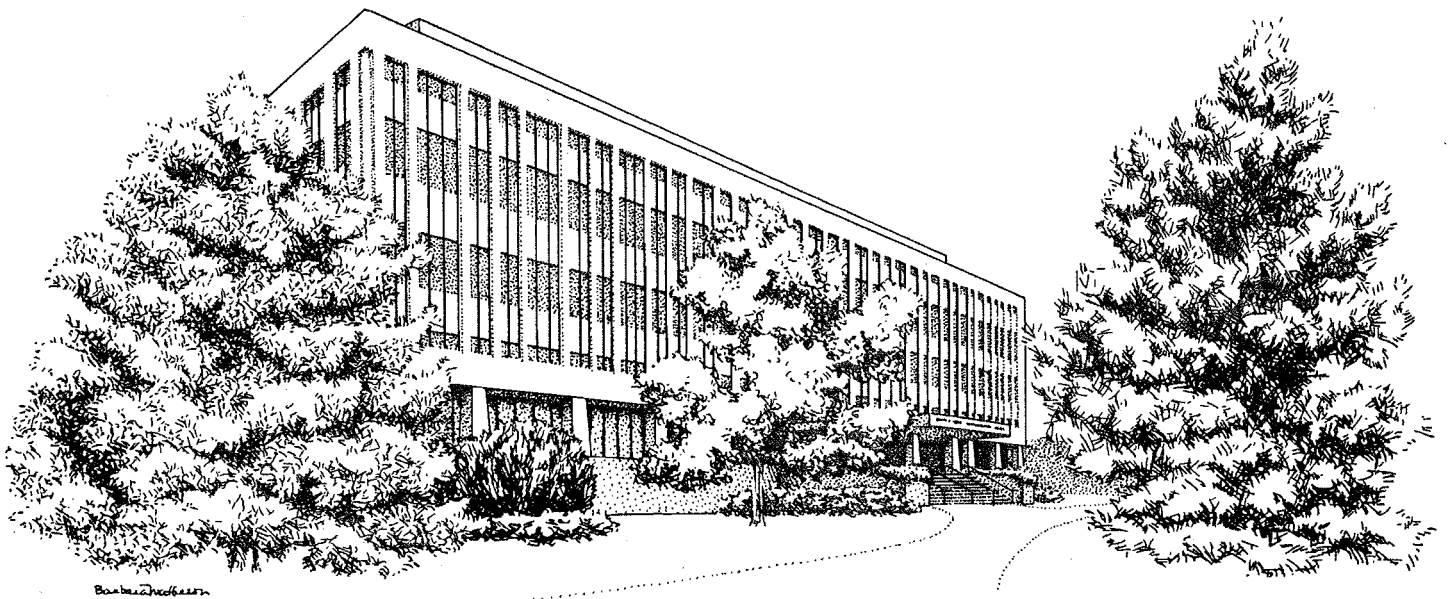


Michigan State University  
1987-88  
Annual Report on  
Affirmative  
Action



*ANNUAL REPORT ON AFFIRMATIVE ACTION*

*for the period*

*October 1, 1987 to September 30, 1988*

*Prepared for*

*MICHIGAN STATE UNIVERSITY'S*

*Board of Trustees*

*Compiled by:*

*Department of Human Relations*

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

*April, 1989*

# MICHIGAN STATE UNIVERSITY

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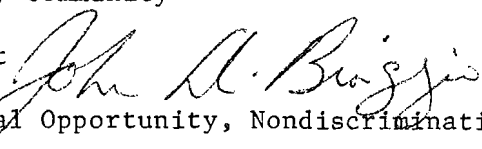
OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824-1046

April 1989

## MEMORANDUM

TO: Members of the University Community

FROM: John DiBiaggio, President 

SUBJECT: University Policy on 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.

Last year, I asked you for a recommitment to John Hannah's call for land-grant universities to lead an "assault on inequality." I said I would declare it a failure of my administration if inequality was not addressed. Results, not excuses are expected.

Rhetoric, written proclamations from the President or Provost, and even good intentions simply are not sufficient weapons in MSU's assault on inequality. We must come to understand that diversity and quality are not adversaries, but allies. The nature of the assault we make on inequality in the next few years will be a primary measure of our excellence as a University, as a state, and as a nation. We must open our professional circles and our classrooms to new dialogue and to a diversity of perspectives. If we are to educate our students for a multi-cultural world, we must provide a pluralistic community. Whether we are talking about correcting inequalities related to the Class of 2000, today's first graders, or assuring enhanced diversity in the recruitment of students and faculty, we must make sure that R-Cubed, CORRAGE, CRUE, and all other efforts related to our assault on inequality. There is diversity in our excellence. And there is excellence in our diversity. The reconfiguration of Michigan State University must reflect participation of all groups, including those clearly underrepresented.

## TABLE OF CONTENTS

<u>Section</u>		<u>Page</u>
	INTRODUCTION	i
I.	EXECUTIVE SUMMARY	iii
II.	ACADEMIC PERSONNEL	1
III.	EXECUTIVE MANAGEMENT	30
IV.	SUPPORT STAFF	35
V.	STUDENTS	58
	A. Enrollment	60
	B. Recruitment	61
	C. Campus Life for Students	62
	D. Support Services	67
	1. Supportive Services for Minority and Disadvantaged Students	
	E. Graduate Financial Assistance Program	73
VI.	AFFIRMATIVE ACTION IN PROCUREMENT PROGRAM	85
VII.	DEPARTMENT OF HUMAN RELATIONS	92
VIII.	SPECIAL AFFIRMATIVE ACTION ACTIVITIES	97
IX.	WORKFORCE SUMMARIES	123
X.	APPENDICES INDEX	164
INDEX OF GRAPHS AND TABLES		
Graphs II-1 to II-2	Academic Workforce, 1985-88	4
Graphs II-11 to II-12	Academic Workforce, 1985-88	5
Graphs II-15 to II-18	Academic Workforce, 1985-88	8
Graphs II-3 to II-24	Academic Workforce, 1985-88	22
Graphs III-1 to III-4	Executive Management Workforce, 1985-88	33
Graphs IV-1 to IV-32	Support Staff Workforce, 1985-88	42
Graphs V-1 to V-14	Minority & Women Student Enrollment Trends, 1979-88	76
Graphs V-13 to V-18	Graduate Financial Awards, 1977-88	82
Table VI-1	AA Procurement Program, 1985-88	91
Tables 1 to 39	Workforce Summaries, 1988	109



Michigan State University  
1987-88 Affirmative Action  
Report to the Board of Trustees

INTRODUCTION

The 1987-88 Annual Report on Affirmative Action for the Board of Trustees describes activities undertaken during the past year in pursuit of Michigan State University's commitment to Equal Opportunity, Non-Discrimination, and Affirmative Action. The report includes a comprehensive assessment of the status of women, minorities, and handicappers relative to full participation in the University community. Problems that must be resolved in order for the University to more fully achieve the dual goals of diversity and excellence are detailed. Data have been provided by the Office of Planning and Budgets, the Office of the Assistant Provost for Academic Personnel Administration, Office of the Assistant Vice President for Personnel and Employee Relations and other administrative units. Implementation of the University's Affirmative Action Plan rests with the line administrators, whose performance evaluations include assessment of their execution of affirmative action responsibilities.

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

In its role as the principal support unit for enhancing the ability of the University to meet its commitment to affirmative action, the Department of Human Relations works with all units in continuing assessment of policies, practices, and procedures--from employment to publications--to assure compliance with legal requirements as well as progress toward the shared broad goal of equal opportunity and non-discrimination in all aspects of University life. The contents of the University's 1987-88 Affirmative Action Plan are on file in the Department of Human Relations and are accessible to any interested party during normal business hours.

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

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

## I. EXECUTIVE SUMMARY

### Academic Personnel System:

During the 1987-88 affirmative action year, the total academic personnel workforce decreased by 11 individuals, from 4,001 to 3,990 (0.3%). With the net gain of 21 women during 1987-88, women comprise 29.6% of all academic personnel; their representation increased to 1,180 or by 1.8%. Similarly, with the net gain of 3 minorities in the academic personnel workforce during 1987-88, minorities now represent 11.9% of the total academic personnel system, increasing in number to 473, or by 0.6%. Overall, on a non-duplicative basis, the number of individuals in protected classes, i.e., women and minorities, in the academic personnel system in 1987-88 was 1,506, 37.7% of the total faculty and academic staff.

The patterns of change among the four racial/ethnic groups were mixed: The number of Blacks in the academic personnel workforce increased from 162 to 172, which is 4.3% of the total; Asian/Pacific Islanders decreased from 239 to 235, which is 5.9% of the total; Hispanics increased from 55 to 56, which is 1.4% of the total; Native Americans declined from 14 to 10, which is 0.3% of the total. Overall representation of the four racial/ethnic groups in the academic personnel system remained stable.

### 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, is 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 are crucial to the University's affirmative action effort. While the general trend is one of increases in numbers and proportions for women and minorities, progress is slow.

During the 1987-88 affirmative action year, the tenure system decreased by a net of 17 individuals, from 2,133 to 2,116, or 0.8%. The proportion of women in the tenure system increased to 18.7% during 1987-88 with the net gain of five women, bringing the total number of women to 396, an increase of 1.3%. The percentage of minorities in the tenure system rose slightly to 9.3% during 1987-88; the number of minorities increased by a net of two, to a total of 196, an increase of 1.0%. On a non-duplicate count basis, 548 individuals, or 25.9% of the tenure system faculty, are members of protected groups; this is a net increase of five individuals, or 0.9%. The percentage gains by women and minorities are small, in great part, due to the low number of new appointments in comparison to the size of the total tenure system which is still dominated by non-minority men.

Within the tenure system, patterns of change among the four racial/ethnic groups were mixed: Blacks increased from 69 to 71, or 3.4% of the tenure system; Asian/Pacific Islanders decreased from 104 to 103, or 4.9% of the total; Hispanics declined at 19, or 0.9% of the total; Native Americans increased from 2 to 3, or 0.1% of the total. Like the academic personnel system as a whole, there was

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

#### New Appointments in the Tenure System

During 1987-88, there were 80 individuals appointed in the tenure system, including 24 women (30.0%) and 16 minorities (20.0%). On a non-duplicative count basis, 35 individuals, or 43.8%, of the total appointments in the tenure system were members of protected groups; this represents the same proportion as in 1987.

It is important to note that the proportion of minorities newly appointed in the tenure system during 1987-88 (20.0%) exceeded the average overall availability for minorities; it also exceeded the percentage of minorities at the rank of assistant professor (14.2%) for the first time. The hiring rate for women (30.0%), on the other hand, was somewhat below average overall availability and fell below the percentage of women at the assistant professor rank.

Also of significance is the fact that over half (59%) of all new tenure system appointments made during 1987-88 were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, Human Medicine, Osteopathic Medicine, and Veterinary Medicine. These Colleges generally have somewhat lower availability of women and minorities than disciplines in such Colleges as Arts and Letters, Communication Arts and Sciences, Education and Social Science.

#### 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, 1988, the goal for adding women to the tenure system was exceeded by 18.6% (goal of 83.5 positions; 99 women added); the goal for minorities was exceeded by 39.0% (goal of 29.5 positions; 41 minorities added). Similar progress is expected in the 1986-89 and 1987-90 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 ranging from 233 to 241 between 1985 and 1987; there are currently 239 academic managers.

The representation of women among this group has increased to 20.5% (compared to representation in the tenure system of 18.7%) during 1987-88 with the net gain of eight women, bringing the total number of women to 49, an increase of 19.5%. The percentage of minority academic managers increased to 12.1% (compared to representation in the tenure system of 9.3%) and increased by two (29). Of the 12 opportunities during 1987-88 to appoint heads of academic departments and schools, three non-minority women (chairpersons, Religious Studies and Health Education, Counseling Psychology and Human Performance; director, Music) and one

minority man (director, Medical Technology) were appointed, resulting in a percentage of 25.0% for women and 8.3% for minorities.

In conclusion, it is useful to highlight the following points:

- The total academic personnel workforce decreased by 11 individuals to 3,990; there was a net gain of 21 women and a net gain of 3 minorities.
- The tenure system decreased by 17 individuals to 2,116; there was a net gain of 5 women and 2 minorities.
- 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 minorities exceeded the average overall availability for minorities; it also exceeded the percentage of minorities at the rank of assistant professor for the first time.
- The representation of women and minorities in the Academic Manager group exceeded their respective proportion in the tenure system with a net gain of 8 women and 2 minorities.
- The number and percentage of units underutilized for women and minorities has remained relatively constant over the years.
- There are 78 self-identified handicappers in the academic personnel system, including 43 tenure system faculty and 18 continuing staff.

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. The Office of the Provost, in cooperation with deans and separately reporting directors, has made a sustained commitment to affirmative action in order to achieve these objectives.

While the intent is to continue support for the initiatives and programs described in this report, it is clear that more aggressive and innovative strategies are needed. In this regard, the Office of the Provost, in consultation with the Council of Deans, academic governance committees and a variety of campus groups and constituencies, is developing a plan that will provide the framework for our continuing efforts to create a pluralistic campus.

#### Executive Management:

There are three new executive management appointments effective during the October through September 1987-88 Affirmative Action Report year. These were:

Associate General Counsel	10-19-87	non-minority woman
Associate Director of the MSU		
Alumni Association	7-01-88	minority man
Director of Major Gifts Programs	9-12-88	non-minority man

There are 62 individuals appointed in executive management positions as of October 1, 1988. Of these, 11 (17.7%) are non-minority women and 11 (17.7%) are minorities. One (1.6%) minority woman is Black; of the 10 minority men, 7

(11.3%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 2 (3.2%) are Hispanic. The total representation of members of protected classes is 22 (35.5%), an increase of 1 and up from 33.9% in October 1987. While there is some underrepresentation of Asian/Pacific Islanders in executive management positions, there is no longer underrepresentation of women.

### Support Staff:

The University's support staff job classifications are aggregated into 85 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 1987-88 affirmative action year, the total support staff workforce decreased by 32 (0.6%) from 5,396 to 5,364. Minority representation reflected a decrease of 26 employees, from 696 to 670, 81.3% of the total workforce decrease. Women representation reflected an addition of 4 new employees from 3,575 to 3,579. The number of minority women decreased by 23 (71.9%) from 512 to 489, and the number of minority men decreased by 3 (9.4%) from 184 to 181.

Women and minority representation constitute 3,579 (66.7%) and 670 (12.5%) respectively of the total support staff workforce. Minority women account for 489 (13.7%) of all women, and 9.1% of the support staff workforce. Minority men represent 181 (10.1%) of all men and 3.4% of the support staff workforce.

In the seven reporting categories, minority representation increased in 2 groups and decreased in 5 for an overall decrease of 18. Increases were reported in public safety, and in skilled trades. Decreases were reported in administrative-professional, clerical-technical, cooperative extension, supervisory and service maintenance.

Black representation in the support staff workforce decreased by 26 (7.0%) from 400 to 374 employees. Asian/Pacific Islander representation in the workforce decreased by 10 (13.2%) from 86 to 76 employees. Hispanic representation in the workforce increased by 8 (4.6%) from 173 to 181 employees. Native American representation in the support staff workforce increased by 2 (5.4%) from 37 to 39 employees. Representation of women in the workforce increased by 4 (0.1%) from 3,575 to 3,579. Representation of non-minority women in the workforce increased by 27 (0.9%) from 3,063 to 3,090. Representation of minority women in the workforce decreased by 23 (4.7%) from 512 to 489. Representation of minority men in the support staff workforce decreased by 3 (1.7%) from 184 to 181.

### Goal Achievement

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

Of the 81 affirmative action hiring goals established for women, 67 (82.7%) were achieved. In the administrative-professional category, 27 goals were established

with 17 (63.0%) achieved, the clerical-technical category established 19 goals with 12 (63.2%) achieved, the supervisory category established 6 goals with 6 (100.0%) achieved, and the service maintenance category established 29 goals with 32 (110.3%) achieved.

Of the 45 individual job groups which were underutilized for women, 21 had no goals established due to low or no projected opportunities. Goals were met or exceeded in 13 job groups, while goals failed to be met by 1 in 8 job groups and by 2 or 3 in one job group.

For minorities there were 12 goals established with 13 achieved (108.3%). In the administrative-professional category, 6 of the 5 (120.0%) goals set were achieved. In the clerical-technical category, 5 of the 6 (83.3%) goals set were achieved.

Of the 37 individual job groups which were underutilized for minorities, 29 had no goals established due to low or no projected opportunities. However, in 4 of these job groups, minority representation showed an increase. Goals were met or exceeded in 7 job groups, while goal achievement in 5 job groups failed to be met, with 4 lacking one additional minority hire, and 1 lacking two minority hires.

#### Handicapper & Veteran Employment

A survey of all employees for self-identification of handicappers and/or veterans is conducted triennially. During the 1987-88 affirmative action year, all employees who previously "declined to identify" or were hired between October 1, 1987 and September 30, 1988 were contacted about handicapper and veteran status. The surveys resulted in the identification of an additional 3 handicappers and 5 veterans who may qualify for reasonable accommodation or affirmative action as provided by University policy. Of the 11,296 applicants for 1987-88 117 (1.0%) were self-identified as handicappers. Eight (0.8%) of the 1,035 selections for regular positions were handicappers. There were 11 handicappers hired in on-call positions, and 2 hired in temporary positions.

#### 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.

#### Enrollment

Michigan State University offers its diverse student population unlimited equal educational opportunities regardless of race, creed, color, gender, national origin, or handicap. Enrollment demographics for Fall term 1988 indicates a significant increase in the enrollment of minority and women students on the East Lansing campus. Minority student enrollment of 4,257 represents 10.5% of the on campus affirmative action total enrollment of 40,455. Women students represent

50.8% of the total student enrollment on campus. Both represent new levels of attainment.

Minority enrollment increased numerically and in percentage from 3,873 (9.7%) in Fall 1987 to 4,257 (10.5%) in Fall 1988. The undergraduate minority student enrollment increased from 3,241 (9.6%) of the affirmative action undergraduate enrollment in Fall 1987 to 3,617 (10.5%) in Fall 1988. At the postbaccalaureate level, enrollment increased slightly from 632 (10.1%) in Fall 1987 to 640 (10.4%) in Fall 1988.

The total number of Native American students enrolled at the University increased numerically from 135 (.34%) in Fall 1987 to 145 (.36%) in Fall 1988. Increases occurred in the Colleges of Arts and Letters, Business, Communication Arts and Sciences, Engineering, and Nursing.

Black students are the largest racial/ethnic minority group enrolled on the campus of Michigan State University. Black undergraduate enrollment continues to exhibit both numeric and percentage increases. Black enrollment has increased numerically from 2,498 (6.26%) in Fall 1987 to 2,703 (6.68%). The persistent growth in Black student enrollment makes this year's enrollment the largest since records were begun in 1970, surpassing the 1972 values.

At the graduate level, Black student enrollment increased numerically from 287 students in Fall 1987 to 294 students in Fall of 1988. Despite the significance of this increase, Black graduate enrollment is still slightly below the Fall 1986 enrollment of 297 students.

The sustained growth of Hispanics resulted in an increase of 17.2% above the number of students enrolled last year. In Fall 1987 there were 522 students; data from Fall 1988 indicates 612 students enrolled. The largest increases were in the Colleges of Arts and Letters, Business, and Social Science. Hispanic undergraduate enrollment is the highest in history on the campus of Michigan State University. At the graduate level, however, Hispanic enrollment experienced a slight numeric decline from 158 (2.5%) in Fall 1987 to 153 (2.5%) in Fall 1988. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.51% of the affirmative action total.

In the past decade Asian/Pacific Islanders enrollment has increased from 345 (.79%) of the affirmative action total in Fall 1979 to 797 (1.97%) in Fall 1988. This is by far the largest increase of any minority group on campus. All of the colleges showed an increase in Asian/Pacific Islander enrollment with the exception of the Colleges of Arts and Letters, Education and Human Medicine. Asian/Pacific Islanders also showed a slight increase at the graduate professional level.

Women students represent 50.8% of the total student enrollment at Michigan State University. The number of women increased from 21,277 in Fall 1987 to 21,694 in Fall 1988. Minority women are also increasing in number; there are currently 2,464, comprising 11.4% of the total number of women enrolled at the University. Numerical increases for minority women occurred in all racial/ethnic groups with Hispanic women showing the largest increase of 19.8% over the previous year. The College of Education, Engineering, Human Ecology, and Nursing were the only colleges showing a numeric decline in women student enrollment for Fall 1988,



related in part to declining total enrollments. At the graduate level, enrollment of women continued to decline in number, from 3,155 in Fall 1986 to 3,131 in Fall 1987 and 3,073 in Fall 1988, while sustaining a percentage of total affirmative action enrollment of 50.2% in both Fall of 1987 and Fall of 1988, up from 49.4% in 1986.

## Recruitment

With respect to Freshman admissions, applications from every ethnic category increased as did offers of admission in the Fall, 1988 recruitment cycle. Enrollment outcomes saw an increase in every minority category. The net effect was that Michigan State enrolled the largest number and percentage of minority freshman students ever in its history. Specifically, 915 freshman of minority background enrolled at Michigan State, representing, 13.25% of the freshman class. An additional 78 minority students who would have started in the Fall term came to MSU through the new SUPER program in the Summer term. Together, 13.76% of the MSU freshman were of minority background. With respect to transfer students, increases occurred in every ethnic category, and 5.48% of those enrolling were of minority background.

With respect to graduate students, increases were registered in every minority category with the exception of Native American and Hispanic. The percentage of minority students entering graduate programs was 6.9%.

## Campus Life for Students

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. Several factors are key to the quality of a student's life and are of particular significance when considering the environment for minorities, women and handicappers.

A concerted effort is made by Student Affairs and Services staff not only to address discrimination whenever and wherever it is found, but also to emphasize those programs and activities which focus on increasing awareness and appreciation for the diversity in backgrounds, attitudes and values within our student population.

Staff development programs of the Student Affairs and Services Division this past year focused on valuing differences and promoting awareness and understanding. Specific programs were presented on handicappers, international students, and stereotypes and their effects on minority students as well as a program designed to further understanding of homosexuality and homophobia.

Efforts to address discrimination and to promote understanding and appreciation among our diverse student population are undertaken to help ensure that, as a world class public university, we will not accept second class citizenship for members of our community based on race, ethnic origin, gender or handicapper characteristics.

## Educational Opportunities

Concern for access goes well beyond the admission process. Many factors within the environment influence student retention and particular attention is directed toward providing needed support services. Examples of campus units specifically providing services for protected classes include the Multi-Ethnic Counseling Center Alliance, the Office of Handicappers Programs, the Coordinated Minority Student Programs Office, and the Division of Women's Programs.

For many handicapper students, access to educational opportunities is contingent upon the removal of barriers. The University must continue to address this concern through the collective efforts of many offices.

## Opportunity for Involvement

Because active involvement of students in the life of the University is seen as an important dimension of the total educational experience, it is important that opportunities for participation be broadly extended.

While students are made aware of opportunities available for involvement through orientation programs, as well as through communications directed specifically to women, minorities and handicappers students, awareness alone is often not sufficient. The students' peers play a key role in supporting and encouraging participation and leadership within the mainstream of residential and campus life. The minority aides and resident assistants within the living environment provide valuable assistance in this regard.

## Support and Encouragement

The Division of Student Affairs and Services has consistently emphasized the importance of having a diverse staff in order to better serve the interests and needs of the diverse student population. Particular attention has been given to the recruitment and retention of minority staff at all levels within the Division from undergraduate assistants to executive managers. The positive results of this concerted effort are reflected in the following staff profile.

