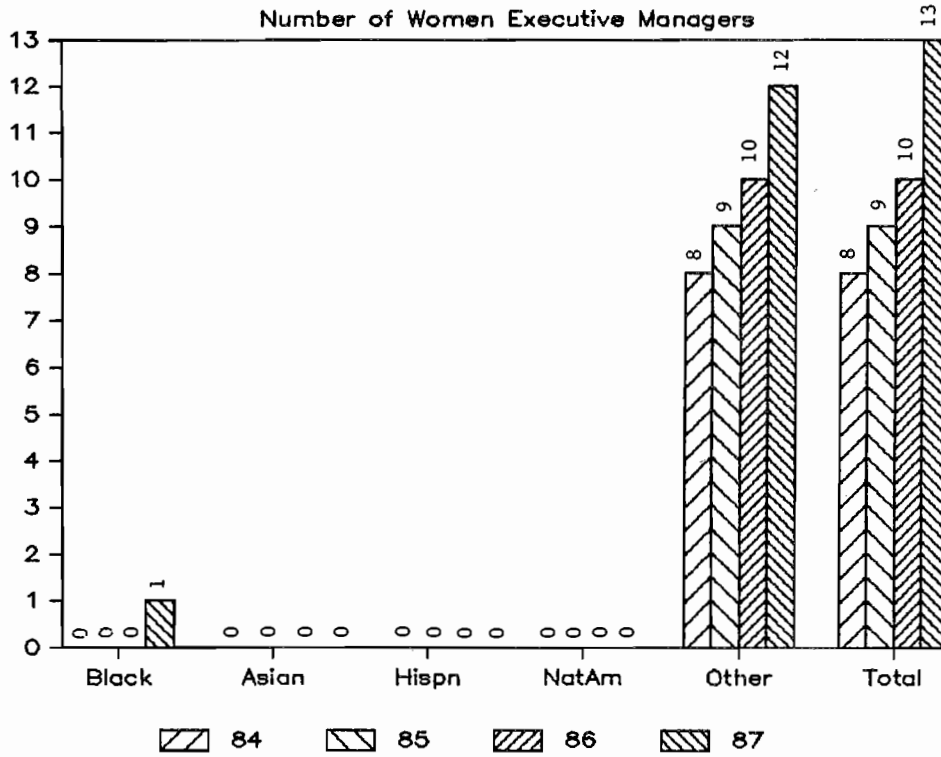
Percent Executive Managers



Graph III-3

# Academic Workforce 1984-87

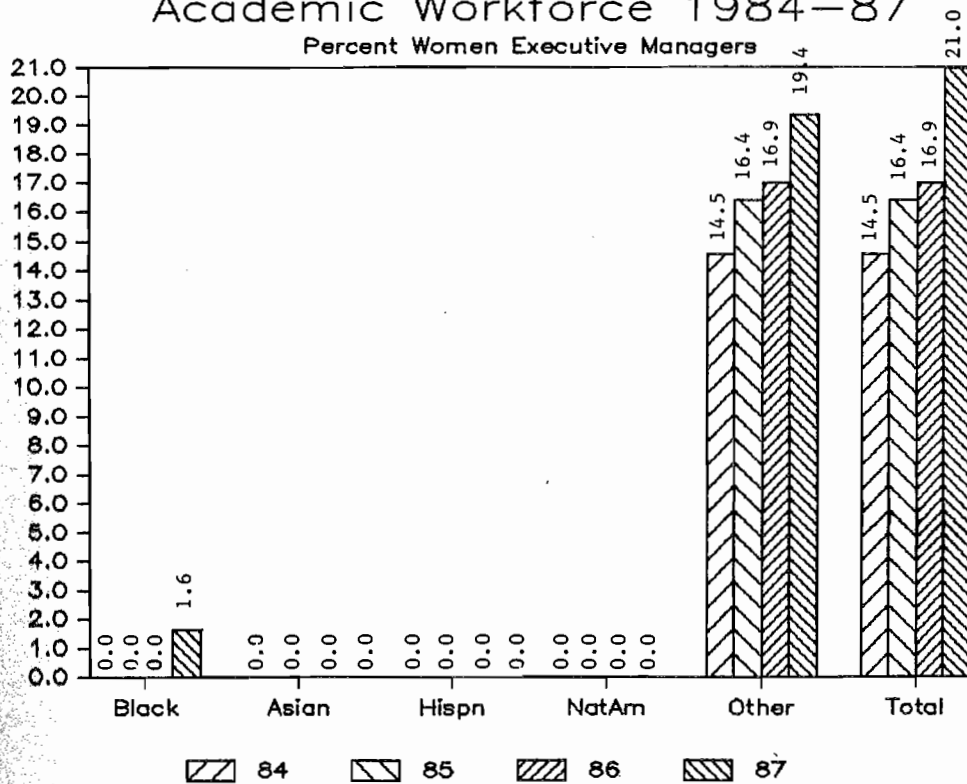
Number of Women Executive Managers



Graph III-4

# Academic Workforce 1984-87

Percent Women Executive Managers







#### 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 1986-87.

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 1986-87 affirmative action year, the total support staff workforce increased by 254 (4.9%) from 5,142 to 5,396. Minority representation reflected an addition of 11 new employees, from 685 to 696, 4.3% of the total workforce increase. Women representation reflected an addition of 165 new employees from 3,410 to 3,575, 65.0% of the total workforce increase. The number of minority women increased by 4 (1.6%) from 508 to 512, and the number of minority men increased by 7 (2.8%) from 177 to 184.

Women and minority representation constitute 66.2% and 12.9% respectively of the support staff workforce. Minority women account for 14.3% of all women in the support staff workforce. Minority men account for 10.1% of all men in the support staff workforce and 3.4% of the total workforce. Graphs IV-1 through IV-12, itemize changes in the workforce from 1984-1987.

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 college and by college or major administrative units in Tables 1 through 39.

In the seven reporting categories, minority representation increased in 3 groups and decreased in 4 for an overall increase of 11. Increases were reported in administrative-professional by 5 (4.5%) from 112 to 117, clerical-technical increased by 20 (8.1%) from 248 to 268 and public safety increased by 1 (33.3%) from 3 to 4. Decreases were reported in cooperative extension by 6 (10.0%) from 60 to 54, supervisory decreased by 1 (3.7%) from 27 to 26, service maintenance decreased by 6 (2.7%) from 218 to 212 and skilled trades decreased by 2 (13.0%) from 15 to 13. The clerical-technical areas report an increase overall for the category, however, technical had a substantial increase of 14 (31.1%) from 45 to 59. The skilled trades areas report a decrease overall for the category, with

local 999 having a decrease of 2 minorities, and Locals 547 and 274 reporting no change. Changes for individual racial/ethnic groups are displayed in Graphs IV-5 through IV-20.

Black representation in the support staff workforce increased by 1 (7.4%) from 399 to 400 employees. Employment increases were reported in the categories of clerical-technical by 4 and public safety by 1. Employment decreases were reported in the categories of cooperative extension by 1, supervisory by 1 and service maintenance by 2. There were no changes reported in the administrative-professional or skilled trades categories.

Asian/Pacific Islander representation in the workforce increased by 4 (1.6%) from 82 to 86 employees. Employment increases were reported in the categories of administrative-professional by 4 and service maintenance by 3. Employment decreases were reported in the categories of clerical-technical by 2 and skilled trades by 1. There were no changes reported in the cooperative extension, public safety and supervisory categories.

Hispanic representation in the workforce increased by 8 (3.2%) from 165 to 173 employees. Employment increases were reported in the categories of administrative-professional by 1 and clerical-technical by 18. Employment decreases were reported in the categories of cooperative extension by 5, service maintenance by 5 and skilled trades by 1. There were no changes reported in the public safety and supervisory categories.

Native American representation in the support staff workforce decreased by 2 (0.7%) from 39 to 37 employees. Employment decreases were reported in the category of service maintenance by 2, and no changes were reported in the other categories.

Representation of women in the workforce increased by 165 (65.0%) from 3,410 to 3,575. Employment increases were reported in the categories of administrative-professional by 57, clerical-technical by 110, supervisory by 2, public safety by 1 and cooperative extension by 5. Employment decreases were reported in the category of service maintenance by 10. There were no changes reported in the skilled trades category. (Graphs IV-21 through IV-24).

Representation of non-minority women in the workforce increased by 161 (97.6% of the increase in support staff employment of women) from 2,902 to 3,063. Employment increases were reported in the categories of administrative-professional by 55, clerical-technical by 95, supervisory by 3, public safety by 1, and cooperative extension by 10. Employment decreases were reported in the category of service maintenance by 3. There were no changes reported in the skilled trades category.

Representation of minority women in the workforce increased by 4 (2.4% of the increase in support staff employment of women) from 508 to 512. Employment increases were reported in the categories of administrative-professional by 1 and clerical-technical by 15. Employment decreases were reported in the categories of supervisory by 1, cooperative extension by 5 and service maintenance by 1. There were no changes reported in the public safety and skilled trades categories.

Representation of minority men in the support staff workforce increased by 7 (7.9% of the increase in support staff employment of men) from 177 to 184. Employment increases were reported in the categories of administrative-professional by 3, clerical-technical by 5, public safety by 1 and service maintenance by 1. Employment decreases were reported in the categories of cooperative extension by 1 and skilled trades by 2. There were no changes reported in the supervisory category.

### Hiring Rates

Due to the implementation of the Immigration Reform and Control Act, changes were made to the procedure used in hiring on-call employees who work at registration, sporting events, stage productions, and protective service. These employees were previously processed through the Payroll Office but are now processed through the Personnel Employment Office. To support the IRCA regulations, approximately 600 records were added to the support staff database. Therefore, the percentages reported below may seem inflated.

Comparing 1985-86 and 1986-87, new hiring of minority employees increased by 36 (12.9%) from 278 to 314 and increased for women by 372 (33.0%) from 1,126 to 1,498. New minority hires accounted for 11.4% and women 54.5% of all new employees for 1986-87. Of the total minority hires, Blacks accounted for 16 (56.4%); Asian/Pacific Islanders, 1 (17.5%); Hispanics, 18 (21.7%); and Native Americans, 1 (4.5%). In overall representation, there was an increase of 16 (9.9%) from 161 to 177 for Blacks, an increase of 1 (1.9%) from 54 to 55 for Asian/Pacific Islander, an increase of 18 (36.0%) from 50 to 68 for Hispanics, and an increase of 1 (7.7%) from 13 to 14 for Native Americans.

Appendix IV-B outlines the changes in hiring for regular, on-call and temporary positions for 1986-87.

### Goal Achievement

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

Of the 135 affirmative action hiring goals established for women, 111 (86.6%) were achieved. In the administrative-professional category, 41 goals were established with 40 (97.6%) achieved; the clerical-technical category established 22 goals with 14 (63.6%) achieved; the supervisory category established 2 goals with 0 (0.0%) achieved; and the service maintenance category established 66 goals with 54 (81.8%) achieved. No annual goals were established 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 10 job groups, while goals failed to be met by 1 in 6 job groups and by 2 or 3 in 4 other job groups.

Considerable gains were made for the fourth straight year in the attainment of hiring goals for minorities, 122.2%, with 36 established and 44 achieved. In the administrative-professional category, 9 of the 9 (100.0%) goals set were achieved. In the clerical-technical category, 23 of the 34 (67.6%) goals set were achieved. In the service maintenance category, 1 of the 3 (33.0%) goals were

achieved. 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.

Of the 39 individual job groups which were underutilized for minorities, 25 had no goals established due to low or no projected opportunities. However, in 2 of these job groups, minority representation did increase. Goals were met or exceeded in 10 job groups, while goal achievement in 6 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 1986-87.

#### Handicapper and Veteran Employment

A survey of all employees for self identification of handicappers and/or veterans is conducted triennially. During the 1986-87 affirmative action year, all employees who previously "declined to identify" or were hired between October 1, 1986 and September 30, 1987 were contacted about handicapper status. Also, all employees were contacted about veteran status, due to a change in the veteran definitions. The surveys resulted in the identification of an additional 4 handicappers and 28 veterans who may qualify for reasonable accommodation or affirmative action as provided by University policy.

#### Problem Areas

The support staff problem areas for 1986-87 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 1986-87 in the attainment of goals. Plans are being developed for a new job group structure which will allow future analysis of upward mobility and increase affirmative action hiring.

#### 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 may impact opportunities, however, improvement is expected due to recruitment activities. Planned computerization is expected to enhance recruitment capabilities.

### 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 1986-87, the affirmative action bypass was used 8 times; follow-up study indicates a 75% retention rate.

### Target Areas of Underutilization

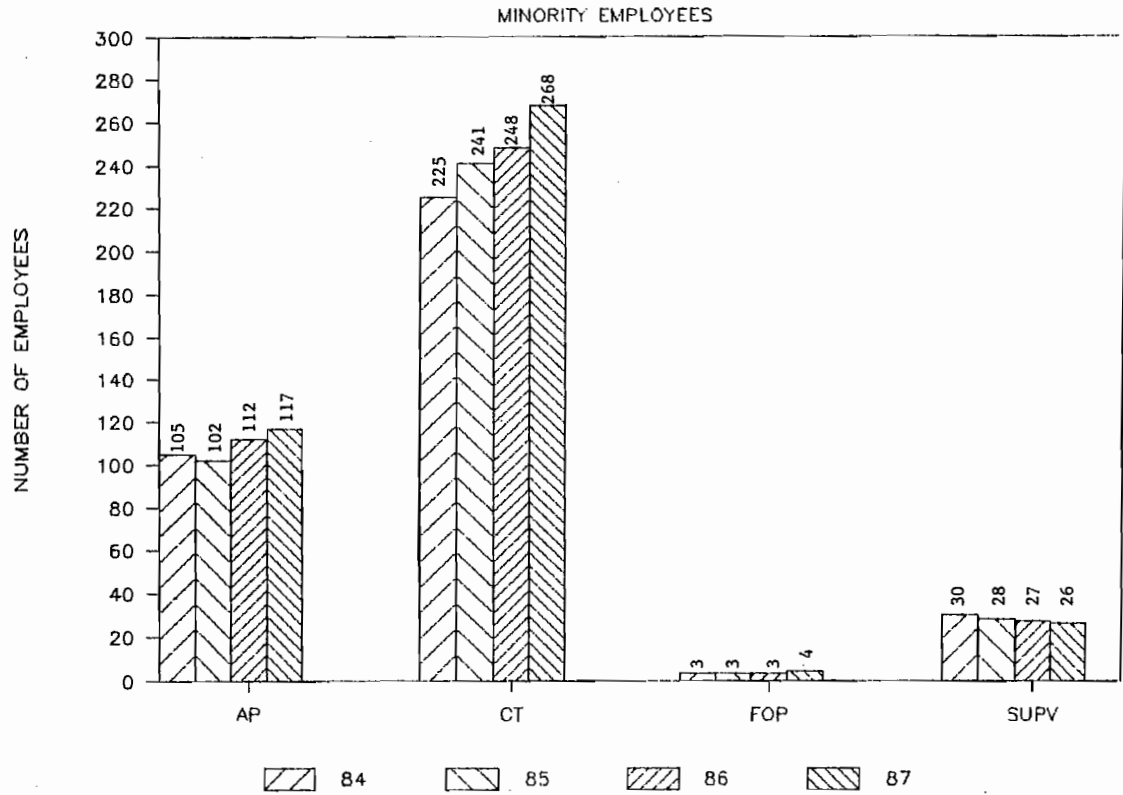
The history of certain job groups shows a continual problem of underutilization. Positive results in goal achievement were made during the past year in certain targeted areas (see Appendix IV-B). The results in these job groups are attributable, in some respects, to the use of the affirmative action bypass, special recruitment and training activities, monitoring, and cooperation from hiring divisions.

Economic pressures for state funding influences the Universities ability to provide competitive salaries, which affects hiring and retention of recruited protected classes.



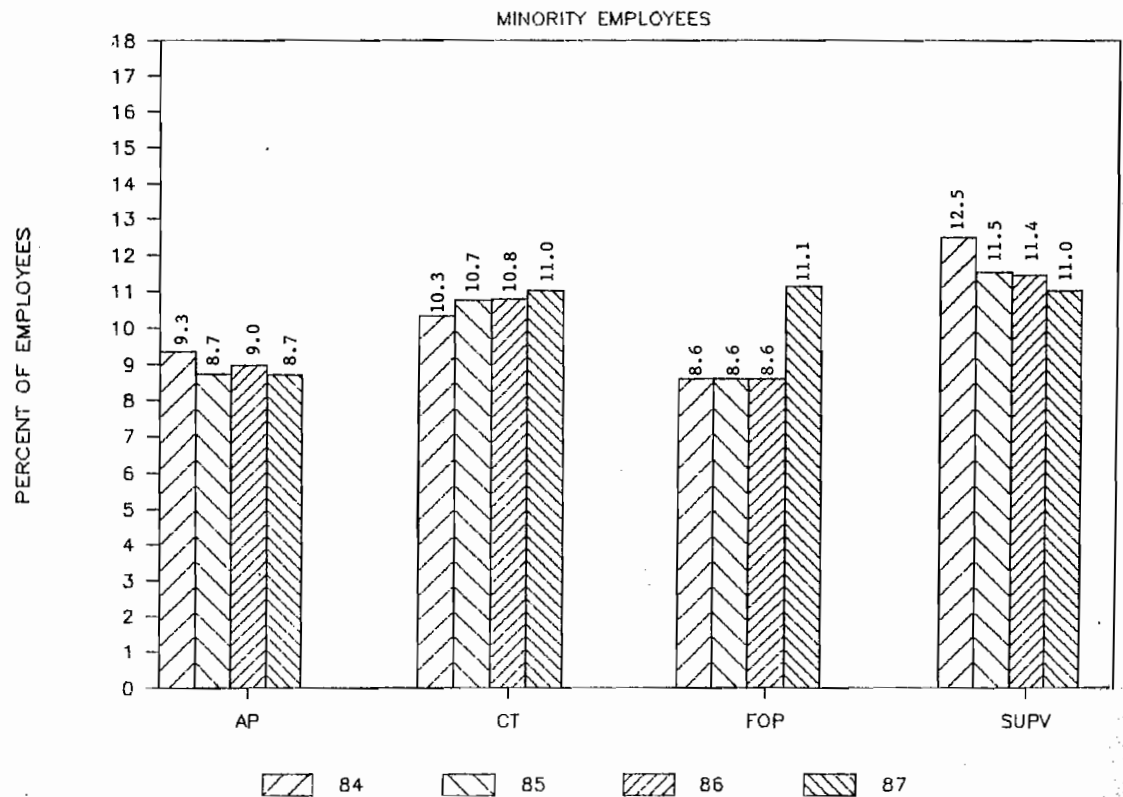
Graph IV-1

# UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-2

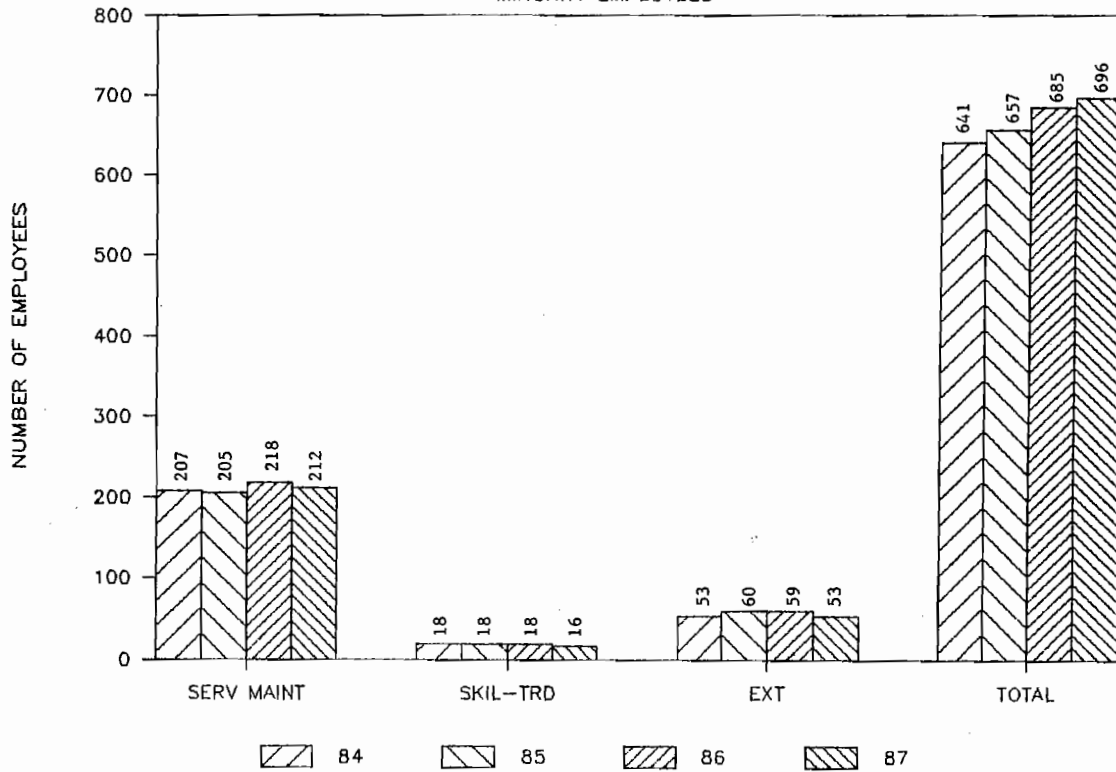
# UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-3

# UNIVERSITY SUPPORT STAFF WORKFORCE

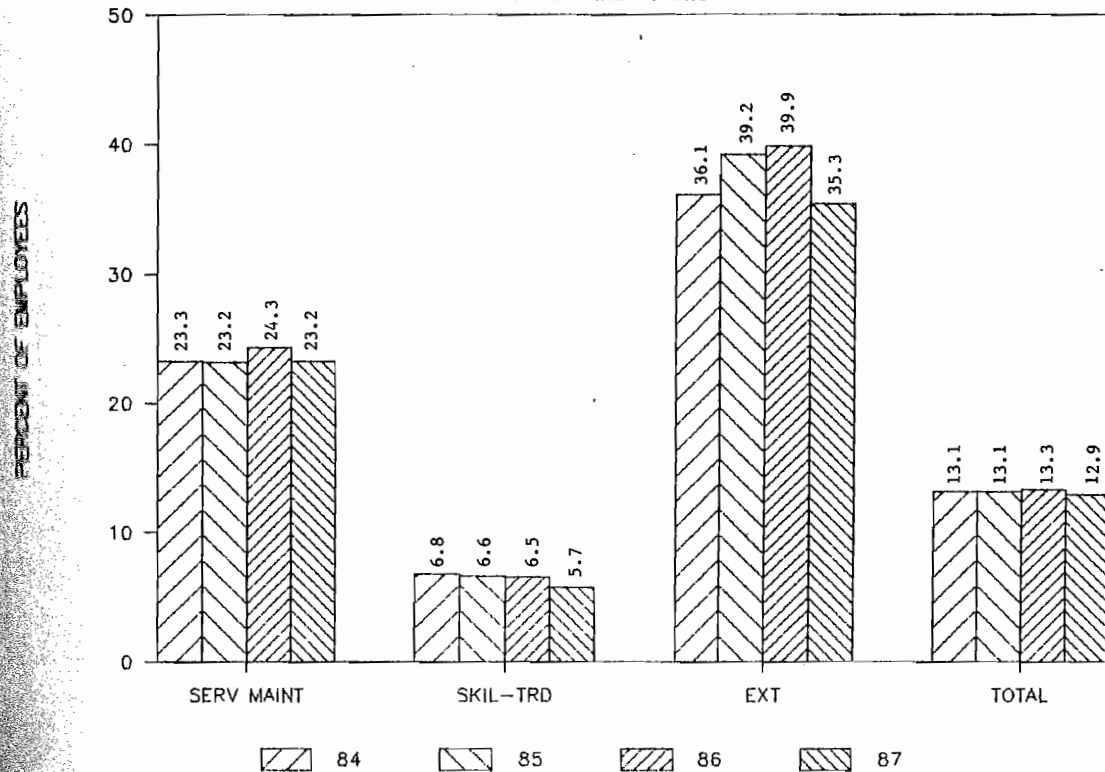
MINORITY EMPLOYEES



Graph IV-4

# UNIVERSITY SUPPORT STAFF WORKFORCE

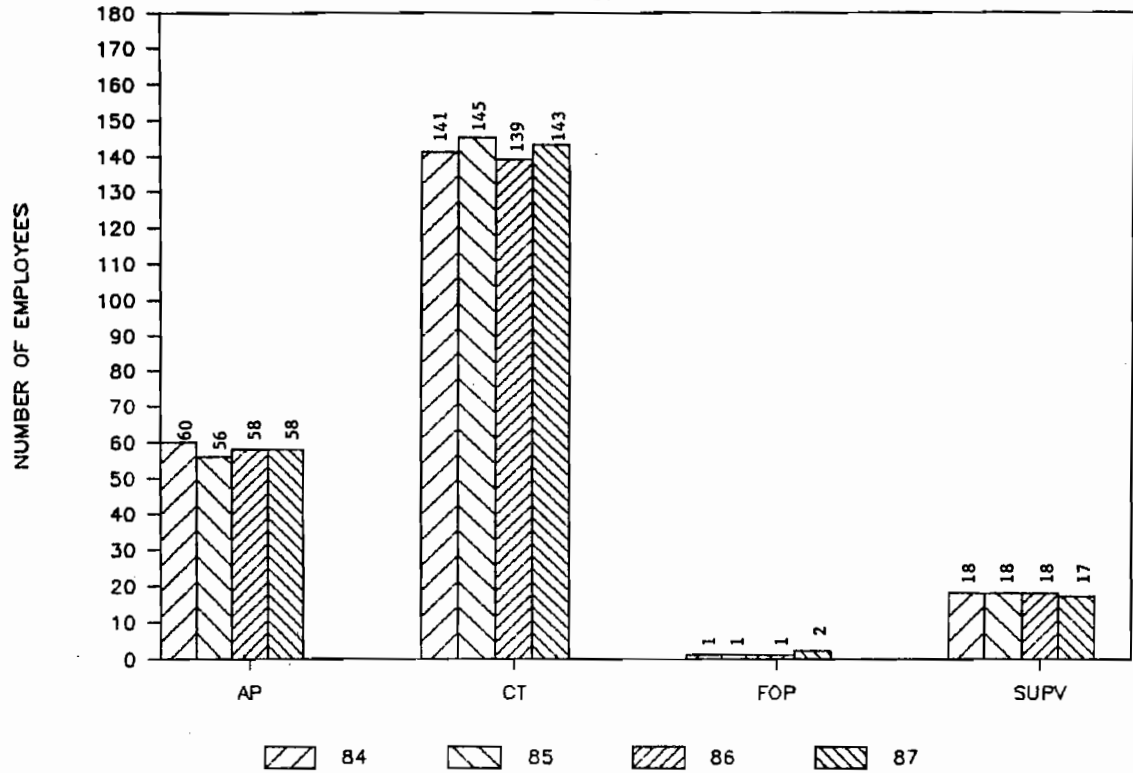
MINORITY EMPLOYEES



Graph IV-5

# UNIVERSITY SUPPORT STAFF WORKFORCE

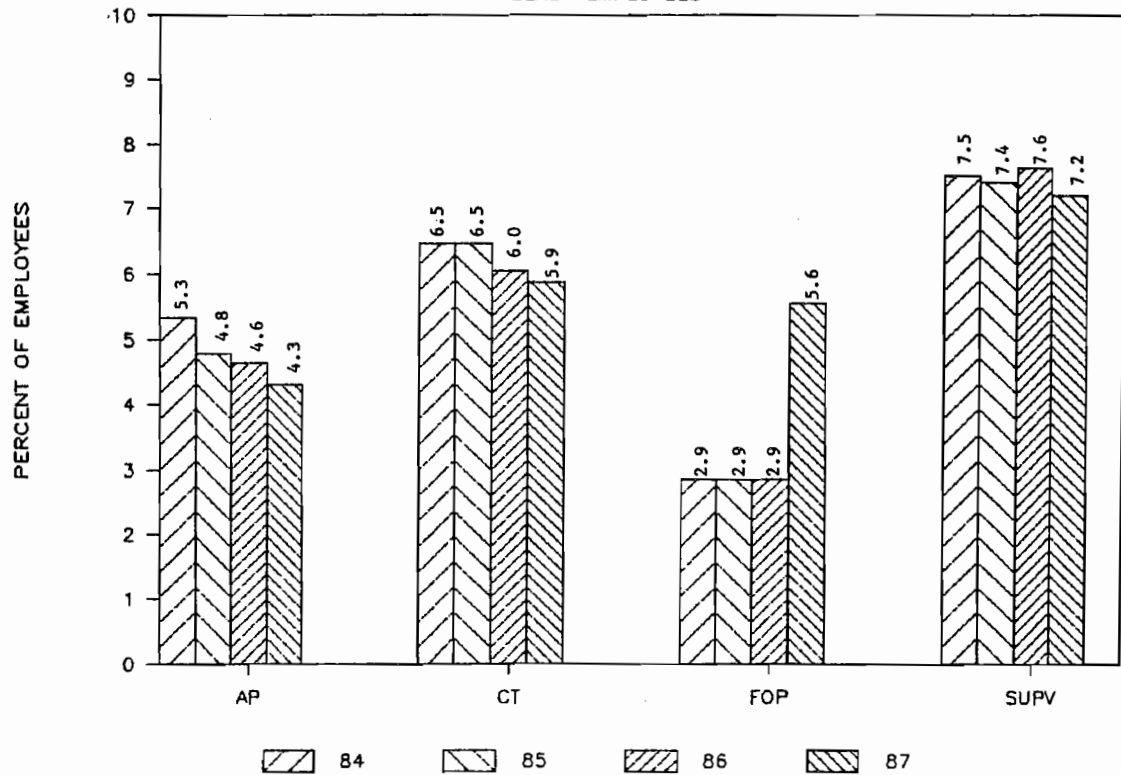
BLACK EMPLOYEES



Graph IV-6

# UNIVERSITY SUPPORT STAFF WORKFORCE

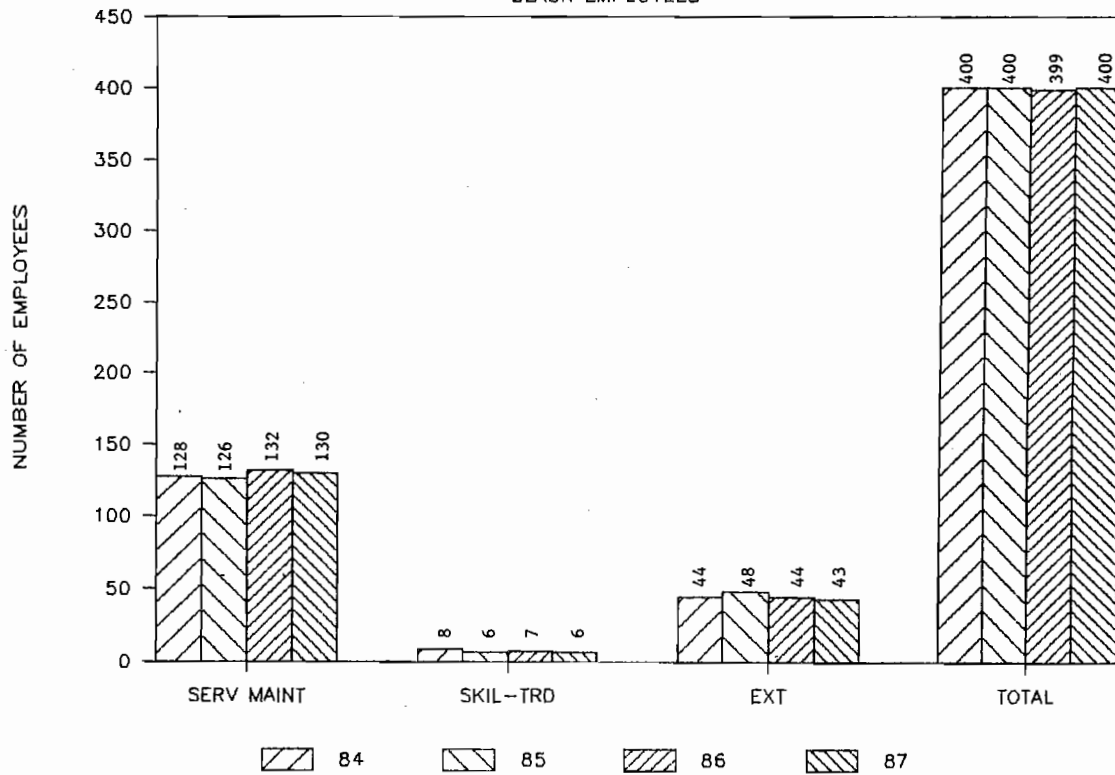
BLACK EMPLOYEES



Graph IV-7

# UNIVERSITY SUPPORT STAFF WORKFORCE

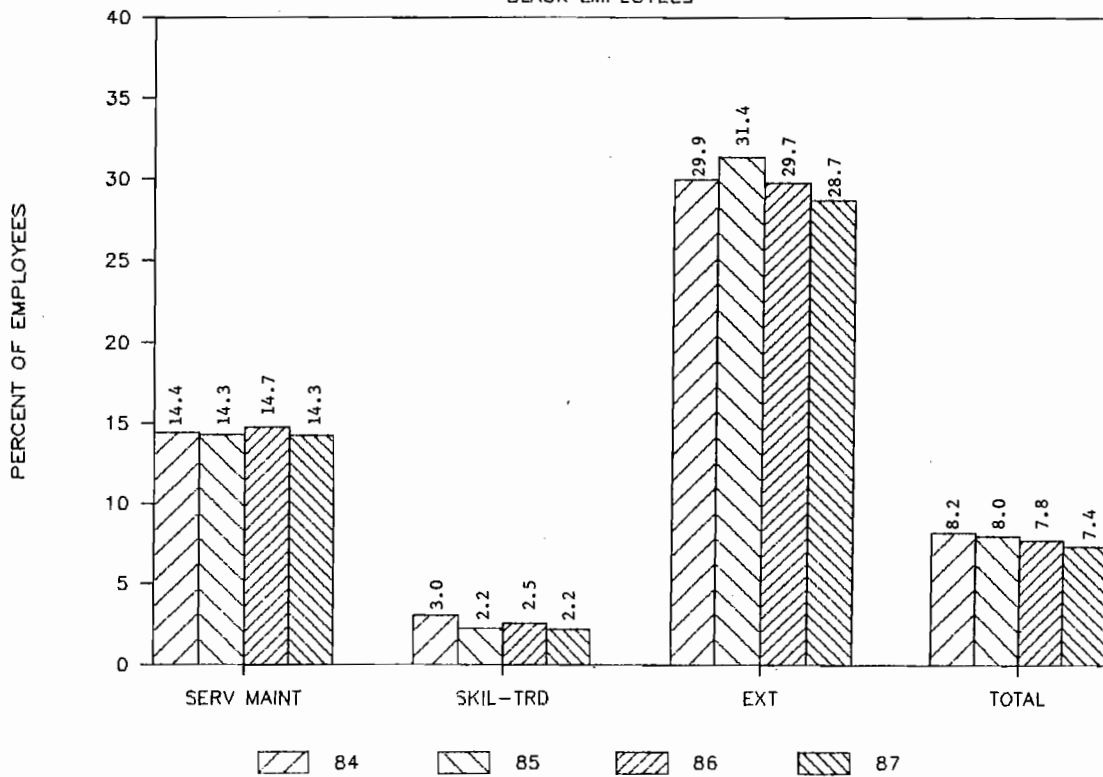
BLACK EMPLOYEES



Graph IV-8

# UNIVERSITY SUPPORT STAFF WORKFORCE

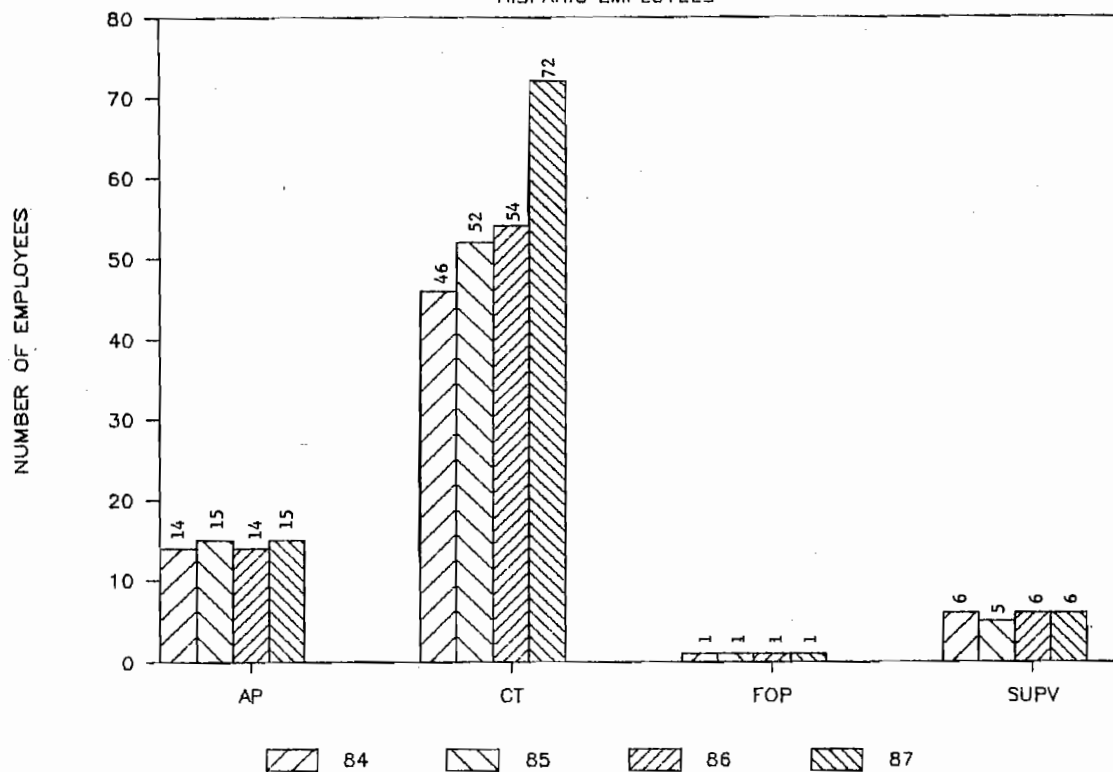
BLACK EMPLOYEES



Graph IV-9

# UNIVERSITY SUPPORT STAFF WORKFORCE

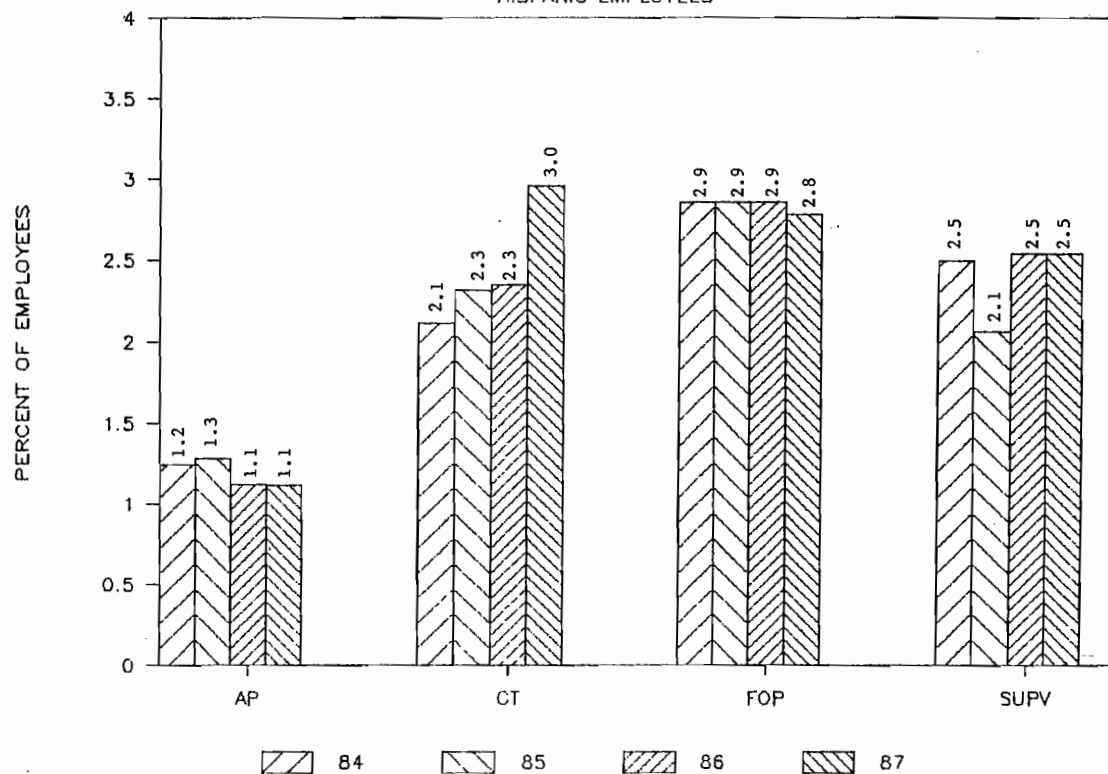
HISPANIC EMPLOYEES



Graph IV-10

# UNIVERSITY SUPPORT STAFF WORKFORCE

HISPANIC EMPLOYEES



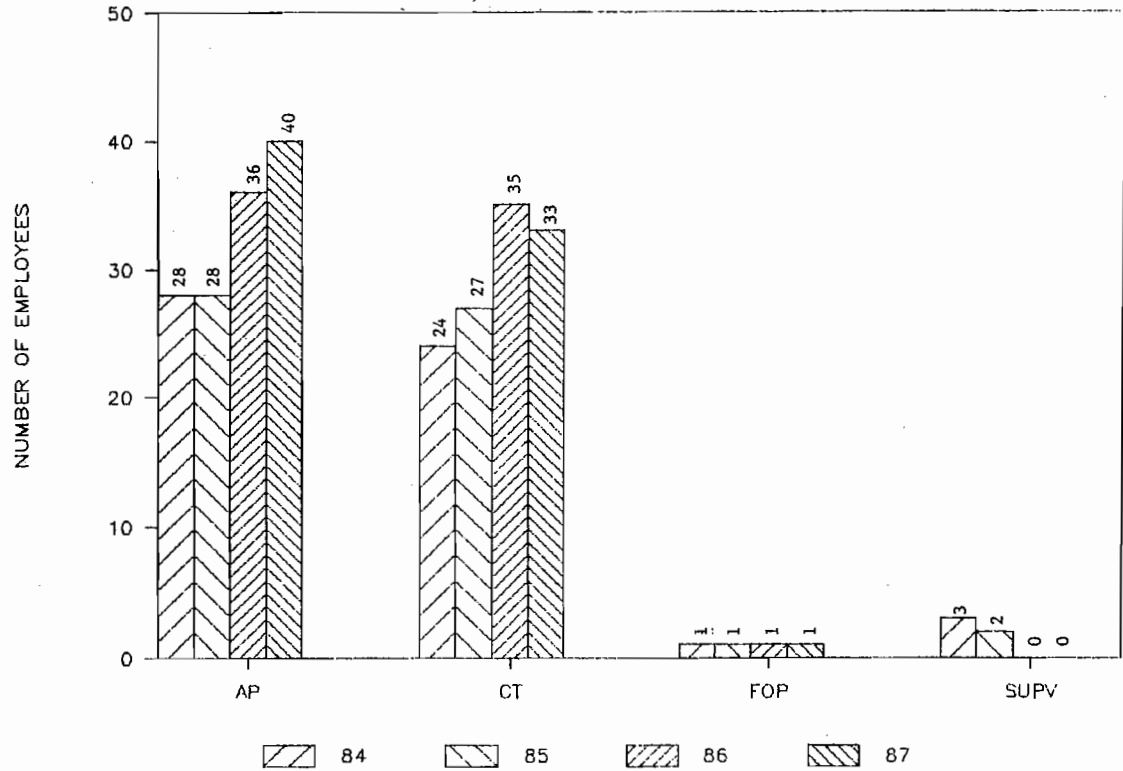




Graph IV-13

# UNIVERSITY SUPPORT STAFF WORKFORCE

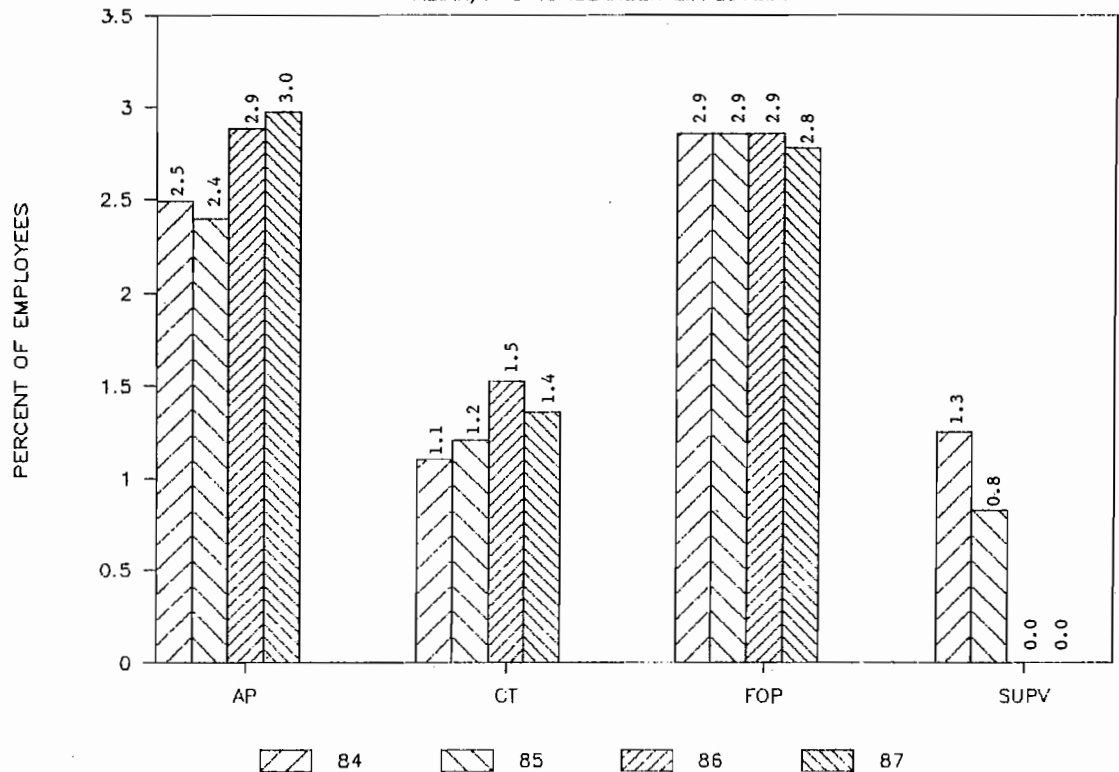
ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-14

# UNIVERSITY SUPPORT STAFF WORKFORCE

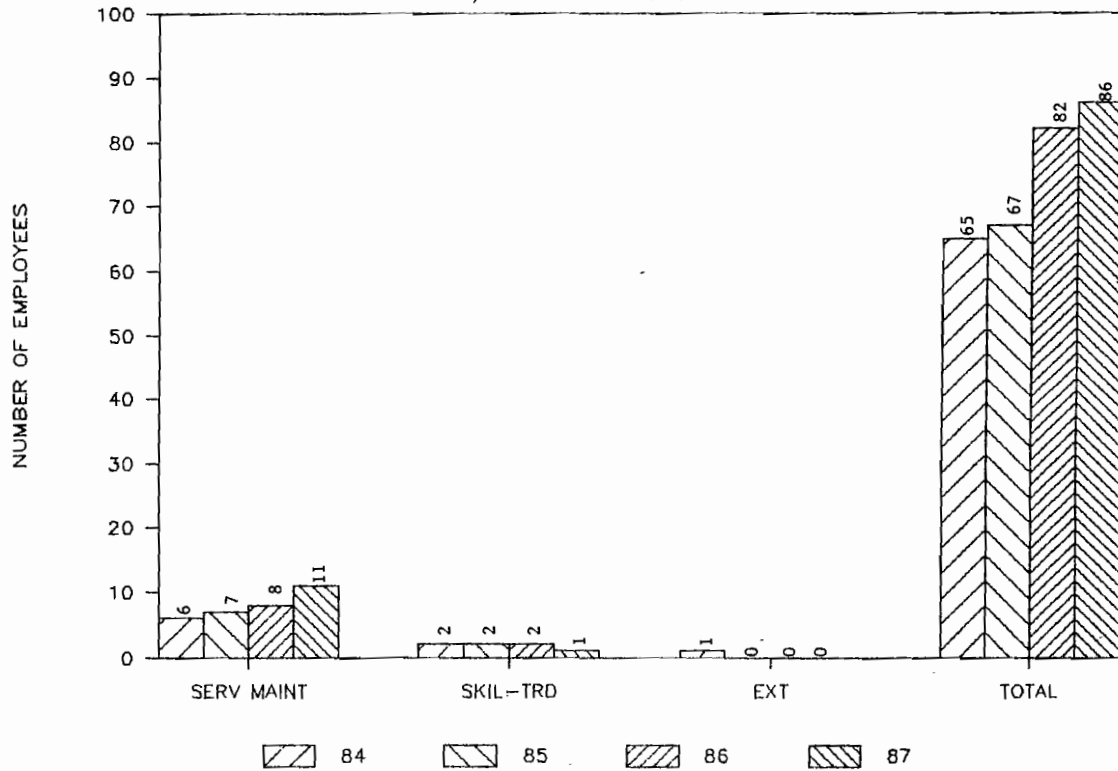
ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-15

# UNIVERSITY SUPPORT STAFF WORKFORCE

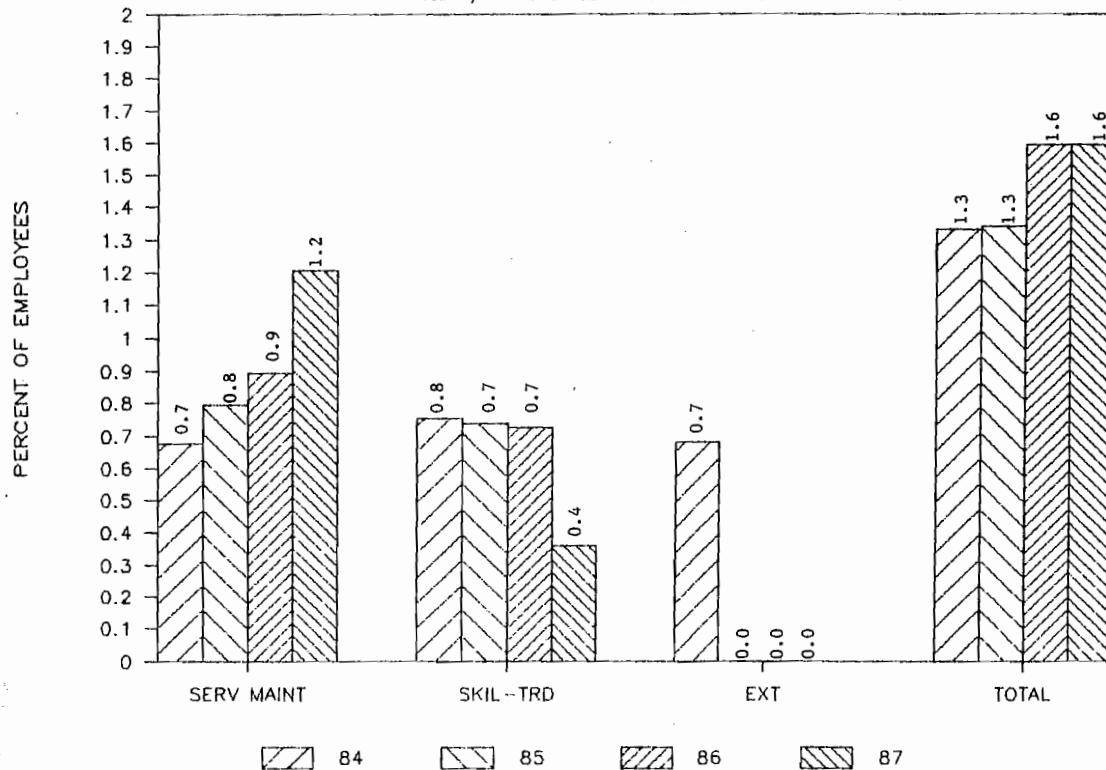
ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-16

# UNIVERSITY SUPPORT STAFF WORKFORCE

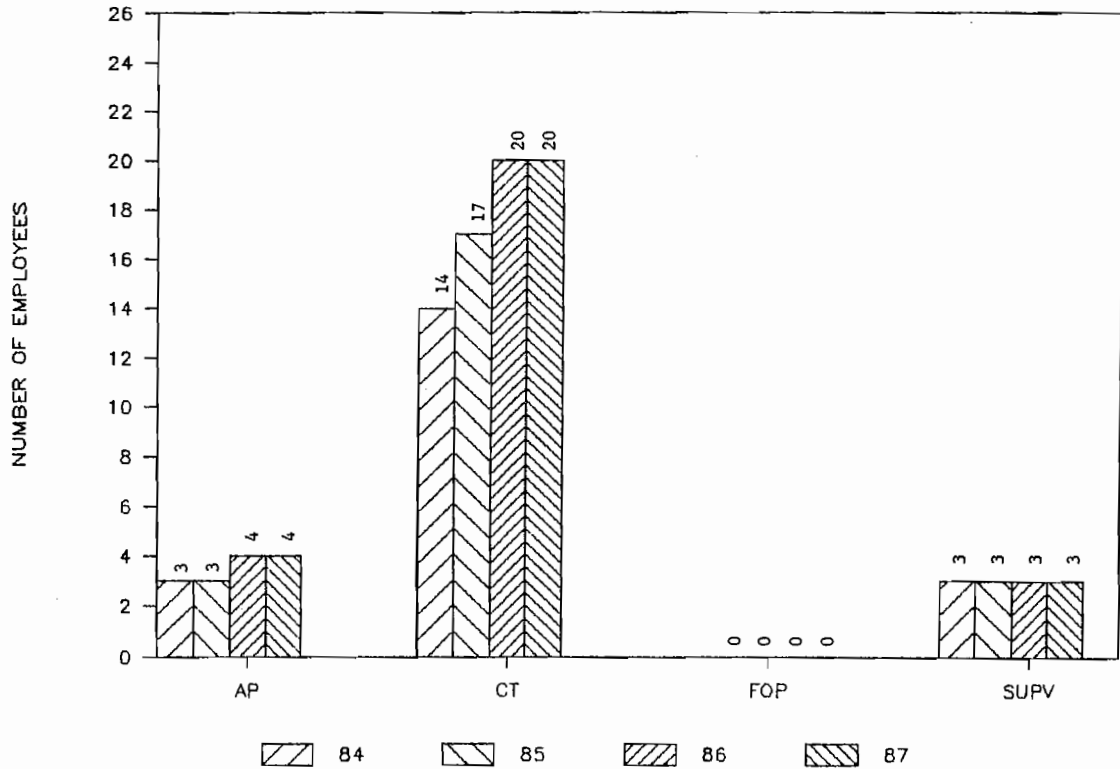
ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-17