As of Fall term 1988, of the regular faculty and staff positions (227.5), 73% were held by women (167) and 24% by men (55.5). Racial and ethnic minorities held approximately 28% (64) of these positions--2.6% (6) Asian American, 17.5% (40) Black, 6.5% (15) Hispanic and 1.3% (3) Native American. Of the 138 professional staff, 59.7% (82.5) were women, 38.7% (53.5) men. Racial and ethnic minorities constituted 23.1% (32) of this group and all protected classes were represented. In the area of student affairs work, generally, the candidate pool of women has exceeded that for men. Thus, there has not been an overall emphasis on recruiting women. For the higher level positions, however, the appointment of women remains an important consideration.

Minority representation within the 90.5 clerical-technical group was 27.6% (25), with 94.4% (85.5) of this group being women. Of the 87 graduate assistantships in Fall 1988, 13.7% (12) were held by minorities with an additional 6.8% (5) held by international students. Of the 321 undergraduate resident assistants, 15.2% (49) were minorities with an additional 43 undergraduate assistants hired as minority aides. By working together as a staff to meet common goals, the

diversity within staff has provided the opportunity for individuals to share and to grow and to model behavior for students.

#### Sense of Identity

A sense of one's cultural heritage is recognized to be of considerable importance. Beginning with orientation programs for new students, receptions are held by the various racial/ethnic groups. Within residence halls there are culture/heritage rooms. Each minority student group has a council under the ASMSU Programming Board which provides a visible and recognized structure for serving the group's interests. Additionally, there are numerous registered student organizations whose purpose is to be responsive to the interests of a particular group. Advisory Committee has provided an important new forum through which handicapper interests and needs can be better understood and addressed.

#### Sense of Belonging

The five factors previously discussed are not mutually exclusive, and all contribute to a student's sense of belonging. There is increasing evidence that the "fit" between the individual and institution is a primary factor in retention. Alexander Astin, in "Involvement: The Cornerstone of Excellence," an article published in Change magazine, stated that: "It is not an exaggeration to say that students who get involved stay enrolled." In many ways Ernest Boyer, in College, The Undergraduate Experience in America, sums it up succinctly with this statement: "We conclude that the effectiveness of undergraduate experience relates to the quality of campus life. It is directly linked to the time students spend on campus and the quality of their involvement in activities."

#### Student Support Services

The Office of Supportive Services continues to be one of Michigan State University's most important efforts in promoting the academic success of minority and disadvantaged students. Institutional and federal resources support a comprehensive network of services for students which include mandatory participation by freshman in academic advising, tutorial assistance, personal/social counseling, skill enrichment workshops, career advising, and graduate school planning.

#### Office of Programs for Handicapper Students

The Office of Programs for Handicapper Students (OPHS) continues to provide enabling services and to promote accommodations which facilitate handicapper integration into the many activities and opportunities of the University. During the 1987-88 academic year, OPHS provided a wide range of services to 329 students self-identified as program users compared to 288 in 1986-87. The largest group of students represented in our diverse population remains students with persistent and/or temporary mobility characteristics (176), followed by those with learning (64), visual (34), hearing (15), and other (40) characteristics. Twenty-four percent were enrolled at the graduate level during 1987-88. Nine percent reflected ethnic minority characteristics, including a doubling of our Black handicapper population, 39 handicappers achieved graduation in 1987-88. Eighty three percent of the handicappers enrolled earned a GPA of 2.0 or above,

and 44% earned 3.0 or above. Several handicappers also achieved membership in scholastic honorary societies, including Phi Kappa Phi and Phi Beta Kappa.

OPHS continues to provide advocacy and technical assistance to units across campus regarding accommodations for handicapper students with various characteristics. It has sponsored Academic Orientation and Welcome Week Programs and published 3 issues of OPHS Harbinger Newsletter. OPHS continued use of United States Office Education Special Services funds to serve low-income, first generation, and handicapper students, and it co-sponsored employment activities for handicappers with Placement Services. Honors were awarded to high achieving students, alumni, and faculty/staff making significant contributions to handicapper opportunities.

#### Upward Bound Program

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

Program services provided for all program participants year-round included: basic skills instruction and tutoring; personal, academic, and career counseling; exposure to a college environment, including residential living; cultural enrichment activities; preparation for admission to a post-secondary institution of education and securing financial assistance.

A total of 58 students were served. A total of 70 students completed the school year and a total of five students dropped.

#### Affirmative Action in Procurement:

Michigan State University continues to be 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.

#### Human Relations:

During 1987-1988, the Department of Human Relations made presentations on affirmative action, equal opportunity, nondiscrimination and employee assistance to supervisory staff. These programs focused on proper perception of, and behavior toward ability and equity in the workplace and the need and methods for referring employees with professional or personal problems for assistance. Presentations to academic departments focused on strategies to identify, recruit, and hire veteran, handicapper, women and minority faculty. Human Relations staff also coordinated 22 United Way training sessions during the 1987 campaign, reaching 786 volunteers at 16 different campus locations.

Department staff also facilitated the relocation and reorganization of the Michigan Consortium on Enabling Technology from the University of Michigan to Michigan State University and conducted a variety of conferences, workshops and other activities to coordinate and advance University-wide efforts for veterans and handicappers. Future efforts for veterans and handicappers will also feature program restructuring initiatives toward more efficient supervisory and staff training, monitoring of hiring process and construction/alteration projects, and communication with veterans and handicappers both on campus and in the extra-university community.

The Department of Human Relations' staff continues to serve as the University's liaison to federal and state civil rights agencies as its representative for responding to agency discrimination charges.

Human Relations staff provides staff support for several groups including the Anti-Discrimination Judicial Board (ADJB), Minority Advisory Council (MAC), Employee Assistance Advisory Committee, Women's Advisory Committee for Finance, Personnel, and Operations (WACFPO), President's Handicapper Advisory Council (PHAC), Women's Advisory Committee to the Provost (WACP) and the Employee Assistance Program Advisory Committee.

#### Special Affirmative Action Activities:

Michigan State University's commitment to Affirmative Action and Equal Opportunity is clearly illustrated by the richness and diversity of special initiatives relating to the experience and tradition of protected classes. Many special activities designed for the benefit of the University are available to the off campus community as well. Sponsored by the many University departments, these initiatives are annually reported to the Department of Human Relations which assembles them into a Special Activities Report for University and public review. Select examples of these initiatives are described in the annual Affirmative Action Report to the MSU Board of Trustees. Academic staff development, instruction, public service, research, student support services and support staff development comprise the areas for which special activities are reported.

Departments reported a variety of Academic Staff Development activities intended to provide protected classes with an opportunity to enhance their professional skills. For example the Libraries supported four professional development conferences for women staff. The College of Agriculture and Natural Resources made hiring a major Affirmative Action priority which resulted in their hiring seven women and three minorities in the college and promoting nine women in cooperative extension service. Faculty development programs sponsored by the College of Nursing included a workshop on faculty stereotyping of minority students.

Instruction covered a wide scope of activities ranging from direct credit course offerings to non-credit symposia and conferences all of which illustrated and highlighted the experience and traditions of minorities, women and other protected classes. A sample of such instruction encompassed a non-credit film series dealing with Third World agriculture and involvement of women in agricultural production sponsored by the Department of Entomology. Other examples include five academic departments in the College of Communication Arts and Sciences which

offered nine undergraduate and graduate courses with a focus on ethnic/race and gender issues and eleven undergraduate and 26 graduate courses relating to the handicapper experience in American society. Still other efforts are illustrated by the English Department faculty which developed and implemented five new courses on minority and women issues while James Madison College sponsored nine university wide seminars on minority, human rights, and Third World issues. On a similar note, the College of Social Science added 12 new credit courses on the experience of minorities, women and third world people to the curriculum catalogue.

In the Public Service arena, Michigan State University continued to support excellent outreach activities which enhanced the capacity of protected classes to become effective contributing members of society. Some special service activities included a one month exhibit on "Blacks in America: A Photographic Portrait" sponsored by the Kresge Art Museum. The College of Human Ecology faculty volunteered their services as breast screeners for a Breast Cancer Support Group sponsored by the American Cancer Society. A "Special Science Day 88" program for Upward Bound Program students was sponsored by the College of Natural Science. Family Practice conducted a community health assessment for Benton Harbor and provided medical supervision for the state's "Special Olympics." The Vice President for Finance and Operations continued construction of several new pathways for wheelchair users.

An increasing number of faculty have expressed interest in Research activities on issues, concerns, and experiences affecting minorities, women, handicappers and other protected groups. For example, faculty in the Department of Economics published a series of articles and papers on such topical areas as "History of the Committee on the Status of Women in the Economics Profession," "Solving the Black Youth Unemployment Problem" and "Geographic Variation in Employment and Earnings for Blacks and Whites." A faculty member from Human Family Nutrition was granted a sabbatical to conduct research directed at understanding Indian culture and investigating specific chronic diseases peculiar to the Native American community. A number of other research activities carried out by the MSU museum related to preserving artifacts of the cultural background and heritage of racial minorities and the contributions of women to Michigan life. On a similar note, a faculty member in the School for Criminal Justice edited a resource guide Teaching About Women in Criminal Justice and Criminology Courses.

Effective Student Support Services are vital and critical to the social adjustment and academic achievement of students. Using MSU's firm commitment to increasing the diversity of the student body as a backdrop, a variety of support programs have been developed and implemented during the past academic year. Special recruitment, enrollment, and retention programs have been developed by the Office of Admission and by individual colleges. Examples of these special efforts include economic support for faculty members participating in graduate recruitment fairs designed to attract minority graduate students, sponsorship of 12 faculty members from historically, black colleges/universities to visit MSU for two days, hosting a two-day graduate student visitation conference which involved 110 prospective graduate students, and several visitation day programs for high school students supported by the Park-Chavez-King College Day Program, and the High School Scholars Program. The Department of Economics sponsored several recruitment activities which included sending letters to minority students identified by a minority locator service. Family and Child Ecology

sponsored several recruitment trips to Howard University and the University of the District of Columbia. A supplementary instruction program for newly admitted medical students experiencing academic difficulty was implemented by the College of Natural Science. Performing Arts Programs supported several initiatives directed at reaching minority and handicapper audiences while Instructional Media recruited 13 minority students for a special "hands on work experience" project in the area of audio visual, graphics, and television equipment utilization in the classrooms and studios. A more descriptive overview of the programmatic efforts are discussed in Section V in addition to those appearing in the special activities segment of the Report.

Support Staff Development activities represent good faith efforts expended by the University at recruitment and promotion of underutilized protected group members in faculty and support staff positions. These efforts are illustrated in greater depth in the Employment Section, II, III, and IV, of the report. Other efforts include programs designed to increase sensitivity and awareness of protected classes and to enhance their career potential and achievement. Those efforts can be illustrated by a few selected examples. Two minority women and one non-minority woman were sponsored by the College of Agriculture and Natural Resources to participate in a staff development program. Instructional and Public T.V. sponsored nine women to attend a total of five workshops in the areas of "Acquiring Professional Skills." Housing and Food Services hired and trained several persons to work in University Apartments during the summer under the Michigan Youth Corps Programs, and Public Safety increased protected class employment by hiring four women including one black, and one Hispanic. Career Development and Placement Services continues to sponsor a model minority career program conference. Coordinated Minority Student Programs sponsored speakers for special minority dinners where minority professionals spoke to the students on a variety of topics of interest to the minority community. The Department of Human Relations, in cooperation with various other women's groups on campus, hosted a number of programs centered around professional growth and development.

These programs mentioned represent only a cursory view of the variety and diversity of activities which the many units on campus sponsored to aid the improvement of the working and learning environment as well as increasing the representation of protected classes at MSU.





## 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 deans, assistant and associate deans, chairpersons and directors, are included within the academic personnel system. Executive administrators (president, vice presidents/provost, associate vice president/provost, assistant vice president/provost, etc.) are processed through the academic personnel system but are not included in this section; they are included in the Executive Management section of this report.

The 14-Step Planning and Hiring Procedures for Academic Personnel is designed to assure equal opportunity and to enhance consideration of affirmative action goals in the hiring of all 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 circumstances.) Line administrators must both plan and execute the appointment process in the context of our commitment to excellence, of which affirmative action is a crucial component, with monitoring by the Department of Human Relations prior to approval by the Office of the Provost. A modified 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.

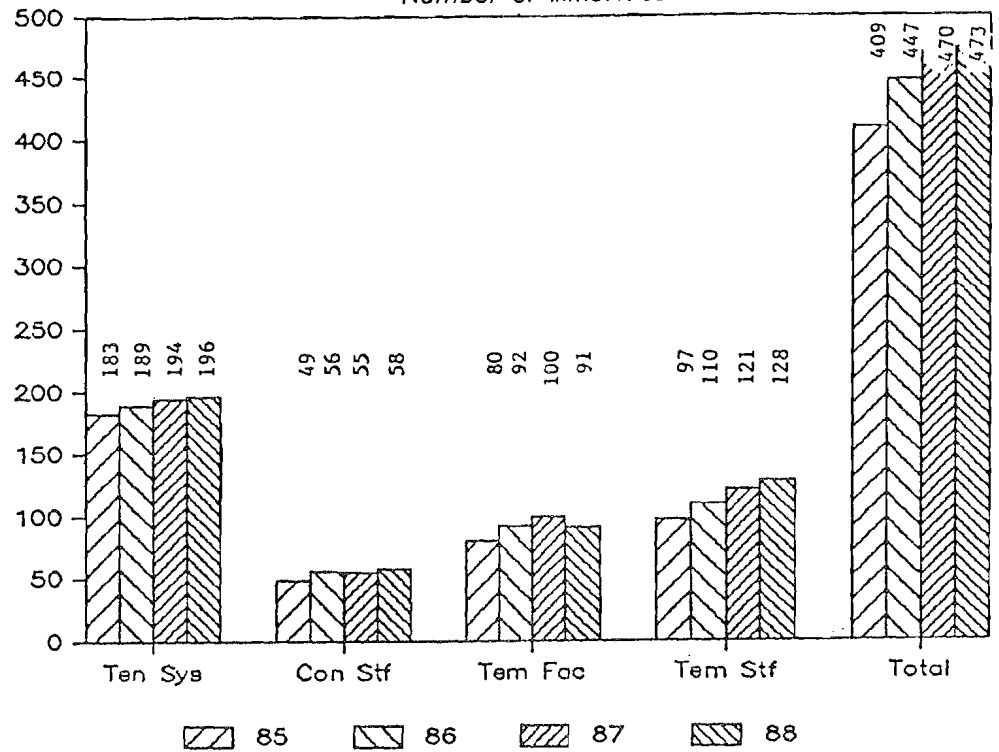
### Appointment Profile -- Academic Personnel System

During the 1987-88 affirmative action year, the total academic personnel workforce decreased by 11 individuals, from 4,001 to 3,990 (0.3%). With the net gain of 21 women during 1987-88, women comprise 29.6% of all academic personnel; their representation increased to 1,180 or by 1.8%. Similarly, with the net gain of 3 minorities in the academic personnel workforce during 1987-88, minorities now represent 11.9% of the total academic personnel system, increasing in number to 471, or by 0.6%. Overall, on a non-duplicative basis, the number of individuals in protected classes, i.e., women and minorities, in the academic personnel system in 1987-88 was 1,506, 37.7% 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 1985-88. Additionally, the workforce summary (Tables II-1 and II-2) provides the percentage and numerical distribution within reporting categories

Graph II-1

# Academic Workforce 1985-88

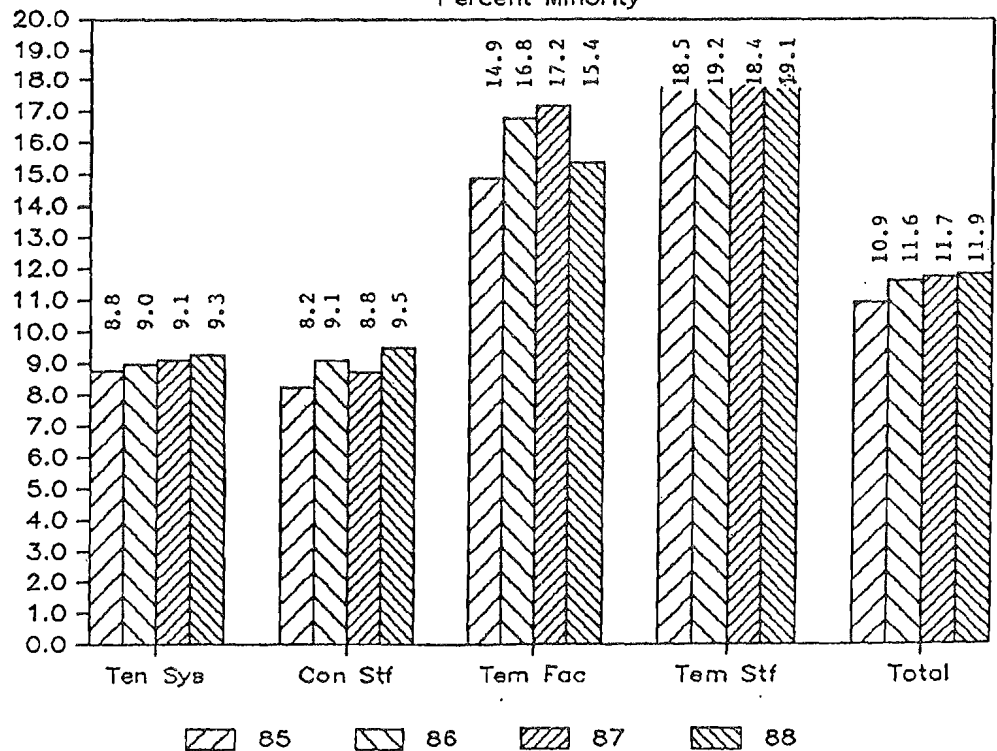
Number of Minorities



Graph II-2

# Academic Workforce 1985-88

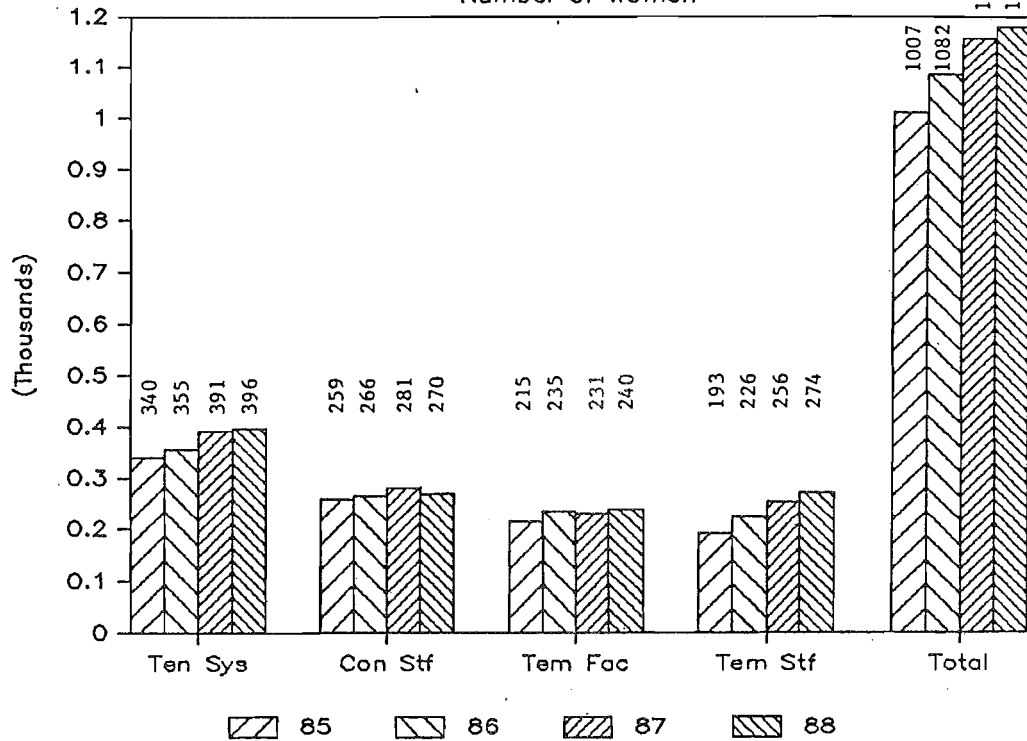
Percent Minority



Graph II-11

# Academic Workforce 1985-88

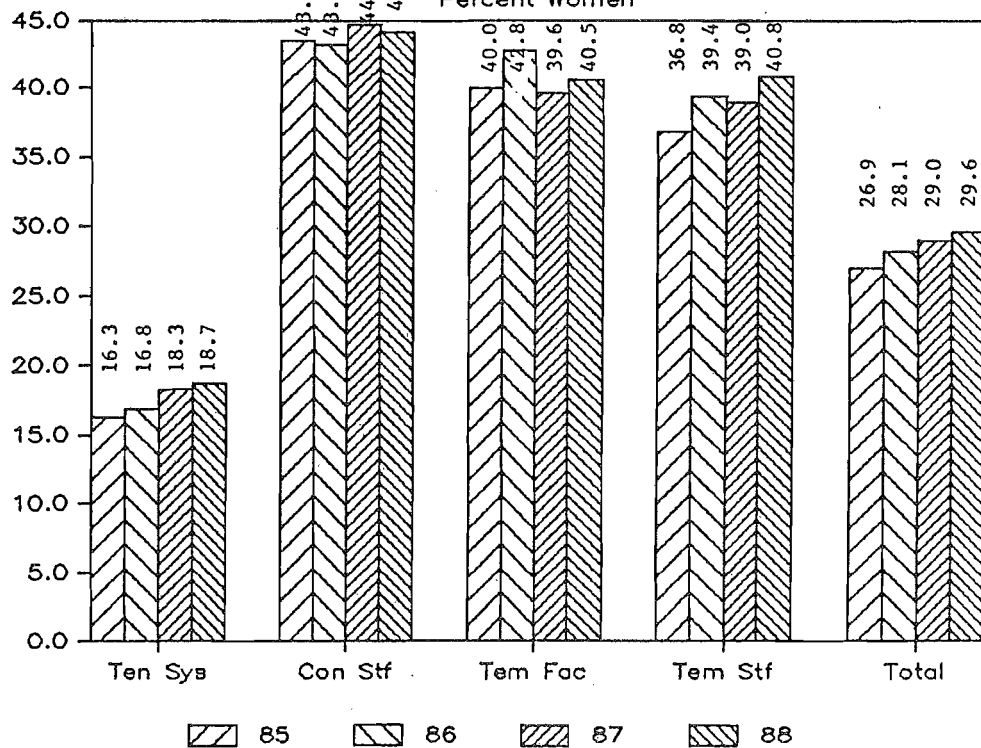
Number of Women



Graph II-12

# Academic Workforce 1985-88

Percent Women



(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.

The patterns of change among the four racial/ethnic groups were mixed: The number of Blacks in the academic personnel workforce increased from 162 to 172, which is 4.3% of the total; Asian/Pacific Islanders decreased from 239 to 235, which is 5.9% of the total; Hispanics increased from 55 to 56, which is 1.4% of the total; Native Americans declined from 14 to 10, 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-10, at the end of this section, provide additional detail by racial/ethnic group for the reporting categories within the total academic personnel system for the period 1985-88.

### 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, is 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 are crucial to the University's affirmative action effort. While the general trend is one of increases in numbers and proportions for women and minorities, progress is slow.