# UNIVERSITY SUPPORT STAFF WORKFORCE

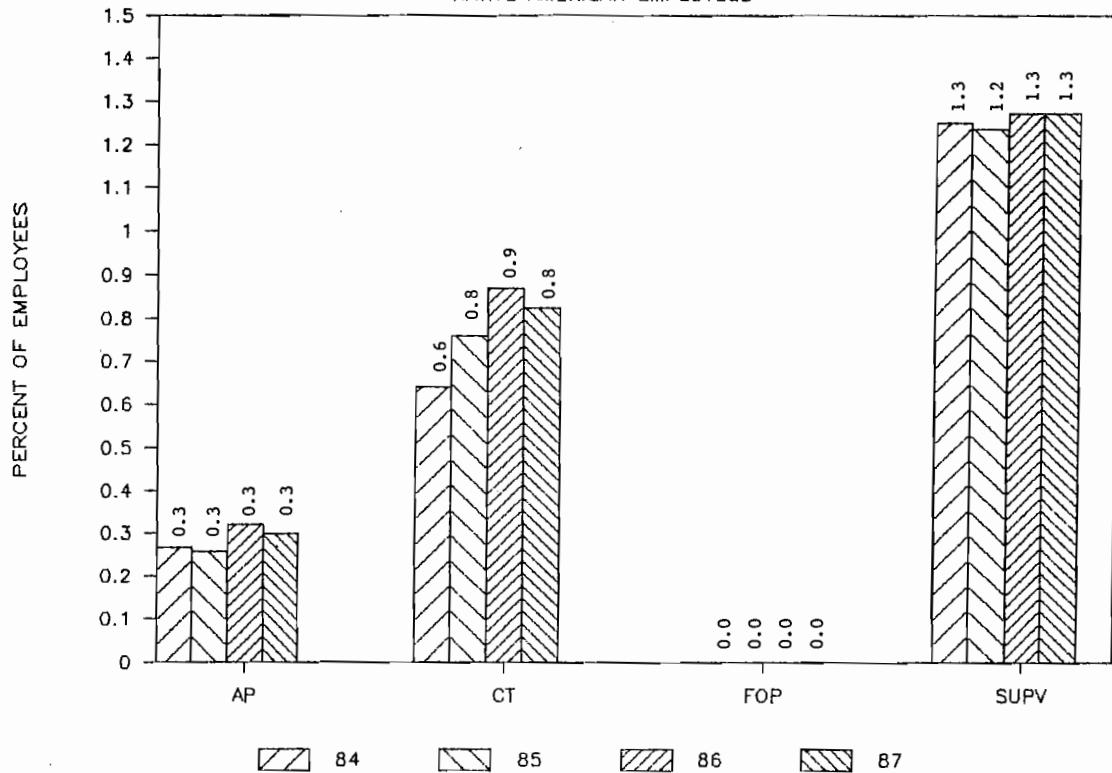
NATIVE AMERICAN EMPLOYEES



Graph IV-18

# UNIVERSITY SUPPORT STAFF WORKFORCE

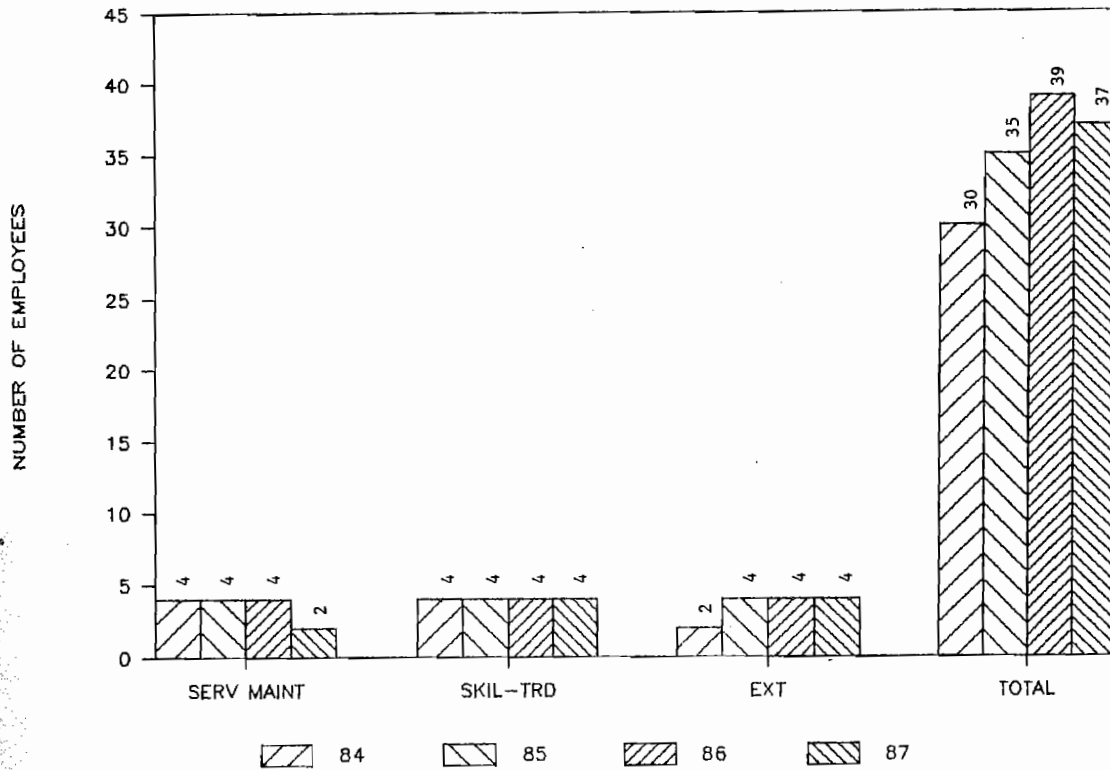
NATIVE AMERICAN EMPLOYEES



Graph IV-19

# UNIVERSITY SUPPORT STAFF WORKFORCE

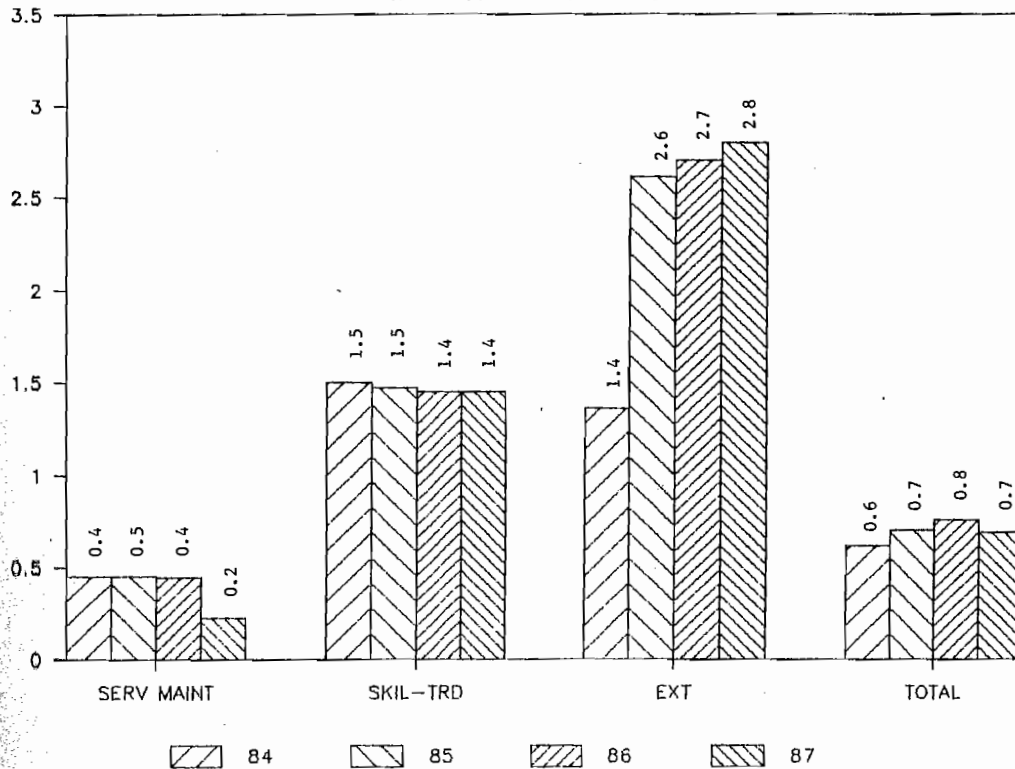
NATIVE AMERICAN EMPLOYEES



Graph IV-20

# UNIVERSITY SUPPORT STAFF WORKFORCE

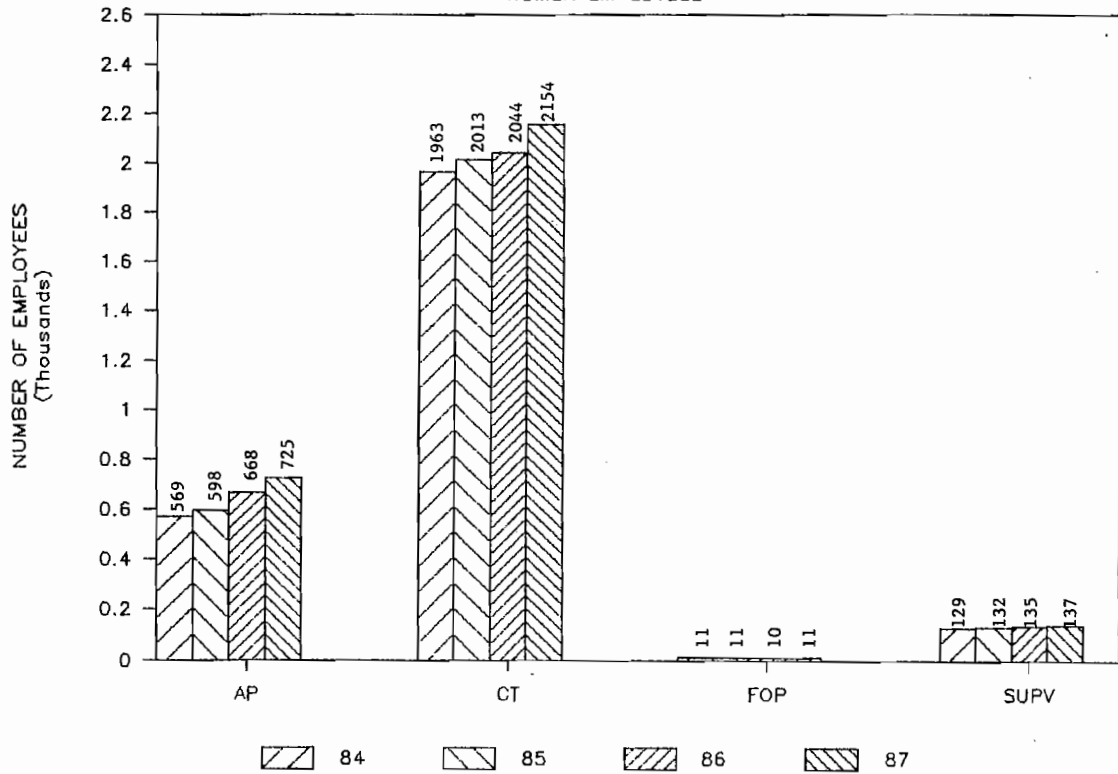
NATIVE AMERICAN EMPLOYEES



Graph IV-21

# UNIVERSITY SUPPORT STAFF WORKFORCE

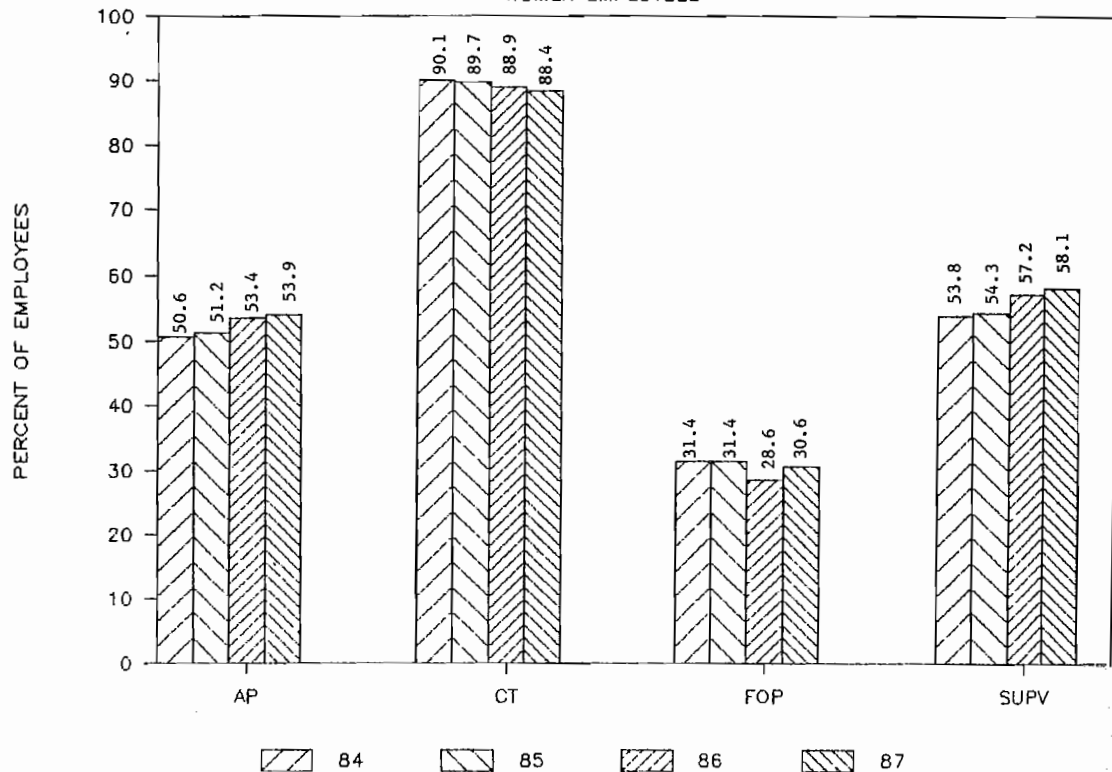
WOMEN EMPLOYEES



Graph IV-22

# UNIVERSITY SUPPORT STAFF WORKFORCE

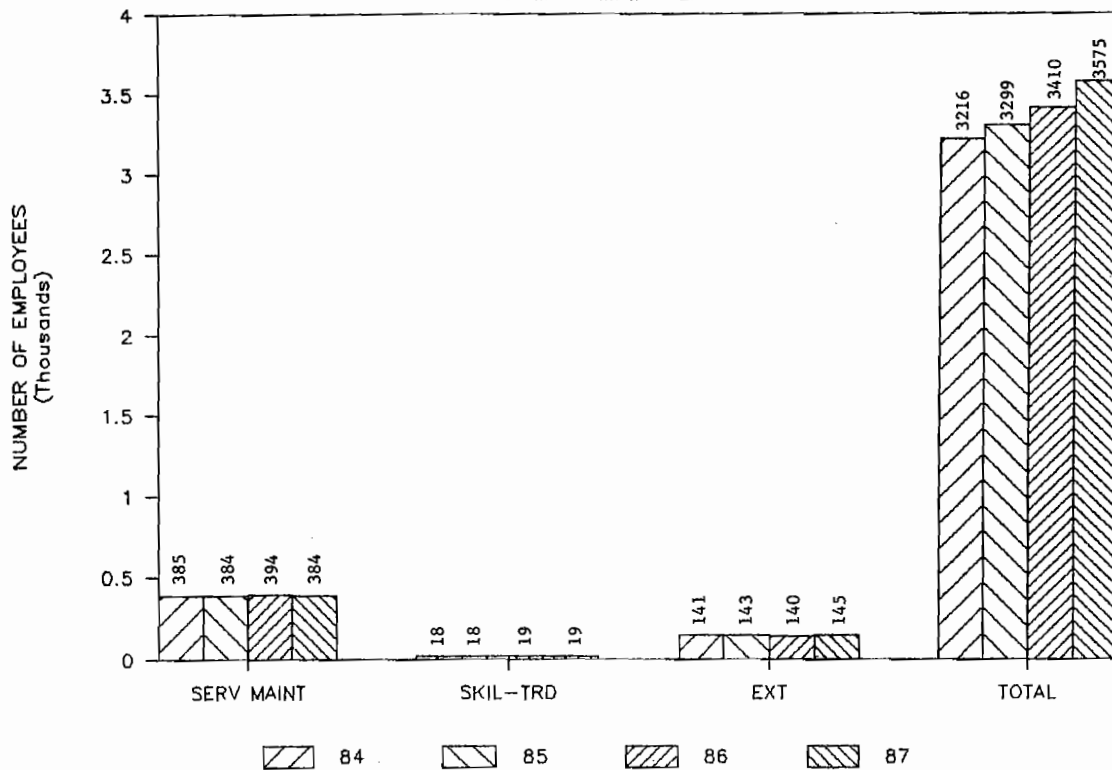
WOMEN EMPLOYEES



Graph IV-23

# UNIVERSITY SUPPORT STAFF WORKFORCE

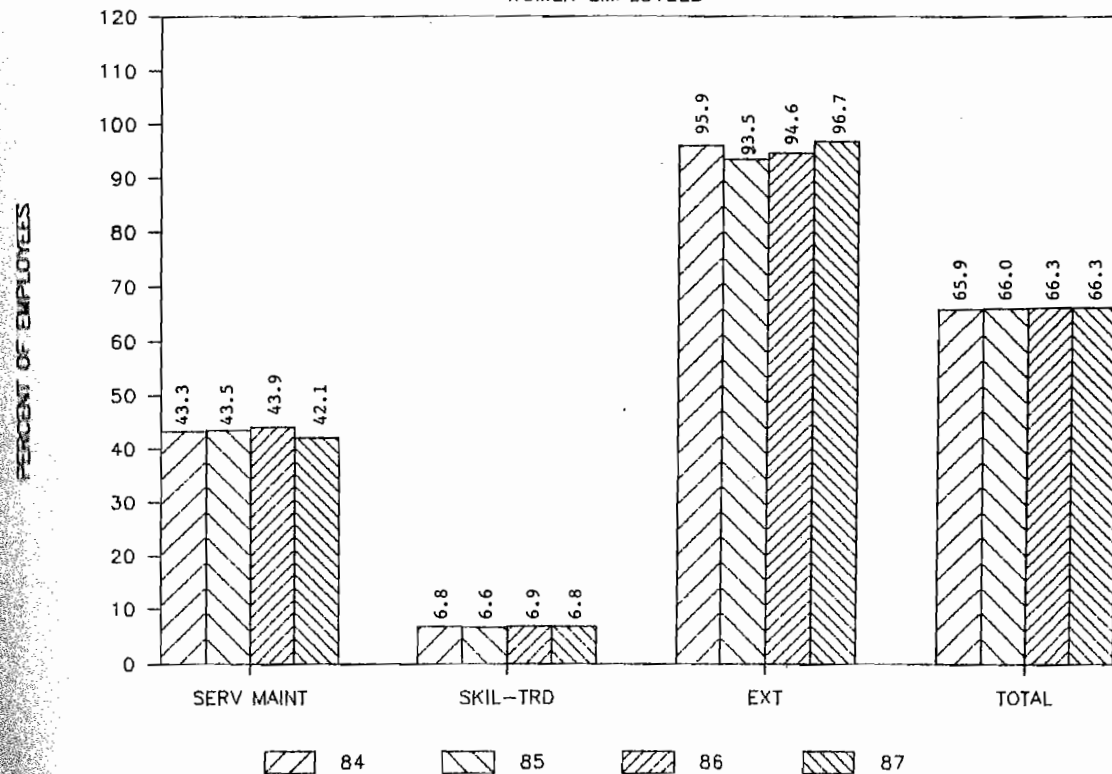
WOMEN EMPLOYEES



Graph IV-24

# UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN EMPLOYEES

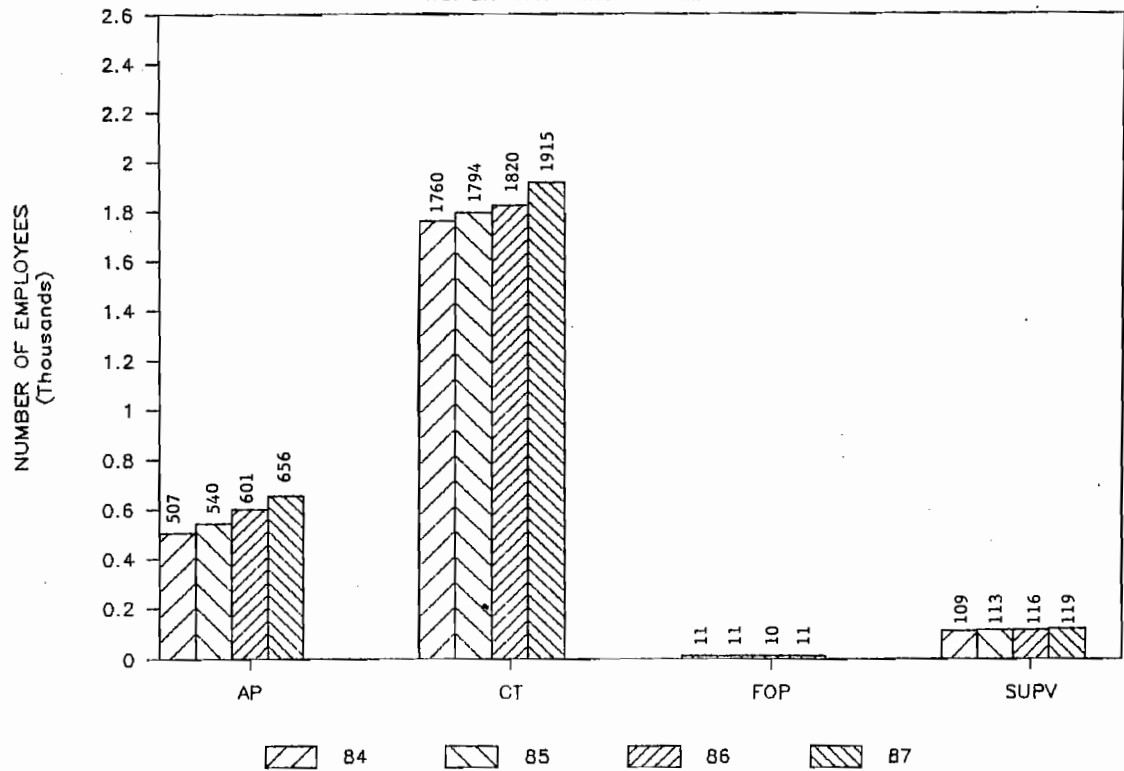




Graph IV-25

# UNIVERSITY SUPPORT STAFF WORKFORCE

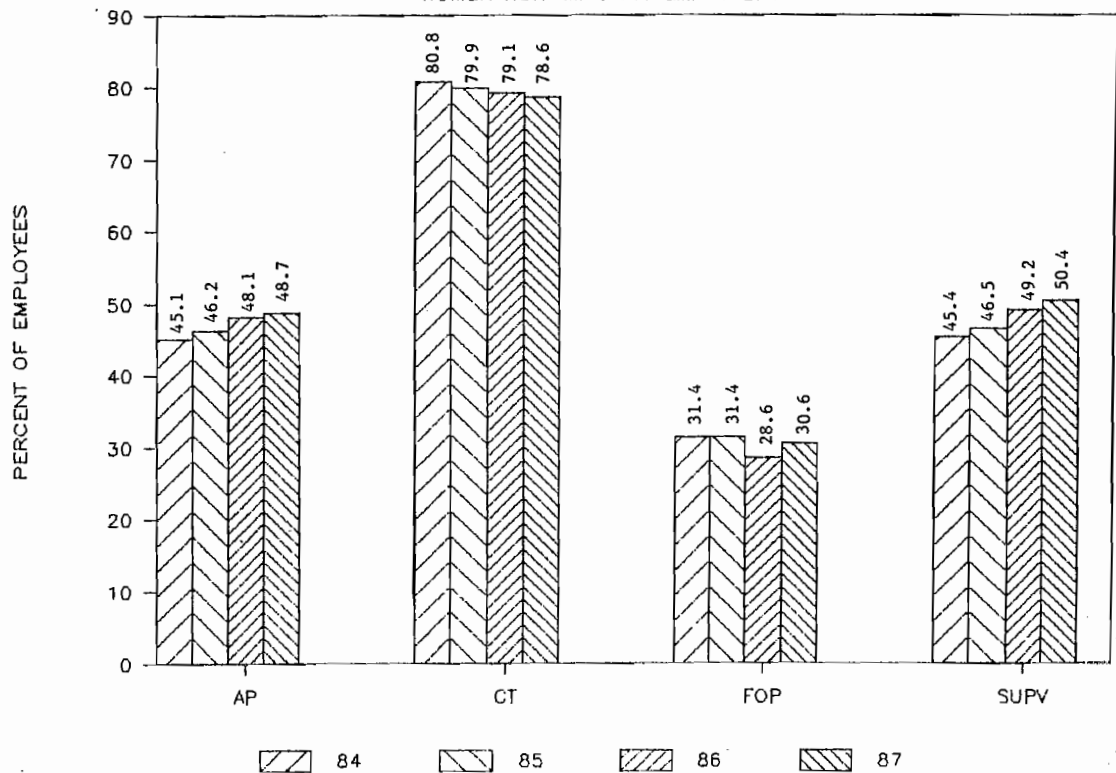
WOMEN NON-MINORITY EMPLOYEES



Graph IV-26

# UNIVERSITY SUPPORT STAFF WORKFORCE

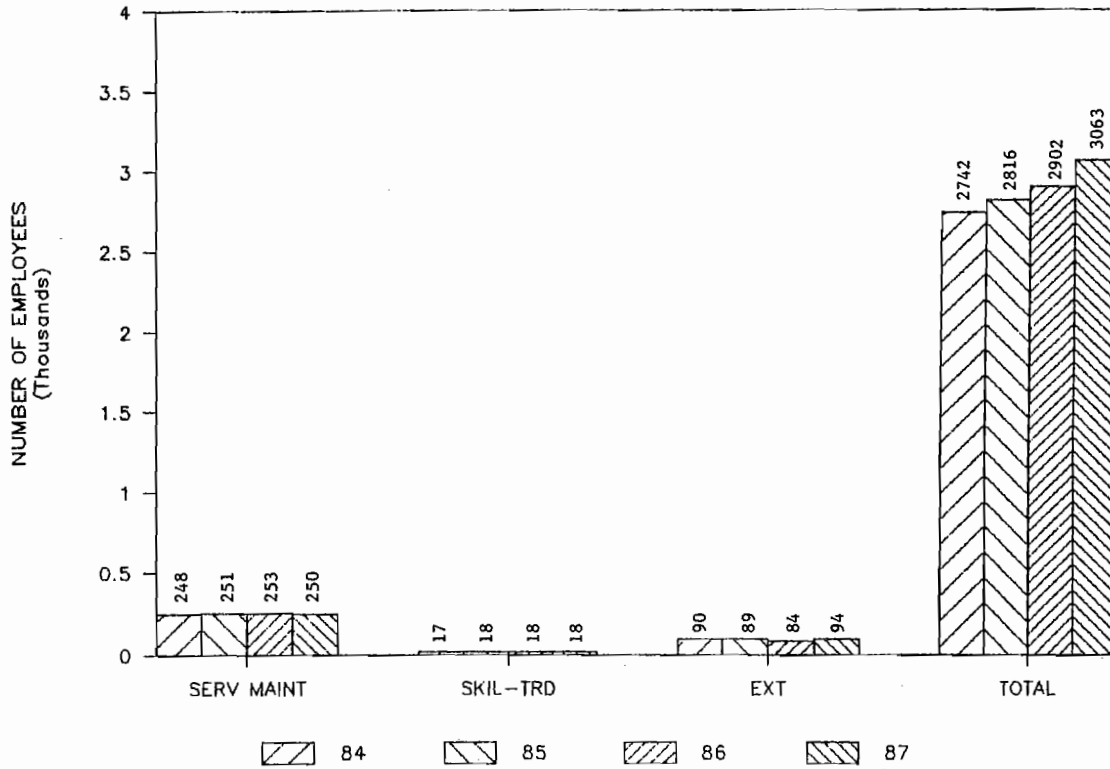
WOMEN NON-MINORITY EMPLOYEES



Graph IV-27

# UNIVERSITY SUPPORT STAFF WORKFORCE

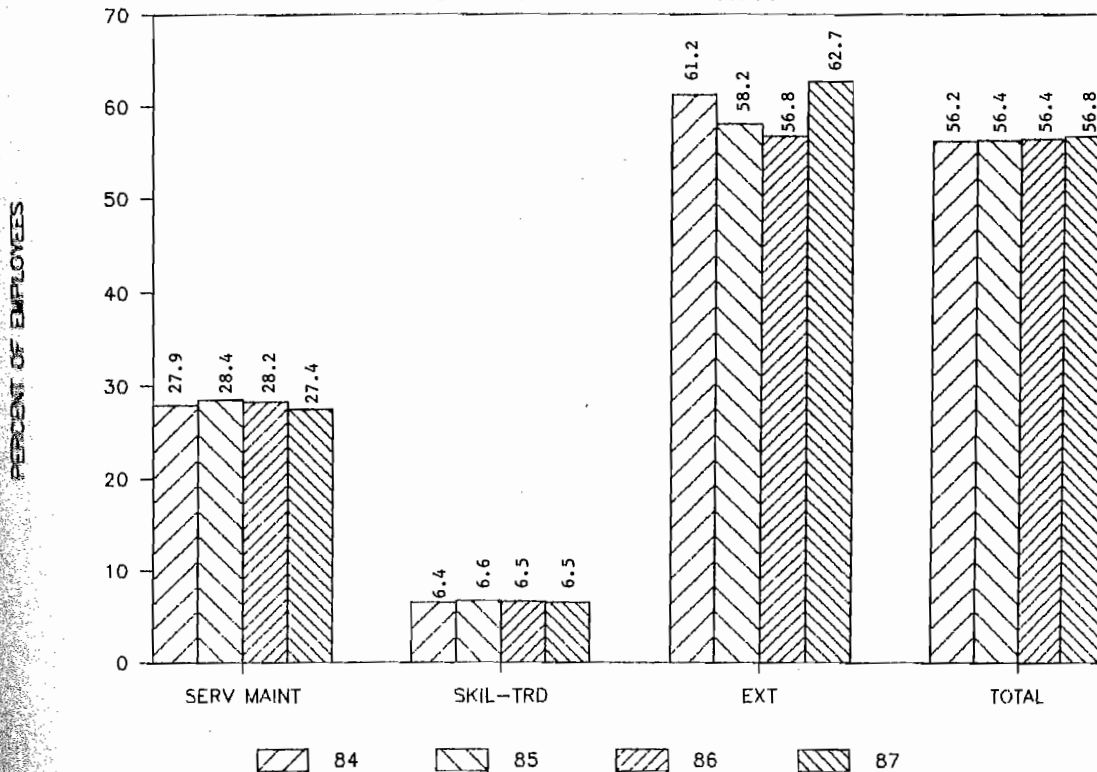
WOMEN NON-MINORITY EMPLOYEES



Graph IV-28

# UNIVERSITY SUPPORT STAFF WORKFORCE

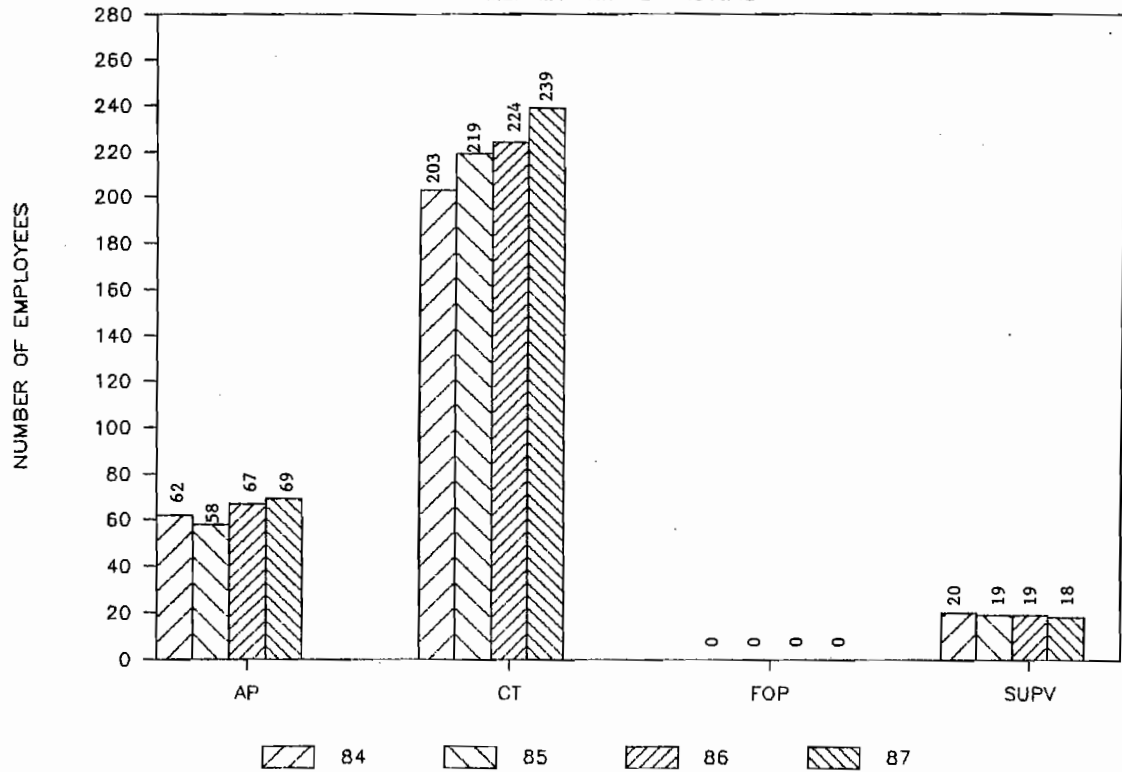
WOMEN NON-MINORITY EMPLOYEES



Graph IV-29

# UNIVERSITY SUPPORT STAFF WORKFORCE

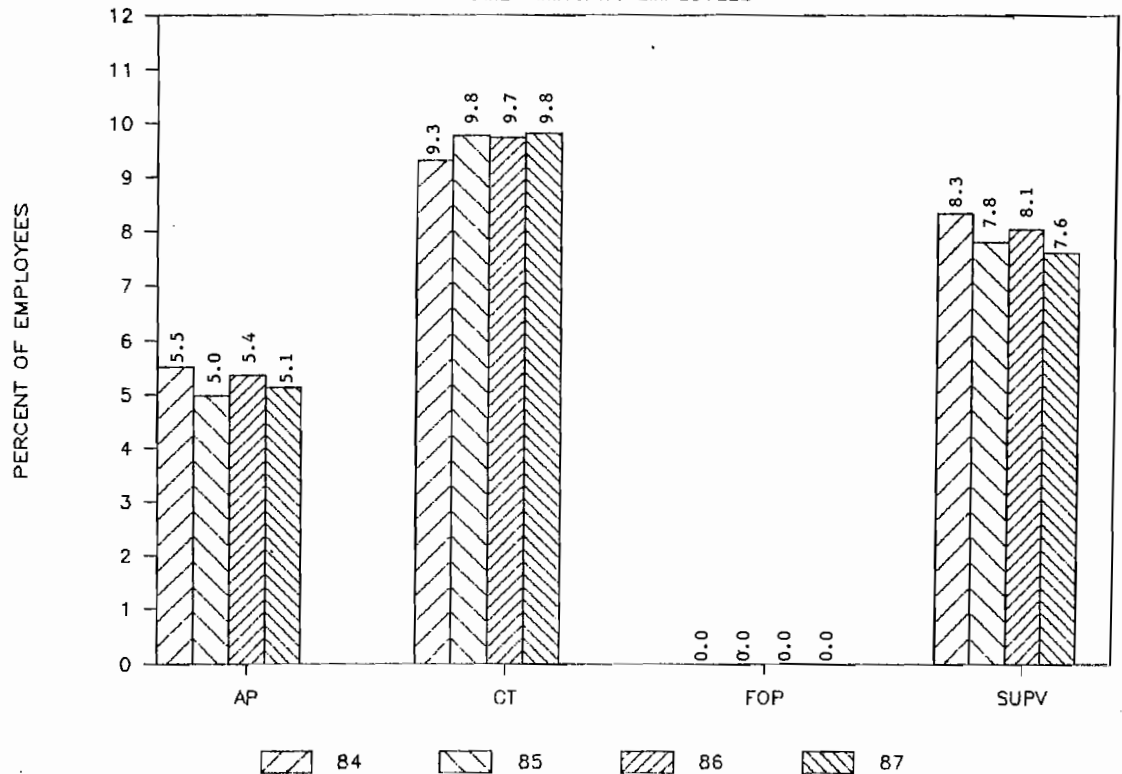
WOMEN MINORITY EMPLOYEES



Graph IV-30

# UNIVERSITY SUPPORT STAFF WORKFORCE

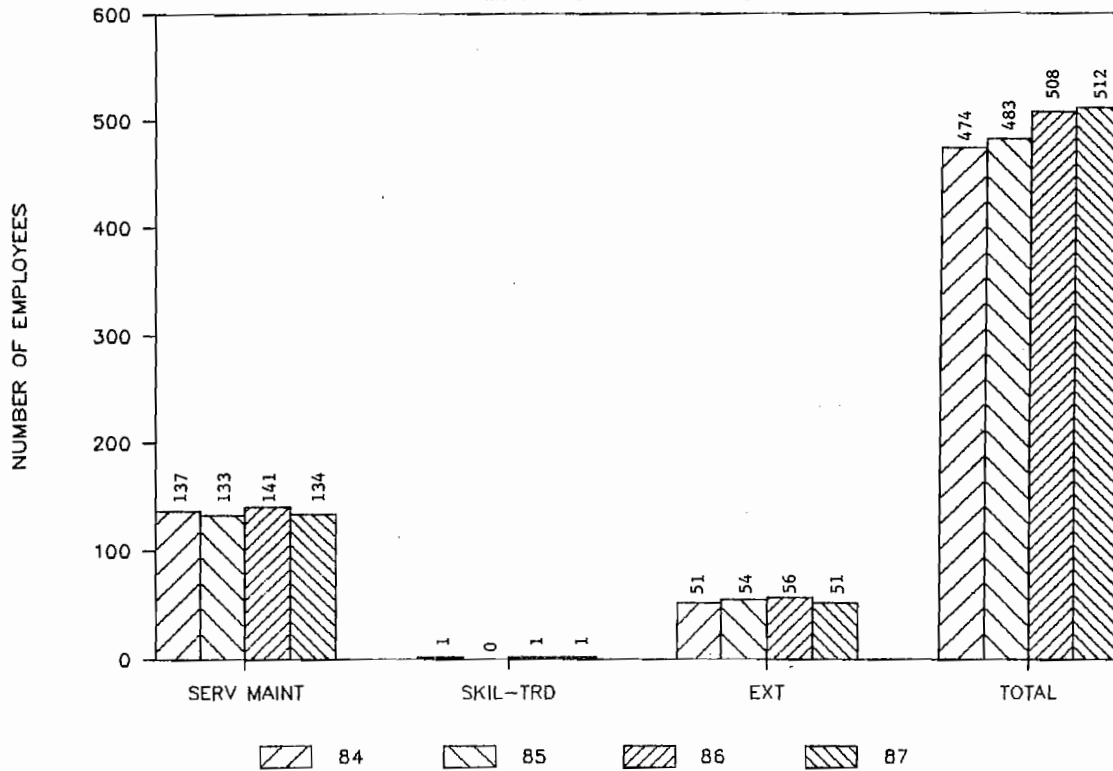
WOMEN MINORITY EMPLOYEES



Graph IV-31

# UNIVERSITY SUPPORT STAFF WORKFORCE

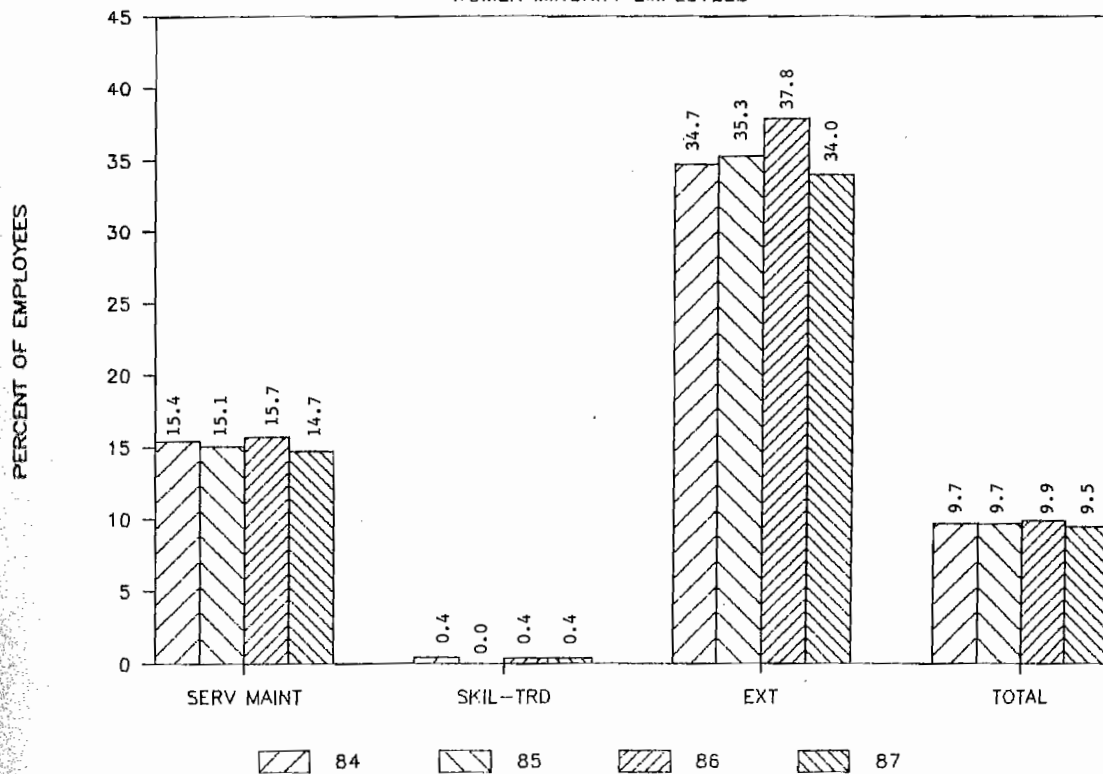
WOMEN MINORITY EMPLOYEES



Graph IV-32

# UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN MINORITY EMPLOYEES





## 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 V- through V-25 are in Section V of the Appendices. Graphs follow this section.

### A. Enrollment

Michigan State University, as a pioneer land grant institution, is committed to the concepts of Affirmative Action and Equal Opportunity. The University offers unlimited educational opportunities to all of its students regardless of race, creed, color, gender, national origin or handicap. Each year a broad representation of students with diverse backgrounds are recruited and enrolled within the institution. The University, through its colleges and departments contribute simultaneously to address relevant issues and circumstances that promote the continued growth of our diverse student population. The 1987 fall term minority enrollment increased to an all time high of 3,873 or 9.7% of the affirmative action total enrollment on campus.\* This is an increase of 135 students, or 3.6% increase in the minority enrollment over the previous year. Despite the significance of this increase, Michigan State University will continue to extend its efforts to offer more and better opportunities to further encourage the enrollment and retention of both minority and women students.

Minority enrollment as a percentage of affirmative action total enrollment indicates a significant increase from 3,738 students (9.39%) in Fall 1986 to 3,873 (9.70%) in Fall 1987. As Graphs V-1 and V-2 illustrate, overall minority enrollment, in both percentage and numeric terms, reached a new high in Fall 1987. Undergraduate minority enrollment also increased numerically, from 3,124 (9.3%) of the total affirmative action undergraduate enrollment in Fall 1986 to 3,241 (9.6%) in Fall 1987.

Notable changes in total minority enrollment from Fall 1986 to Fall 1987 varied from college to college. The College of Business had the largest numeric and percentage increase in minority enrollment followed by the Colleges of Engineering, Social Science, Agriculture and Natural Resources, Arts and Letters, and Human Ecology; while the College of Osteopathic Medicine showed a numeric increase. Review of the Colleges of Natural Science, Education, Nursing, Communication Arts and Sciences, James Madison, Human Medicine, and Veterinary Medicine revealed numeric and percentage decreases.

Total minority postbaccalaureate enrollment slightly increased from 614 (9.6%) in Fall 1986 to 632 (10.1%) in Fall 1987. A numeric minority enrollment increase occurred in only the masters program level.

The format of tables and graphs displaying the statistical data in this section will differ slightly from those presented prior to Fall, 1986. In order to give a more adequate portrayal of enrollment patterns of domestic women and minority students, nonresident alien students have been excluded from the "affirmative action totals", but included in the "University totals".



The total number of Native American students enrolled has increased significantly to 135 (.34%) students in Fall 1987 from 123 (.31%) students in Fall 1986 (Graphs V-7 and V-8). Of this total, 109 are undergraduate students. Enrollment increases occurred in the Colleges of Social Science, Communication Arts and Sciences, Agriculture and Natural Resources, Human Ecology, Nursing, James Madison, Business, and Arts and Letters. The Colleges of Education, Human Medicine, Engineering, and Osteopathic Medicine showed numeric and percentage decreases; the Colleges of Natural Science and Veterinary Medicine indicated no numeric change.

Native American graduate enrollment has remained numerically constant at 26 with a slight decline in the percentage from .04 in Fall 1986 to .03 in Fall 1987. Graduate professional schools, however, denoted a decrease in the number of Native American students enrolled in the programs.

Black undergraduate enrollment continues to exhibit both numeric and percentage increases. Graph V-3 shows the Black enrollment has increased numerically from 2,488 (6.25%) in Fall 1986 to 2,498 (6.26%) in Fall of 1987. This is the largest Black undergraduate enrollment in over a decade. Of the 2,498 Black students enrolled, 2,211 (88.1%) are undergraduates. At the college level, six colleges had numeric increases and seven had declines which is an improvement over with the previous year. The Colleges of Business, Engineering, Social Science, Agriculture and Natural Resources, Human Ecology, and Arts and Letters experienced gains; with the College of Veterinary Medicine showing no change. The Colleges of Natural Science, Communication Arts and Sciences, Education, James Madison, Nursing, Human Medicine, and Osteopathic Medicine experienced declines.

At the graduate level, Black student enrollment continues to decline from 297 in 1986 to 287 in 1987; the largest decline is at the graduate professional level. The decline in Black graduate enrollment is not only an immediately local problem, in that the same trend appears to be occurring on a national level as well. The University is intent on developing strategies and options to correct this serious situation through more aggressive recruitment as one of the many proposed strategies.

Hispanic undergraduate enrollment is the highest in history on the campus of Michigan State University. The sustained growth of Hispanics resulted in an increase of 5% above the number of students enrolled last year. In Fall 1986 there were 347 students; data from Fall 1987 indicates 364 students enrolled (Graph V-5). This latter figure represents 1.1% of the total undergraduate affirmative action enrollment for Fall 1987; this is a numerical and percentage increase when compared with Fall 1986. The Colleges of Arts and Letters, Agriculture and Natural Resources, Human Ecology, Human Medicine, Engineering, James Madison and Osteopathic Medicine had increases in the number of Hispanic students enrolled in Fall 1987, when compared to the previous year. The Colleges of Education, Natural Science, Social Science and Nursing experienced a slight decline in their Hispanic enrollment; the College of Veterinary Medicine's enrollment remained constant. At the graduate level, Hispanic enrollment increased from 148 (2.1%) in Fall 1986 to 158 (2.3%) in Fall 1987. The graduate professional schools show a continuing growth in Hispanic student enrollment. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.31% of the total affirmative action enrollment.

Asian/Pacific Islanders continue to be the fastest growing minority group on the campus of Michigan State University and is partly responsible for the continued

growth of minority enrollment. In the past decade Asian/Pacific Islander enrollment has increased from 292 (.69%) in Fall 1978 to 718 (1.80%) of the affirmative action total in Fall 1987 (Graphs V-9 and V-10). This is by far the largest increase of any minority group on campus. Asian/Pacific Islander enrollment increased in numbers and percentages in all colleges within the University with the exception of the Colleges of James Madison, Nursing, and Veterinary Medicine; the College of Human Medicine showed a percentage increase. Asian/Pacific Islanders also showed a slight enrollment increase at the graduate professional level.

Women students currently comprise 50.5% of the total student enrollment on campus. As Graph V-12 indicates, the percentage of women enrolled reached its highest value in Fall 1987. The number of women students increased from 21,138 in Fall 1986 to 21,277 in Fall 1987 (Graph V-11). Minority women are also increasing in number; there are currently 2,212 (10.4%) of the number of women enrolled at Michigan State University. Numerical increases for minority women occurred in all minority groups with the exception of Blacks which showed a small decline. From Fall 1986 to Fall 1987, the College of Social Science had the highest numeric increase in enrollment, followed by the Colleges of Arts and Letters, Communication Arts and Sciences, Human Ecology, and Osteopathic Medicine. The Colleges of Agriculture and Natural Resources, Natural Science, Engineering, Nursing, Education, Business, Veterinary Medicine, Human Medicine, and James Madison College had a decline in the number of women enrolled. At the graduate level, enrollment of women declined in number, from 3,155 in Fall 1986 to 3,131 in Fall 1987, while increasing in percent of total affirmative action enrollment from 49.4% in Fall 1986 to 50.2% in Fall 1987.

#### 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 has a primary concern for the affirmative action commitments of Michigan State University, and dedicates a great deal of effort in support of those goals. Within the context of more assertive recruitment activities, the Office of Admissions and Scholarships has intensified its activities to attract racial and ethnic minorities. Among these activities have been special campus visit programs, especially targeted mailings, and meetings off campus with students and families. Michigan State University annually provides scholarships to attract outstanding students to the campus. The University annually sponsors up to 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 recently the University has participated with increased support in the National Hispanic Scholarship Program. Most significantly, the University initiated over the last three years the Minority Distinction Freshman Scholarship competition. The competition provides up to twenty full tuition scholarships to students enrolling at Michigan State. The 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 as one thinks of the College Achievement Admissions Program. This program provides economically disadvantaged students and minority students with an opportunity to pursue an education at Michigan State University. 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 effort.

With respect to freshman admissions, applications from every ethnic category increased as did offers of admission in the Fall, 1987 recruitment cycle. Enrollment outcomes saw an increase in every minority category with the exception of Black students. Even in that case, the number of enrolling Black students remained almost the same as a year ago. The net effect was that Michigan State enrolled the largest number and percentage of minority freshman students ever in its history. Specifically, 762 freshman of minority background enrolled at Michigan State, representing 11.21% of the freshman class. With respect to transfer students, the results were less encouraging. While the numbers of students involved as prospective transfers is considerably smaller, decreases were seen in every minority category with respect to transfer students with the exception of Hispanic students where there was a 25% increase. With respect to graduate students, declines were registered in every minority category with the exception of Native American and Asian/Pacific Islanders.

Michigan State continues to enroll a large and marginally increasing number of students from minority backgrounds in the face of state and national trends that are moving in the opposite direction.

### 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 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 end of Fall term 1987, 30.5 (22.4%) of the professional positions were held by minorities and 52 (23.1%) of all the Student Affairs and Services

Division's full time staff were minorities. Minority students occupied 11 (11.7%) of the graduate assistantships and 102 (28%) of the undergraduate assistant positions (resident assistants, departmental assistants, and minority aides/advocates). A total of 11 (11.7%) of the graduate assistantships were held by foreign students. 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). We have noticeably increased the number of Native American staff and student assistants this year. Thereby creating even greater diversity of our staff.

Of the professional staff employed, 75 (55.1%) were women and 53 (56.4) 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. A major program additional in Fall 1987 was the enhancement of services to the Asian student population. The half time Asian coordinator was increased to full time, four Asian advocates were hired to work in the residence halls and an Asian Culture room was established, renovated and furnished with cultural artifacts and technology. 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 1985-86. In contrast to the 1985-86 data the percentage of unemployed bachelor's graduates within three months after graduation was higher for women and lower for Blacks. For those employed, it is interesting to note that the starting salaries for Blacks and Asians was higher in the 1986-87 data than those for the entire Bachelor degree group. The starting salaries for women was lower than all of the minority groups and all Bachelor degrees awarded.

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 and Hispanic students were



employed than Caucasian students. A slightly higher percentage of men than women were on the student payroll.

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; twelve government agencies; seven human service/nonprofit organizations; 3 public schools; ten educational programs/graduate schools; and four 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 '87" was held in January, February and March, 1987. This highly successful event provided the opportunity for participants to listen to and interact with a number of leaders in industry, education and government. Presenters were Felice Schwartz, President and Founder of CATALYST; Mary Jo Walsh, former President of NOW; and Barbara Roberts-Mason, President of the State Board of Education. They addressed issues of concern to women entering the employment market and making life/career choices. Participants gave overwhelmingly positive evaluations of the activity.

Leadership training for both women and minorities continues to be emphasized through leadership training forums. 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 handicapped. While the programming has been primarily staff initiated, increasingly, students and student groups engage in programming to reduce both racism and sexism and to address invidious discrimination. 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 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. Furthermore, a grant was secured by the Counseling Center from the Michigan Office of Criminal Justice Programs for Sexual Assault Services.

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 and

reinstatement of a conference focusing on issues affecting women. This year's conference, "Success '87," was a day long program with a number of featured speakers and 12 workshops on a range of topics. The conference, sponsored jointly by the Counseling Center and Placement Services, received enthusiastic support.

Staff of the Vice President for Student Affairs teach EAD 415, Student Leadership. This class was offered in two sections during the 1986-87 academic year and addressed minorities and women as student leaders. A total of 432 students participated in this class. Three special sessions focus on minorities in leadership. About 75 students enrolled in these special sessions during the 1986-87 academic year.

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.

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

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

IM continues to provide for Goal Ball, a game played by unsighted participants. Regular weekly practice games plus the Michigan Championships were played in Demonstration Hall Arena.

IM provided facilities for practice and games for the Wheelchair Basketball team in the IM Sports Arena.

A Nautilus/Fitness Room was opened in the Intramural Sports Circle. This program provides drop in and instruction sessions with special get acquainted clinics. Low impact aerobics have been expanded to five days a week along with sessions at Noon on Mondays, Wednesdays, and Fridays. This is very successful with women.

A conference entitled "Black Greeks on Predominately Caucasian Campuses" was developed and sponsored by the Vice President's office. Its purpose was to address this area and the issues surrounding Black Greeks. It was the first of its kind and included officers and representatives from all of the national organizations. The conference was very successful and many participants expressed a desire to "do it again" soon.

The Vice President's office also developed a special group of messages in areas of particular interest to minorities and women for inclusion in Spartan Connection, the new telephone information system providing prerecorded information on a variety of topics of interest to MSU students. Topical areas include:



Tips for Successful Enrollment  
Sexual Assault: Victim Assistance  
Tips for Avoiding Sexual Assault  
Being A Good Roommate  
How To Survive A Residence Hall Fire  
Eating Disorders (Anorexia and Bulimia)  
Coping With Stress  
Preventing Sexually Transmitted Diseases

Service is available 24 hours a day on any touch tone telephone. Most messages are less than three minutes long.

#### 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 and 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 freshman in academic advising, tutorial assistance, freshman orientation seminar, group meetings, personal social counseling, career advising, and graduate school planning.

##### 2. Programs for Handicapper Students

The office of Programs for Handicapper Students (OPHS) continues to be recognized for innovation and excellence in providing numerous services enabling a very diverse handicapper student population to participate in academic programs and other activities of university life.

In 1986-87 OPHS provided services to 288 self-identified handicapper students. This was a slight overall increase from the previous year. There were also 325 prospective student inquiries during the year.

The largest, and still increasing, group in our diverse self-identified population remains students with mobility characteristics (170), followed by students with learning (36), visual (32), hearing (21), and other (29) characteristics. Twenty-seven percent were enrolled at the graduate level during 1986-87. Nine percent reflected ethnic minority characteristics.

As the enrollment of wheelchair users and other mobility handicappers continues to increase, design accommodations in the built environment remain a critical need. A number of curricular programs also remain inaccessible.

OPHS Transportation services provided 19,350 rides for 114 students during the past year. OPHS continues to receive many request for transport beyond our on-campus student capacity.

Over 17,583 pages of classroom materials were recorded into an alternative format usable by visual, learning and/or other handicappers. This was accomplished with the help of Tower Guard and other volunteers at a cost savings of \$34,669.

There were over 1000 hours of interpreting services provided to deaf students during the year compared with the previous year's 520 hours. A shortage of qualified interpreters and adequate interpreter training continues.

Unmet financial, personal and academic/career needs are increasing concerns among students, indicating a need for increased staff/resources for OPHS.

### 3. Upward Bound Program

UPWARD BOUND (UB) is a federally funded, precollege 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 post secondary institution of education.

### 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 minorities and women 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 and specifically targeted for women and minorities.

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

#### Equal Opportunity Program

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 women receiving public assistance.

### 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 \$9,000 plus compensation for out of state tuition charges the first year, and the difference between \$9,000 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.

### Patricia Roberts Harris Fellowship Program

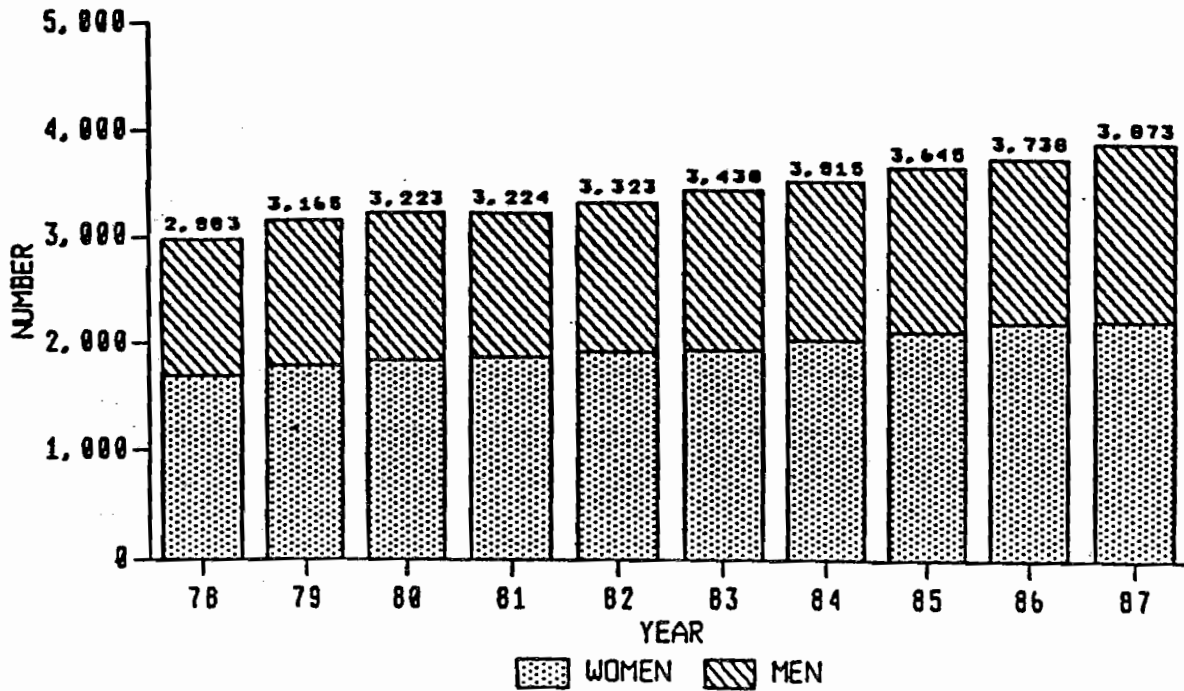
The Patricia Roberts Harris Fellowship Program (formerly Graduate and Professional Opportunity Program) is administered by the U.S. Department of Education to provide support to underrepresented groups. Graduate and professional opportunity grants are awarded annually on the basis of a national competition. Michigan State University has participated in the program since 1979-80. In 1986-87, fellowships were provided for graduate students in Departments of Accounting, Biochemistry, Botany and Plant Pathology, and Social Work. Each student received a stipend of \$4,500 plus tuition and fees. Starting Fall 1987, a fellowship will include a stipend of \$6,900 plus tuition and fees.

### Committee on Institutional Cooperation Minorities Fellowship Program

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 social sciences, the natural sciences, mathematics, and engineering. The above program descriptions outline the range of support for women and summary of expenditures for those programs funded by the University from 1977-78 to 1986-87.