During the 1987-88 affirmative action year, the tenure system decreased by a net of 17 individuals, from 2,133 to 2,116, or 0.8%. The proportion of women in the tenure system increased to 18.7% during 1987-88 with the net gain of 5 women, bringing the total number of women to 396, an increase of 1.3%. The percentage of minorities in the tenure system rose slightly to 9.3% during 1987-88; the number of minorities increased by a net of 2, to a total of 196, an increase of 1.0%. On a non-duplicate count basis, 548 individuals, or 25.9% of the tenure system faculty, are members of protected groups; this is a net increase of 5 individuals, or 0.9%. The percentage gains by women and minorities are small, in great part, due to the low number of new appointments in comparison to the size of the total tenure system which is still dominated by non-minority men.

Within the tenure system, patterns of change among the four racial/ethnic groups were mixed: Blacks increased from 69 to 71, or 3.4% of the tenure system; Asian/Pacific Islanders decreased from 104 to 103, or 4.9% of the total; Hispanics remained at 19, or 0.9% of the total; Native Americans increased from 2 to 3, or 0.1% of the total. Like the academic personnel system as a whole, there 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 1987, in October 1988 the proportion of women at the various ranks changed as follows: assistant professor, increased from 34.5% to 35.8%; associate professor, increased from 23.5% to 24.0%; full professor, increased from

11.0% to 11.1%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, increased from 13.9% to 14.2%; associate professor, increased from 10.5% to 11.2%; full professor, declined from 7.0% to 6.9%.

#### New Appointments in the Tenure System

During 1987-88, there were 80 individuals appointed in the tenure system, including 24 women (30.0%) and 16 minorities (20.0%). On a non-duplicative count basis, 35 individuals, or 43.8%, of the total appointments in the tenure system were members of protected groups; this represents the same proportion as in 1987. Graphs II-15 through II-18, following this page, provide additional detail by protected group for the period 1985-88.

It is important to note that the proportion of minorities newly appointed in the tenure system during 1987-88 (20.0%) exceeded the average overall availability for minorities; it also exceeded the percentage of minorities at the rank of assistant professor (14.2%) for the first time. The hiring rate for women (30.0%), on the other hand, was somewhat below average overall availability and fell below the percentage of women at the assistant professor rank.

Also of significance is the fact that over half (59%) of all new tenure system appointments made during 1987-88 were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, Human, Osteopathic and Veterinary Medicine. These Colleges generally have somewhat lower availability of women and minorities than disciplines in such Colleges as Arts and Letters, Communication Arts and Sciences, Education and Social Science.

Availability analysis seeks to determine the percentage of each minority group and women available in the appropriate recruiting area having the requisite skills and qualifications for positions in the academic personnel system. Tenure system faculty are recruited in national markets according to specific disciplines. In general, the availability data utilized are the percentage of Ph.D.s or other appropriate terminal qualifying degrees granted to women and specific minority groups in recent years. (See Appendix for detailed information regarding availability data.)

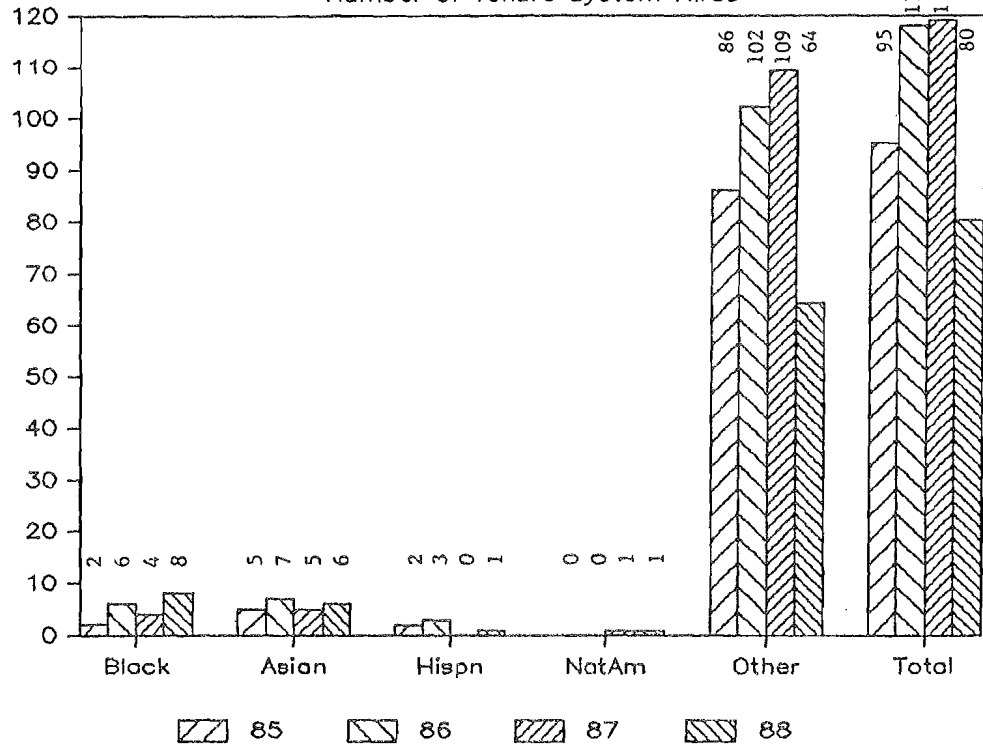
The following Colleges were successful in appointing women in the tenure system at or above average availability during 1987-88 (the tables reflect the number and proportion of new hires in the College). Average availability is the average of availability data for individual departments/schools in each college for the 1986-89 goal-setting period. It should be noted that such data are a rough approximation for actual availability information, which is determined individually for each department or school.

<u>College</u>	<u>Women/Proportion of New Hires</u>
Arts & Letters	4 ( 57.1%)
Human Ecology	4 (100.0%)
Human Medicine	2 ( 25.0%)
Nursing	3 (100.0%)
Veterinary Medicine	3 ( 42.9%)

Graph II-15

# Academic Workforce 1985-88

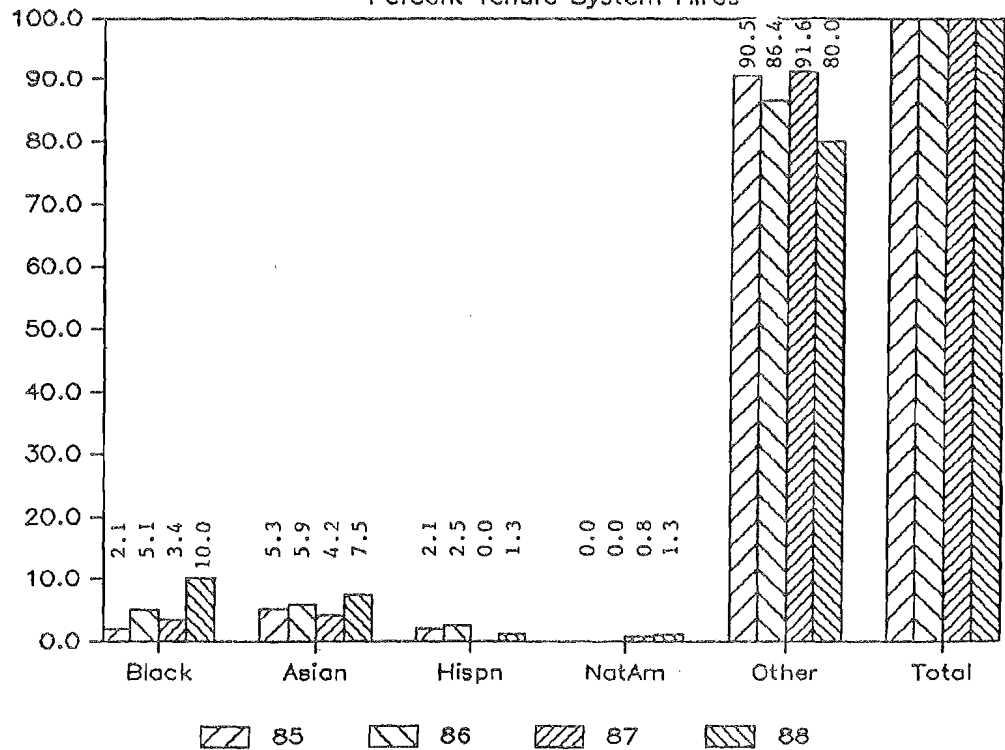
Number of Tenure System Hires



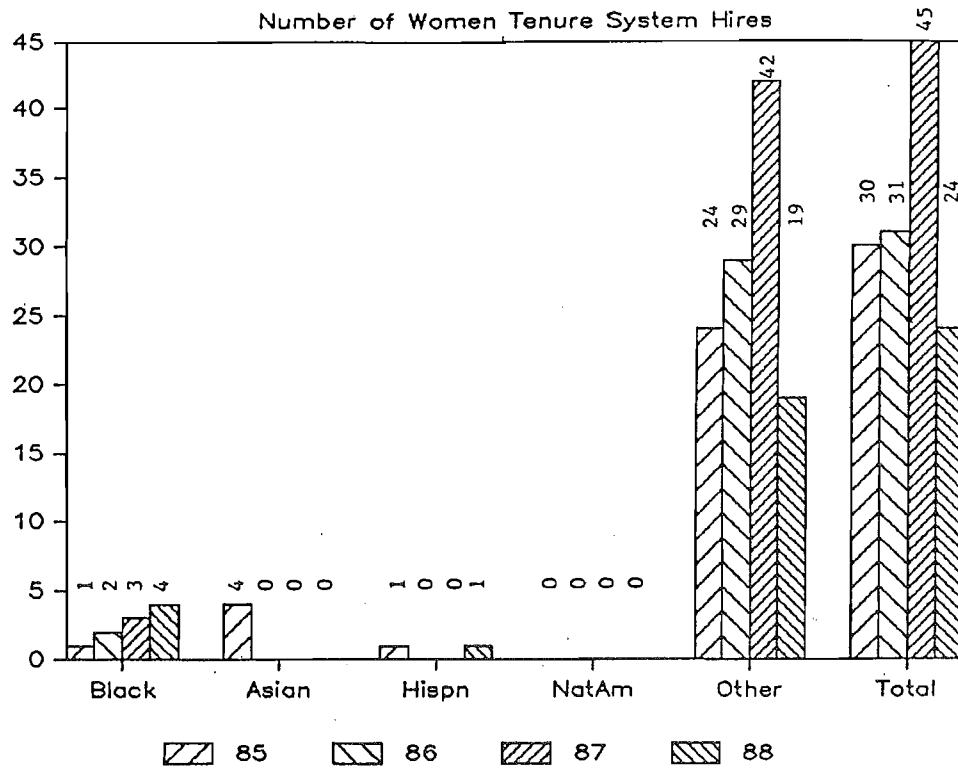
Graph II-16

# Academic Workforce 1985-88

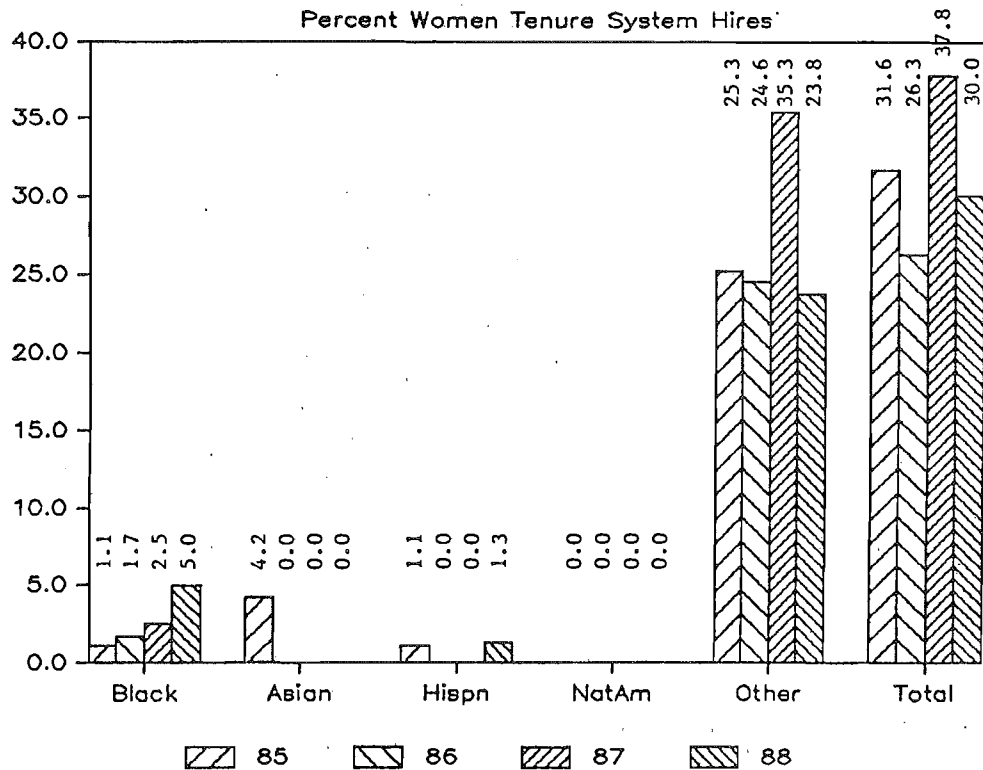
Percent Tenure System Hires



Graph II-17  
Academic Workforce 1985-88  
Number of Women Tenure System Hires



Graph II-18  
Academic Workforce 1985-88  
Percent Women Tenure System Hires



The Colleges of Education, Natural Science and Social Science appointed women at a rate below average availability during 1987-88. The Colleges of Agriculture and Natural Resources, Business, Communication Arts and Sciences, Engineering, James Madison and Osteopathic Medicine did not appoint any women in the tenure system during 1987-88.

Similarly, the following Colleges appointed minorities in the tenure system during 1987-88 at or above average availability (number/proportion of new hires in the College):

<u>College</u>	<u>Minorities/ Proportion of New Hires</u>
Arts & Letters	1 ( 14.3%)
Business	3 ( 60.0%)
Communication Arts & Sciences	1 ( 33.3%)
Engineering	1 ( 25.0%)
Human Medicine	2 ( 25.0%)
Natural Science	2 ( 15.4%)
Nursing	1 ( 33.3%)
Social Science	2 ( 20.0%)
Veterinary Medicine	3 ( 42.9%)

The Colleges of Agriculture and Natural Resources, Education, Human Ecology, James Madison and Osteopathic Medicine did not appoint any minorities in the tenure system during 1987-88.

It should be noted that the Colleges of Arts and Letters, Human Medicine, Nursing and Veterinary Medicine appointed both women and minorities at or above average availability.

#### 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, 1988, the goal for adding women to the tenure system was exceeded by 18.6% (goal of 83.5 positions, 99 women added); the goal for minorities exceeded by 39.0% (goal of 29.5 positions, 41 minorities added). Similar progress is expected in the 1986-89 and 1987-90 goal periods which are not 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 the temporary faculty and staff each year. Appendix II-A contains the interim goal achievement analysis for tenure system faculty in each College and the University total for the other categories in the Academic Personnel System.



### Salary/Promotion Review

A continuing activity in the University's Affirmative Action Program is the review of both salary levels and annual salary increases of women and minority tenure system faculty members in comparison with salary levels and increases of non-minority male colleagues. Patterns of promotions also are reviewed annually to assess the status of minorities and women compared with non-minority male faculty members. A review of 1987-88 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 Provost with the Council of Deans. The proportion of men promoted to professor was higher than the proportion of their presence in the pool of faculty: 8.8 percentage points higher for non-minority men and 1.8 percentage points higher for minority men. The proportion of women promoted to professor was lower than the proportion of their presence in the pool of faculty: 8.0 percentage points lower for non-minority women and 2.6 percentage points lower for minority women.

The proportion of men promoted to associate professor was higher than the proportion of their presence in the pool of faculty: 6.2 percentage points higher for non-minority men and 4.2 percentage points higher for minority men. The proportion of women promoted to associate professor was lower than the proportion of their presence in the pool of faculty: 9.5 percentage points lower for non-minority women and 0.9 percentage points lower for minority women.

Over the previous three years, the proportion of non-minority men who were promoted has been higher than the proportion of their presence in the pool of faculty; the proportion of minority women who were promoted has been lower than the proportion of their presence in the pool. For minority men who were promoted, 1988 was the first year in which those promoted exceeded their proportion in the pool. The pattern for non-minority women is mixed.

Appendix II-J contains the promotion analysis data for 1988; Appendix II-F contains the Salary Cohort Analysis for 1987-88.

### 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 ranging from 233 to 241 between 1985 and 1987; there are currently 239 academic managers. Graphs II-20 and II-22 shows the percentages of minorities and women who were academic administrators since October 1985; Graph 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 20.5% (compared to representation in the tenure system of 18.7%) during 1987-88 with the net gain of 8 women, bringing the total number of women to 49, an increase of 19.5%. The percentage of minority academic managers increased to 12.1% (compared to representation in the tenure system of 9.3%) and increased by 2 (29). Of the 12 opportunities during 1987-88 to appoint heads of academic departments and schools, 3 non-minority women (chairpersons, Religious Studies and Health Education, Counseling Psychology and Human Performance; director, Music) and 1 minority man (director, Medical Technology) were appointed, resulting in a percentage of 25.0% for women and 8.3% for minorities.

Of the twelve opportunities to appoint academic managers, 7 were in regular appointments, i.e., not acting; of the 7, 4 (57.1%) involved national searches.

During 1987-88 the Office of the Provost committed to provide funding support for up to two individuals to participate in the Academic Council on Education (ACE) Fellows Program in Academic Administration during the 1988-89 academic year. Nominees were drawn from individuals in the tenure system with a strong faculty background and the potential for administration. The selection process was conducted by a committee appointed by the Office of the Provost with final selection by ACE based on national competition.

The ACE Fellows Program provides practical, hands-on training in college and university administration. The Fellow is released from regular faculty duties for a full academic or calendar year in order to observe and actively participate in institutional administration. Additionally, the Program includes three national seminars that deal with issues in higher education.

ACE selected both individuals (1 non-minority woman and 1 Black woman) nominated by MSU for participation in the 1988-89 Fellows Program.

Also during 1987-88, the Office of the Provost participated on a Committee on Institutional Cooperation (CIC), which includes the Big Ten schools and the University of Chicago) planning committee which is developing a seminar series on academic administration. The seminars will be offered to a limited number of faculty members from the CIC schools beginning in the 1988-89 academic year. The seminars will provide an opportunity for faculty members, including women and minorities, to explore their interest in academic administration.

#### Representation Patterns of Protected Classes

A comparison of current tenure system appointment 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 tenure system faculty hiring, minorities are underrepresented in 57 units (60%) and women are underrepresented in 85 units (89%). Last year women were underrepresented in 83

of the 95 academic units, or 87%, and minorities were underrepresented in 55 units (58%). An analysis of interim affirmative action goals for the 1987-90 goal period (including only units with opportunities to hire) shows that 50, or 59%, of units underutilized for women will have interim tenure system hiring goals; similarly, 31, or 54%, 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 non-minority males, and the use of new data each year for the determination of representation profiles which incorporates 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, "problem areas" of special concern in the Academic Personnel System have been identified 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 given 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 due, in part, to the intense national competition for protected class individuals. 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 and 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 1987-88, 41 tenure system faculty members resigned from Michigan State University, including 10 non-minority women (24.4%, compared to a general representation in the tenure system of 16.6%) and 11 minorities (26.8%, compared to a general representation in the tenure system of 9.3%).

Sixteen (42.1%) of 38 exit questionnaires were returned; the rate of return from non-minority women was 50.0% (4 out of 8), and the rate of return for minorities was 40.0% (4 out of 10).

The general categories of intellectual climate, professional function and compensation and personnel opportunities and policies were ranked as most important in the decision to leave MSU. The specific factors most frequently cited within these general categories are availability of peers who share similar research/scholarly interests; administrative commitment to excellence; support for research; and salary level.

The general category of community/family was rated as most important in the decision to accept a new position. The specific factors most frequently cited within this category include proximity to family, climate of area and recreational opportunities in the community. Factors within the general categories of facilities and services (e.g., office space, classrooms, library, computer facilities, graduate teaching and research assistants and equipment for research) and institutional change were ranked 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, women were considered to be advantaged compared to majority men by 9% of the respondents, treated equally by 54%, disadvantaged compared to majority men by 20%, and 18% did not know or had no opinion. Similarly for minorities: 16%, 45%, 10%, 29%, respectively.

A review of selected factors (likelihood of initial appointment, merit salary increases, reappointment consideration, tenure consideration, promotion consideration, professional development opportunities, and opportunity for collegial relations with faculty peers) indicates that women are perceived to be treated equally; responses were mixed, however, with respect to reappointment considerations and women were viewed as being somewhat disadvantaged with respect to promotion considerations. The pattern of responses to these selected factors for minorities was mixed. Minorities were viewed as treated equally with respect to merit salary increases, professional development opportunities and opportunity for collegial relations with faculty peers; advantaged with respect to likelihood of initial appointment and reappointment considerations. The pattern of responses was mixed with respect to tenure and promotion considerations.

## 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.

In Fall 1987, the Office of the Provost, in conjunction with the John A. Hannah, Distinguished Professor of Psychology and Management, presented a workshop on fostering faculty development. This program was 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 included the identification of ways that tenured faculty and administrators can provide career opportunities to new faculty; communication of the views of new faculty with respect to what they feel has facilitated or inhibited their career development; provide administrators with opportunities to share with others their practices for developing new faculty; and the identification of special needs of women and minority faculty in these regards.

In Fall 1987, 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 Association of Asian/Pacific American Faculty and Staff of MSU, sponsored the annual workshop "How to Survive and Thrive in the Michigan State University Academic Personnel System." Part I of the workshop, "Creating a Positive Classroom Environment," was combined with the New Faculty Orientation Program in a successful effort to increase attendance. This session included a discussion of films and videos regarding the classroom and university environment from the perspective of women and minorities. Part II of 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.

Also in Fall 1987, the Office of the Provost scheduled three half-day workshop sessions for new and/or recently appointed academic unit administrators. In addition to such topics as budget, planning, finance, academic governance, and legal affairs, these sessions addressed the 14-Step hiring process for academic personnel and the promotion, reappointment and tenure process.

During 1987-88, the Office of the Provost, in conjunction with a faculty member in the School of Labor and Industrial Relations, began planning for a workshop on faculty performance review to be offered to academic unit administrators during Spring term 1989.

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

### Affirmative Action Waivers

Waivers of the 14-Step Hiring Procedures 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 funding from the Provost's Office on a full or part-time basis until funds are available in the department, school or college. While in 1987-88 special waivers were not used for retention purposes, special funding was provided in order to retain women and minority faculty.

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.

4. Review of Unit Criteria, Standards and Procedures for Reappointment, Promotion and Tenure

The Office of the Provost initiated an assessment of unit criteria, standards and procedures for reappointment, promotion and tenure to ensure that the process promotes academic excellence within the context of Michigan State University's mission, is consistent with the principles and concepts of the tenure system and assures fair and equitable treatment of all individuals. To assist units in their review, a checklist of items for consideration was provided; two of the items are: 1) Safeguards must be available to assure that standards are applied equally to all individuals assessed in the annual reappointment, promotion and tenure process; and 2) The composition and representation of unit promotion and tenure committees should be critically examined. Consideration should be given to the designation of an affirmative action representative on promotion and tenure committees when a woman or minority faculty member is under review and the unit is underrepresented.

Amended versions of standards, criteria and procedures documents are to be submitted to the Office of the Provost by September 1989 with the understanding they will be implemented in the 1989-90 reappointment, promotion and tenure cycle.

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 project hiring a total of 293 new tenure system faculty members, or 14% of the total tenure system, during the 1987-90 goal period. Further, it should be noted that about 60% of the projected tenure system vacancies, i.e., 176 of 293, are in seven 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; cognizant of the University's continuing financial stringencies, this will provide a somewhat greater opportunity to increase the representation of women and minorities.

Special recruitment activities undertaken during the 1987-88 affirmative action plan year are discussed below; many are ongoing activities.

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 1987-88 affirmative action plan year, waivers of the normal hiring procedures were used in 7 of the 80 tenure system appointments. In all cases but one, the special waiver was used in units underrepresented for minorities and/or women.

2. Visiting Minority Faculty Program; Martin Luther King, Jr.-Cesar Chavez-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, businesses, industries and government to accept visiting appointments at Michigan State. In 1987-88, the Office of the Provost provided \$26,250 to be allocated on a matching funds basis to participating departments and schools. Three individuals (1 Black male, 1 Asian/Pacific Islander female, and 1 Native American male) were appointed by participating units which included the College of Arts and Letters, Urban Affairs Programs, Supportive Services and Upward Bound. Additionally, funding was provided to support a faculty exchange program between MSU's College of Veterinary Medicine and Tuskegee Institute.

The State of Michigan continued to support the Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Visiting Professor Program during 1987-88 with an appropriation of \$82,320. 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. Twenty-three individuals were supported with funds from this program during 1987-88. Appointments of 17 Black males, 2 Black females, 1 Hispanic male, 1 Hispanic female, 1 Asian/Pacific Islander female and 1 Native American male were made by the Colleges of Agriculture and Natural Resources, Arts and Letters, Natural Science (3), Social Science (3) and The Graduate School (15).

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.

Affirmative Action Postdoctoral Fellowship Program

In recognition of the ongoing 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 1987-88 academic year, eight minority postdoctoral fellows, four Black males, three Black females and one Hispanic male, have been appointed. The success of this program during the past several years is expected to be continued in the coming year. Through the success of this program, Michigan State is helping to increase the number of minority faculty candidates in these professions and is expanding 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 VIII, Special Affirmative Action Activities.

#### 5. Workshop on Planning and Hiring Procedures for Academic Personnel (14-Step Procedures)

In April and May 1988, the Office of the Provost and the Department of Human Relations offered a workshop to provide a review and discussion of the Planning and hiring procedures to follow in the appointment of faculty and academic staff at MSU. In addition to a review of each stage of the "14-Steps," the workshop provided information on the appropriate use of waivers of the affirmative action hiring procedures and on strategies for recruiting women and minority tenure system faculty members.

#### Changes in the 14-Step Hiring Procedures

During 1987-88, a number of changes in the 14-Step Hiring Procedures were introduced for a one-year trial period. The Department of Human Relations and the Office of the Provost have conducted a review and evaluation of the experimental changes and recommended implementation on a permanent basis. Changes in the general 14-Step Hiring Procedures 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 handbook outlining affirmative action guidelines, search and selection procedures, and strategies has been developed during 1987-88 and will be available to search committee members early in 1989.); 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; and 4) 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.

Changes that are specific to the hiring procedures for academic administrative positions include: 1) A member of the staff of the Department of Human Relations will conduct an affirmative action review session with the search committee; 2) A statement of duties and responsibilities proposed for academic administrative positions must be shared with the Department of Human Relations; 3) 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; and 4) 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; 5) 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 issued an Equity Improvement Plan (EIP), 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 discussed with the Council of Deans, academic governance groups, the Office of the Provost and others during 1987-88. Recommendations contained in the EIP have been addressed by the following: changes in the 14-Step Hiring Procedures; designation of an affirmative action representative on each search committee for the positions of dean and assistant provost; workshops for new administrators (Fall 1987); workshops on the 14-Step Hiring Procedures (April and May 1988); workshop on fostering faculty development (Fall 1987); "How to Survive and Thrive in the MSU Academic Personnel System" workshop (Fall 1987); publication of affirmative action performance with respect to hiring; development of a handbook outlining search and selection procedures and strategies with special emphasis on affirmative action; draft statement on release time for tenure system women and minority faculty members on probationary appointments, shared with Council of Deans and the University Committee on Faculty Affairs; initiation of a review of reappointment, promotion and tenure criteria, standards and procedures; proposed establishment of a University Distinguished Professor Program.

### 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 the 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. Each year a survey is sent to faculty and academic staff who have not identified their handicapper and/or veteran status. Additionally, every three years all faculty and academic staff are surveyed to allow each individual an opportunity to review and update their handicapper and/or veteran status. (The results of the survey made in Fall 1987 are reported in Appendix II-1 the analysis of Fall 1988 survey results were not completed at the time this report was prepared.) Requests for reasonable employment accommodations not addressed satisfactorily at the department or school level are reviewed by the Assistant Provost for Academic Personnel Administration and the Director and staff of the Department of Human Relations. These reviews involve consultation with the applicable College dean(s) in efforts to resolve the matter. Reasonable accommodations for handicappers are determined on a case-by-case basis, depending on the individual's circumstances; accommodations have included various cost effective alterations, adjustments, or changes in the work environment or terms and conditions of employment which have enabled an otherwise qualified handicapper to perform the particular job successfully.

The academic personnel system includes 78 self-identified handicappers, including 43 tenure system faculty, 18 continuing staff, 6 temporary faculty and 11 temporary staff. During 1987-88, there were 19 requests for reasonable accommodations: 7 requests were fulfilled, 4 requests are pending, 2 requests were withdrawn and 6 requests were unable to be verified. Examples of reasonable accommodations include snow and ice removal between parking areas and building entrances; relocation of work area to a smoke-free location; provision of rented parking space, computer, interpreter services, floor mats; replacement of carpeting.

### 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, reappointment, promotion and tenure of academic personnel. Deans work with chairpersons and directors on specific plans for implementation of policies and strategies. Appendix VIII-B lists examples of special affirmative action efforts made by individual units with and/or for academic personnel.

## Summary

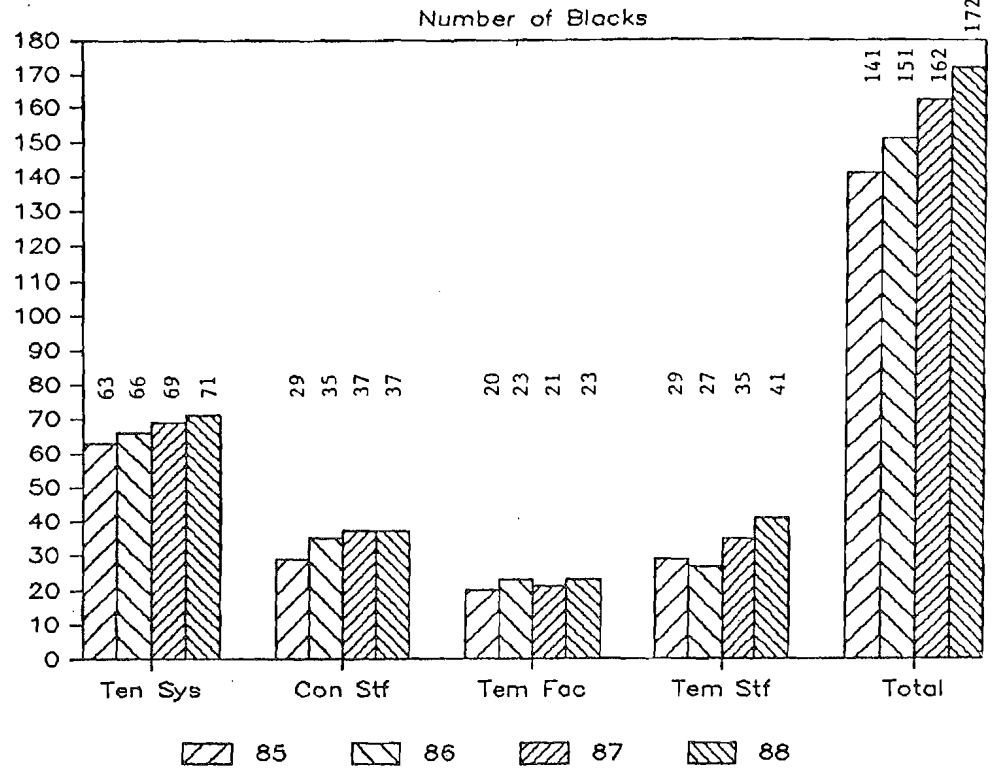
In conclusion, it is useful to highlight the following points:

- The total academic personnel workforce decreased by 11 individuals to 3,990; there was a net gain of 21 women and a net gain of 3 minorities.
- The tenure system decreased by 17 individuals to 2,116; there was a net gain of 5 women and 2 minorities.
- 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 minorities exceeded the average overall availability for minorities; it also exceeded the percentage of minorities at the rank of assistant professor for the first time.
- The representation of women and minorities in the Academic Manager group exceeded their respective proportion in the tenure system with a net gain of 8 women and 2 minorities.
- The number and percentage of units underutilized for women and minorities has remained relatively constant over the years.
- There are 78 self-identified handicappers in the academic personnel system, including 43 tenure system faculty and 18 continuing staff.

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. The Office of the Provost, in cooperation with deans and separately reporting directors, has made a sustained commitment to affirmative action in order to achieve these objectives. While the intent is to continue support for the initiatives and programs described in this report, it is clear that more aggressive and innovative strategies are needed. In this regard, the Office of the Provost, in consultation with the Council of Deans, academic governance committees and a variety of campus groups and constituencies, is developing a plan that will provide the framework for our continuing efforts to create a pluralistic campus.