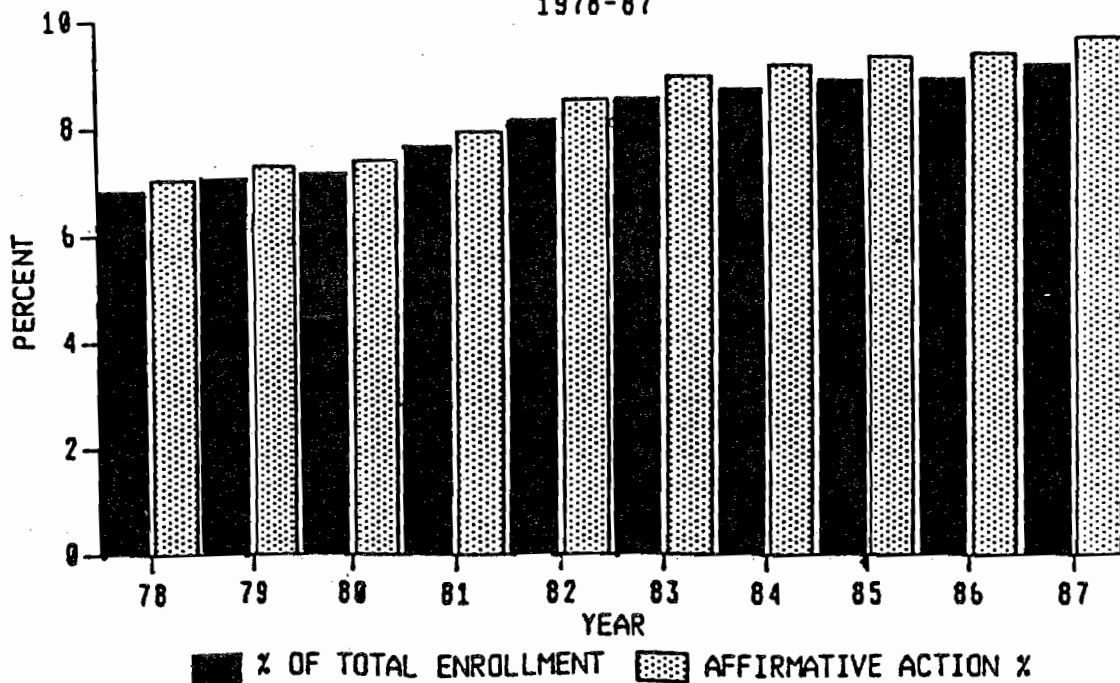
Graph V-1

MICHIGAN STATE UNIVERSITY  
MINORITY ENROLLMENT  
FALL TERMS  
1978-87



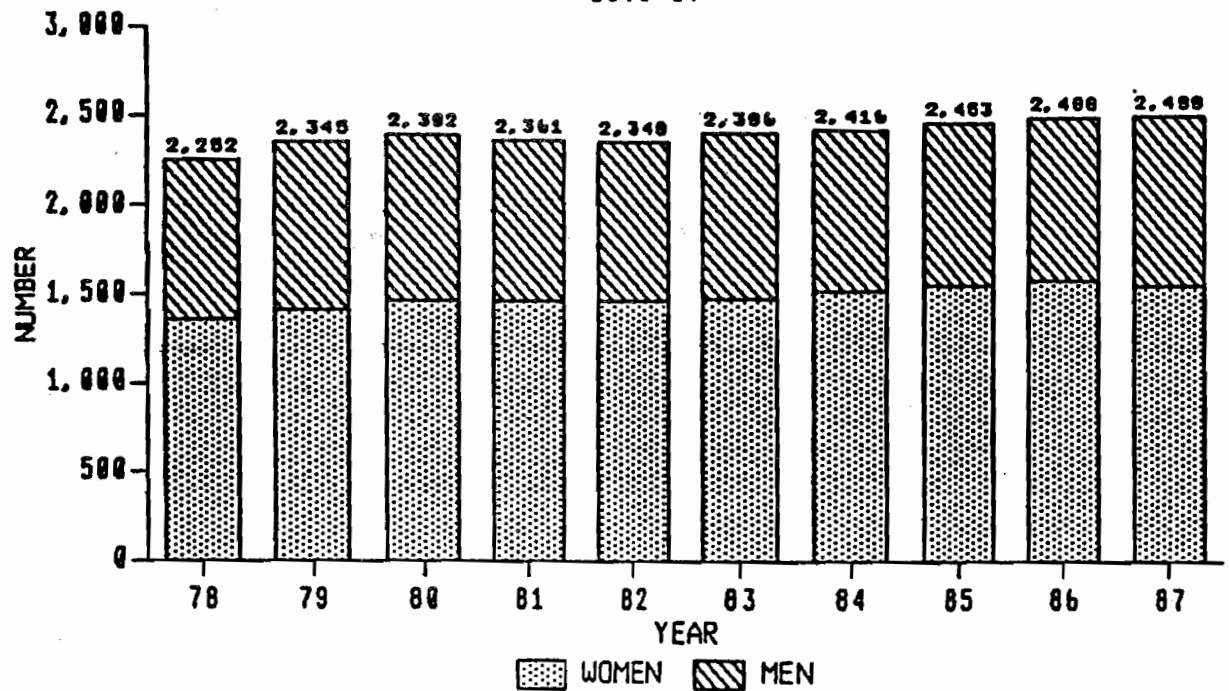
Graph V-2

MICHIGAN STATE UNIVERSITY  
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1978-87



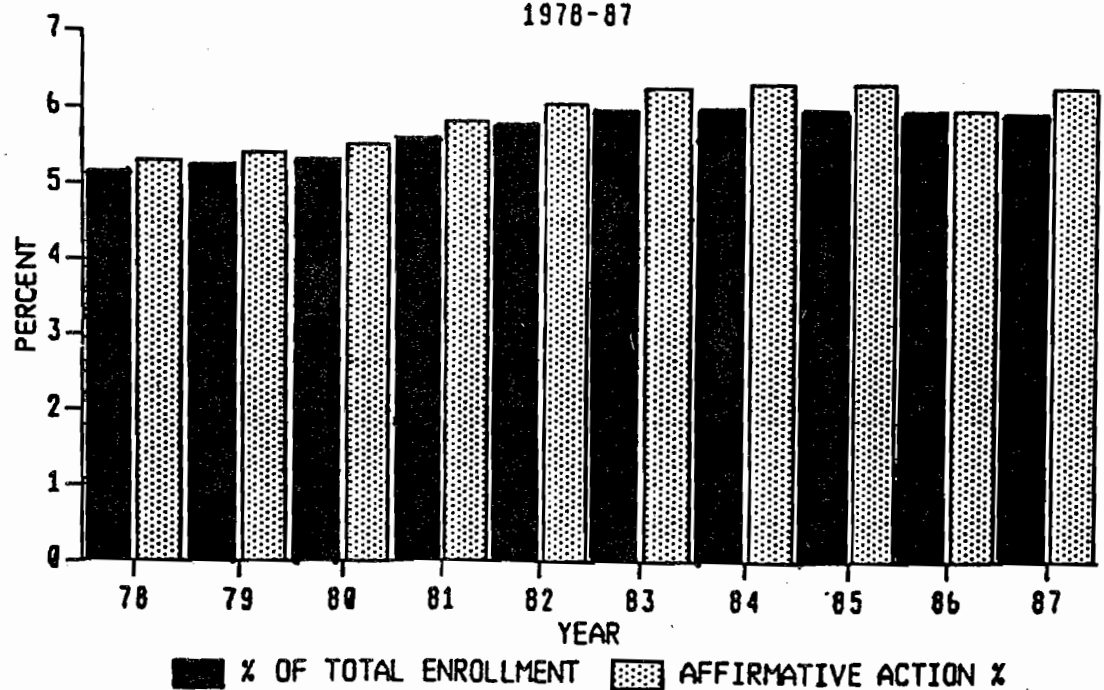
Graph V-3

MICHIGAN STATE UNIVERSITY  
BLACK ENROLLMENTS  
FALL TERMS  
1978-87



Graph V-4

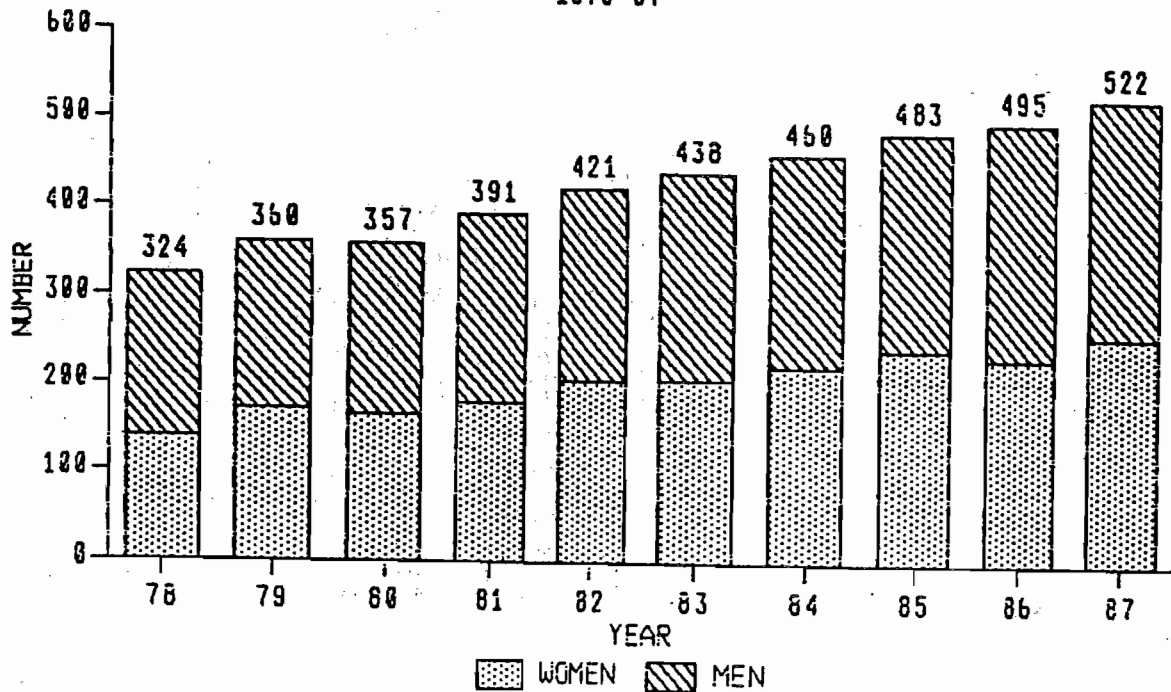
MICHIGAN STATE UNIVERSITY  
BLACK ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1978-87





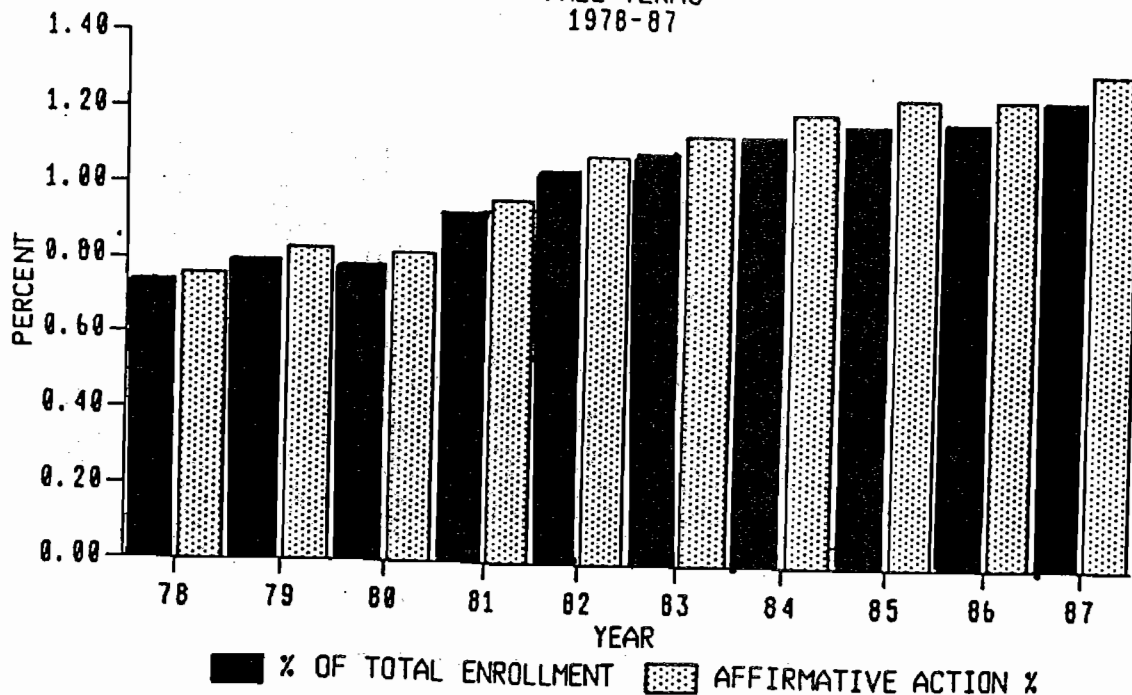
Graph V-5

MICHIGAN STATE UNIVERSITY  
HISPANIC ENROLLMENTS  
FALL TERMS  
1978-87



Graph V-6

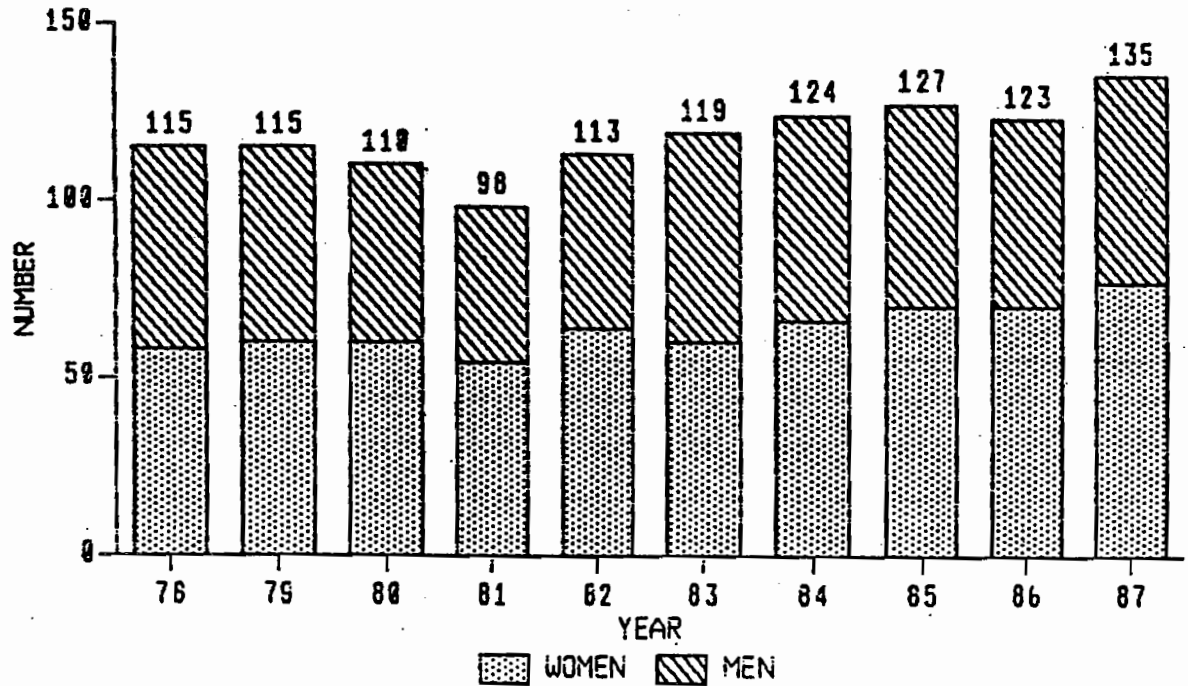
MICHIGAN STATE UNIVERSITY  
HISPANIC ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1978-87





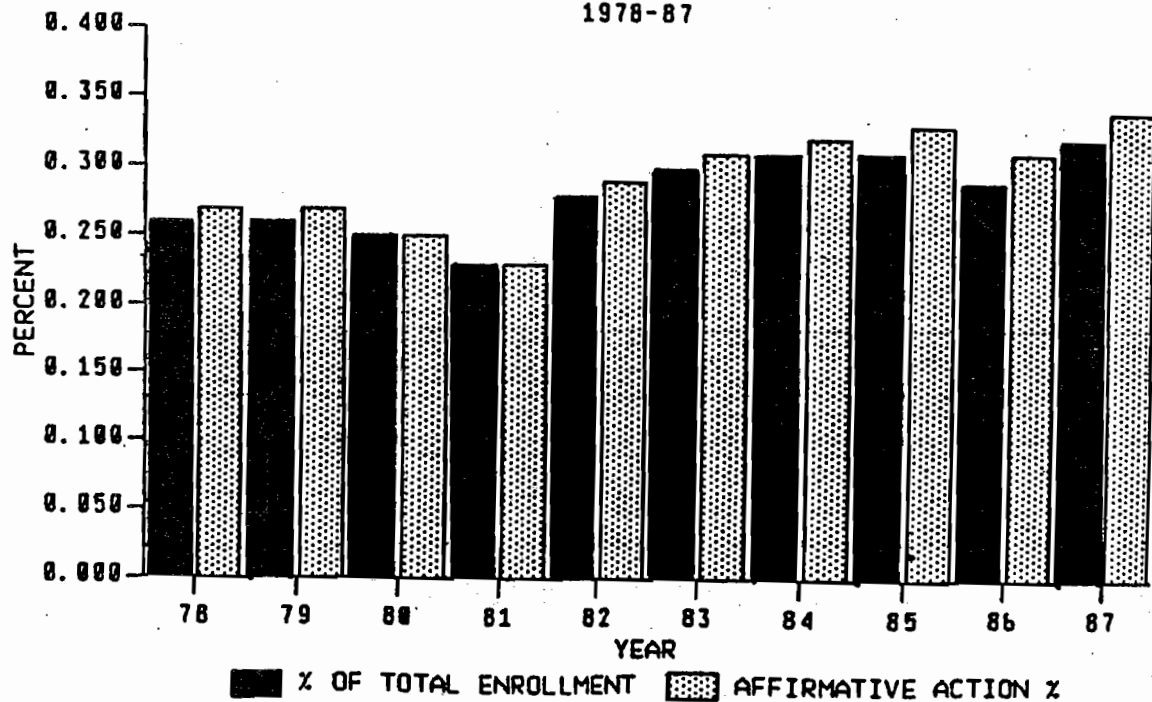
Graph V-7

MICHIGAN STATE UNIVERSITY  
NATIVE AMERICAN ENROLLMENTS  
FALL TERMS  
1978-87

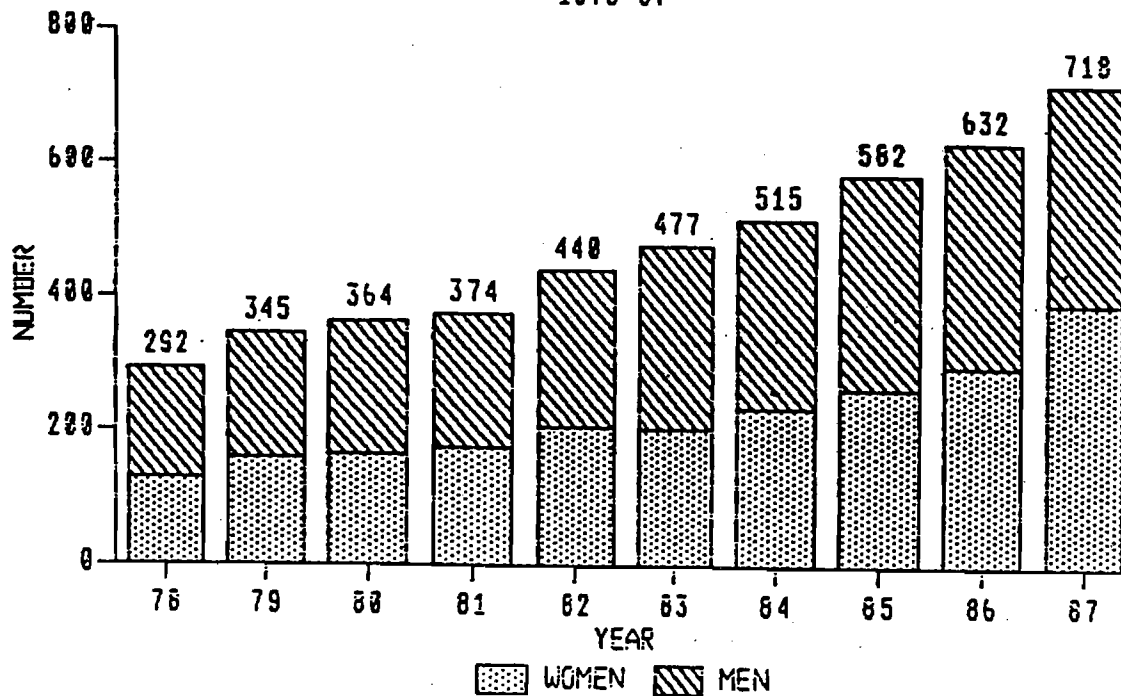


Graph V-8

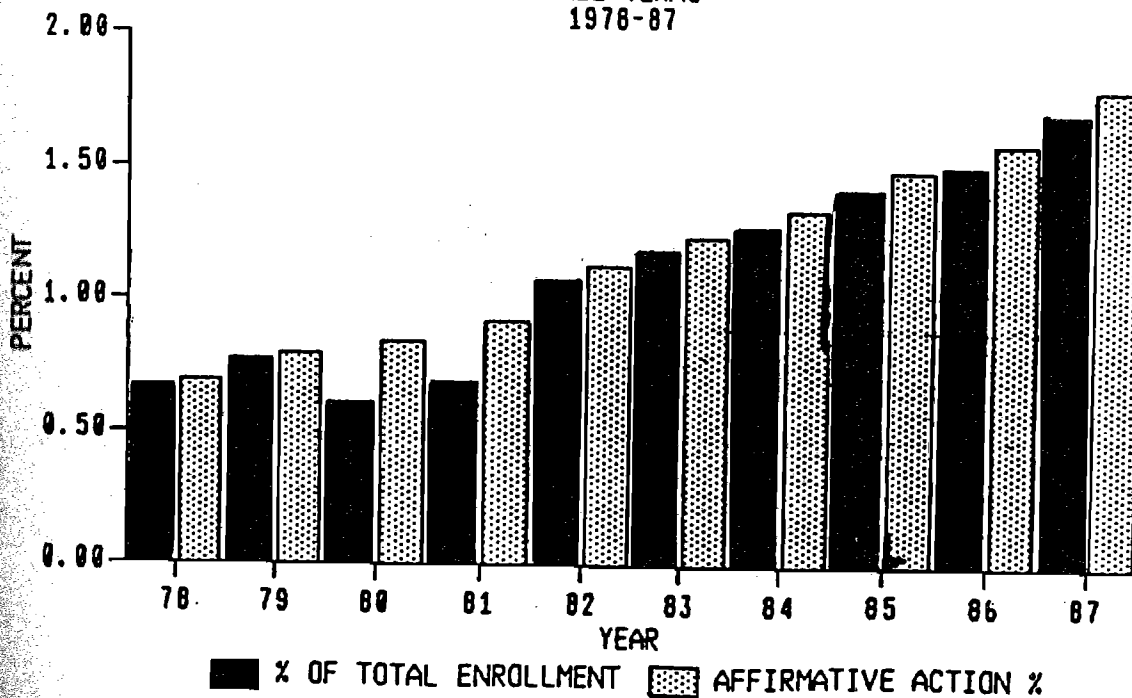
MICHIGAN STATE UNIVERSITY  
NATIVE AMERICAN ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
& AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1978-87



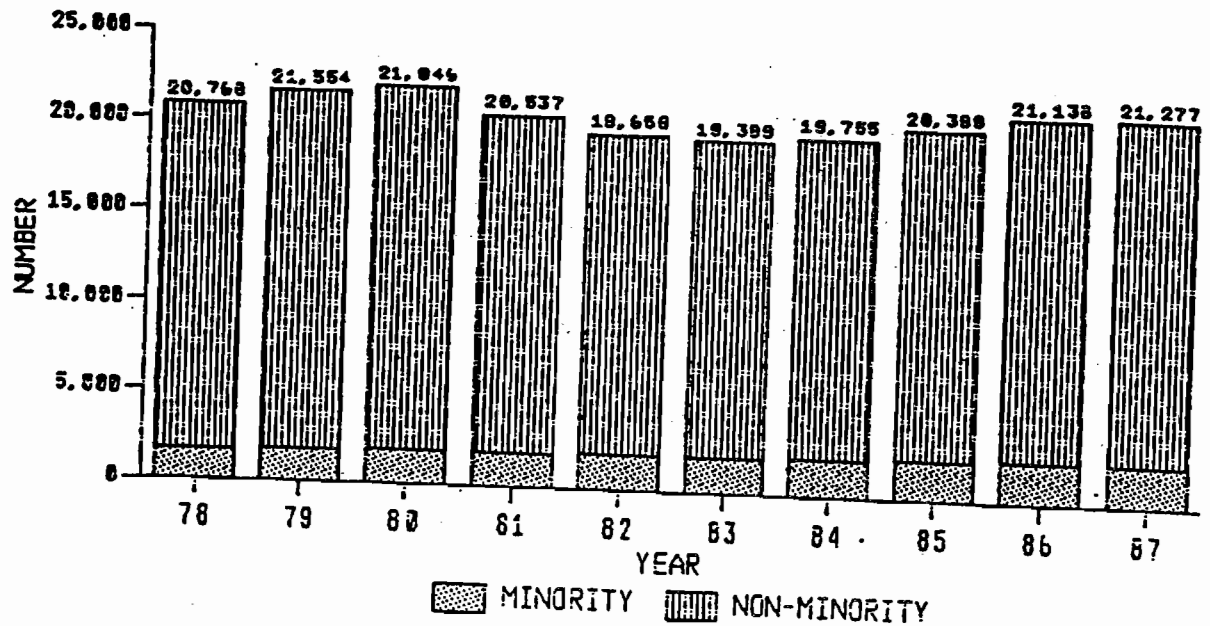
Graph V-9  
MICHIGAN STATE UNIVERSITY  
ASIAN/PACIFIC ISLANDER ENROLLMENTS  
FALL TERMS  
1978-87



Graph V-10  
MICHIGAN STATE UNIVERSITY  
ASIAN/PI ENROLLMENTS AS A % OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1978-87

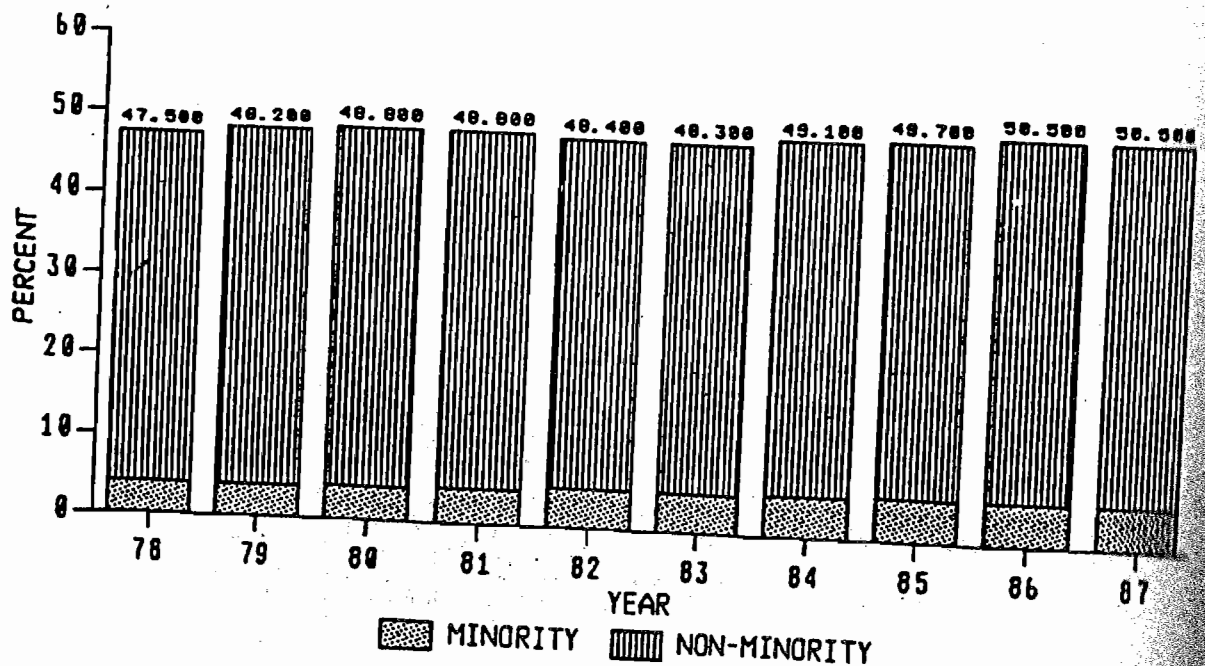


MICHIGAN STATE UNIVERSITY  
FEMALE ENROLLMENTS  
(INCLUDING FOREIGN)  
FALL TERMS  
1978-87



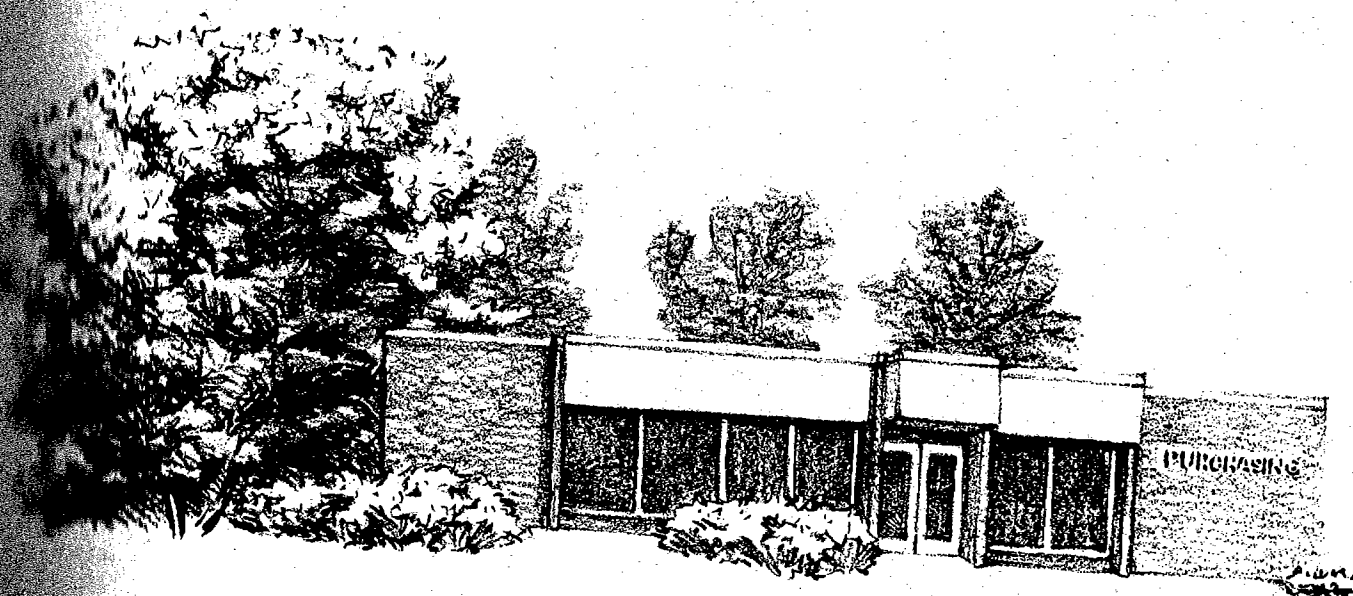
Graph V-12

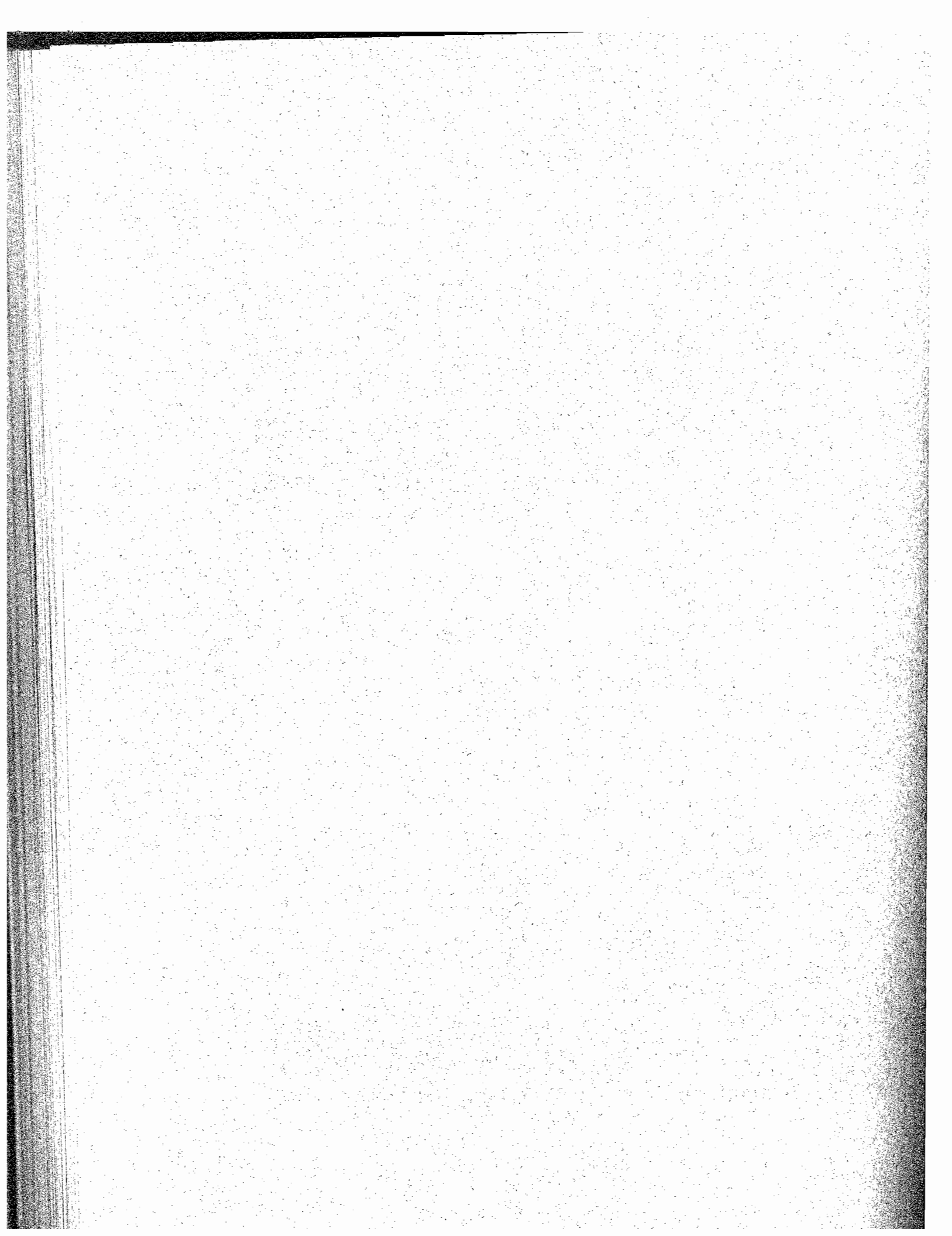
MICHIGAN STATE UNIVERSITY  
FEMALE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
(INCLUDING FOREIGN)  
FALL TERMS  
1978-87



# Affirmative Action in Procurement Program

PROCUREMENT  
PROGRAM





## 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 Michigan State University'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. This group continually searches for additional methods to increase the minority business enterprise and women business enterprise participation in the procurement process. 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 requires the vendor to use protected class subcontractors on construction projects, and has been our most effective procedure to increase the participation by minority business enterprise and women business enterprise vendors.

Due to the large amount of construction on campus at the present time, we are having trouble locating qualified and competitive minority business enterprise subcontractors. To help alleviate this problem, general contractors who have been awarded projects on campus have begun advertising for subcontractors through minority agencies such as the Michigan Minority Business Development Council, Associations of Minority Contractors and the local Urban League. The Minority Procurement Coordinator has, also, scheduled a series of meetings with the above groups seeking their assistance in meeting our goals.

Previous revisions of the University's bid requirements have 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 Detroit Minority Business Development Center, Association of Minority Contractors, (both Detroit and Muskegon), a Business Development Center of Flint. The Minority Procurement Coordinator continues to search for other organizations where opportunities for the minority community can be expanded.

We continue to use the other three special techniques which were originated to expand participation by protected class firms.

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 negotiate contracts directly with protected class firms up to a predetermined authorized dollar amount. That authorized dollar amount is currently \$2,500;
3. To bid only protected class firms when three or more qualified firms can be identified.

#### 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 year's Outreach activities with regard to Michigan State University's Affirmative Action Procurement Program.

Michigan State University, with the Michigan Department of Commerce, Office of Minority Business Enterprise, cosponsored the Sixth Annual Southwestern Michigan Minority Business Procurement Dialogue Program and Trade Show. This event was held in Muskegon, May 17-19, with about 350 people in attendance. At this conference Michigan State University's Minority Procurement Coordinator was given plaques from the members of the Southwest Michigan Minority Business Development

Committee and the Michigan Department of Commerce in appreciation for development of minority business.

The Minority Procurement Coordinator continues to receive inquiries about Michigan State University's Affirmative Action in Procurement Program and what makes it so successful. During the past year he has consulted with Western Michigan University, Wayne State University, Ferris State College, Lansing Community College, University of Michigan (Flint), University of Illinois, Purdue University and Oakland University. Additionally, he meets on a regular basis with all the State-supported Colleges, Universities, and Community Colleges.

Maintaining close contact with minority and women owned businesses and business organizations is a major part of the Outreach Program. The Minority Procurement Coordinator was actively involved in the following meetings:

Thirty-two trips were made to Detroit, four to Grand Rapids, five to Muskegon and two to Flint. Other buyers from the Purchasing staff also attended many of these meetings. On these trips they had an opportunity to talk to minority and women owned businesses about providing goods and services to the University.

Regular meetings were held with the Michigan Department of Commerce and Lansing Area Minority Business Leaders.

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. In addition, he is a member of the Advisory Board of the Urban League Development Corporation of Lansing.

During the past year the Minority Procurement Coordinator was the University's representative at a Minority Trade Show in Chicago, Illinois; the National Supplier Minority Business Development Council Annual Meeting in Los Angeles, California; and the Fourth Annual Conference of Women Business Owners in Dearborn, Michigan.

#### Summary

The following information is a summary of Michigan State University's minority and woman owned business procurement participation.

<u>MINORITY-OWNED BUSINESS</u>	<u>12 MONTHS ENDED JUNE 30, 1987</u>
POTENTIAL DOLLARS	\$22,729,427
ACTUAL DOLLARS AWARDED	2,991,859
PERCENT ACTUAL OF POTENTIAL DOLLARS	13.2%

WOMEN-OWNED BUSINESS

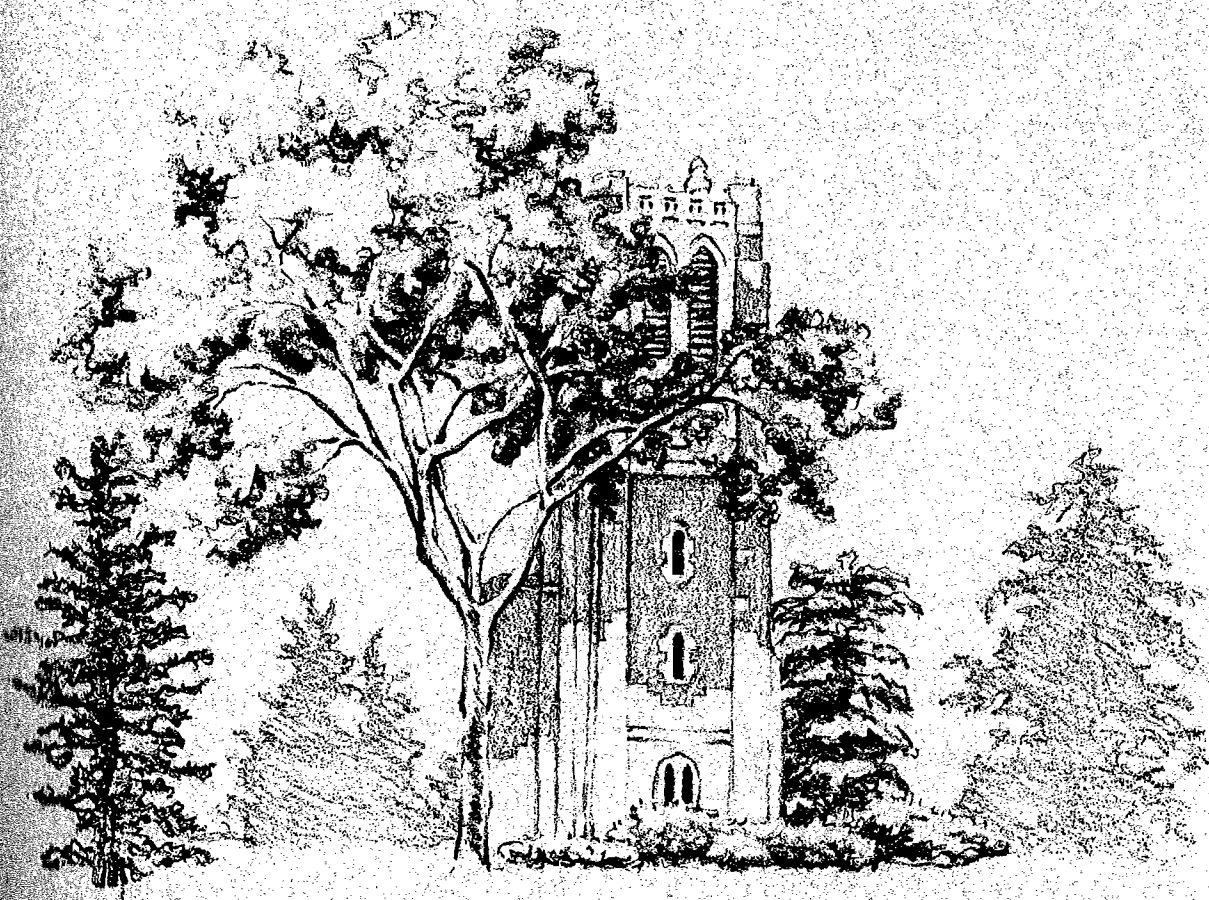
12 MONTHS ENDED  
JUNE 30, 1987

POTENTIAL DOLLARS	\$21,100,206
ACTUAL DOLLARS AWARDED	4,420,871
PERCENT ACTUAL OF POTENTIAL DOLLARS	21%

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.

# Special Affirmative Action Activities

SPECIAL  
ACTIVITIES







## 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 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 AND LETTERS

The College offers over 30 courses specifically addressing the issue of women, minorities and handicappers. Some examples are:

- ATL 151, 152, 153 Writing: American Minorities
- HST 309 The Black Experience in America
- HST 347 Women in Industrial Society
- PHL 340 Moral Problems in Medicine: Decisions and treatment of handicapped infants
- PHL 345 Business Ethics: Discussion of Affirmative Action



Regular instruction in languages associated with the backgrounds of minority groups: African, Chinese, and Japanese Languages

#### COMMUNICATION ARTS AND SCIENCES

Eight courses relating to minorities and women in the media have been developed and offered by the College of Communication Arts and Sciences. These courses include topics dealing with the underrepresentation of minorities and women in telecommunications, stereotyping in the media, and how minorities can overcome biases and discrimination in the media industry.

In addition, faculty work closely with the Handicapper Services Office to assist students with special needs and in particular those experiencing difficulty with oral or written assignments, and with career choices.

#### COLLEGE OF EDUCATION

The College of Education, Department of Counseling, and Educational Psychology offers a wide variety of special education courses specifically directed toward training teachers to work with handicapped individuals including those with learning disabilities. The following courses are illustrative of the more than 100 course offerings:

CEP 465A	Language Development for the Deaf
CEP 471A	Education of the Blind Deaf
CEP 842H	Legal Rights of Handicapped People and Their Counselors
CEP 844F	Sexism, Racism and Alienation in the Therapeutic Process
HCP 882	Cross Cultural Counseling and Psychotherapy

#### COLLEGE OF ENGINEERING

As a part of its affirmative action/equal opportunity commitment the College of Engineering supports the Engineering Equal Opportunity Program. The Opportunity Program provides six math courses designed to assist approximately 80% of incoming minority freshman students who require, by the College of Engineering standards, remedial assistance in mathematics. In addition, the program co sponsors with the Mathematics Department, six sections of precalculus mathematics for incoming freshman engineering students. Each math course provides 5 credit hours toward graduation.

The College also provides a special orientation course for incoming freshman students. The course has helped to acclimate first year minority engineering students to MSU and the College of Engineering and helped strengthen the retention rate among minorities within the College of Engineering.

During the academic year, corporate representatives were invited to speak about the experiences and new developments in the many engineering career areas.

## COLLEGE OF HUMAN ECOLOGY

This past year, the College of Human Ecology has offered at least 27 courses which address issues affecting women, minorities and/or handicappers family/societal issues. Some examples include:

- FCE 442     Minority Families in America
- FCE 445     Handicapper sexuality, women and cross cultural issues
- NF 102     Racial and sex difference needs for nutrients, body composition, incidence of risk factors for heart disease, osteoporosis, lactose tolerance, etc.

## COLLEGE OF NATURAL SCIENCE

To help minority students achieve in science courses, the College of Natural Science operates a special science learning and academic support program. The Drew Laboratory offers special elementary and regular math courses for minority students. The courses have built in required review sessions and are staffed by instructors who are sensitive to minority needs.

Supported by the Porter Scholarship Fund, the Department of Physiology provides as many as ten minority students with \$2,000 stipends to participate in a ten week summer program in physiology.

## COLLEGE OF OSTEOPATHIC MEDICINE

In efforts to assist minority students to achieve in Medical School, the College of Osteopathic Medicine has institutionalized a special "Medical Access and Support Program".

One component of the program consists of courses intended to help students achieve academically. Examples of these courses are:

- |                            |                                      |
|----------------------------|--------------------------------------|
| ANT 565 or its equivalent  | Introduction to Gross Anatomy        |
| PSL 500A or its equivalent | Introductory Physiology for Medicine |

Examples of other instructional activities consists of conferences and workshops. An example of such activities is the one day Conference held May 21, 1987 for physicians and therapists to improve their knowledge in the diagnosis and management of the developmentally disabled/handicapped patient.

In addition, an innovative "Pediatric Rotation" program provides a clinical exposure component which provides all students with an opportunity to work with minorities and handicapped individuals as well as disadvantaged children.

## COLLEGE OF NURSING

The College of Nursing has taken a special interest in offering courses that address the aging and the unique health care needs of women and minorities.

## COLLEGE OF SOCIAL SCIENCE

Many departments within the College of Social Science offer a number of courses which address the past and current experience of women and minorities. Examples of these courses include:

ANP 262	Status of Women
ANP 230	Women and Health
CJ 409/809	Minorities in Criminal Justice
GEO 401	The Ghetto
PSY 439	Selected topics in the Psychology of Women
SOC 333	Racial and Ethnic Inequality
SOC 833	Sexual Inequality

#### INTERNATIONAL STUDIES

The Center for International Studies has cosponsored several conferences and workshops which attempt to sensitize the university community to the experimental relationship between Third World people in the United States and in Third World countries. Cosponsorship of activities included Black History Month events, Latin American and Hispanic cultural activities and U.S. Immigration policies and their impact on the Third World population.

#### OFFICE OF THE PROVOST

The MSU Library has continued to provide courses and tours for women, minorities and handicapped students on the use of the library facilities and collections. For example, a special course on library research in Women's Studies was taught during Winter term.

#### VICE PRESIDENT FINANCE AND OPERATIONS

During the past year the Public Safety Department embarked upon a program to sensitize Public Safety staff to the experiences of women and minorities in the law enforcement area. A special course, "Special Issues in Criminal Justice", was developed which included topics such as "Women and Minorities in the Criminal Justice System" as part of the sensitization process.

#### VICE PRESIDENT STUDENT AFFAIRS AND SERVICES

The MSU Counseling Center conducted a series of ten week seminars for Counseling Center interns on cross cultural issues. In addition, all sections of a required Student Leadership Training program were modified to include specific units on women and minorities in leadership.

#### RESEARCH PROGRAMS OR ACTIVITIES

##### COLLEGE OF ARTS AND LETTERS

In the Department of English, scholarly research conducted included a technical report titled Native American Education in Michigan; a manuscript, "The Cinderella Gap: A Study of the Differences between Japanese and American Women"; "The Black Woman Writer: Novelist as Prophet"; articles, "H.D.'s Prose", "Experimental Women Writers: An Introduction with Critical Essays" and Shirley Ann Gran's, "Southern Women Writers: The New Generation."

The School of Music continued its research activity primarily in the music therapy area for handicappers through its music therapy clinic.

#### COLLEGE OF BUSINESS

An activity sponsored by the College of Business through its Minority Education Programs included sponsorship of career exposure field trips to Proctor & Gamble, Chicago Tribune, AT&T, and McDonald's Headquarters. There were twenty students in each group. The purpose was to provide actual observations of the daily operations of each company, meet with the division managers and vice presidents to discuss career opportunities. Industry representatives spoke formally and informally with the students who benefitted from receiving information directly from industry on the skills and characteristics that they expect from potential employees.

#### COLLEGE OF ENGINEERING

In the Department of Civil and Environmental Engineering, Drs. Lyles and McKelvey are conducting a research project for the Michigan Department of Transportation's Urban Public Transit Group: Evaluation of special transportation services program for elderly and handicapped in City of Detroit.

Also, Dr. Lidia P. Kostyniuk is conducting research funded by the Rockefeller Foundation on "Implication of Changing Gender Role on Transport System Use and Needs."

#### COLLEGE OF HUMAN ECOLOGY

Members of the Department of Human Environment and Design are conducting research on Standards and Performance Criteria: Post Occupancy Evaluation of an Institutional Environment Comparing Handicapper and Non-Handicapper Perception and Behavior.

#### COLLEGE OF SOCIAL SCIENCE

In the School of Criminal Justice, staff participated in research with special problems of women police in Michigan.

#### URBAN AFFAIRS

The Dean's Office again presented "The State of Black Michigan: 1987" an annual report produced in cooperation with the Michigan Council of Urban League Executives.

The Center for Urban Affairs continued its Benton Harbor Project designed to understand the role of race relations in the decline of the urban area.

#### VICED PRESIDENT RESEARCH AND GRADUATE STUDIES

The MSU Museum staff coordinated field work on Native American, Black and ethnic traditions throughout Michigan. This included contracting research with minority

scholars both in Michigan and out of state scholars. The Museum exhibit: "Michigan Quilts" presented the results of research on quilt making traditions of Black, Native American and ethnic minority groups in Michigan.

#### VICE PRESIDENT STUDENT AFFAIRS AND SERVICES

A special project of the Student Life unit was a leadership conference workshop session which was developed, in consultation with Coordinated Minority Student Programs, to help minority students translate their campus involvement into marketable leadership skills.

#### STUDENT SUPPORT SERVICES

##### COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

During 1987, more than 47 students participated in the Minority Apprenticeship Program sponsored by the College.

##### COLLEGE OF BUSINESS

To increase the level of minority enrollment, the College gave individual consideration to Junior to be minority students with a major preference in Business but who did not meet the minimum grade point average for admission to the College. From those students selected and admitted there has been a high success rate.

For the academic year 1986-87, seven minority students were awarded scholarships. The scholarships were funded through the Minority Business Program/3M Scholarship Fund. Of the recipients, four were Black, two Hispanic and one Asian American.

To enhance retention of minority students, the Department of Finance and Insurance provided up to ten hours a week tutorial help at departmental expense for all Ph.D. minority students. Minority MBA students likewise received up to ten hours a week tutorial help at departmental expense.

The Department of Accounting fully funds the registration of several (10 to 14) minority students each year to attend National Association of Black Accountants Annual Meeting.

To increase the career development and awareness of minority business students the College of Business, Minority Education Programs, in conjunction with Placement Services, sponsored a one day workshop on Quality Improvement, presented by the 3M Company. The program director selected 20 minority College of Business students to participate in the workshop, facilitated by the 3M National Sales Manager.

##### COMMUNICATION ARTS AND SCIENCES

Several faculty members from the Department of Audiology and Speech Science have made recruitment trips to historically black colleges and universities to recruit minority graduate students.

The department has also funded two minority student organizations; Focal Point and Black Notes.

#### COLLEGE OF EDUCATION

The College organized summer experience for students majoring in multicultural and urban psychology at Akron Veteran's Hospital with Dr. Melton E. Wilson, Jr. (APA Approved Internship Site).

The College also continued its relationship with the Michigan Rehabilitation Service to emphasize referral of minority and handicapper clients as potential students in rehabilitation counseling.

#### COLLEGE OF ENGINEERING

The College has instituted a retention strategy; "The Early Warning System". The strategy is to closely monitor the academic program of minority engineering students through midterm progress reports in special engineering coded courses.

For incoming minority freshman students, the College has implemented "The Student Assistant Program" to help students adjust to the social and cultural transitions that occur at the beginning of their collegiate experience. Seven student assistants work with approximately 200 freshman students.

#### HONORS COLLEGE

The Honors College devoted its Fall 1986 film series to the showing of Black Audience Films of the 30s and 40s made by Black directors and producers. In all, nine films were shown on four evenings, with each showing being accompanied by a discussion led by a minority member of the MSU faculty. The audience consisted of students enrolled in several related courses along with other members of the MSU Community.

#### COLLEGE OF HUMAN MEDICINE

The College has implemented a series of study skills seminars for all medical students. Seminar topics include:

- Gender Roles in Medicine
- Minority Issues in Medicine
- Native American Healing Techniques
- Turning Around: Sexism in Medicine

In addition, the College has in place a Science Education Enrichment and Knowledge (SEEK) program geared at facilitating the entry of students into medical school. The eight week summer program includes basic science review, skills development, test taking preparation and professional school preparation activities. The program is sponsored by a Health Careers Opportunity Program Grant.

Another program in operation facilitates the entry of minority students into medical school. The program offers both undergraduate and selected medical school classes.



A fourth program (SOAR) Summer Orientation and Retention Program is structured to enhance the academic performance of disadvantaged medical students. Consisting of a six week summer experience, the program includes a basic medical science overview, skills development and enrichment activities.

#### JAMES MADISON COLLEGE

During the 1986-87 academic year, the College provided three field experience opportunities for students enrolled in the College. These three experiences were:

- Committee on Women's Rights, Michigan HR
- National Committee for US China Relations, NY
- Refugee Services, Lansing

#### COLLEGE OF NATURAL SCIENCE

The College supports a special science developmental program known as the "Laboratory." Major emphasis of the program is upon retention of minority students who have shown a potential for success in the sciences of related fields. The program provides free tutoring.

Within the College, the School of Lyman Briggs in cooperation with the University Housing Programs sponsored a variety of culture and gender awareness activities for residents of Holmes Hall. The following are examples of some of the activities:

- a. African Cultural Festival
- b. Sexual Awareness Program
- c. Sexuality Discussion
- d. Sexual Assault Program
- e. Self Defense Session
- f. Women and Minorities in Leadership

The Department of Physics and Astronomy provided assistantships to all women and minorities admitted to the graduate program with a grade point average of 3.0 or better.

#### COLLEGE OF OSTEOPATHIC MEDICINE

During the past year the College of Osteopathic Medicine expanded their recruitment activities, visitations, etc., especially those geared to minorities and economically disadvantaged students. The College also conducted research directed at concerns of women medical students. An example of this research is a publication "Women in Osteopathic Medicine; If You Knew Then What You Know".

The Department of Pediatrics supports the Pediatric Career Opportunities Program, a specifically designed program to actively recruit qualified minority and disadvantaged applicants.

#### COLLEGE OF SOCIAL SCIENCE

The School of Labor and Industrial Relations is a member of the Industrial Relations Council on Graduate Opportunities for Advanced Level Studies.

Council was created specifically to encourage more minorities to enter the profession. The director of the School is co chair of the executive committee of the organization.

The Department of Psychology participated in the CIC and Minority Doctoral Fellowship Programs. To date, out of 38 CIC applicants, six were offered admissions.

#### COLLEGE OF VETERINARY MEDICINE

The College of Veterinary Medicine supports five academic and support programs directed at increasing the number of minority veterinarians. A brief synopsis of two of these programs follow:

1. Summer Research Apprenticeship Program. During an eight week summer program, minority high school youth are selected to engage in biomedical and/or agricultural research in which our faculty are involved. Assigned to complete an individual project, students are required to present their findings at a seminar and submit a written report at the end of the summer.
2. VetaVisit Outreach is a special program designed with the objective of introducing minority high school students to Veterinary Medicine. Students from the Greater Lansing, Flint, and Detroit, the targeted geographic areas, are transported on chartered bus from their districts to the college during the annual MSU Open House. The day long visit includes; a tour through the veterinary facilities and exhibits set up to increase awareness of the profession; interaction with university admissions and financial aids staff; lunch in the resident halls; and, a tour of the campus.

In addition, the college supports the student chapter of the Association of Women Veterinarians by facilitating arrangements for guest speakers and providing support services. All women students are encouraged to participate, although membership is not limited to women.

All these programs have helped to establish MSU Vet Med Scholars a national model. Thirty-two minority veterinarians have been successfully recruited to pursue graduate research or clinical training in the College over the last ten years.

#### INTERNATIONAL STUDIES AND PROGRAMS

The African Studies Center supports an African and Minority Students Liaison Program that seeks to increase communication and understanding between Black Americans and Africans. In addition, the Center cooperates with the Department of Human Relations in hosting program receptions directed at attaining these same objectives.

Similarly, the Asian Studies Center works closely with the Asian/Pacific Islander student groups on campus to improve cooperation and cultural understanding between these students groups and visiting students from Asian and the university community.

## SUPPORT STAFF DEVELOPMENT

### VICE PRESIDENT FINANCE AND OPERATIONS

The Housing and Food Services Unit has provided a series of activities and taken administrative action to improve the living and work environment for minorities, handicappers, and women. Some of these activities include:

allocated housing for new Asian American aides in Campbell Hall and Holmes Hall.

Assisted Akers Black Caucus in the production of "Ebony Reflections," a fashion and talent show.

Case Hall desk personnel work daily with wheelchair users, assisting them in calling for busses, handling their mailing and other activities relating to their living, working, and studying.

sponsored seminars for student supervisory staff in the area of verbal and sexual harassment of residents and staff.

Hosted the Martin Luther King Memorial Dinner in the Residence Hall cafeterias.

Public Safety made presentations to students and other groups concerning public safety and minority issues. Presentations were made to the following groups:

- Black Graduate Students Association
- Minority Advisory Council
- PanHellenic Council
- Minority Students Orientation Programs
- Religious Advisory Association
- University Commission on Academic Environment
- Association of Students of Michigan State University
- Council of Graduate Students
- Residence Hall Association

The Department designed and implemented an aggressive recruitment initiative for minorities and women. Actions included meeting with knowledgeable officials from the Michigan Department of Civil Rights for assistance in formulating a recruiting strategy which consisted of telephone and in person recruiting of outstanding women and minorities. The department also actively participated in the MSU Career Days activities.

### VICE PRESIDENT RESEARCH AND GRADUATE STUDIES

The Graduate School continued coordinating efforts and activities with academic departments for recruitment and retention of minority students.

During Black History Month the MSU MUSEUM cohosted a Black Student Multi Arts Event with the College of Arts and Letters. As a part of a state Native American Employment Program, four Native American students were hired during the summer months.

## VICE PRESIDENT STUDENT AFFAIRS AND SERVICES

Coordinated Minority Student Programs Office has the responsibility to provide programs directed at helping minority students adjust to the MSU work, study, and living environment. During the past year, the Office either sponsored, or coordinated a number of activities. Following is a sampling of these activities:

Monthly training sessions to help minority residence halls aides increase their effectiveness in working with minority students and hall staff.

Welcome Week receptions and quarterly special dinners for Native American, Black, Hispanic, and Asian American students. The special dinners serve to bring students together and to provide opportunities for staff and students to interact with members of the surrounding off campus community.

Assisted with a special visitation day program for Minority students from Detroit, Flint, Saginaw, and Bay City areas.

Black History Month Programs which included films, speakers, and workshops on the experience of Blacks in the United States

Fifth Annual Minority Aides Awards Programs

Annual Senior Recognition programs for the four minority groups.

Seventh Symbolic March and Commemorative Program for Dr. Martin Luther King Jr.

In the area of student living, the Office of Student Life, provided intervention and educational programming on cultural awareness for the Inter fraternity Council and the PanHellenic Council, the White Greek social fraternities and sororities.