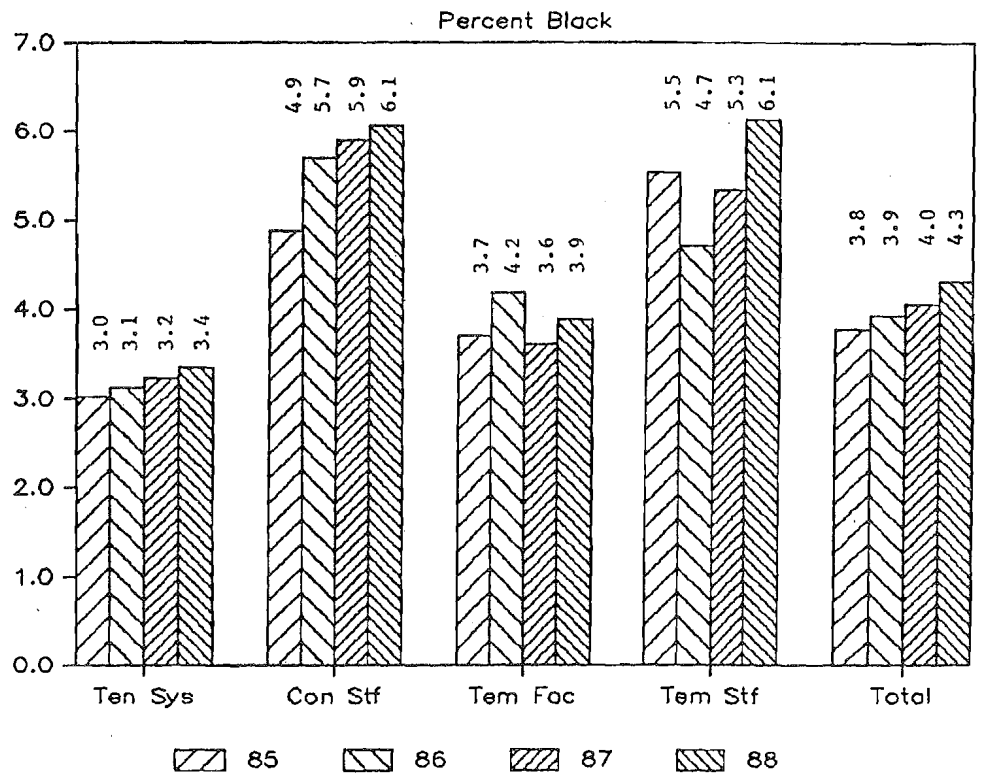
Graph II-3

# Academic Workforce 1985-88



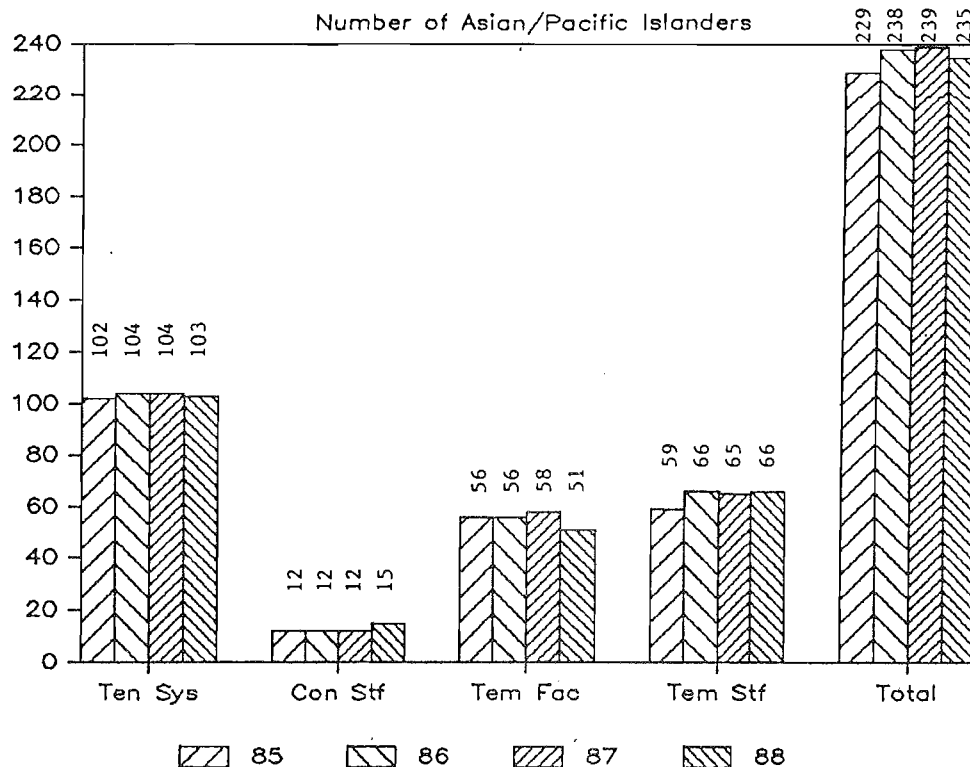
Graph II-4

# Academic Workforce 1985-88



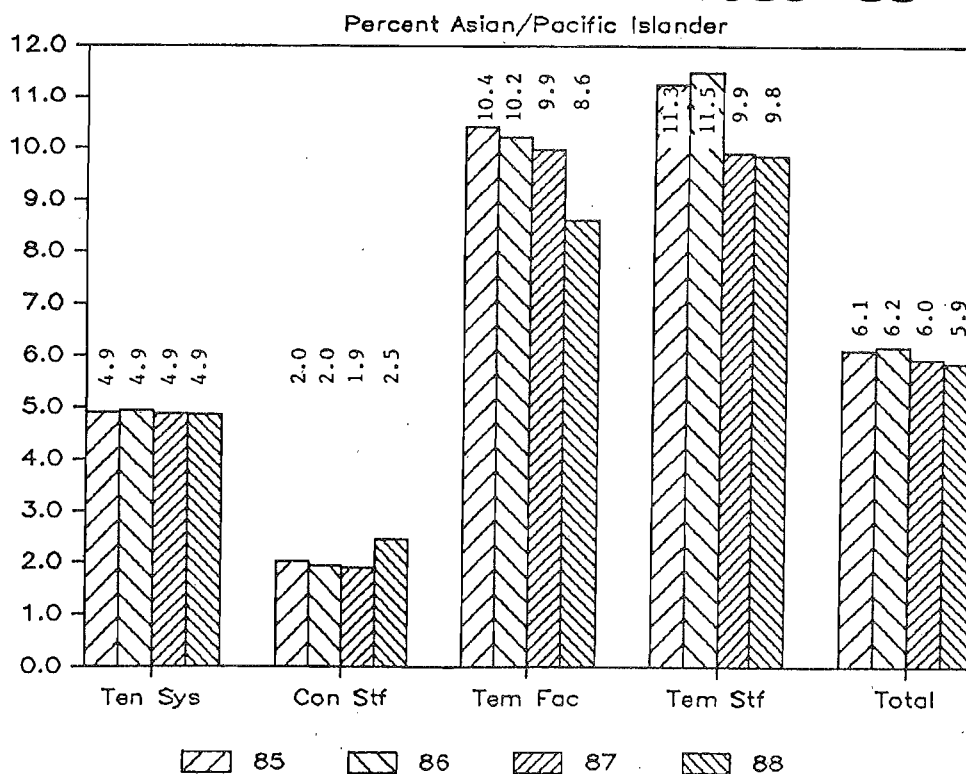
Graph II-5

# Academic Workforce 1985-88



Graph II-6

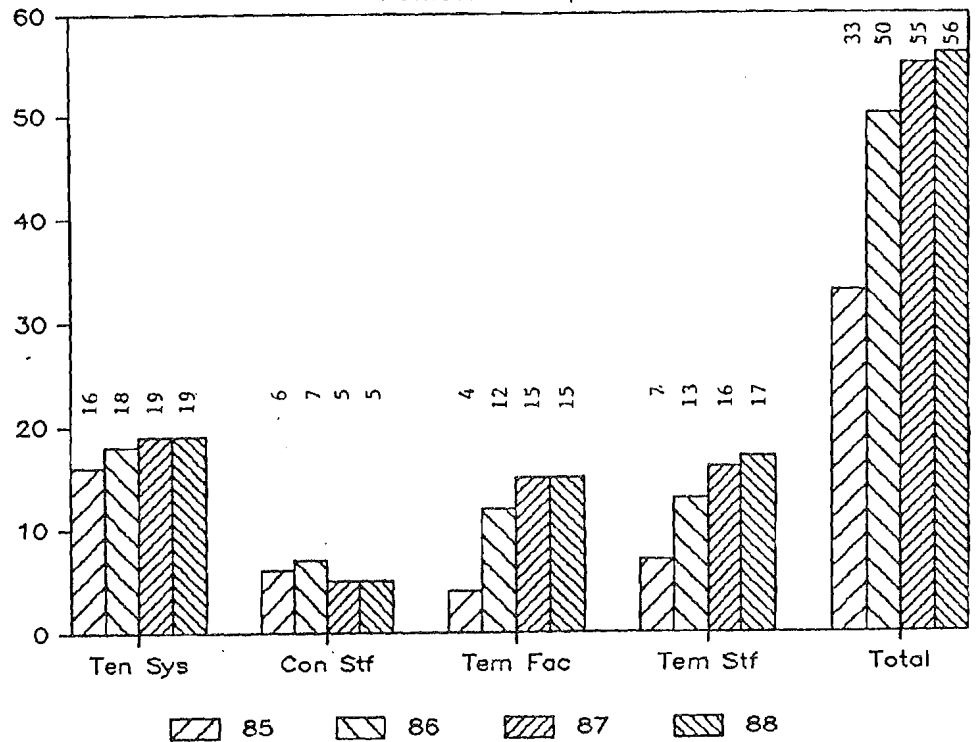
# Academic Workforce 1985-88



Graph II-7

# Academic Workforce 1985-88

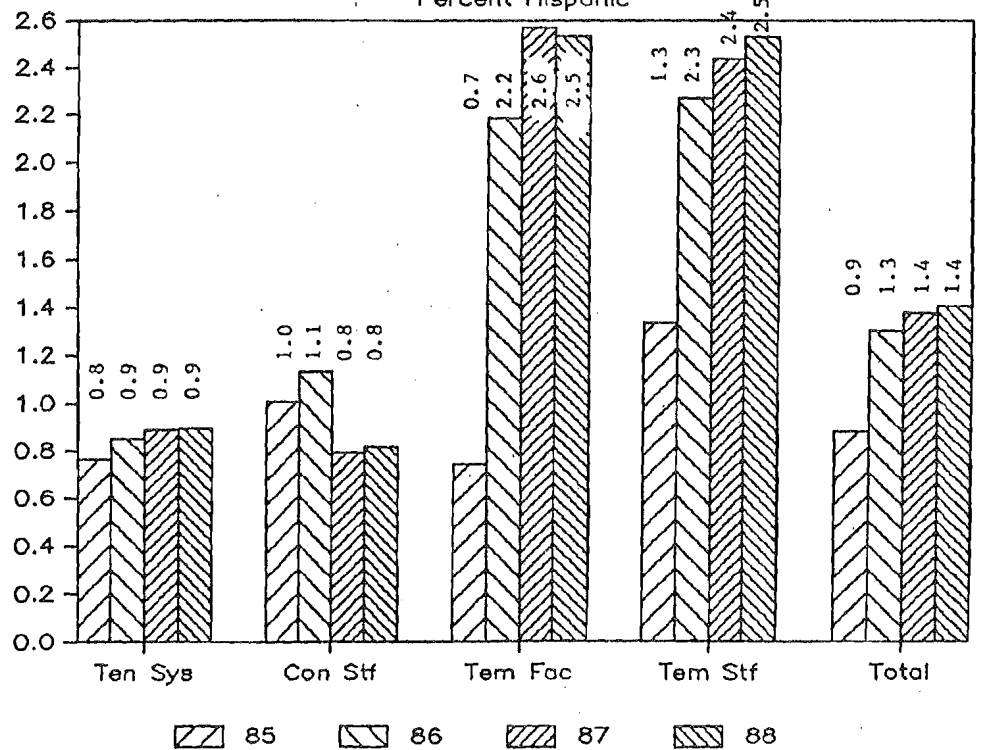
Number of Hispanics



Graph II-8

# Academic Workforce 1985-88

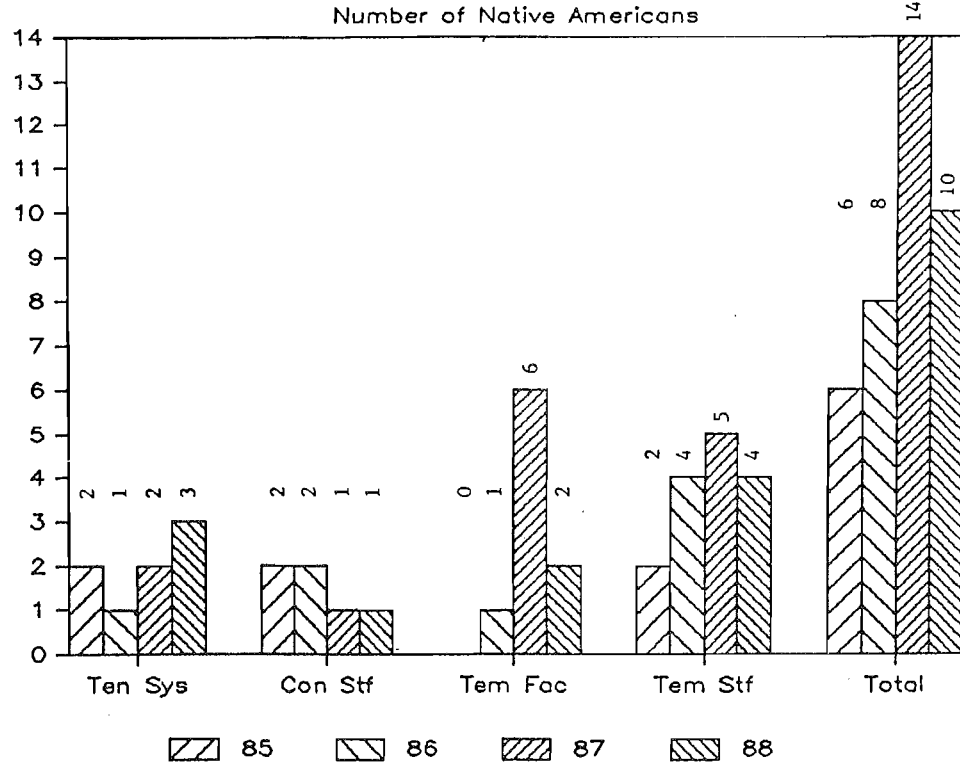
Percent Hispanic



Graph II-9

# Academic Workforce 1985-88

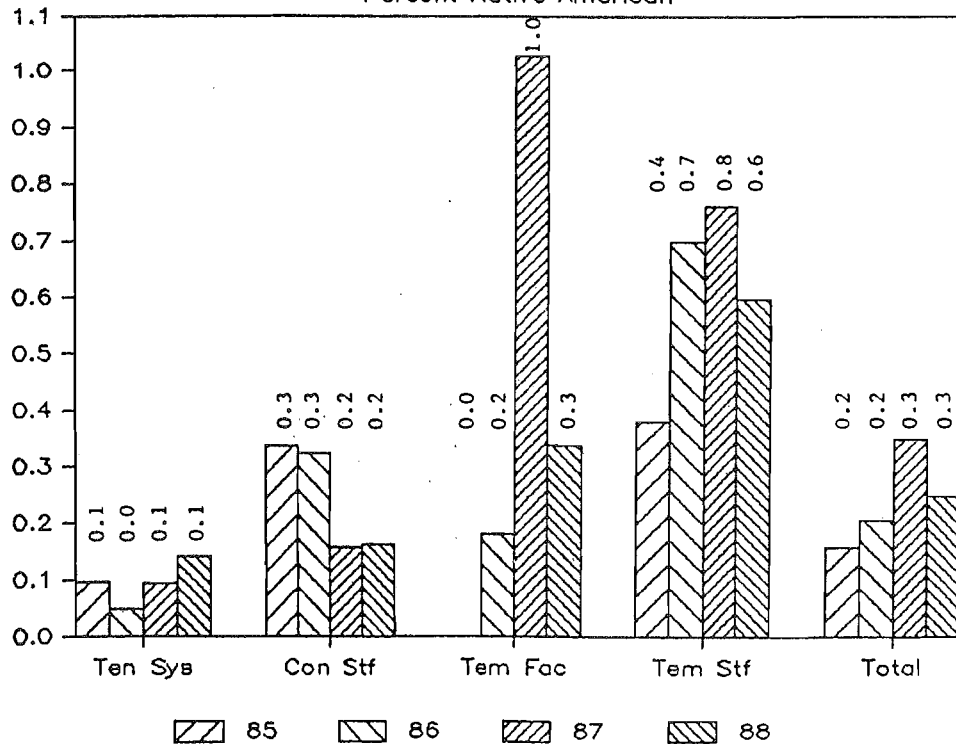
Number of Native Americans



Graph II-10

# Academic Workforce 1985-88

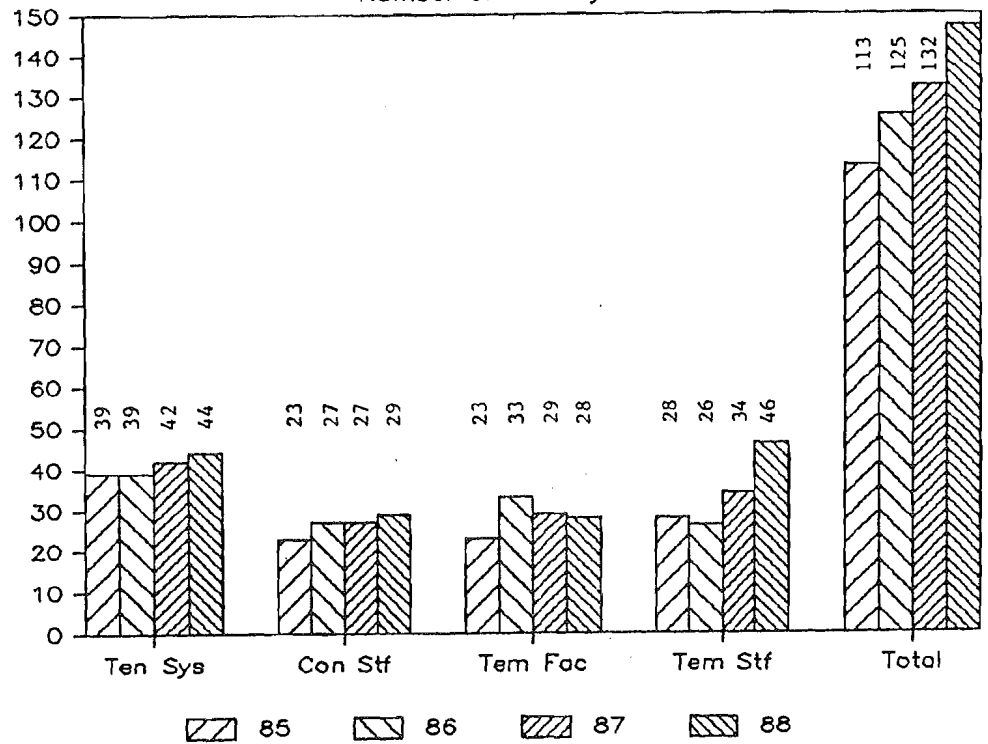
Percent Native American



Graph II-13

# Academic Workforce 1985-88

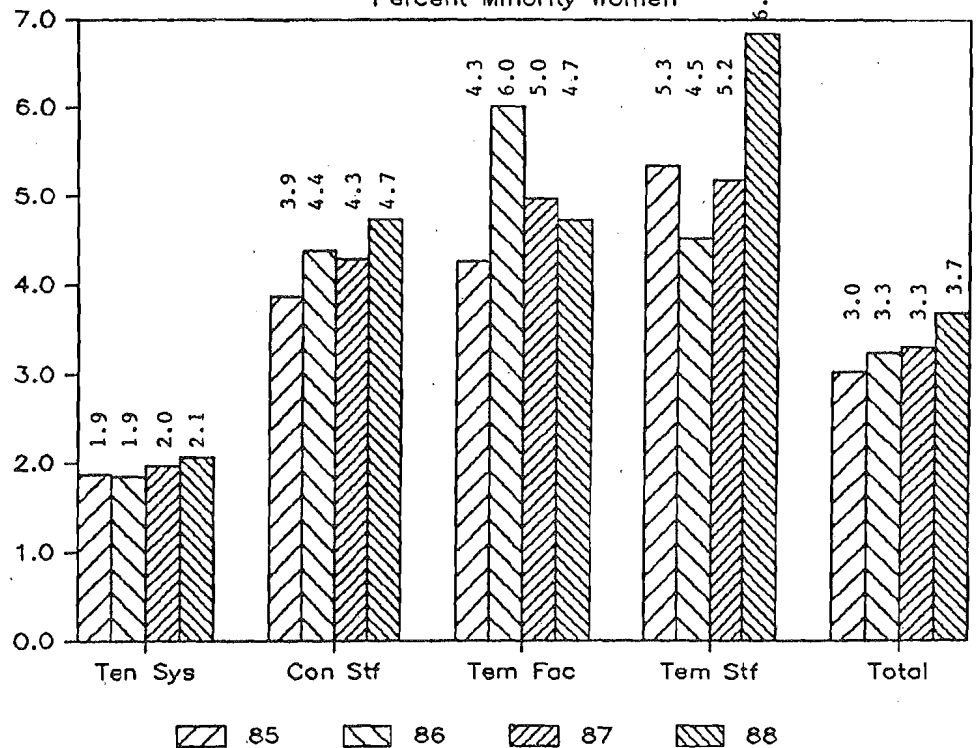
Number of Minority Women



Graph II-14

# Academic Workforce 1985-88

Percent Minority Women

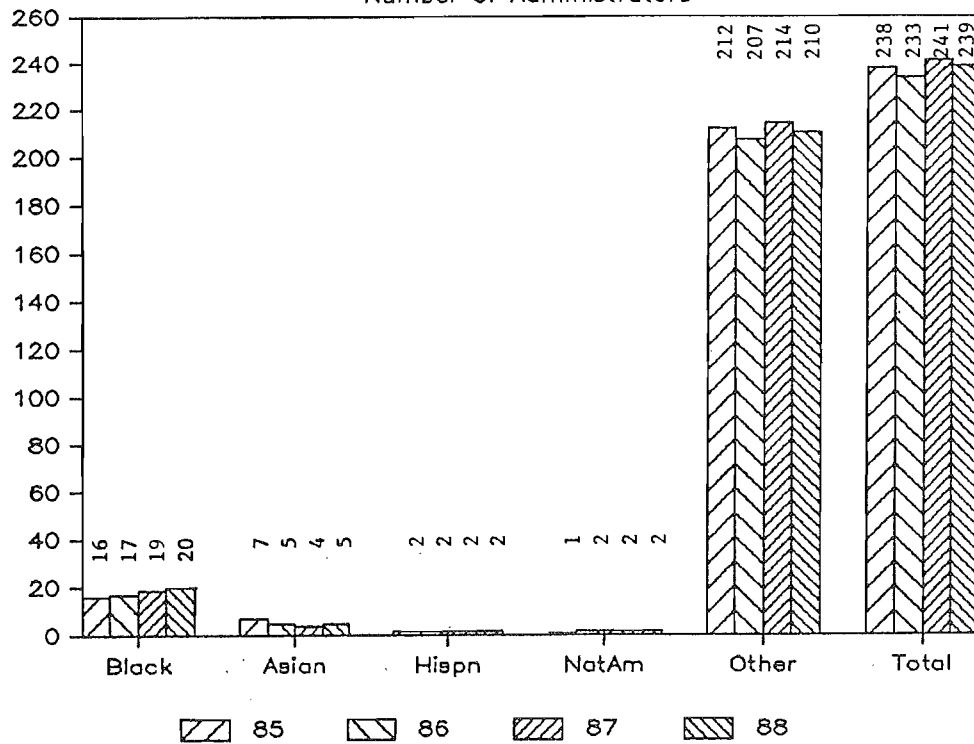




Graph II-19

# Academic Workforce 1985-88

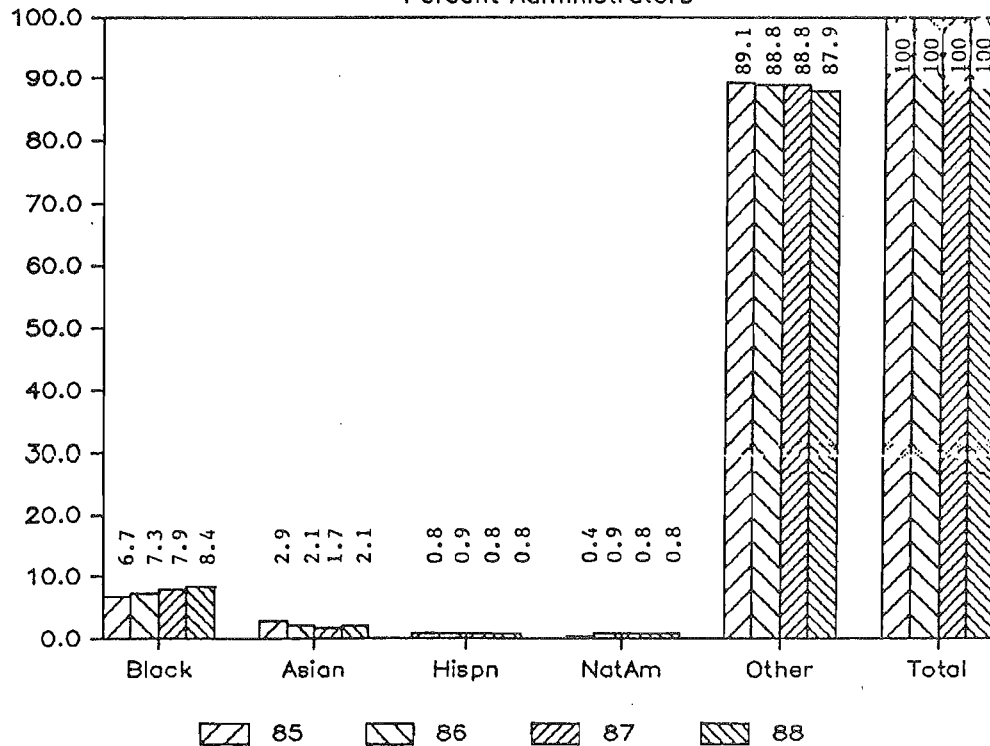
Number of Administrators



Graph II-20

# Academic Workforce 1985-88

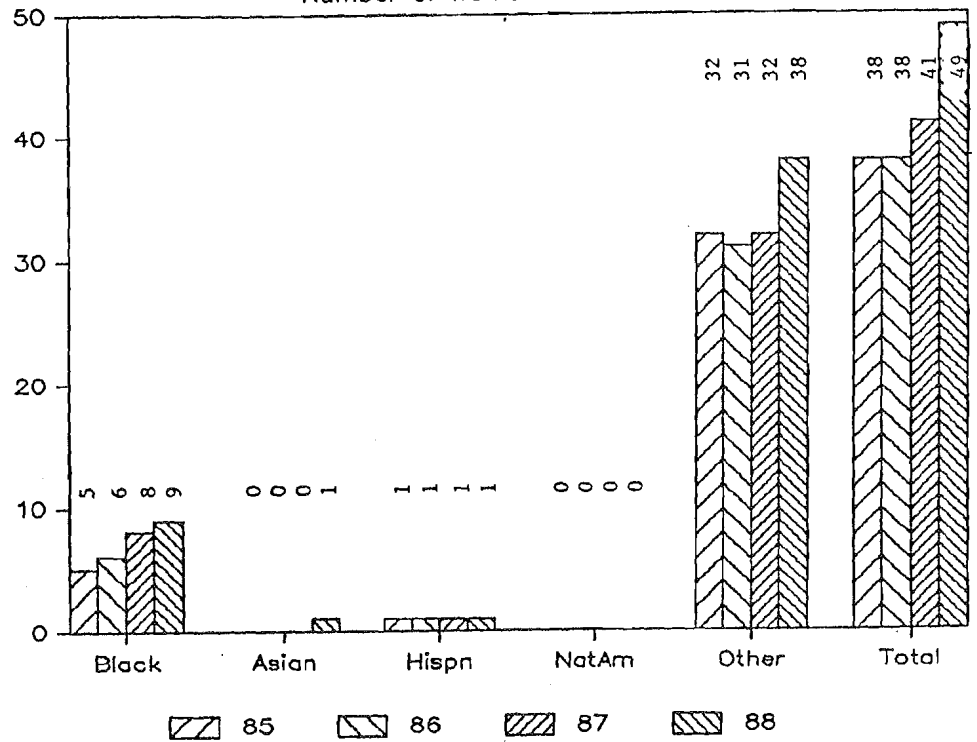
Percent Administrators



Graph II-21

# Academic Workforce 1985-88

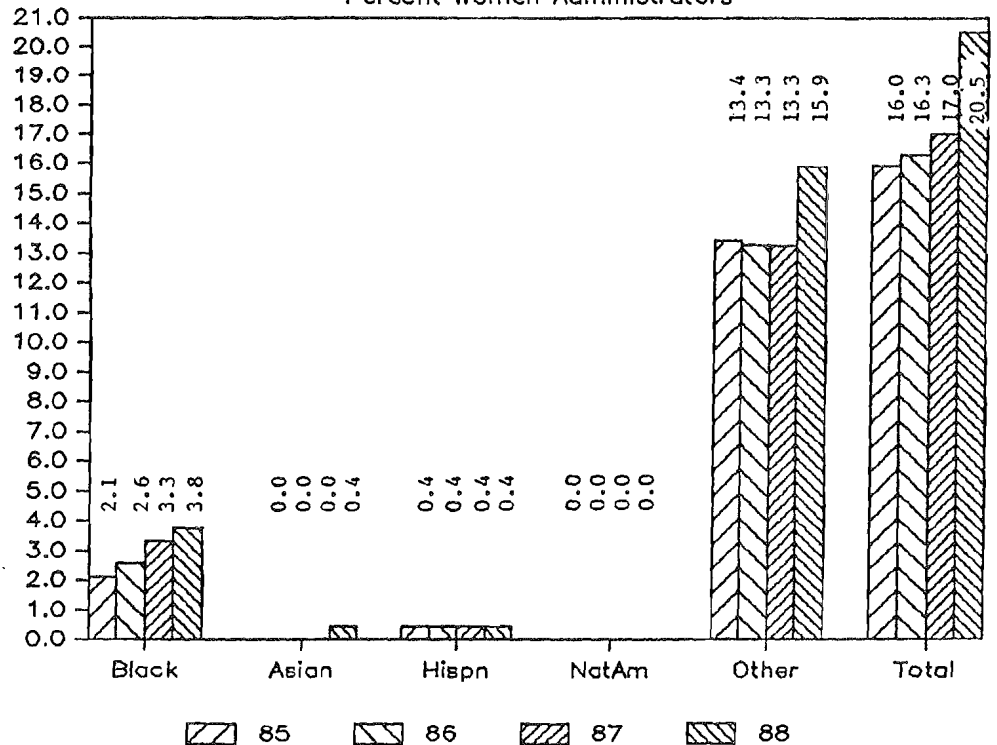
Number of Women Administrators



Graph II-22

# Academic Workforce 1985-88

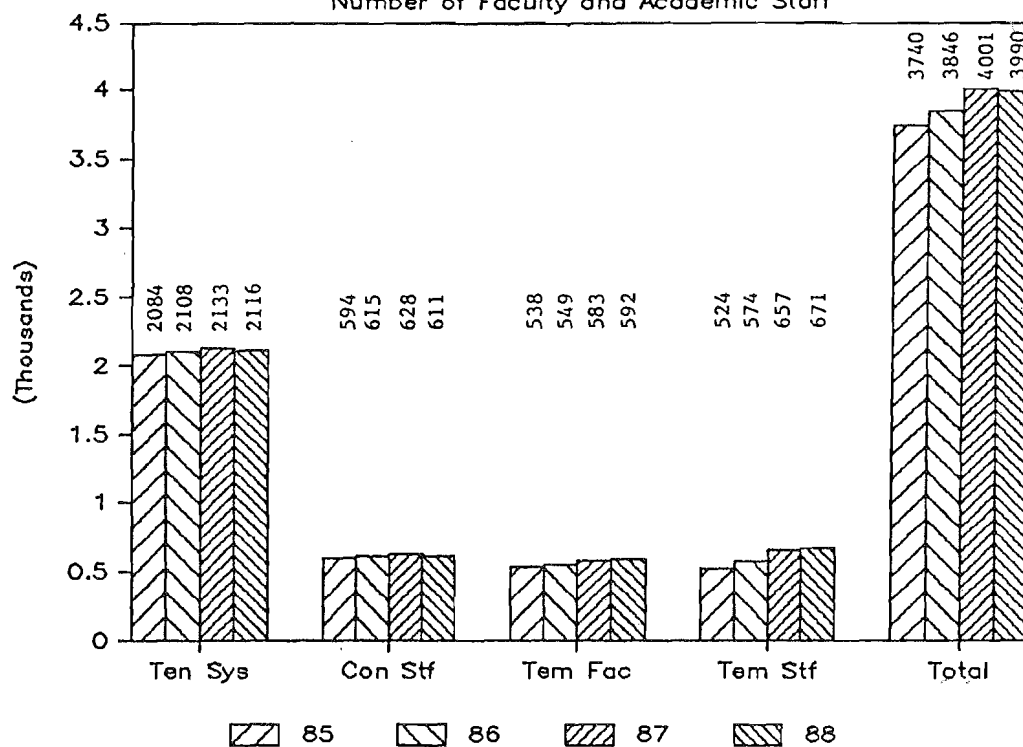
Percent Women Administrators



Graph II-23

# Academic Workforce 1985-88

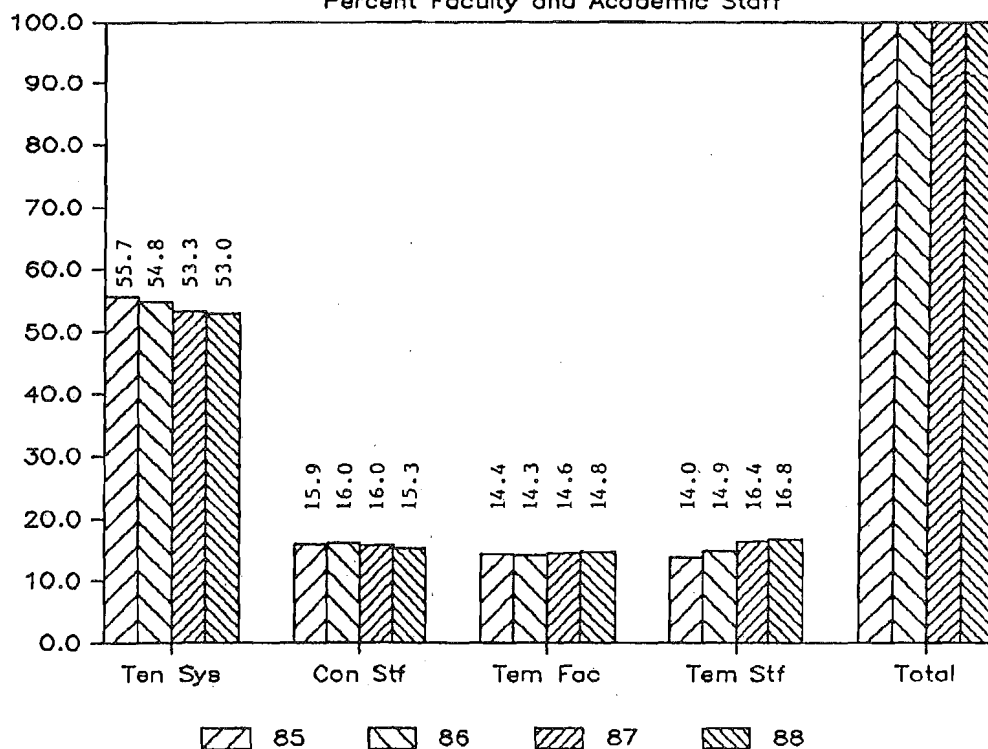
Number of Faculty and Academic Staff



Graph II-24

# Academic Workforce 1985-88

Percent Faculty and Academic Staff





### III. EXECUTIVE MANAGEMENT

Executive management positions designated by Board of Trustees' action in June 1981 included the following titles: 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 are included as Appendix III-A. Currently there are 79 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.