The Office also provides advisory assistance and economic support to the following ASMSU Programming Board units:

- a. Asian Pacific American Student Association
- b. Women's Council
- c. Office of Black Affairs
- d. Chicano/Hispanic Students for Progressive Action
- e. North American Indian Student Organization
- f. Lesbian Gay Council
- g. Handicapper Council

The Placement Office annually hosts a Minority Careers Program. A total of 114 individual units represented private sector businesses; twelve government agencies; seven human service/non profit organizations; three public schools; ten education programs/graduate schools; and four branches of the military. An estimated 1,200 students in various disciplines talked with representatives about summer, permanent, internship, and co-op employment opportunities.

A highly successful program supported by the Placement Office is the Career Related Summer Employment Program which identifies and refers minority students to companies requesting assistance in meeting affirmative action goals. Last year over 433 minority students participated in the program.

University Housing Programs developed and implemented several programs, work-

shops, and seminars to sensitize housing personnel on issues and concerns relating to women, minorities, and handicappers. Examples of some of these programs follow:

- a. Minority, Handicapper, and Gender specific training programs
- b. Sexual Assault Training (attended by 420 employees) Human Relations Training.

#### ASSISTANT PROVOST FOR UNDERGRADUATE EDUCATION

The Office of Admissions and Scholarships has been working at the development and implementation of special initiatives directed at increasing the recruitment and admission of minority students. Among these special initiatives were the following:

- a. The creation of the Spartan Scholarship which is used to augment the Distinguished Minority Freshman Scholarship for Out of State Students.
- b. Development of the High School Scholars Program to provide outreach to ninth grade students in selected Michigan high schools with the intent of encouraging these students to take a strong curricular program in high school in preparation for college.
- c. Implementation of the King-Chavez-Parks Day Program which consisted of 32 programs that provided opportunities for almost 2500 Michigan youth to visit MSU.
- d. Sponsored an honors and appreciation reception highlighting graduating CAAP students and those with high academic grade point averages.

The Learning Resources Center provided diagnostic testing and prescriptive study assistance to students with identified learning disabilities.

The Office of the Assistant Vice Provost for Undergraduate Education supported the following programs during the past year:

- a. The Summer Research Opportunity Program for undergraduate minority students in conjunction with the MSU Graduate School and the committee on Institutional Cooperation.
- b. Established a faculty/staff/student Chicano/Hispanic Student Concerns Advisory Committee to the Provost. The Committee is involved in reviewing the experiences of Chicano students to identify strategies for improving their recruitment and retention.

The Counseling Center provided a number of seminars, workshops and conferences relating to problems, concerns, and issues affecting women, minorities, and handicappers. Many of these activities were structured to provide information to groups or individuals on techniques for campus adjustment. Examples of these activities follow:

- a. support groups for women with eating disorders, women who love too much, self esteem issues, and adult survivors of childhood incest and abuse.



- b. workshops on male-female relationships for majority and minority persons.
- c. workshops on cross cultural awareness, and interracial relationships.
- d. career dressing for women and women in business.
- e. sexual assault programs

The Computer Laboratory makes available a voice system for visual characteristic or dyslexic students called "Artic Vision" which allows users to receive voice output from a microcomputer and is available on a microcomputer in both the union laboratory and the library.

#### General Academics/Aerospace Studies

A POW/MIA awareness week on campus was sponsored to sensitize the university community of service persons still missing in Vietnam. The awareness activities included flag ceremonies, candlelight services and information booths at key locations on the MSU campus.

Air Force ROTC personnel also made several visits to predominantly black high schools to present information on the opportunities in the Air Force and at MSU.

#### Program for Handicapper Students/UUD

During the preceding academic year the Program for Handicapper Student office increased the number of alternative learners at MSU by 20% through a special identification initiative. A pilot project was initiated during fall term to provide a much needed service of testing and needs assessment of alternative learners.

### ACADEMIC STAFF DEVELOPMENT

#### COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Twenty one County Extension Office units participated in the CES Civil Rights Compliance Review Program and were assessed as being in compliance with civil rights regulations.

#### COLLEGE OF ARTS AND LETTERS

The Women's Studies sponsored more than twelve major programs as a part of the Women's Studies Colloquium. Some of these topics follow:

"Women as Creators and Developers of the U.S. Short Story"

"From Calumet to Kalamazoo: A History of Michigan Workers and their Unions from 1818"

"The Sex/Gender/Science/Nature System, or is Sex to Gender as Nature is to Science?"

"The Invisible Work of Women"



In addition the Women's Studies cosponsored and supported several activities relating to the experience of women in the U.S.

The following are examples of such activity:

MSU Museum--"Courageous Enough: A Photo History of Finnish American Women"

Reproductive Rights Conference

Women in International Development--"Islam and its Treatment of Women"

#### COLLEGE OF COMMUNICATION ARTS AND SCIENCES

Instructional and Public Television produced the videotape "Minorities in the College Classroom" in cooperation with the Department of Human Relations and the Office of the Provost. The videotape is being used extensively throughout the United States and at MSU to sensitize faculty to minority students in the classroom setting.

#### JAMES MADISON COLLEGE

The college supported release time for minority faculty members to prepare for tenure review.

#### COLLEGE OF NATURAL SCIENCE

The Physics and Astronomy Department covered the publication costs for the publication "A Newsletter for Women and Men in Astronomy."

#### COLLEGE OF VETERINARY MEDICINE

As a part of the Minority Faculty Exchange Program with Tuskegee University two minority faculty from Tuskegee visited the College to participate in collaborative efforts in service, research, administration and teaching. In addition, faculty from MSU/CVM visited the School of Veterinary Medicine at Tuskegee.

#### PUBLIC SERVICE

#### COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Cooperative Extension Service supports a 4-H Mainstream Project and a 4-H Horae back Riding Program for handicappers. Last year 2034 handicapper youth and 171 handicapper volunteers participated in these two programs.

The CES Expanded Food and Nutrition Education Program reached 3820 limited resource families of which 46% were minorities and involved 5674 in 4-H activities of which 80% were minority persons.

#### COLLEGE OF ARTS AND LETTERS

The Kresge Art Museum hosted several women and minority oriented exhibits. Margaret Bourke White, photographer; Gladys Shafran Kasdin, painter; Norita

Frcka, and Sandra Starck art work was featured. In addition, the museum sponsored several lecture by women and minorities. Susan Langdon in Archeology, Sheila Follett and Rona Gaffen distinguished scholars, and Lauren Weingarten represent some of the women invited to speak.

Other public service activities supported by the College include:

- a. sponsorship of a delegate to the National Black Catholic Congress
- b. workshops for Indian Women in the Professions
- c. six hundred thirty individual and group sessions for handicappers, various diagnostic categories, in the on campus music therapy clinic, serving child and adults from the Greater Lansing Area.
- d. forty-eight individual sessions with home bound closed head injury patients.

#### COLLEGE OF COMMUNICATION ARTS AND SCIENCES

The Department of Audiology and Speech Sciences maintain a full scale speech and hearing clinic serving people with communication handicaps; in addition, students and staff help to serve the community handicapped in 25 off campus facilities. A series of racial conflict research seminars were sponsored by the Department of Communication in several Michigan Cities which included, Dearborn, Saginaw, Muskegon, and Grand Rapids.

Radio Broadcasting continues to support programs and air time specifically directed to minority and handicapper populations. Some examples of these special programs follow:

- a. Ondas En Espanol -- a locally produced Spanish language program of music and information on WKAR/AM.
- b. Radio Talking Book -- More than 6,300 hours each year are devoted programs for the visually handicapped listeners without charge. The service includes daily reading of newspapers, magazines, and current popular novels.
- c. Twelve programs on minority issues which included such topics as "The Black Child in Crisis."
- d. America's Black Forum -- A weekly public affairs program that focuses on the major issues and concerns of the Black community.
- e. Deaf Mosaic -- A monthly program for deaf and hearing impaired viewers produced by Gallaudet College.
- f. Currents; Black Middle Class -- A program looks at the experience of Blacks who have achieved middle class status.
- g. Firing Line: Where is the Feminist Movement Going? A special program hosted by William Buckley discussed such issues affecting working women as "Child Care Credit on Income Tax," "Planned Parenthood Organization in Third World Nations," and "Views on Abortion."
- h. "Focus On Society: Minorities" -- A telecourse which provided a sociological perspective to the events of the day. Guests discussed

the diversity of minority groups and the concept of the melting pot in the U.S.

- i. "Native Land: Nomads of the Dawn" -- A documentary which provided a unique view of Native American cultural history.
- j. The Other Side of the Border -- Immigration and naturalization issues affecting the new immigrants to the United States.

As part of its continued commitment to handicapper audiences, WKAR, sponsors a large number of programs in closed caption format for the hearing impaired. The following programs which were not necessarily designed for handicappers, women, or minorities are only a small number of the outstanding programs which were close captioned:

The Africans (a series)  
The AIDS show: Artists involved with death and survival  
The Constitution: That Delicate Balance  
Cuba: In the Shadow of Doubt  
Heritage: Civilization and the Jews (series)

#### COLLEGE OF EDUCATION

The School of Health Education, Counseling Psychology and Human Performance provided technical assistance to several major Michigan employers wishing to develop and implement services at the work site to assist the vocational rehabilitation of handicapped employees. A statewide conference for Michigan employers regarding effective program models and strategies to prevent, minimize and manage disability was also planned and hosted by the school.

#### COLLEGE OF ENGINEERING

Six collegiate institutions (Wayne State University, The University of Michigan three branches) The University of Detroit, Oakland University, Michigan State University and the Detroit Public in conjunction with the Committee for Institutional Cooperation are involved in a joint project entitled "the Detroit Area PreCollege Engineering Program." The objective of the project is to increase the number of qualified and motivated minority high school students from whose ranks engineering students can be recruited. Each summer, MSU hosts a six week residential pre-engineering program for 3.0 junior and senior level high school students. The program emphasis is on the development of academic skills in algebra, computer science, and communications skills (reading, writing and speaking). Students spend approximately six hours per day in a formal class/computer laboratory setting. Study sessions in the evenings provide for another three hours of tutor assistance. In addition to the three classes, career orientation seminars and field trips are conducted each week. The seminars are led by corporate representatives and MSU engineering professors and the field trips are taken to companies and corporations which utilize engineers.

#### COLLEGE OF HUMAN ECOLOGY

The Department of Family and Child Ecology hosted two workshops during the past year on "Minority Elderly" and "Facility Development for 25 Female Black and Hispanic Headstart Teachers."

#### COLLEGE OF HUMAN MEDICINE

The Family Practice Department in conjunction with the College of Osteopathic Medicine, operates a Migrant Clinic each summer. Medical care is provided by volunteer physicians, residents, and students.

Motivational seminars were produced by the college for junior and senior high school students participating in the King-Parks-Chavez Program. Seminars included tips on preparing for a college education and careers in the health professions.

#### COLLEGE OF OSTEOPATHIC MEDICINE

The college continues to serve as a consultant to the Michigan Department of Public Health. During the past year the faculty in the college provided advice in such areas as:

- a. adolescent pregnancy
- b. infant mortality
- c. minority health issues
- d. maternal and child health

Other consultancies included:

The Black Child and Family Institute

Clinical services with a special focus on women and minorities

Group leaders for sessions for women whose children have been sexually abused.

#### INTERNATIONAL STUDIES

The Center for International Studies provided support for Cesar Chavez's visit to MSU.

#### CENTER FOR URBAN AFFAIRS

The center provided a variety of outreach services and programs directed at improving the condition of minorities and disadvantaged populations in Michigan. Examples of some of these programs follow:

- a. Training for twelve Native American students in public policy.
- b. Provided office space to the Lansing Chapter NAACP in the Center's community development component building.

- c. Board training for an adult education program designed to provide skills to underrepresented populations for participation on community boards and committees.
- d. assisting the Michigan Legislative Black Caucus Foundation in developing an internship program for undergraduate and graduate minority students.

#### VICE PRESIDENT FINANCE AND OPERATIONS

In 1987, the Division of Campus Park and Planning continued to play an important role in improving the mobility of handicappers within the campus infrastructure and accessibility to its facilities. A policy developed and instituted by the Division several years ago requiring the construction of pathways and grade level entrances where pavement and/or utility repairs occurred has resulted in the construction of numerous new pathramps in the last fiscal year. Further, the Division has replaced many pathway road crossings with pathramps with resurfacing of roads and parking lots.

The Personnel and Employee Relations unit arranged a special meeting with the Hispanic community leaders and the university to discuss methods of attracting and retaining Hispanic employees.

In fulfilling the University's commitment to make the University accessible to the handicapper population, the Physical Plant continued to make major barrier free design improvements during the past year. A few of these efforts follow:

- a. Alterations and improvement work in lecture halls in Farrall Hall, Giltner Hall, and North Kedzie Hall.
- b. The Custodial Services Department host a seminar and workshop for developmentally disabled Lansing area program students.
- c. Alternations and improvement in seven building in the areas of restrooms, drinking fountains, and public telephone sites.

University Services cosponsored with the Michigan Department of Commerce the Sixth Annual Southwestern Michigan Minority Business Procurement Dialogue Program and Trade Show in May 1987. The program is designed to improve communication between minority vendors and organizations and agencies interested in increasing the volume of business contracted to minority firms.

#### VICE PRESIDENT RESEARCH AND GRADUATE STUDIES

The MSU Museum provides a number of public service activities. In particular, the museum has made a special effort to notify the Michigan community of the minority and women related exhibits displayed in the museum during the year. Other examples of public service follow:

Annual Handicapper Open House

Michigan Heritage Awards: Awards made to Native Americans, Blacks and other ethnic folk artists.

Michigan Traditional Arts Apprenticeship Program which provides internships with Master folk artists, including Black, Native American, and ethnic artists.

The Technology Transfer Center developed a formal relationship through the Michigan Technology Council and the Minority Technology Council to provide access to resources at MSU for small, innovative, technology based minority firms. Other women and minority related assistance activities include:

assisted a women owned business in Royal Oak to identify packaging assistance for her product line.

Assisted a Williamston women owned business, located MSU resources to assist with business plan development and market research for their start up firm that will design, manufacture, and market a medical support garment.

Assisted a women owned packaging operation in Sparta to identify expertise in the School of Packaging.

Assisted a women owned manufacturing firm based in Jackson in locating faculty to assist them with inventory controls.

#### VICE PRESIDENT UNIVERSITY RELATIONS

The News Bulletin office has developed a quarterly routing service which provides articles dealing with stereotyping in the media. The office also donated a designer's time and talent in producing a poster for Michigan Women Hall of Fame Grand Opening.

#### MSU ALUMNI ASSOCIATION

During the past year the Alumni Office:

Hosted a reception for the MSU Black Alumni

Honored Dr. Miguel Navarez, President of Pan American College of Texas, with the Distinguished Alumni Award.

Sponsored Dr. Juliette Martin as speaker for Women's Day Program

Worked with Vietnam Veterans for Alumni Memorial Chapel.

Made several presentations on minority and handicapper issues for the Alumni Career Awareness Week.

#### ASSISTANT PROVOST UNDERGRADUATE EDUCATION

The Office of Supportive Services sponsored several workshops for minority high school students interested in attending Michigan State University. An example of these workshops are illustrated below:

- a. Academic Readiness for Middle and High School Students
- b. Academic Readiness via the STAR Project for Benton Harbor Schools

The Undergraduate University Division participated in and provided financial support for the second year of the King-Chavez-Parks High School Scholars



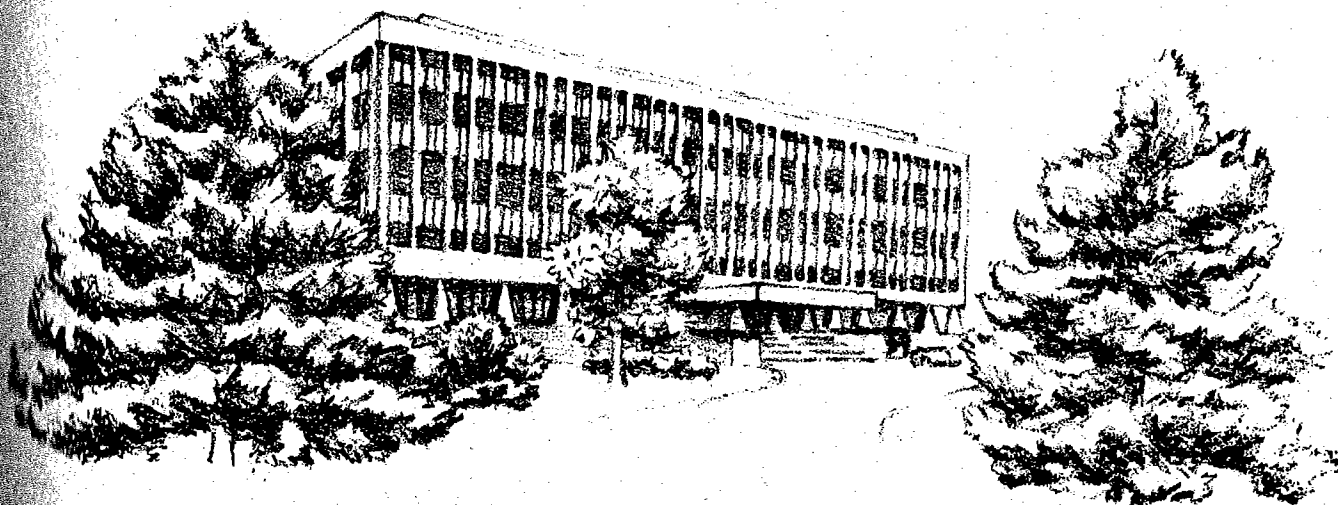
program. The program provides an opportunity for high school students to visit higher education institutions in Michigan.

#### OFFICE OF THE PROVOST

The Office of the Registrar utilizes a special enrollment/registration process for handicappers to allow them to enroll by mail or by telephone, and to register by mail.

# Department of Human Relations

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## VII. THE DEPARTMENT OF HUMAN RELATIONS

The Department of Human Relations of Michigan State University is entrusted with the responsibility for administering University programs that promote equal opportunity for minorities, women, Vietnam veterans, and handicapper members of the University community. The Human Relations Department administers an Employee Assistance Program that provides counseling to University employees and their families, when personal problems may affect the employee's job performance.

The Department monitors affirmative action employment procedures for MSU academic and support staff. Human Relations staff committees review positions to determine whether the employment process utilized by a department conforms to appropriate affirmative action procedures. Staff committees serve as a vehicle to assist individuals who make employment decisions that the University has a continuing commitment to affirmative action and equal opportunity. The use of the staff committees further assures the University that hiring and promotion of employees is conducted within the context of state and federal equal employment opportunity and affirmative action guidelines and procedures.

The Human Relations Department cosponsors with Personnel and Employee Relations an annual breakfast meeting which brings together University personnel involved in hiring, and the greater Lansing community personnel in social service and job referral and training agencies. The purpose of this meeting is to discuss mutual objectives with respect to the hiring of minorities, women, Vietnam veterans and handicappers in the MSU workforce.

The Department provides programs to meet the needs of constituent groups at Michigan State University. Workshops are developed by the staff of the Minority and Women's Programs to increase awareness of the University's affirmative action goals, to address specific problem areas in employment relating to racism and sexism, to focus on specific concerns of students, and to assist women and minority students seeking part time work to support themselves.

The Department's Employee Assistance Program provides workshops on stress management and communication skills for groups of employees at MSU. Programs for handicappers are developed by the Department pursuant to its responsibilities under Handicapper Section 504 of the Rehabilitation Act of 1973.

Working with the Offices of Personnel Research and Records and Academic Personnel Records, the Department assisted in the revision of the MSU Handicapper and Veteran employee self identification survey form. In September of 1986, the revised survey instrument was sent to all academic and support staff. The new form provided the employees with the literal explanation of the identification codes currently listed on their records. A response was requested only if a change was necessary. Currently there is a total of 700 self identified handicappers and 136 self identified Vietnam Era veteran support staff at Michigan State University.

In addition staff time was spent on identifying, welcoming and orienting three unsurveyed new faculty/staff handicapper hires, and conciliating ten complaints of discrimination from handicapper students, and employees.

Department staff assisted in the fourth phase of programming for the MSU Transition Plan. The data was transferred from a manual system to a computerized data

based management system. Human Relations initiated industry interfaces to provide technical and product information to firms interested in, or now producing products for use by handicappers for Michigan State in its efforts to accommodate handicappers.

During the 1986-1987 year, the Department made presentations on affirmative action, equal opportunity, and Employee Assistance Program orientation to staff with supervisory responsibility. These presentations focused on racism, sexism, and handicapper issues in the work place as well as how to manage and refer employees with workplace and personal problems for counseling assistance. Presentations were made to academic and support staff departments. Presentations to academic departments focused on strategies departments might employ to identify, recruit, and hire minorities and women as faculty members. A presentation was developed to address adjustment problems of minorities and women who are new faculty. This presentation, sponsored by the Department of Human Relations and the MSU Office of the Provost, addressed the topic, "How to Survive and Thrive in the MSU Academic System."

The staff of the Department's Women's Programs provided 132 separate programs during the 1986-1987 report year. Five thousand eight hundred thirty-six people attended programs which included sexual harassment workshops for faculty, staff and students, and specific workshops requested by MSU women: "Competition and Women," "Realizing your Power to Motivate," "Express Yourself Without Turning Others Off," "Power Dressing," "Focus on Being Single," "Mobilizing Your Career," and "Career and Family Issues," were some of the topics presented. A program was initiated on personal safety which addressed the needs of women and men for effective self defense and safety skills.

The Department's Division of Minority Programs cosponsored and assisted other units in the development and implementation of special programs for minority students, faculty and support staff. A special welcome week and fall orientation program was attended by our 500 minority students and 100 faculty and staff. A statewide Hispanic Collegiate Conference hosted in November drew over 80 students and staff. Programs organized during the week commemorating Dr. Martin Luther King, Jr. included a symposium: "Together We Are Marching to the Beat of the Dream," with an attendance of 300 people; a "Living the Dream" luncheon with an attendance of 500 people; a documentary program on Martin Luther King, Jr.'s life, 400 people; an annual brunch, 200 people; and an annual march to Beaumont Tower, 300 people. Other programs cosponsored during Black History Month included a series of lectures on Blacks in the media and Blacks in literature.

During Chicano History Week, programs were presented that included a "Pachuco Workshop;" Opportunities in Education;" a cultural dinner and program on Hispanics in Higher Education; a film, "Zoot Suit;" and an awards dinner. Overall, 300 people attended these events.

In May, during Asian Pacific Heritage Month, an Asian Scholars Program brought together 250 people, and a conference entitled "Asian Pacific Americans: Go For Broke," attracted 80 participants. The Division of Minority Programs continued to provide leadership and staff support to the Minority Advisory Council to the President.

The MSU Employee Assistance Program is the most recent addition to the Department of Human Relations' programs. The Program, housed in Olds Hall, consists of a Program Coordinator, three staff counselors, and secretarial support staff.

During the 1986-1987 year, the Employee Assistance Program made 1,887 contacts with MSU employees or members of their families. Four hundred forty-two different people sought individual counseling help from the Program, and 620 individuals were assisted through 21 group presentations made during the 1986-1987. Presentations were made of the subjects, "Stress in the Workplace," on "Addictions," on "Smoking Cessation." Training was provided to supervisors and to union representatives addressing the issue of how to assist the troubled employee. A Substance Abuse Prevention and Education Project was implemented, and a new Program brochure was designed and distributed.

The Program provides counseling assistance to employees and to members of their immediate families when personal, family, marital, substance abuse, emotional, psychological, medical, financial, or legal problems may impact job performance.

The University's grievance and complaint office, the Anti-Discrimination Judicial Board (ADJB) is part of the Human Relations Department. The Office, staffed by an attorney, handles informal and formal complaints received from groups or individuals protected by University policies, by state or federal laws. During this report period, the ADJB received more than 60 informal complaints or complaint inquiries, of which 18 became formal grievances that required investigation and resolution. The ADJB, created by Michigan State University in 1970, meets at least once each month. It conducts investigations and hearings and renders decisions submitted directly to the President of the University. The grievance and complaint office staff person is the liaison to agencies external to MSU on matters involving civil rights discrimination.

The Department publishes monthly newsletters and frequent fact sheets to keep its constituents informed of issues affecting them. The MSU WOMAN and A MINORITY PRESENCE newsletters are circulated to 7,000 people on and off campus. Fact sheets include: "Adult Children of Alcoholics," developed by the Department's Employee Assistance Program; "Assault Prevention" and "Comparable Worth," developed by the Department's Women's Programs; and many others.

The Department's Employee Assistance Program has developed three resource guides for University employees' use: "A Guide to Area Support Groups," "A Guide to Smoking Cessation Programs," and "A Guide to Psychotherapists."

The Department continues to utilize professional development media programs, including a 26 minute videotape program, "Minorities in the College Classroom," and a slide-tape presentation on sexual harassment entitled, "Let Someone Know: Sexual Harassment and You."

Human Relations staff serve on standing, temporary, and ad hoc committees within MSU. This participation enhances the affirmative action, equal opportunity, and employee assistance perspectives on the deliberations and actions of the work of these committees. The range of committee involvement includes search and selection committees for major administrative positions, admissions committees for the University's Colleges of Human and Osteopathic Medicine, as well as committees that impact the work and study climate for women, minorities, handicappers, and employees.



Additionally, staff members serve on state wide and local committees that touch on areas of expertise and concern to minorities, women, handicappers, and employees. Appointments include a state committee on handicapper issues; the State Superintendents Committee on Women, Minorities and Handicappers in Higher Education; the newly formed National Association of Employee Assistance Programs in Higher Education; the State Extension Council on Family Living Education; Child Abuse Prevention Services; the Tri-County Women's Coalition; ALMACA; and the Women's Health Network.

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

The Human Relations Department is a highly visible department with programmatic thrusts within MSU's central administration. Department staff contribute regularly as guest lecturers to faculty on issues relating to equal opportunity, affirmative action, employee assistance, or other subjects relating to the needs of the constituent groups served. Staff is invited to speak locally to high school groups during Black History Week, Hispanic Heritage Week, Women's History Month, and at other times. Staff also presents at national and state conferences, including the College and University Personnel Association, the National Urban League, the Governor's Conference on Labor and Management, the Association of Career Women.

The Department of Human Relations and the American Association for Affirmative Action, through staff initiated leadership and coordinative efforts, has generated University-wide support for the diversity of the programs it administers.

# Workforce Summaries

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# MICHIGAN STATE UNIVERSITY

## WORKFORCE SUMMARY

### OCTOBER 1987

**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	1079	134	1213	73	12	85	17	6	23	51	2	53	5	4	9				1006	122	1128
Associate Professor	417	128	545	43	14	57	21	9	30	18	5	23	4		4				374	114	488
Assistant Professor	245	129	374	36	16	52	9	7	16	20	8	28	5	1	6	2		2	209	113	322
Instructor	1		1																1		1
Tenure System Total	1742	391	2133	152	42	194	47	22	69	89	15	104	14	5	19	2		2	1590	349	1939
Continuing Staff	347	281	628	28	27	55	17	20	37	8	4	12	3	2	5		1	1	319	254	573
Temporary Faculty	352	231	583	71	29	100	11	10	21	47	11	58	9	6	15	4	2	6	281	202	483
Temporary Staff	401	256	657	87	34	121	19	16	35	56	9	65	7	9	16	5		5	314	222	536
Other Academic Appts. Total	1100	768	1868	186	90	276	47	46	93	111	24	135	19	17	36	9	3	12	914	678	1592
Administrative Professional	621	725	1346	48	69	117	24	34	58	14	26	40	9	6	15	1	3	4	573	656	1229
Clerical Technical	283	2154	2437	29	239	268	13	130	143	4	29	33	10	62	72	2	18	20	254	1915	2169
Labor	917	696	1613	107	204	311	56	143	199	8	5	13	36	50	86	7	6	13	810	492	1302
Support Staff Total	1821	3575	5396	184	512	696	93	307	400	26	60	86	55	118	173	10	27	37	1637	3063	4700
GRAND TOTAL	4663	4734	9397	522	644	1166	187	375	562	226	99	325	88	140	228	21	30	51	4141	4090	8231

TABLE 2  
**MICHIGAN STATE UNIVERSITY  
WORKFORCE SUMMARY  
OCTOBER 1987**

**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	89.0	11.0	100	6.0	1.0	7.0	1.4	.5	1.9	4.2	.2	4.4	.4	.3	.7				82.9	10.1	93.0
Associate Professor	76.5	23.5	100	7.9	2.6	10.5	3.9	1.7	5.5	3.3	.9	4.2	.7		.7				68.6	20.9	89.5
Assistant Professor	65.5	34.5	100	9.6	4.3	13.9	2.4	1.9	4.3	5.3	2.1	7.5	1.3	.3	1.6	.5		.5	55.9	30.2	86.1
Instructor	100		100																100		100
Tenure System Total	81.7	18.3	100	7.1	2.0	9.1	2.2	1.0	3.2	4.2	.7	4.9	.7	.2	.9	.1		.1	74.5	16.4	90.9
Continuing Staff	55.3	44.7	100	4.5	4.3	8.8	2.7	3.2	5.9	1.3	.6	1.9	.5	.3	.8		.2	.2	50.8	40.4	91.2
Temporary Faculty	60.4	39.6	100	12.2	5.0	17.2	1.9	1.7	3.6	8.1	1.9	9.9	1.5	1.0	2.6	.7	.3	1.0	48.2	34.6	82.8
Temporary Staff	61.0	39.0	100	13.2	5.2	18.4	2.9	2.4	5.3	8.5	1.4	9.9	1.1	1.4	2.4	.8		.8	47.8	33.8	81.6
Other Academic Appts. Total	58.9	41.1	100	10.0	4.8	14.8	2.5	2.5	5.0	5.9	1.3	7.2	1.0	.9	1.9	.5	.2	.6	48.9	36.3	85.2
Administrative Professional	46.1	53.8	100	3.5	5.1	8.6	1.7	2.5	4.3	1.0	1.9	2.9	.6	.4	1.1		.2	.3	42.5	48.7	91.3
Clerical Technical	11.6	88.3	100	1.1	9.8	11.0	.5	5.3	5.8	.1	1.1	1.3	.4	2.5	2.9		.7	.8	10.4	78.5	89.0
Labor	56.8	43.1	100	6.6	12.6	19.2	3.4	8.8	12.3	.5	.3	.8	2.2	3.1	5.3	.4	.3	.8	50.2	30.5	80.7
Support Staff Total	33.7	66.2	100	3.4	9.4	12.9	1.7	5.6	7.4	.4	1.1	1.5	1.0	2.1	3.2	.1	.5	.6	30.3	56.7	87.1

**MICHIGAN STATE UNIVERSITY  
WORKFORCE SUMMARY  
OCTOBER 1987**

**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	8	3	11		1	1		1	1										8	2	10
Associate Professor	2	1	3																2	1	3
Assistant Professor																					
Instructor																					
Tenure System Total	10	4	14		1	1		1	1										10	3	13
Continuing Staff	29	44	73	4	4	8	3	2	5	1		1		2	2				25	40	65
Temporary Faculty	1		1																1		1
Temporary Staff	2	6	8																2	6	8
Other Academic Appts. Total	32	50	82	4	4	8	3	2	5	1		1		2	2				28	46	74
Administrative Professional	55	48	103	8	5	13	2	1	3	4	3	7	2	1	3				47	43	90
Clerical Technical	45	162	207	3	21	24	1	10	11	1	3	4	1	8	9				42	141	183
Labor	10	10	20		1	1		1	1										10	9	19
Support Staff Total	110	220	330	11	27	38	3	12	15	5	6	11	3	9	12				99	193	292
GRAND TOTAL	152	274	426	15	32	47	6	15	21	6	6	12	3	11	14				137	242	379



TABLE 4

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	2		1	2										1	5	6

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	31	2	33	2	1	3				2	1	3							29	1	30
Temporary Faculty																					
Temporary Staff	19		19	4		4				4		4							15		15
Other Academic Appts. Total	50	2	52	6	1	7				6	1	7							44	1	45
Administrative Professional	31	11	42	2		2	1		1				1		1				29	11	40
Clerical Technical	3	9	12		1	1											1	1	3	8	11
Labor	22	1	23	1		1							1		1				21	1	22
Support Staff Total	56	21	77	3	1	4	1		1				2		2		1	1	53	20	73
GRAND TOTAL	108	23	131	9	2	11	1		1	6	1	7	2		2		1	1	99	21	120

TABLE 6

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	2		2																2		2
Associate Professor		1	1																	1	1
Assistant Professor																					
Instructor																					
Tenure System Total	2	1	3																2	1	3
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional	4	11	15																4	11	15
Clerical Technical	1	71	72		14	14		7	7		4	4		2	2		1	1	1	57	58
Labor																					
Support Staff Total	5	82	87		14	14		7	7		4	4		2	2		1	1	5	68	73
<b>GRAND TOTAL</b>	<b>7</b>	<b>83</b>	<b>90</b>		<b>14</b>	<b>14</b>		<b>7</b>	<b>7</b>		<b>4</b>	<b>4</b>		<b>2</b>	<b>2</b>		<b>1</b>	<b>1</b>	<b>7</b>	<b>69</b>	<b>76</b>

**MICHIGAN STATE UNIVERSITY  
WORKFORCE SUMMARY  
OCTOBER 1987**

**International Studies and  
Programs**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	3		3	1		1							1		1				2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	3		3	1		1							1		1				2		2
Continuing Staff	2		2	1		1				1		1							1		1
Temporary Faculty	2	1	3	1		1	1		1										1	1	2
Temporary Staff																					
Other Academic Appts. Total	4	1	5	2		2	1		1	1		1							2	1	3
Administrative Professional	2	10	12		2	2		1	1		1	1							2	8	10
Clerical Technical		15	15		2	2		2	2											13	13
Labor		2	2		1	1		1	1											1	1
Support Staff Total	2	27	29		5	5		4	4		1	1							2	22	24
GRAND TOTAL	9	28	37	3	5	8	1	4	5	1	1	1	1		1				6	23	29

TABLE 8

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	7	2	9																7	2	9
Associate Professor	3		3	1		1	1		1										2		2
Assistant Professor	1		1																1		1
Instructor																					
Tenure System Total	11	2	13	1		1	1		1										10	2	12
Continuing Staff	6	1	7	1		1				1		1							5	1	6
Temporary Faculty																					
Temporary Staff	5	6	11																5	6	11
Other Academic Appts. Total	11	7	18	1		1				1		1							10	7	17
Administrative Professional	6	10	16		1	1		1	1										6	9	15
Clerical Technical		35	35		1	1		1	1											34	34
Labor	1	3	4																1	3	4
Support Staff Total	7	48	55		2	2		2	2										7	46	53
GRAND TOTAL	29	57	86	2	2	4	1	2	3	1		1							27	55	82

TABLE 9

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## Undergraduate University 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	2	5	2		2	2		2										1	2	3
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	3	2	5	2		2	2		2										1	2	3
Continuing Staff	3	19	22	1	7	8		5	5		1	1	1		1		1	1	2	12	14
Temporary Faculty																					
Temporary Staff	6	18	24	4	6	10	3	2	5		1	1	1	3	4				2	12	14
Other Academic Appts. Total	9	37	46	5	13	18	3	7	10		2	2	2	3	5		1	1	4	24	28
Administrative Professional	9	10	19	2	5	7	2	3	5					1	1		1	1	7	5	12
Clerical Technical		55	55		8	8		4	4					4	4					47	47
Labor	4	3	7																4	3	7
Support Staff Total	13	68	81	2	13	15	2	7	9					5	5		1	1	11	55	66
GRAND TOTAL	25	107	132	9	26	35	7	14	21		2	2	2	8	10		2	2	16	81	97



TABLE 10

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	160	4	164	4		4	1		1	3		3							156	4	160
Associate Professor	66	6	72	4	2	6	1	2	3	3		3							62	4	66
Assistant Professor	30	8	38	3		3	1		1	2		2							27	8	35
Instructor																					
Tenure System Total	256	18	274	11	2	13	3	2	5	8		8							245	16	261
Continuing Staff	15	6	21	1		1				1		1							14	6	20
Temporary Faculty	33	5	38	5	2	7	1		1	3	2	5				1		1	28	3	31
Temporary Staff	94	33	127	19	2	21	3	1	4	15		15	1	1	2				75	31	106
Other Academic Appts. Total	142	44	186	25	4	29	4	1	5	19	2	21	1	1	2	1		1	117	40	157
Administrative Professional	56	62	118	1	8	9		1	1		5	5	1	2	3				55	54	109
Clerical Technical	48	186	234	1	16	17		4	4		2	2	1	7	8		3	3	47	170	217
Labor	61	5	66	2	1	3	1	1	2	1		1							59	4	63
Support Staff Total	165	253	418	4	25	29	1	6	7	1	7	8	2	9	11		3	3	161	228	389
<b>GRAND TOTAL</b>	<b>511</b>	<b>312</b>	<b>823</b>	<b>49</b>	<b>31</b>	<b>71</b>	<b>8</b>	<b>9</b>	<b>17</b>	<b>28</b>	<b>9</b>	<b>37</b>	<b>3</b>	<b>10</b>	<b>13</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>523</b>	<b>284</b>	<b>807</b>

TABLE 11

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional		3	3																	3	3
Clerical Technical		5	5																	5	5
Labor																					
Support Staff Total		8	8																	8	8
GRAND TOTAL	2	8	10																2	8	10

TABLE 12

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	183	139	322	8	9	17	7	9	16				1		1				175	130	305
Temporary Faculty																					
Temporary Staff	9	12	21	2	2	4	1	2	3				1		1				7	10	17
Other Academic Appts. Total	192	151	343	10	11	21	8	11	19				2		2				182	140	322
Administrative Professional		7	7																	7	7
Clerical Technical	1	39	40		2	2		1	1							1	1		1	37	38
Labor	5	146	151	2	51	53	1	42	43					6	6	1	3	4	3	95	98
Support Staff Total	6	192	198	2	53	55	1	43	44					6	6	1	4	5	4	139	143
<b>GRAND TOTAL</b>	<b>205</b>	<b>344</b>	<b>543</b>	<b>12</b>	<b>64</b>	<b>76</b>	<b>9</b>	<b>54</b>	<b>63</b>				<b>2</b>	<b>6</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>187</b>	<b>280</b>	<b>467</b>

TABLE 13

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	173	36	209	7	3	10	1	1	2	5	1	6	1	1	2				166	33	199
Associate Professor	55	26	81	5	2	7	3	2	5	2		2							50	24	74
Assistant Professor	19	18	37	5	3	8		1	1	1	1	2	2	1	3	2		2	14	15	29
Instructor																					
Tenure System Total	247	80	327	17	8	25	4	4	8	8	2	10	3	2	5	2		2	230	72	302
Continuing Staff		2	2																	2	2
Temporary Faculty	32	30	62	4	6	10		3	3	2	2	4	2	1	3				28	24	52
Temporary Staff	1	4	5																1	4	5
Other Academic Appts. Total	33	36	69	4	6	10		3	3	2	2	4	2	1	3				29	30	59
Administrative Professional	1	4	5		1	1		1	1										1	3	4
Clerical Technical	5	47	52	1	5	6		4	4				1	1	2				4	42	46
Labor		4	4		1	1		1	1											3	3
Support Staff Total	6	55	61	1	7	8		6	6				1	1	2				5	48	53
GRAND TOTAL	286	171	457	22	21	43	4	13	17	10	4	14	6	4	10	2		2	264	150	414

TABLE 14

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	61		61	3		3				3		3							58		58
Associate Professor	26	5	31	4		4	3		3	1		1							22	5	27
Assistant Professor	35	13	48	5	1	6				5	1	6							30	12	42
Instructor	1		1																1		1
Tenure System Total	123	18	141	12	1	13	3		3	9	1	10							111	17	128
Continuing Staff	3	4	7	1		1	1		1										2	4	6
Temporary Faculty	9		9	3		3	1		1	2		2							6		6
Temporary Staff	14		14																14		14
Other Academic Appts. Total	26	4	30	4		4	2		2	2		2							22	4	26
Administrative Professional	5	5	10																5	5	10
Clerical Technical		43	43		3	3		1	1					2	2					40	40
Labor		9	9		3	3		1	1								2	2		6	6
Support Staff Total	5	57	62		6	6		2	2					2	2		2	2	5	51	56
GRAND TOTAL	128	77	205	16	7	23	5	2	7	11	1	12		2	2		2	2	138	72	210

TABLE 15

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	19	2	21	1		1	1		1										18	2	20
Associate Professor	13	5	18	1	2	3	1	1	2		1	1							12	3	15
Assistant Professor	13	9	22	1	3	4	1	3	4										12	6	18
Instructor																					
Tenure System Total	45	16	61	3	5	8	3	4	7		1	1							42	11	53
Continuing Staff	4	6	10	1		1	1		1										3	6	9
Temporary Faculty	12	7	19	2		2	1		1				1		1				10	7	17
Temporary Staff	10	9	19	1	1	2	1	1	2										9	8	17
Other Academic Appts. Total	26	22	48	4	1	5	3	1	4				1		1				22	21	43
Administrative Professional	29	23	52	2		2	2		2										27	23	50
Clerical Technical	33	42	75	5	8	13	4	4	8		1	1		2	2	1	1	2	28	34	62
Labor		5	5																	5	5
Support Staff Total	62	70	132	7	8	15	6	4	10		1	1		2	2	1	1	2	55	62	117
GRAND TOTAL	133	108	241	14	14	28	12	9	21		2	2	1	2	3	1	1	2	119	94	213



TABLE 16

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	74	18	92	1	1	2	1	1	2										73	17	90
Associate Professor	25	19	44	3	1	4	2	1	3				1		1				22	18	40
Assistant Professor	13	12	25	2	3	5		1	1	1	2	3	1		1				11	9	20
Instructor																					
Tenure System Total	112	49	161	6	5	11	3	3	6	1	2	3	2		2				106	44	150
Continuing Staff	4	4	8	1		1				1		1							3	4	7
Temporary Faculty	12	21	33	1	3	4	1		1					3	3				11	18	29
Temporary Staff	14	46	60	1	2	3		2	2				1		1				13	44	57
Other Academic Appts. Total	30	71	101	3	5	8	1	2	3	1		1	1	3	4				27	66	93
Administrative Professional		7	7																	7	7
Clerical Technical		71	71		5	5		4	4					1	1					66	66
Labor		2	2																	2	2
Support Staff Total		80	80		5	5		4	4					1	1					75	75

TABLE 17

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	56	1	57	7		7				7		7							49	1	50
Associate Professor	30	1	31	7		7				7		7							23	1	24
Assistant Professor	31	1	32	10		10				8		8	2		2				21	1	22
Instructor																					
Tenure System Total	117	3	120	24		24				22		22	2		2				93	3	96
Continuing Staff	8	7	15	1	1	2	1	1	2										7	6	13
Temporary Faculty	17	3	20	7	1	8				7	1	8							10	2	12
Temporary Staff	8	3	11	3		3				3		3							5	3	8
Other Academic Appts. Total	33	13	46	11	2	13	1	1	2	10	1	11							22	11	33
Administrative Professional	5	4	9																5	4	9
Clerical Technical	4	39	43		4	4		3	3								1	1	4	35	39
Labor	6	8	14		1	1		1	1										6	7	13
Support Staff Total	15	51	66		5	5		4	4								1	1	15	46	61
GRAND TOTAL	165	67	232	35	7	42	1	5	6	32	1	33	2		2		1	1	130	60	190

TABLE 18

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	7	13	20		1	1		1	1										7	12	19
Associate Professor	2	15	17		1	1					1	1							2	14	16
Assistant Professor	3	11	14		2	2					2	2							3	9	12
Instructor																					
Tenure System Total	12	39	51		4	4		1	1		3	3							12	35	47
Continuing Staff		8	8																	8	8
Temporary Faculty	3	15	18		1	1					1	1							3	14	17
Temporary Staff	1	8	9		1	1					1	1							1	7	8
Other Academic Appts. Total	4	31	35		2	2					2	2							4	29	33
Administrative Professional	2	5	7																2	5	7
Clerical Technical		33	33		2	2		2	2											31	31
Labor		2	2																	2	2
Support Staff Total	2	40	42		2	2		2	2										2	38	40

TABLE 19

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	63	7	70	8	1	9	2		2	5		5	1	1	2				55	6	61
Associate Professor	27	9	36	2	2	4	1		1	1	2	3							25	7	32
Assistant Professor	4	6	10		2	2					2	2							4	4	8
Instructor																					
Tenure System Total	94	22	116	10	5	15	3		3	6	4	10	1	1	2				84	17	101
Continuing Staff	1	2	3																1	2	3
Temporary Faculty	94	48	142	27	7	34	2	2	4	22	4	26	3		3		1	1	67	41	108
Temporary Staff	20	24	44	11	8	19	1	2	3	10	4	14		2	2				9	16	25
Other Academic Appts. Total	115	74	189	38	15	53	3	4	7	32	8	40	3	2	5		1	1	77	59	136
Administrative Professional	19	49	68	1	2	3	1	1	2		1	1							18	47	65
Clerical Technical	11	146	157	2	10	12	1	5	6		3	3	1	2	3				9	136	145
Labor		9	9		2	2		1	1					1	1					7	7
Support Staff Total	30	204	234	3	14	17	2	7	9		4	4	1	3	4				27	190	217
GRAND TOTAL	239	300	539	51	34	85	8	11	19	38	16	54	5	6	11		1	1	188	266	454

TABLE 20

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

**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	7	1	8	2		2	2		2										5	1	6
Instructor																					
Tenure System Total	16	3	19	2		2	2		2										14	3	17
Continuing Staff		2	2																	2	2
Temporary Faculty	2	2	4																2	2	4
Temporary Staff	1	1	2																1	1	2
Other Academic Appts. Total	3	5	8																3	5	8
Administrative Professional																					
Clerical Technical		6	6		1	1										1	1			5	5
Labor																					
Support Staff Total		6	6		1	1										1	1			5	5

TABLE 21

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	223	16	239	27	2	29	3		3	24	1	25		1	1				196	14	210
Associate Professor	45	9	54	2	1	3				2	1	3							43	8	51
Assistant Professor	41	14	55	1	1	2		1	1	1		1							40	13	53
Instructor																					
Tenure System Total	309	39	348	30	4	34	3	1	4	27	2	29		1	1				279	35	314
Continuing Staff	18	8	26	2	1	3	1		1	1	1	2							16	7	23
Temporary Faculty	42	20	62	9	3	12	1		1	6	1	7	1	2	3	1		1	33	17	50
Temporary Staff	104	32	136	24	1	25	3	1	4	18		18	1		1	2		2	80	31	111
Other Academic Appts. Total	164	60	224	35	5	40	5	1	6	25	2	27	2	2	4	3		3	129	55	184
Administrative Professional	46	28	74	2		2				2		2							44	28	72
Clerical Technical	57	144	201	7	17	24	2	8	10	1	2	3	3	7	10	1		1	50	127	177
Labor	33	14	47	1	1	2	1	1	2										32	13	45
Support Staff Total	136	186	322	10	18	28	3	9	12	3	2	5	3	7	10	1		1	126	168	294
GRAND TOTAL	609	285	894	75	27	102	11	11	22	55	6	61	5	10	15	4		4	534	258	792



TABLE 22

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	1	15	16																1	15	16
Instructor																					
Tenure System Total	1	24	25																1	24	25
Continuing Staff																					
Temporary Faculty		22	22		1	1		1	1											21	21
Temporary Staff		1	1																	1	1
Other Academic Appts. Total		23	23		1	1		1	1											22	22
Administrative Professional		8	8																	8	8
Clerical Technical		12	12		2	2		1	1					1	1					10	10
Labor																					
Support Staff Total		20	20		2	2		1	1					1	1					18	18
<b>GRAND TOTAL</b>	<b>1</b>	<b>67</b>	<b>68</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>				<b>1</b>	<b>1</b>					<b>1</b>	<b>64</b>	<b>65</b>

TABLE 23

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	51	7	58	2	1	3		1	1	1		1	1		1				49	6	55
Associate Professor	28	7	35	1	1	2	1	1	2										27	6	33
Assistant Professor	8	1	9	1		1				1		1							7	1	8
Instructor																					
Tenure System Total	87	15	102	4	2	6	1	2	3	2		2	1		1				83	13	96
Continuing Staff		2	2		1	1				1	1	2								1	1
Temporary Faculty	38	20	58	5		5				3		3	1		1	1		1	33	20	53
Temporary Staff	20	8	28	6	3	9	1	1	2	4	1	5	1	1	2				14	5	19
Other Academic Appts. Total	58	30	88	11	4	15	1	1	2	8	2	10	2	1	3	1		1	47	26	73
Administrative Professional	12	24	36	1	1	2	1		1		1	1							11	23	34
Clerical Technical	11	85	96		8	8		4	4		1	1		1	1		2	2	11	77	88
Labor		1	1																	1	1
Support Staff Total	23	110	133	1	9	10	1	4	5		2	2		1	1		2	2	22	101	123
GRAND TOTAL	168	155	323	16	15	31	3	7	10	10	4	14	3	2	5	1	2	3	152	140	292

TABLE 24

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	104	14	118	5	2	7	3	1	4	1		1	1	1	2				99	12	111
Associate Professor	50	12	62	4	1	5	2	1	3				2		2				46	11	57
Assistant Professor	17	12	29	3		3	2		2	1		1							14	12	26
Instructor																					
Tenure System Total	171	38	209	12	3	15	7	2	9	2		2	3	1	4				159	35	194
Continuing Staff	2	10	12		1	1		1	1										2	9	11
Temporary Faculty	23	15	38	2	2	4	1	2	3	1		1							21	13	34
Temporary Staff	9	17	26	1	2	3		1	1				1	1	2				8	15	23
Other Academic Appts. Total	34	42	76	3	5	8	1	4	5	1		1	1	1	2				31	37	68
Administrative Professional	3	7	10																3	7	10
Clerical Technical	4	75	79		9	9		4	4		1	1		3	3		1	1	4	66	70
Labor		8	8																	8	8
Support Staff Total	7	90	97		9	9		4	4		1	1		3	3		1	1	7	81	88
<b>GRAND TOTAL</b>	<b>211</b>	<b>179</b>	<b>390</b>	<b>15</b>	<b>17</b>	<b>32</b>	<b>8</b>	<b>10</b>	<b>18</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>9</b>		<b>1</b>	<b>1</b>	<b>197</b>	<b>153</b>	<b>350</b>

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	2	1		1										1		1		1	1
Temporary Staff	7	1	8	3	1	4	1	1	2							2		2	4		4
Other Academic Appts. Total	8	3	11	4	1	5	1	1	2							3		3	4	2	6
Administrative Professional		3	3		2	2		1	1		1	1								1	1
Clerical Technical		10	10		3	3		1	1					2	2					7	7
Labor																					
Support Staff Total		13	13		5	5		2	2		1	1		2	2					8	8
GRAND TOTAL	14	18	32	9	7	16	6	4	10		1	1		2	2	3		3	5	11	16

TABLE 26

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	38	1	39	2		2				2		2							36	1	37
Associate Professor	27	2	29	3		3	1		1	2		2							24	2	26
Assistant Professor	17	6	23	2		2	2		2										15	6	21
Instructor																					
Tenure System Total	82	9	91	7		7	3		3	4		4							75	9	84
Continuing Staff	2	3	5		1	1		1	1										2	2	4
Temporary Faculty	31	20	51	4	3	7	2	2	4	1		1	1		1		1	1	27	17	44
Temporary Staff	15	11	26	2	3	5		1	1	2	2	4							13	8	21
Other Academic Appts. Total	48	34	82	6	7	13	2	4	6	3	2	5	1		1		1	1	42	27	69
Administrative Professional	13	22	35		2	2					2	2							13	20	33
Clerical Technical	10	145	155	2	8	10	1	3	4	1	2	3		2	2		1	1	8	137	145
Labor	9	10	19		1	1		1	1										9	9	18
Support Staff Total	32	177	209	2	11	13	1	4	5	1	4	5		2	2		1	1	30	166	196
GRAND TOTAL	225	235	460	15	28	33	6	10	14	8	10	14	2	10	10		3	3	145	205	220

# TABLE 27 **MICHIGAN STATE UNIVERSITY** **WORKFORCE SUMMARY** **OCTOBER 1987**

**Vice President for Finance  
and Operations and Personnel**

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																		
Temporary Faculty																					
Temporary Staff																		4		4	
Other Academic Appts. Total	4		4																		
Administrative Professional	43	37	80	4	1	5	1	1	2	1		1	2		2				4		4
Clerical Technical	9	70	79	1	5	6	1	3	4		1	1		2							
Labor	110	23	133	13	1	14	5	1	6	1		1	7		7				39	36	75
Support Staff Total	162	130	292	18	7	25	7	5	12	2	1	3	9	1	10				8	65	73
GRAND TOTAL	166	130	296	18	7	25	7	5	12	2	1	3	9	1	10				97	22	119
																			144	123	267
																			148	123	271



TABLE 28

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	6		6																6		6
Assistant Professor	3		3	1		1	1		1										2		2
Instructor																					
Tenure System Total	9		9	1		1	1		1										8		8
Continuing Staff	7	1	8	1		1	1		1										6	1	7
Temporary Faculty																					
Temporary Staff	36	11	47	6	2	8	5	1	6					1	1	1		1	30	9	39
Other Academic Appts. Total	43	12	55	7	2	9	6	1	7					1	1	1		1	36	10	46
Administrative Professional	81	58	139	3	3	6	1	1	2	1	2	3	1		1				78	55	133
Clerical Technical	16	150	166	4	16	20	2	8	10	1	3	4	1	5	6				12	134	146
Labor	45	10	55	5		5	3		3				2		2				40	10	50
Support Staff Total	142	218	360	12	19	31	6	9	15	2	5	7	4	5	9				130	199	329
<b>GRAND TOTAL</b>	<b>284</b>	<b>238</b>	<b>522</b>	<b>29</b>	<b>27</b>	<b>41</b>	<b>13</b>	<b>10</b>	<b>23</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>218</b>	<b>209</b>	<b>427</b>

TABLE 29

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

## 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	61	42	103	2	9	11		6	6	2	3	5							59	33	92
Clerical Technical	6	132	138	1	15	16		12	12		1	1	1	1	2		1	1	5	117	122
Labor	268	311	579	44	96	140	27	71	98	4	5	9	12	19	31	1	1	2	224	215	439
Support Staff Total	335	485	820	47	120	167	27	89	116	6	9	15	13	20	33	1	2	3	288	365	653
GRAND TOTAL	337	485	822	47	120	167	27	89	116	6	9	15	13	20	33	1	2	3	290	365	655

TABLE 30

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

## **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	45	14	59	4		4	2		2	1		1				1		1	41	14	55
Clerical Technical	6	17	23		3	3		1	1		1	1		1	1				6	14	20
Labor	331	96	427	38	41	79	18	19	37	2		2	13	22	35	5		5	293	55	348
Support Staff Total	382	127	509	42	44	86	20	20	40	3	1	4	13	23	36	6		6	340	83	423

TABLE 31

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

**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	18	84	102	2	10	12	1	3	4	1	5	6		1	1		1	1	16	74	90
Clerical Technical	2	144	146		17	17		11	11		1	1		4	4		1	1	2	127	129
Labor		6	6		2	2								2	2					4	4
Support Staff Total	20	234	254	2	29	31	1	14	15	1	6	7		7	7		2	2	18	205	223
GRAND TOTAL	23	234	257	3	29	32	1	14	15	1	6	7	1	7	8		2	2	20	205	225

TABLE 32

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987**

**Vice President for  
Legal 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																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	2	1	3	1		1	1		1										1	1	2
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	2	1	3	1		1	1		1										1	1	2
Administrative Professional		1	1																	1	1
Clerical Technical																					
Labor																					
Support Staff Total		1	1																	1	1
<b>GRAND TOTAL</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>		<b>1</b>	<b>1</b>		<b>1</b>										<b>1</b>	<b>2</b>	<b>3</b>

TABLE 33

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

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		1	1																	1	1
Temporary Staff	3	2	5																3	2	5
Other Academic Appts. Total	5	4	9																5	4	9
Administrative Professional	9	9	18																9	9	18
Clerical Technical	2	21	23		1	1		1	1										2	20	22
Labor	8	4	12	1	1	2		1	1				1		1				7	3	10
Support Staff Total	19	34	53	1	2	3		2	2				1		1				18	32	50
GRAND TOTAL	34	39	73	2	2	4	1	2	3				1		1				32	37	69



TABLE 34

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

**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	5	2	7	1		1	1		1										4	2	6
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	9	4	13	3	1	4	2	1	3				1		1				6	3	9
Continuing Staff	3	2	5	1		1	1		1										2	2	4
Temporary Faculty																					
Temporary Staff	3	3	6																3	3	6
Other Academic Appts. Total	6	5	11	1		1	1		1										5	5	10
Administrative Professional	34	70	104	11	14	25	8	10	18	1	2	3	2	1	3		1	1	23	56	79
Clerical Technical	3	87	90	2	24	26	1	15	16		1	1	1	5	6		3	3	1	63	64
Labor	1	3	4																1	3	4
Support Staff Total	38	160	198	13	38	51	9	25	34	1	3	4	3	6	9		4	4	25	122	147
<b>GRAND TOTAL</b>	<b>53</b>	<b>242</b>	<b>297</b>	<b>17</b>	<b>53</b>	<b>56</b>	<b>12</b>	<b>36</b>	<b>38</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>36</b>	<b>188</b>	<b>189</b>

TABLE 35

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

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	3	8																5	3	8
Temporary Faculty																					
Temporary Staff																					
Other Academic Apts. Total	5	3	8																5	3	8
Administrative Professional	9	24	33		1	1		1	1										9	23	32
Clerical Technical		37	37		6	6		4	4		2	2								31	31
Labor		1	1																	1	1
Support Staff Total	9	62	71		7	7		5	5		2	2							9	35	64
GRAND TOTAL	14	65	79		7	7		5	5		2	2							14	58	72

TABLE 36

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

**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	2	3		1	1		1	1										1	1	2
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	1	2	3		1	1		1	1										1	1	2
Administrative Professional	13	10	23	1		1	1		1										12	10	22
Clerical Technical	1	8	9																1	8	9
Labor																					
Support Staff Total	14	18	32	1		1	1		1										13	18	31
<b>GRAND TOTAL</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>										<b>14</b>	<b>19</b>	<b>33</b>

TABLE 37

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

**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		6	6																	6	6
Labor																					
Support Staff Total	4	9	13	2	1	3	1	1	2	1		1							2	8	10
GRAND TOTAL	5	9	14	2	1	3	1	1	2	1		1							3	8	11

TABLE 38

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

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	1	1	2																1	1	2
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	1	1	2																1	1	2
Administrative Professional		5	5		1	1		1	1											4	4
Clerical Technical																					
Labor																					
Support Staff Total		5	5		1	1		1	1											4	4
<b>GRAND TOTAL</b>	<b>1</b>	<b>6</b>	<b>7</b>		<b>1</b>	<b>1</b>		<b>1</b>	<b>1</b>										<b>1</b>	<b>5</b>	<b>6</b>

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1987

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





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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.