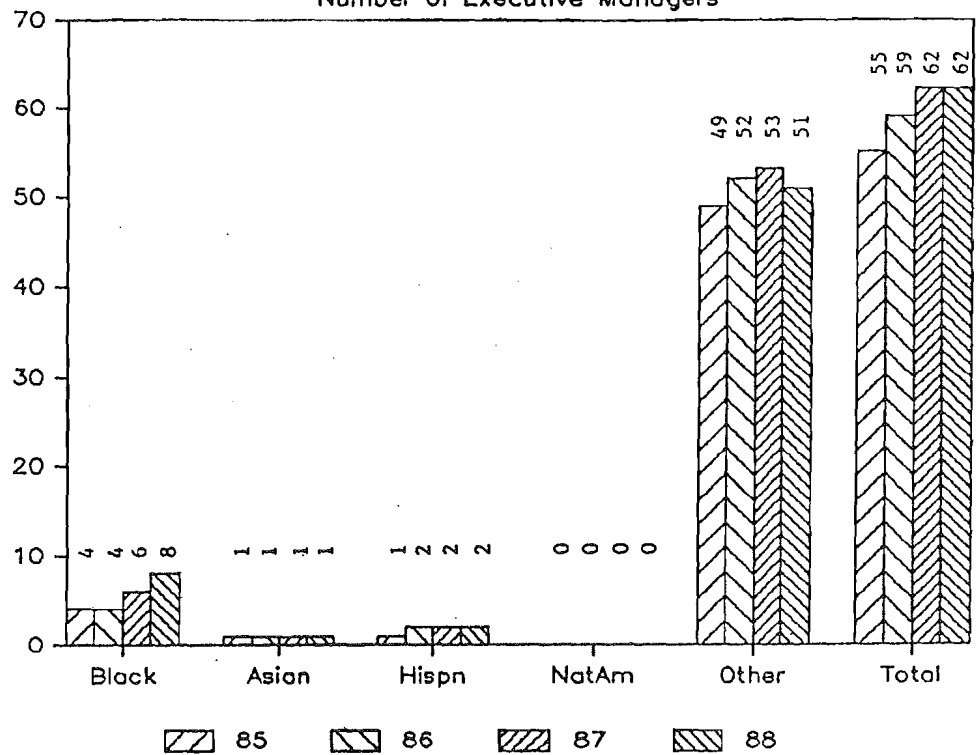
There are 3 new executive management appointments effective during the October through September 1987-88 Affirmative Action Report year. These were:

Associate General Counsel	10-19-87	non-minority woman
Associate Director of the MSU Alumni Association	7-01-88	minority man
Director of Major Gifts Programs	9-12-88	non-minority man

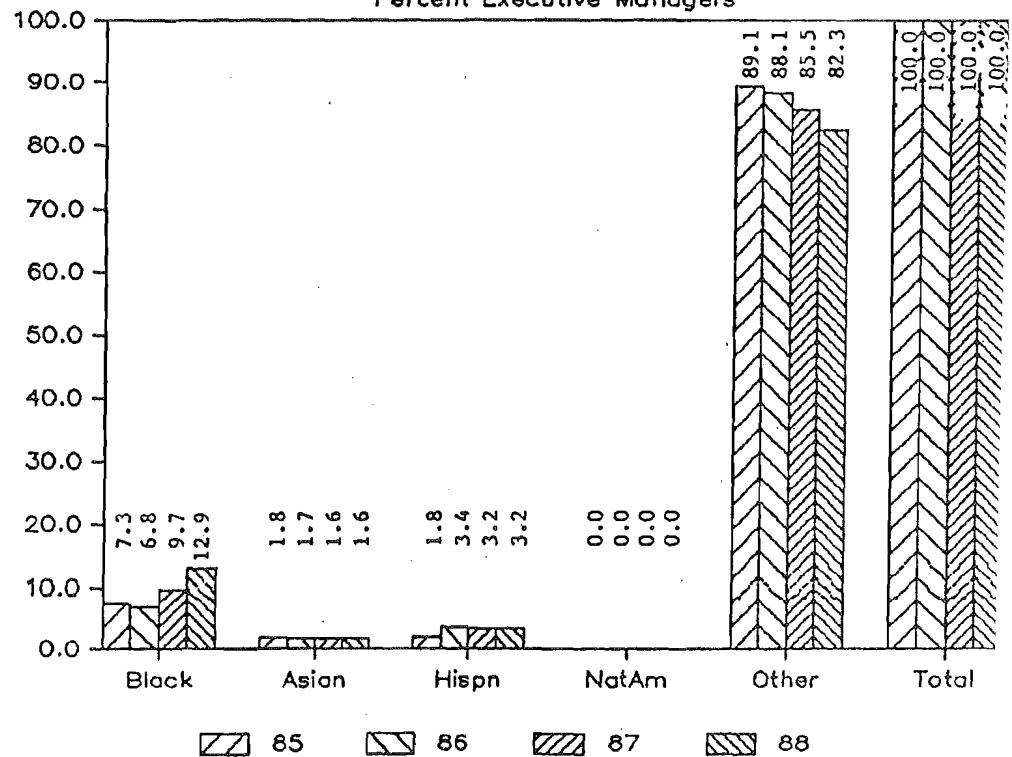
There are 62 individuals appointed in executive management positions as of October 1, 1988. One these, 11 (17.7%) are non-minority women and 11 (17.7%) are minorities. One (1.6%) minority woman is Black; of the 10 minority men, 7 (11.3%) are Black, 1 (1.6%) is Asian/Pacific Islander, and 2 (3.2%) are Hispanic. The total representation of members of protected classes is 22 (35.5%), an increase of 1 and up from 33.9% in October 1987. While there is some underrepresentation of Asian/Pacific Islanders in executive management positions, there is no longer underrepresentation of women.

Graph III-1 displays four-year trend data for numbers of members of protected classes in executive management positions. Graph III-2 shows percentages of the executive management workforce over the same period. With the exception of women between 1987 and 1988, the number and percentage of women and minorities have increased in executive management positions over the period.

Graph III-1  
Academic Workforce 1985-88  
Number of Executive Managers

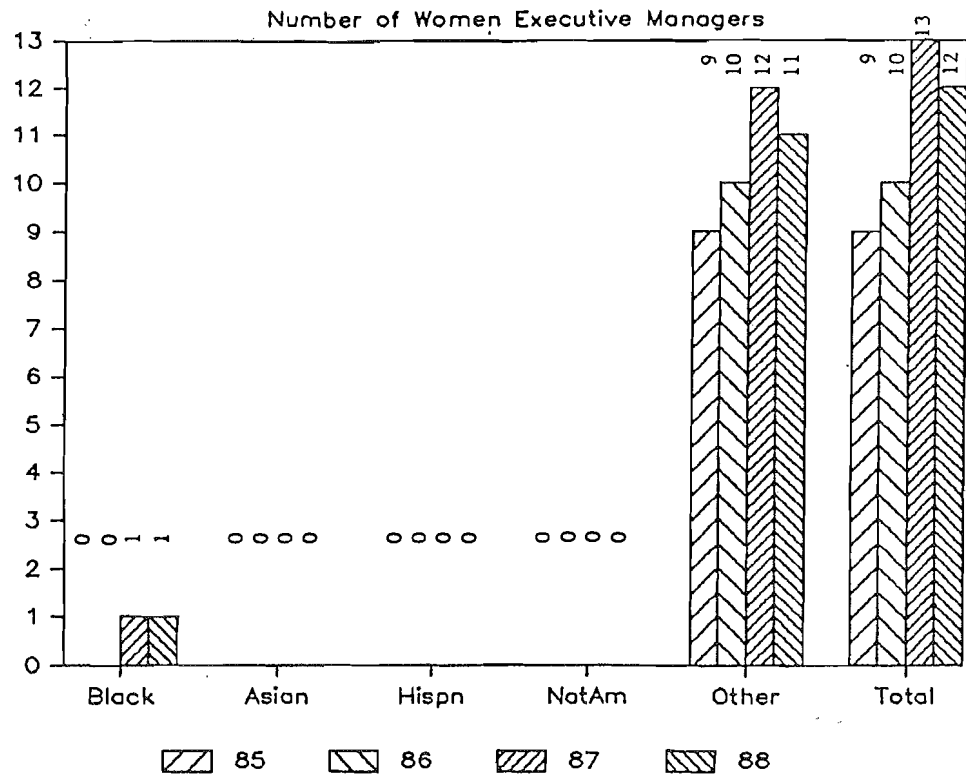


Graph III-2  
Academic Workforce 1985-88  
Percent Executive Managers



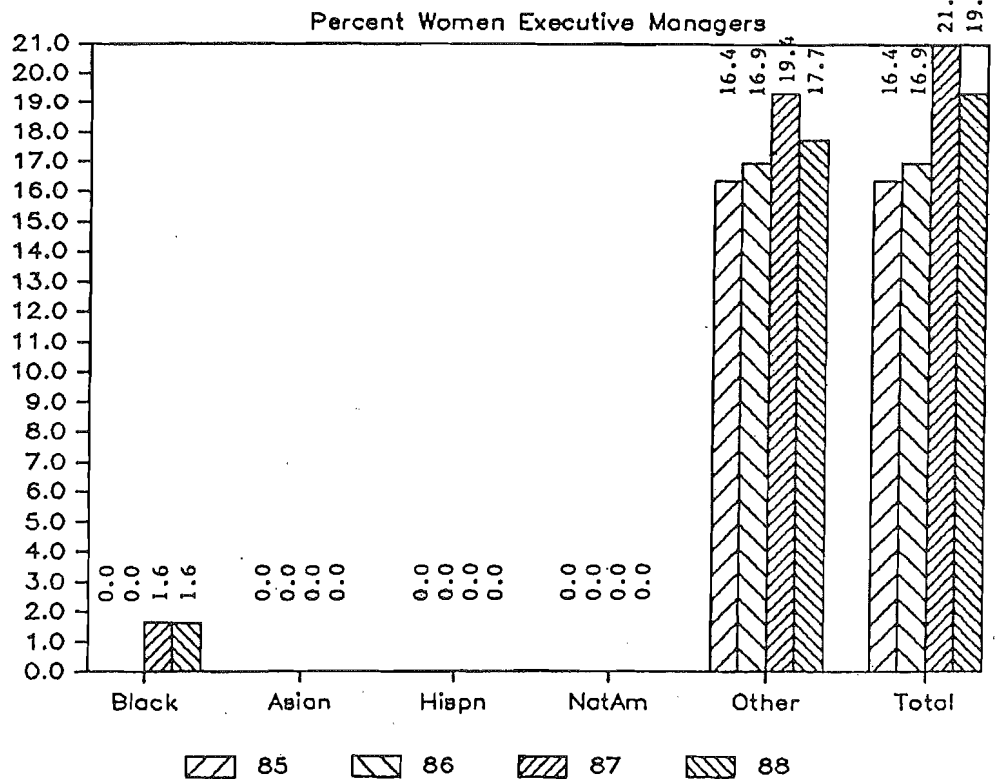
Graph III-3

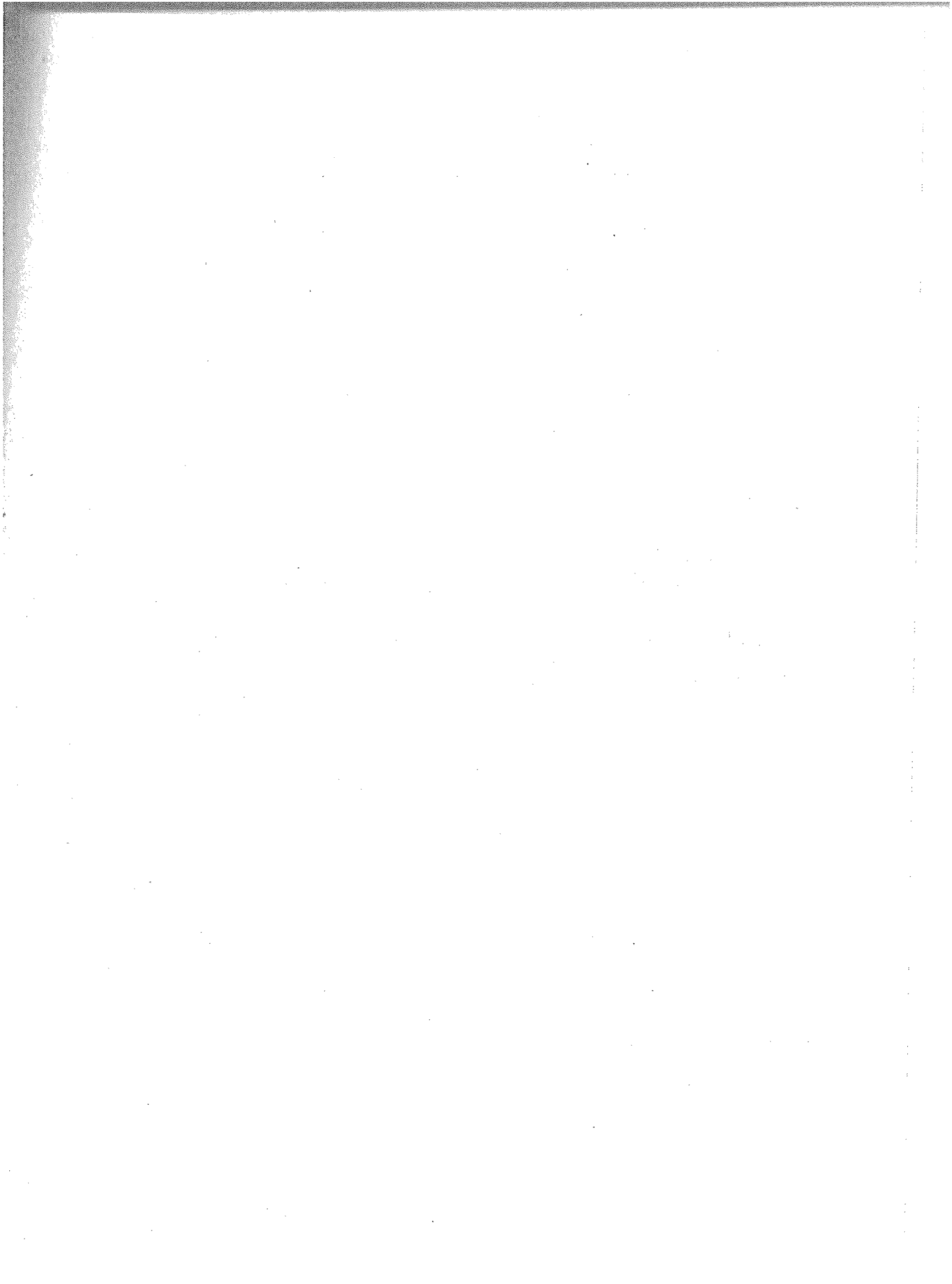
# Academic Workforce 1985-88



Graph III-4

# Academic Workforce 1985-88







#### IV. SUPPORT STAFF

The University's Support Staff job classifications are aggregated into 85 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.

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 1987-88 affirmative action year, the total support staff workforce decreased by 32 (0.6%) from 5,396 to 5,364. Minority representation reflected a decrease of 26 employees, from 696 to 670, 81.3% of the total workforce decrease. Women representation reflected an addition of 4 new employees from 3,575 to 3,579. The number of minority women decreased by 23 (71.9%) from 512 to 489, and the number of minority men decreased by 3 (9.4%) from 184 to 181.

Women and minority representation constitute 3,579 (66.7%) and 670 (12.5%) respectively of the total support staff workforce. Minority women account for 489 (13.7%) of all women, and 9.1% of the support staff workforce. Minority men represent 181 (10.1%) of all men and 3.4% of the support staff workforce. Graphs IV-1 through IV-32, itemize changes in the workforce from 1985-1988.

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

Composition of the support staff workforce detailing the participation of women and minorities in absolute numbers and percentages is displayed by university totals and by college or major administrative units in Tables 1 through 39.

In the seven reporting categories, minority representation increased in 2 groups and decreased in 5 for an overall decrease of 18. Increases were reported in the category of public safety by 1 (25.0%) from 4 to 5 and in skilled trades by 1 (6.1%) from 16 to 17. The skilled trades areas report an increase overall for the category, with Local 999 having an increase of 1 minority, and Locals 547 and 274 reporting no change. Decreases were reported in administrative-professional by 2 (1.7%) from 117 to 115, clerical-technical decreased by 9 (3.6%) from 260 to 251, cooperative extension by 5 (10.4%) from 53 to 48, supervisory decreased by 1 (3.8%) from 26 to 25, and service maintenance decreased by 3 (1.4%) from 212 to 209. Changes for individual racial/ethnic groups are displayed in Graphs IV-5 through IV-20.

Black representation in the support staff workforce decreased by 26 (7.0%) from 400 to 374 employees. Employment increases were reported in the categories of administrative-professional by 1 (1.7%) and in public safety by 1 (50.0%). Employment decreases were reported in the categories of clerical-technical by 13 (7.7%), cooperative extension by 6 (16.2%), supervisory by 1 (6.3%), and service maintenance by 8 (6.6%). There were no changes reported in the skilled trades category.

Asian/Pacific Islander representation in the workforce decreased by 10 (13.2 %) from 86 to 76 employees. Employment decreases were reported in the categories of administrative-professional by 6 (17.6%), clerical-technical by 3 (10.0%), and service maintenance by 1 (10.0%). There were no changes reported in the public safety, supervisory, cooperative extension, and skilled trades categories.

Hispanic representation in the workforce increased by 8 (4.6%) from 173 to 181 employees. Employment increases were reported in the categories of administrative-professional by 2 (13.3%), cooperative extension by 1 (16.7%), and service maintenance by 5 (7.2%). There were no changes reported in the clerical-technical, public safety, supervisory, and skilled trades categories.

Native American representation in the support staff workforce increased by 2 (5.4%) from 37 to 39 employees. Employment increases were reported in the categories of administrative-professional by 1 (25.0%), service maintenance by 1 (50.0%), and in skilled trades by 1 (33.3%). A decrease of 1 (5.3%) was reported in the category of clerical-technical. There were no changes reported in the cooperative extension, public safety, and supervisory categories.

Representation of women in the workforce increased by 4 (0.1%) from 3,575 to 3,579. Employment increases were reported in the categories of administrative-professional by 18 (2.5%) and supervisory by 4 (2.9%). Decreases were reported in the categories of clerical-technical by 15 (0.2%), cooperative extension by 11 (8.2%) and service maintenance by 2 (0.5%). There were no changes reported in the public safety and skilled trades categories. (Graphs IV-21 through IV-24).

Representation of non-minority women in the workforce increased by 27 (0.9%) from 3,063 to 3,090. Employment increases were reported in the categories of administrative-professional by 21 (3.2%), clerical-technical by 11 (0.6%), and supervisory by 5 (4.2%). Employment decreases were reported in the categories of public safety by 1 (10.0%), cooperative extension by 7 (8.0%), service maintenance by 1 (0.4%), and skilled trades by 1 (5.9%).

Representation of minority women in the workforce decreased by 23 (4.7%) from 512 to 489. Employment increases were reported in the category of skilled trades by 1 (50.0%). Decreases were reported in the categories of administrative-professional by 3 (4.5%), clerical-technical by 16 (7.2%), supervisory by 1 (5.9%), cooperative extension by 4 (8.5%), and skilled trades by 1 (0.8%). The category of public safety changed from 0 representation to 1.

Representation of minority men in the support staff workforce decreased by 3 (1.7%) from 184 to 181. Employment increases were reported in the category of administrative-professional by 1 (2.1%). Decreases were reported in the categories of clerical-technical by 1 (3.6%) and cooperative extension by 1 (50.0%). No changes were reported in public safety, supervisory, service maintenance and skilled trades.

## Hiring Rates

Comparing 1986-87 and 1987-88, new hiring of minority employees decreased by 14 (4.7%) from 314 to 300 and for women by 179 (13.6%) from 1,498 to 1,319. New minority hires accounted for 13.3% and women 58.4% of all new employees for 1987-88. Of the total minority hires, Blacks accounted for 175 (58.3%), Asian/Pacific Islanders for 53 (17.7%), Hispanics for 57 (19.0%), and Native Americans for 15 (5.0%). In overall representation, there was a decrease of 2 (1.1%) from 177 to 175 for Blacks, a decrease of 2 (3.8%) from 55 to 53 for Asian/Pacific Islanders, a decrease of 11 (19.3%) from 68 to 57 for Hispanics, and an increase of 1 (7.1%) from 14 to 15 for Native Americans.

Appendix IV outlines the changes in hiring for regular, temporary, and on-call employees for 1987-88.

## Agency Referral Hires

Positions open to the public as well as positions underutilized for minorities and women, are listed weekly with 69 community organizations. A special effort is made by employment representatives to interview candidates referred from these agencies before their names are given to a hiring department. Applicants are counseled concerning completing effective applications, interviewing and job seeking skills.

During the 1986-87 fiscal year, 134 individuals were referred from 17 community agencies with a total of 19 hires. Fiscal year 1987-88 showed a total of 39 hires which represent a 50% increase over the previous year. Approximately one-third (33%) of the 119 agency referrals were placed during the past fiscal year.

## Goal Achievement

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

Of the 81 affirmative action hiring goals established for women, 67 (82.7%) were achieved. In the administrative-professional category, 27 goals were established with 17 (63.0%) achieved, the clerical-technical category established 19 goals with 12 (63.2%) achieved, the supervisory category established 6 goals with 6 (100.0%) achieved, and the service maintenance category established 29 goals with 32 (110.3%) 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, 21 had no goals established due to low or no projected opportunities. Goals were met or exceeded in 13 job groups. Goals failed to be met in 8 job groups by 1 opportunity and in 1 job group by 2 opportunities.

For minorities, there were 12 goals established with 13 achieved (108.3%). In the administrative-professional category, 6 were met while only 5 (120.0%) goals were met. In the clerical-technical category, 5 of the 6 (83.3%) goals set were achieved. In the service maintenance category there were no goals established, but there was one selection. 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 37 individual job groups which were underutilized for minorities, 29 had no goals established due to low or no projected opportunities. However, in 4 of these job groups, minority representation showed an increase. Goals were met or exceeded in 7 job groups, while goal achievement in 5 job groups failed to be met. One additional minority hire was needed in 4 job groups and two minority hires in 1 job group.

Appendix IV-B provides data on goal achievement and an analysis of the University's efforts in this area during 1987-88.

#### Handicapper and Veteran Employment

A survey of all employees for self-identification of handicappers and/or veterans is conducted triennially. During the 1987-88 affirmative action year, all employees who previously "declined to identify" or were hired between October 1, 1987 and September 30, 1988 were contacted about handicapper and veteran status. Three surveys resulted in the identification of an additional 3 handicappers and veterans who may qualify for reasonable accommodation or affirmative action as provided by University policy.

Of the 11,296 applicants for 1987-88, 117 (1.0%) were self-identified as handicappers. Eight (0.8%) of the 1,035 selections for regular positions were handicappers. There were 11 handicappers hired in on-call positions, and 2 hired in temporary positions.

#### Rehabilitation Committee

The University is committed to the continuing identification, evaluation and rehabilitation of ill or injured employees receiving or expected to receive Long Term Disability (LTD) or Worker's Compensation (W/C) for the purpose of returning them to active service.

A Rehabilitation Committee comprised of Staff Benefits, Worker's Compensation, and Employment professionals and chaired by the Associate Director, Personnel Administration, was established in the Fall of 1987 for the express purpose of reviewing cases of employees receiving LTD and W/C benefits. The committee is charged with the task of sifting through the complications of often conflicting medical evaluations affecting the employability of these employees, and by applying the combined know-how of the members, returning the employees to gainful employment whenever possible.

Departments are expected to reemploy returning employees and make reasonable accommodations unless they can demonstrate that the accommodation would impose undue hardship on their operations.

#### Problem Areas

The support staff problem areas for 1987-88 are discussed in detail in Appendix V-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 1987-88 in the attainment of goals. A new job group structure for Local 1585 has been developed 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. A computerized applicant tracking system that is in development 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 1987-88, the bypass procedure was used 15 times, with 1 being for affirmative action purposes.

### Target Areas of Underutilization

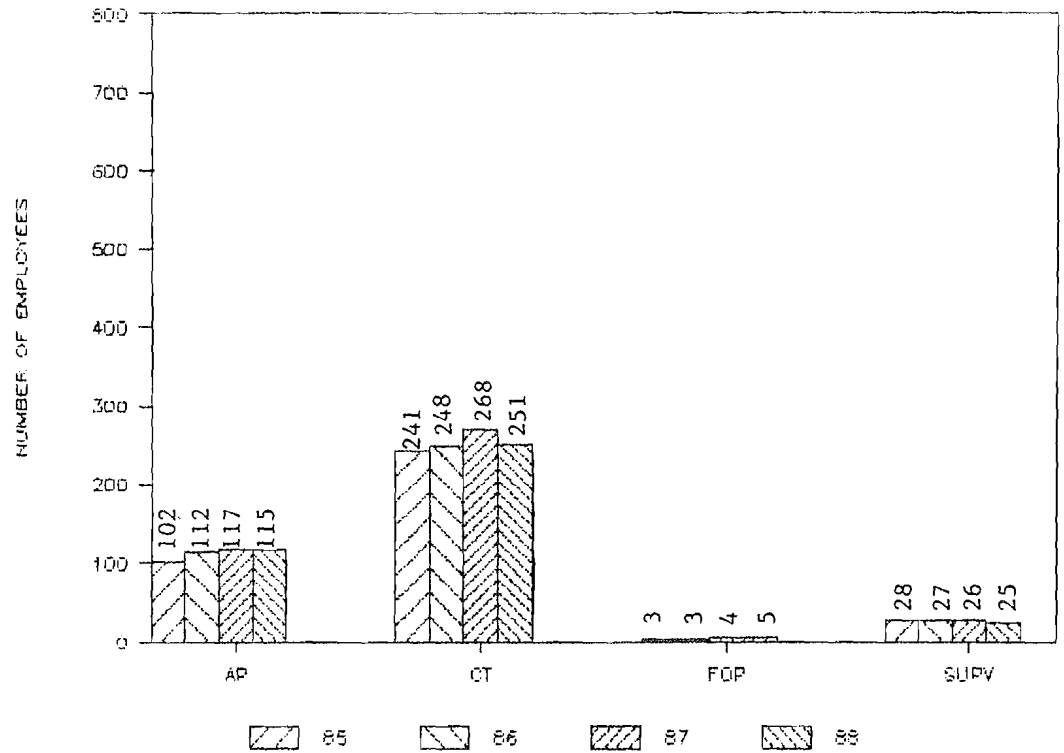
The history of certain job groups shows a continual problem of underutilization. Positive results in goal achievement were made during the past year in certain targeted areas (see Appendix IV-B). The results in these job groups are attributable, in some respects, to the use of the affirmative action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

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

Graph IV-1

# UNIVERSITY SUPPORT STAFF WORKFORCE

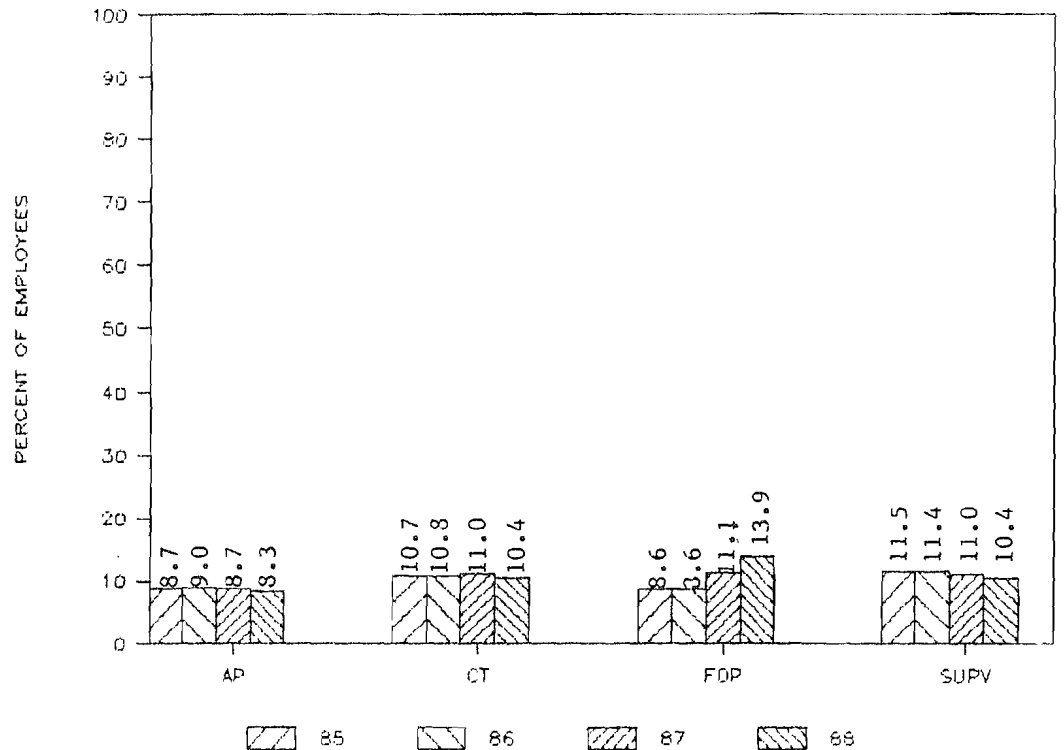
MINORITY EMPLOYEES



Graph IV-2

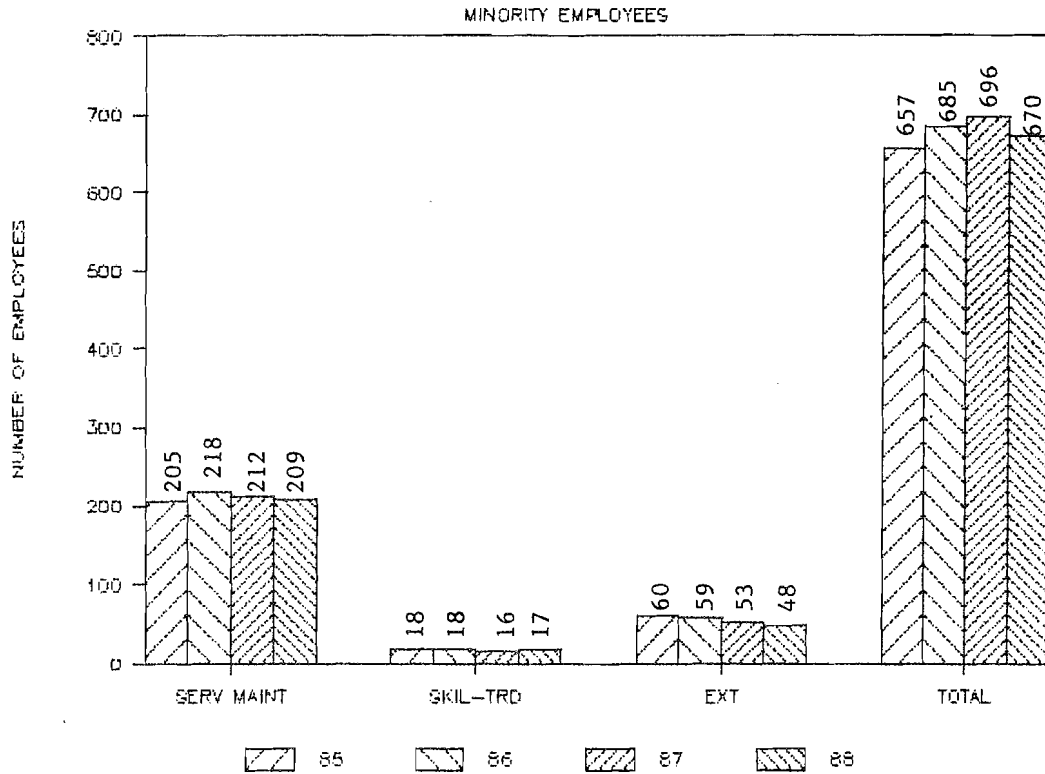
# UNIVERSITY SUPPORT STAFF WORKFORCE

MINORITY EMPLOYEES



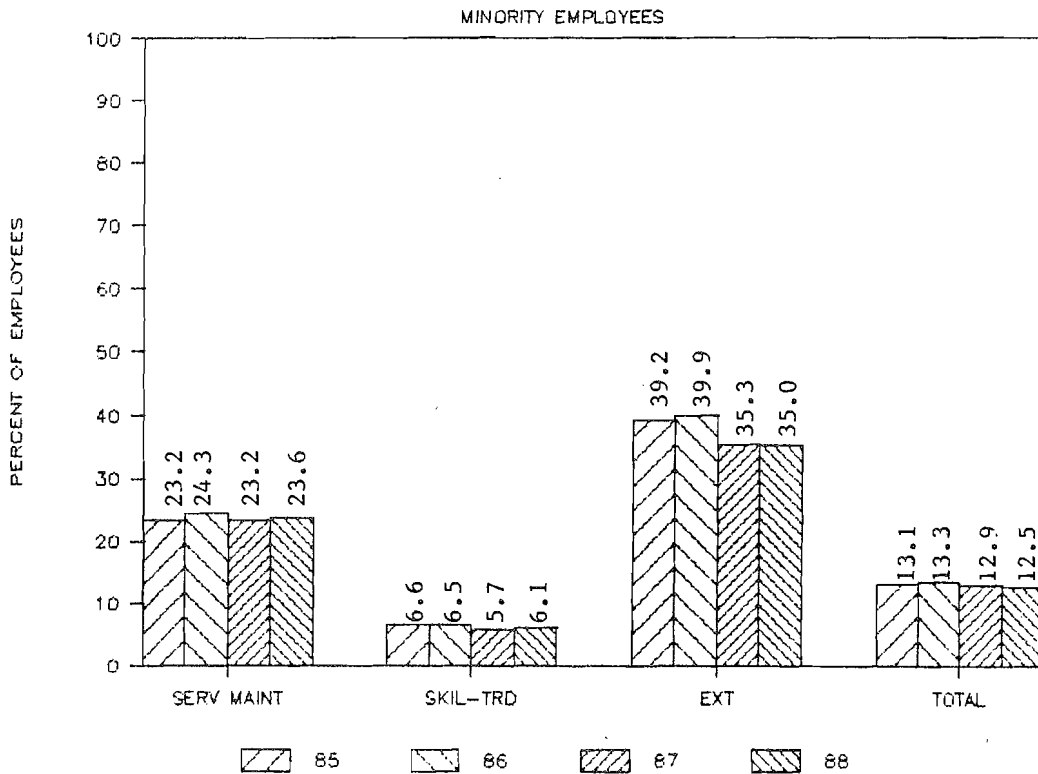
Graph IV-3

# UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-4

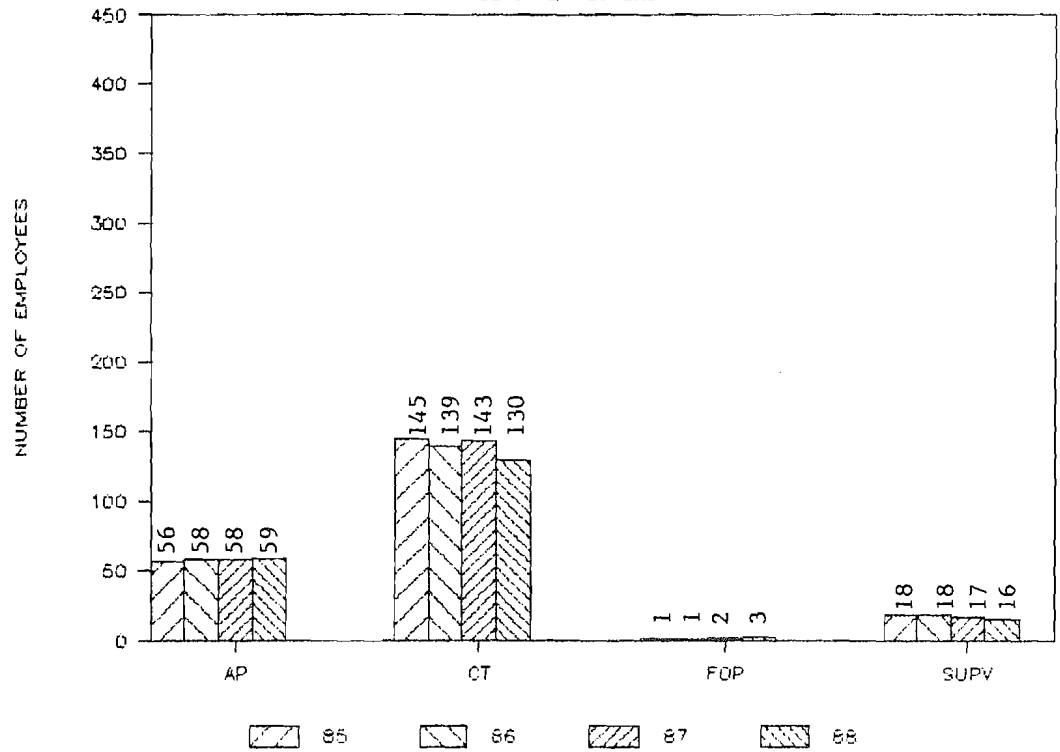
# UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-5

# UNIVERSITY SUPPORT STAFF WORKFORCE

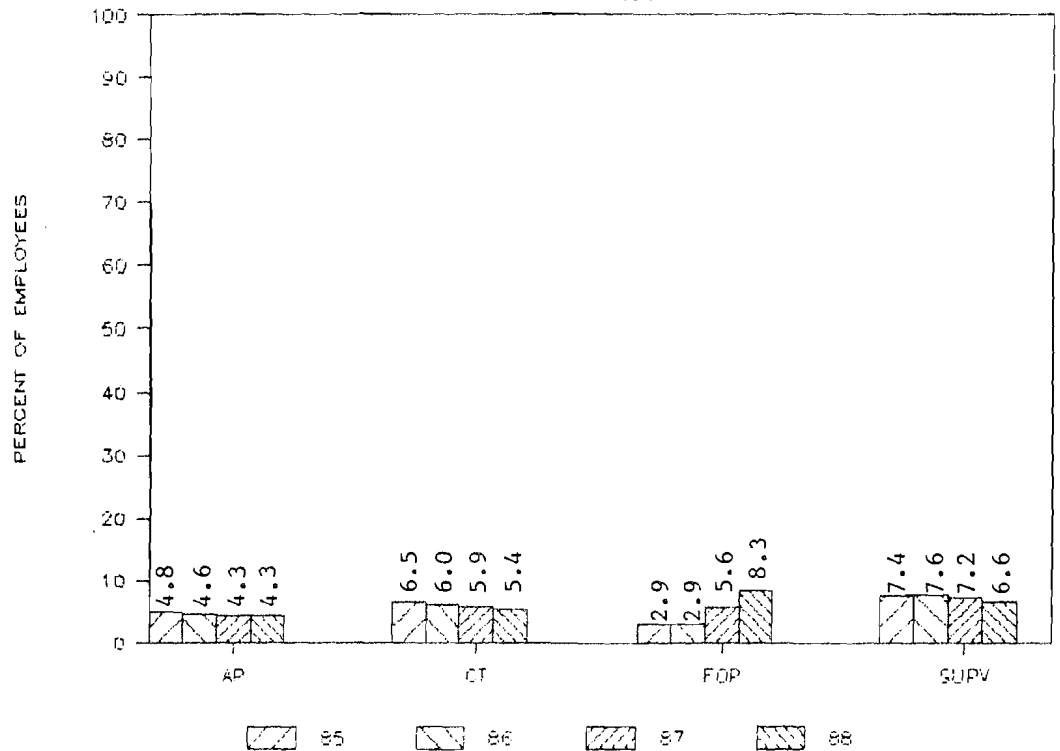
BLACK EMPLOYEES



Graph IV-6

# UNIVERSITY SUPPORT STAFF WORKFORCE

BLACK EMPLOYEES

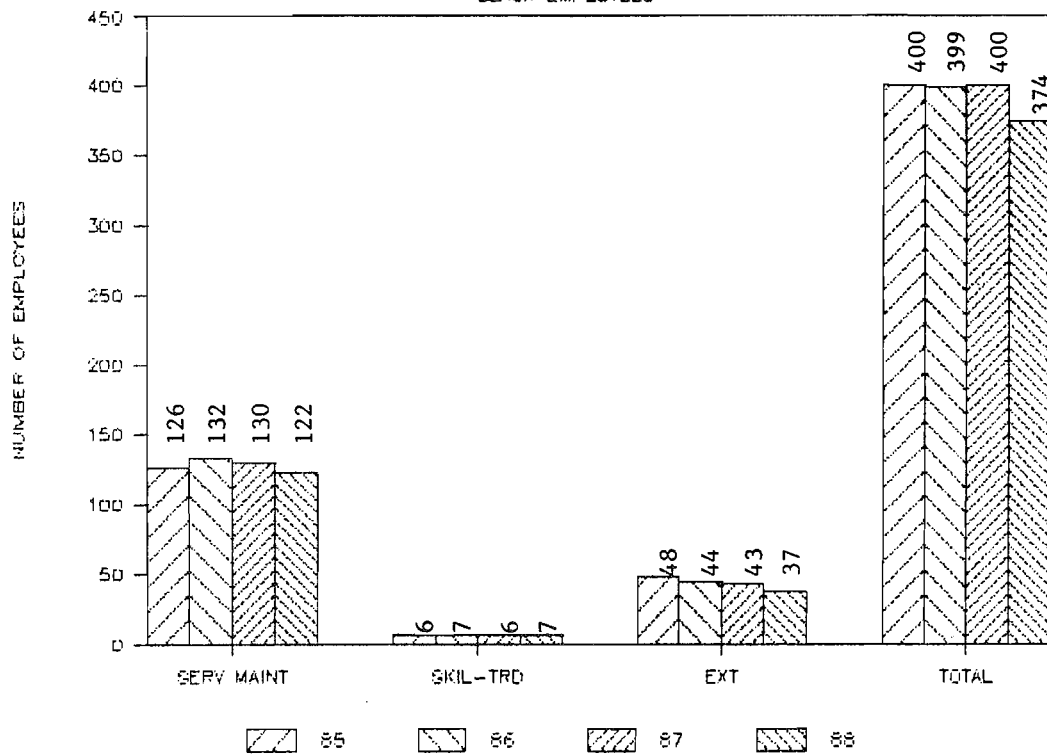




Graph IV-7

# UNIVERSITY SUPPORT STAFF WORKFORCE

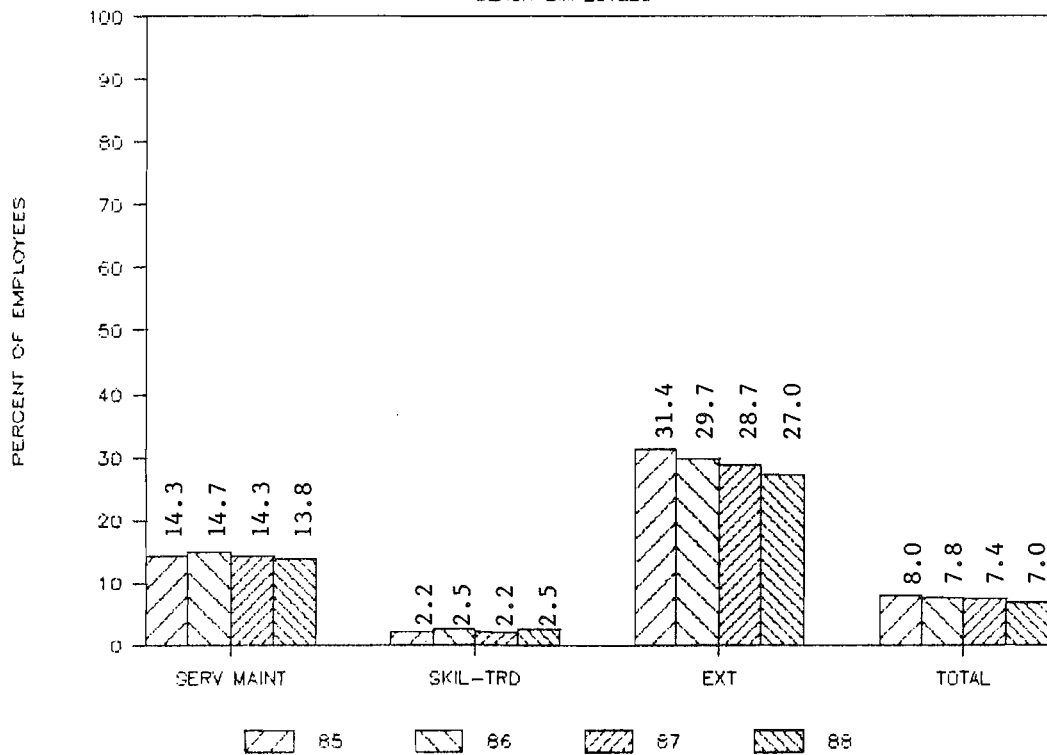
BLACK EMPLOYEES



Graph IV-8

# UNIVERSITY SUPPORT STAFF WORKFORCE

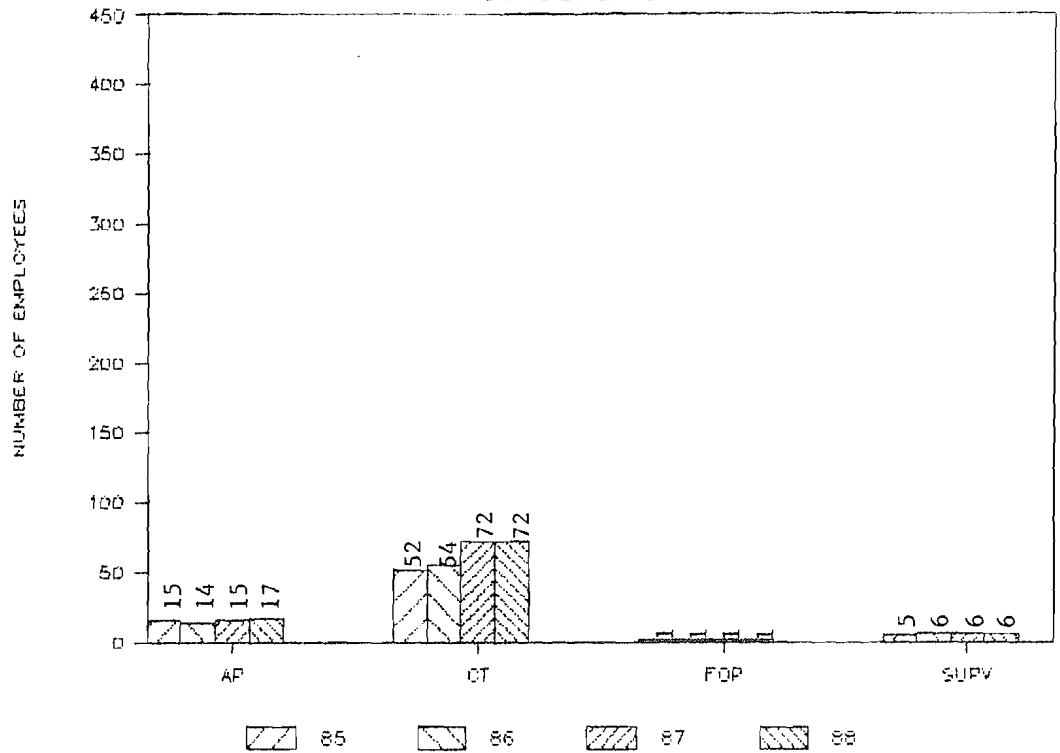
BLACK EMPLOYEES



Graph IV-9

# UNIVERSITY SUPPORT STAFF WORKFORCE

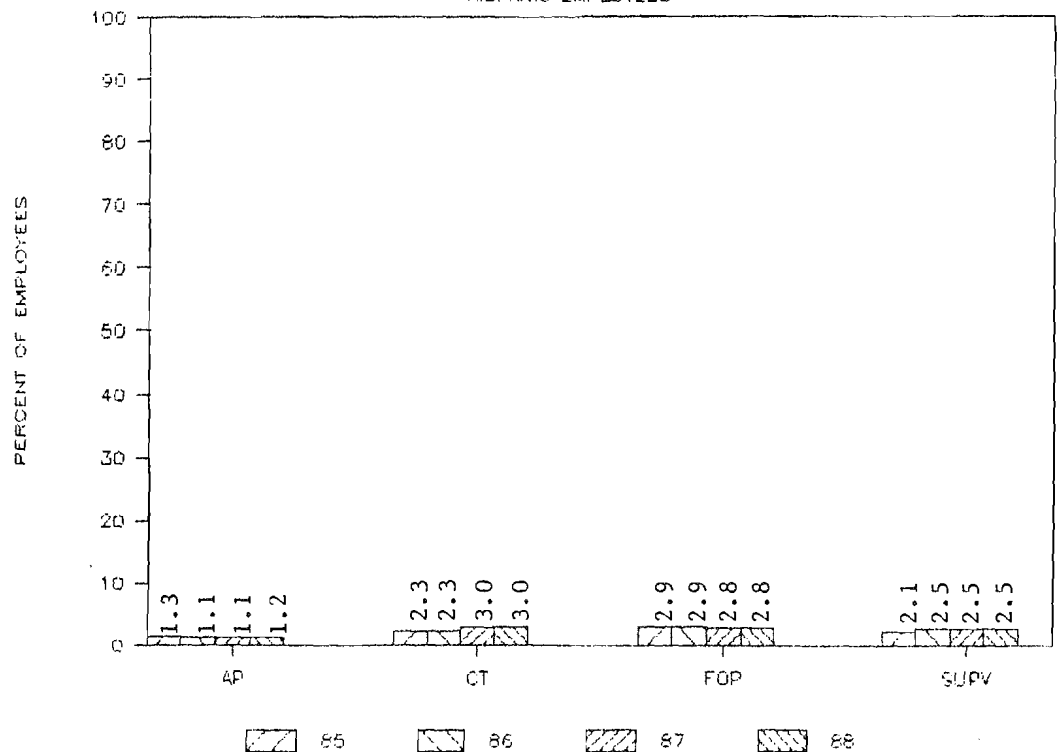
HISPANIC EMPLOYEES



Graph IV-10

# UNIVERSITY SUPPORT STAFF WORKFORCE

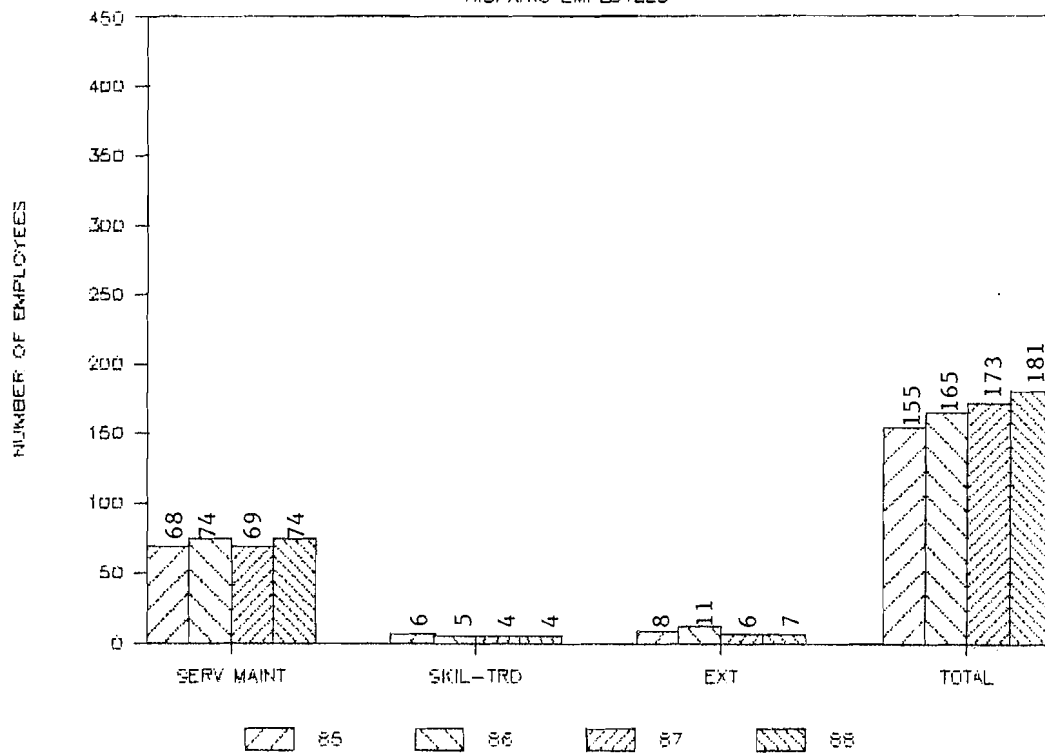
HISPANIC EMPLOYEES



Graph IV-11

# UNIVERSITY SUPPORT STAFF WORKFORCE

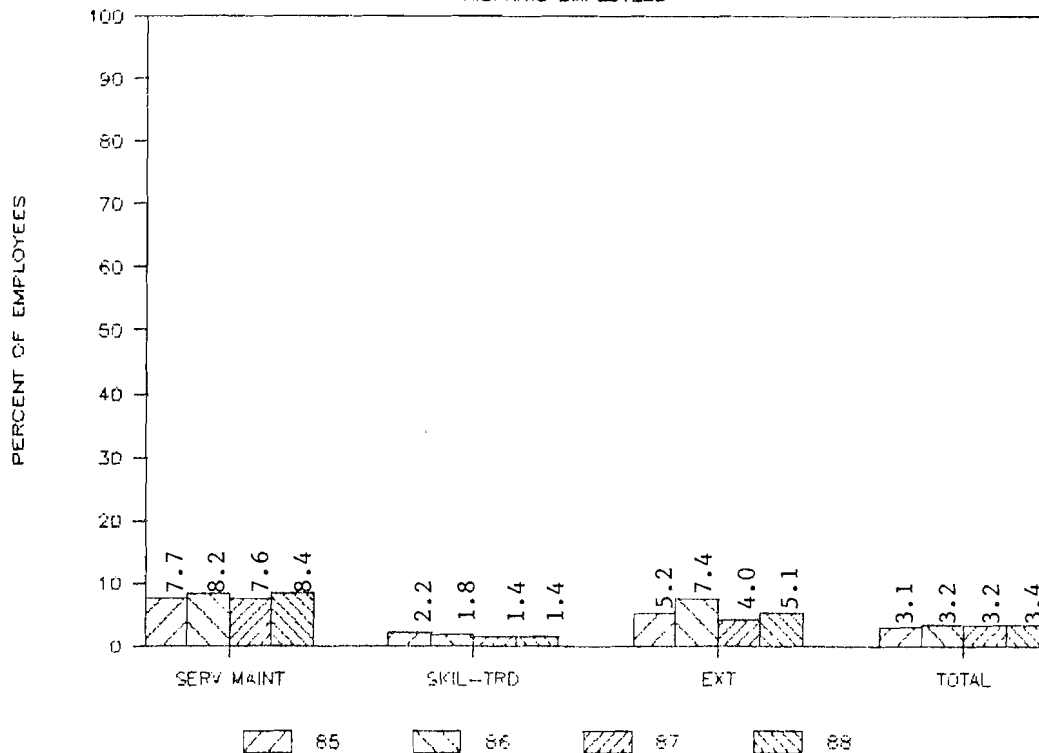
HISPANIC EMPLOYEES



Graph IV-12

# UNIVERSITY SUPPORT STAFF WORKFORCE

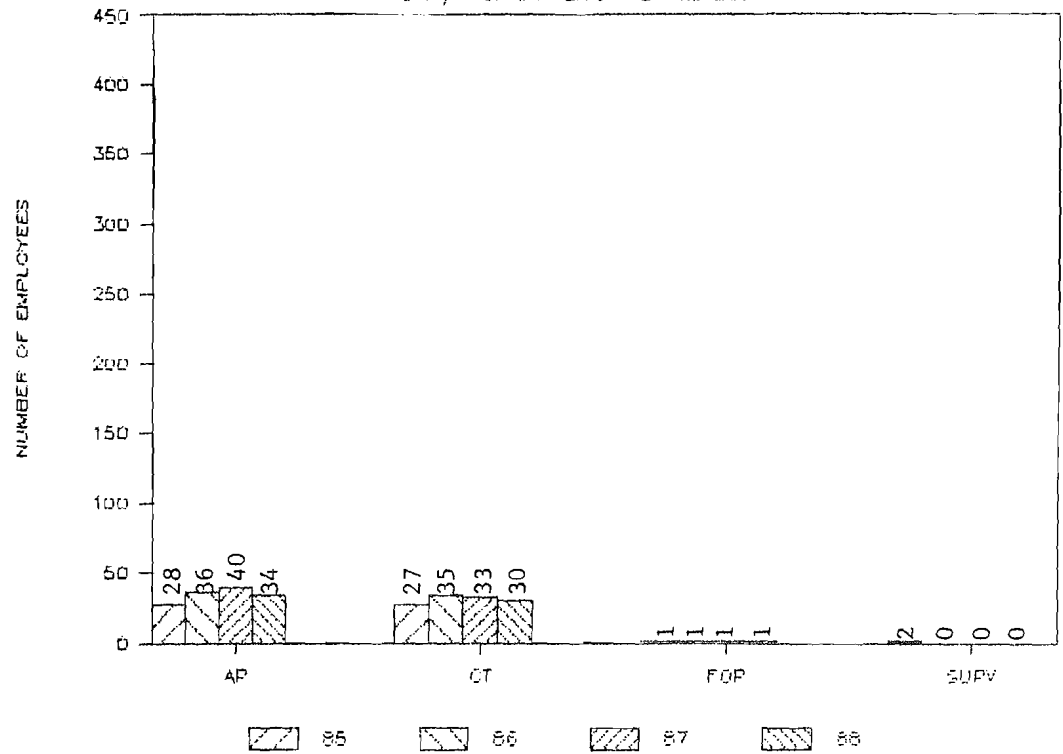
HISPANIC EMPLOYEES



Graph IV-13

# UNIVERSITY SUPPORT STAFF WORKFORCE

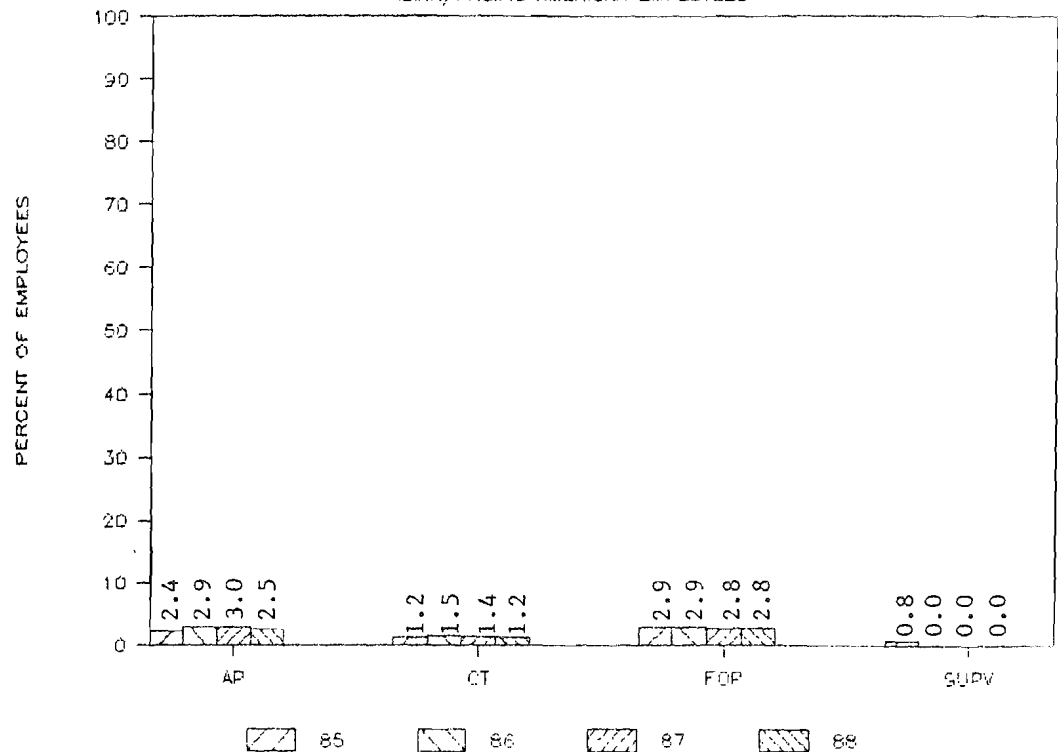
ASIAN/PACIFIC AMERICAN EMPLOYEES



Graph IV-14

# UNIVERSITY SUPPORT STAFF WORKFORCE

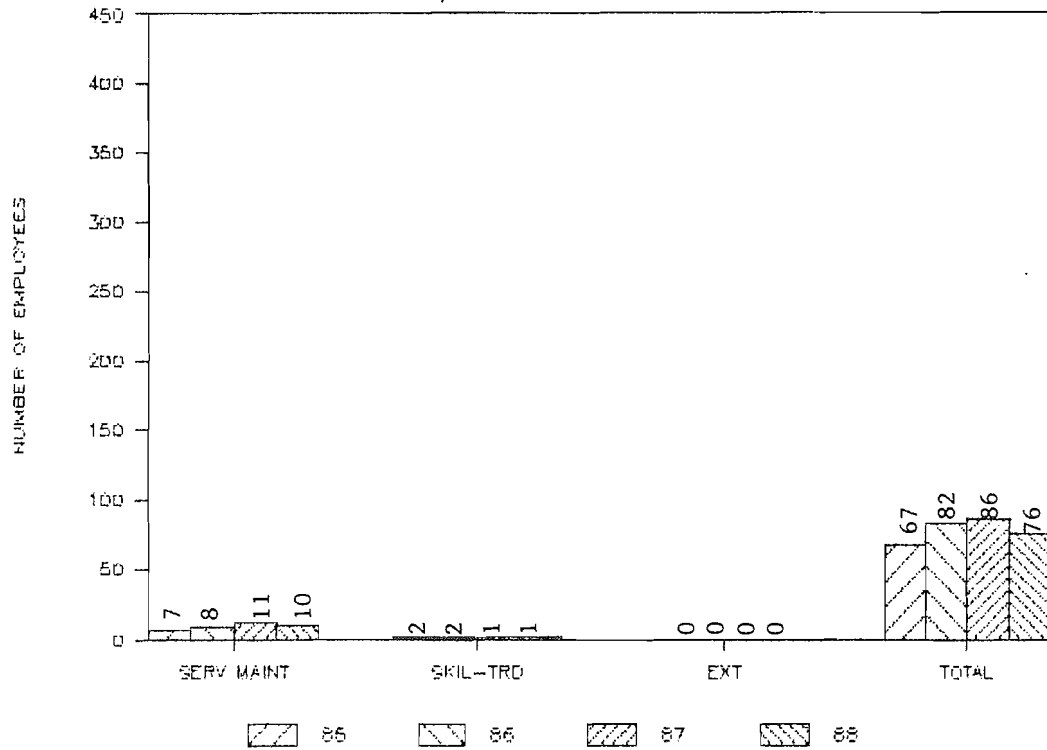
ASIAN/PACIFIC AMERICAN EMPLOYEES



Graph IV-15

# UNIVERSITY SUPPORT STAFF WORKFORCE

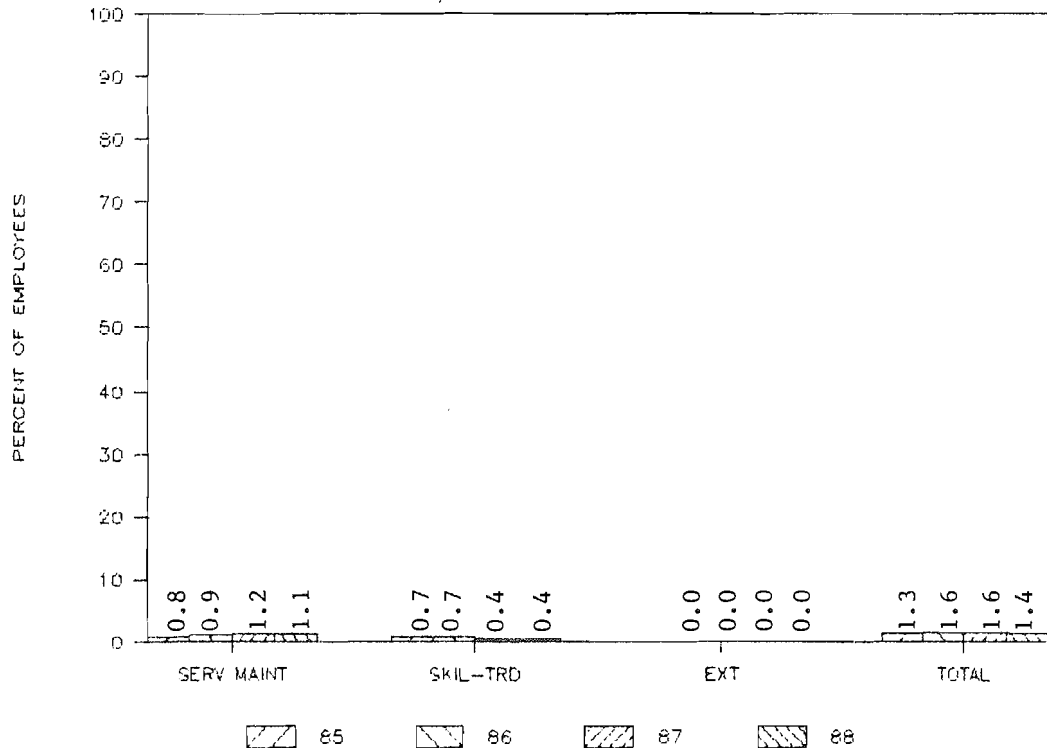
ASIAN/PACIFIC AMERICAN EMPLOYEES



Graph IV-16

# UNIVERSITY SUPPORT STAFF WORKFORCE

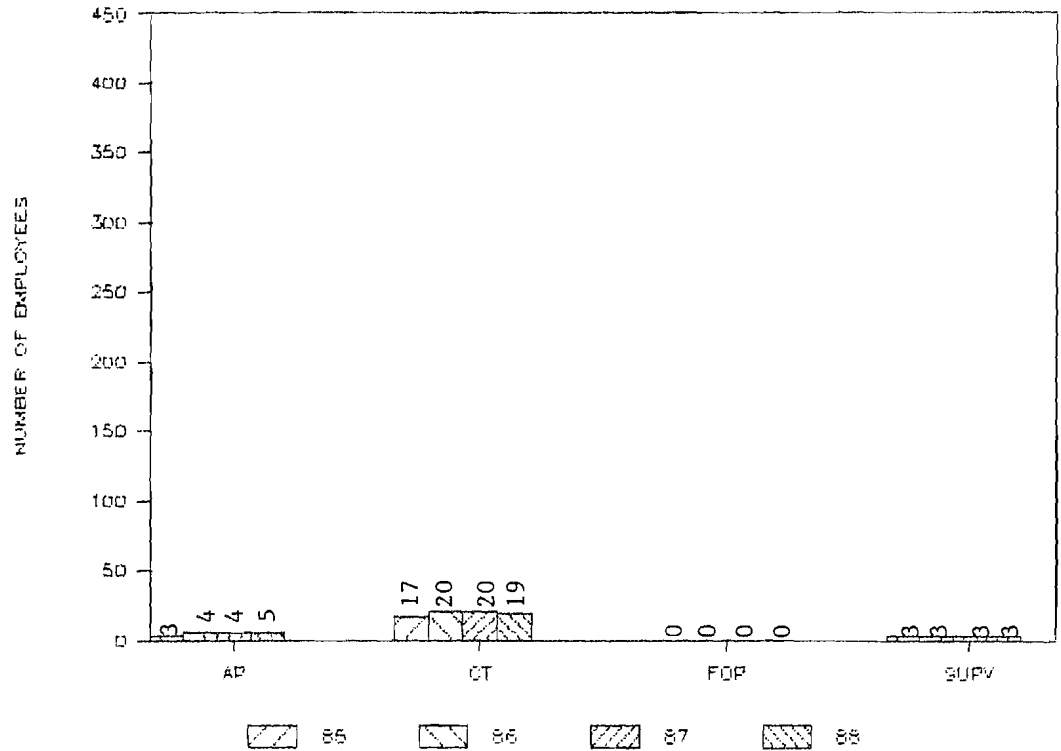
ASIAN/PACIFIC AMERICAN EMPLOYEES



Graph IV-17

# UNIVERSITY SUPPORT STAFF WORKFORCE

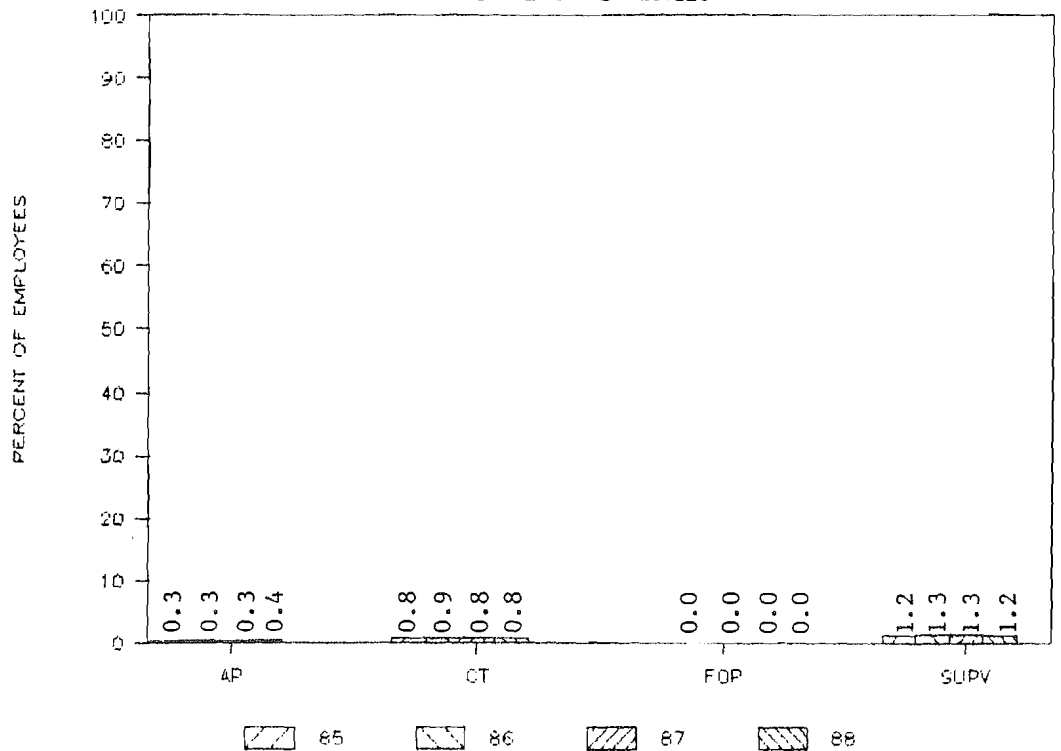
NATIVE AMERICAN EMPLOYEES



Graph IV-18

# UNIVERSITY SUPPORT STAFF WORKFORCE

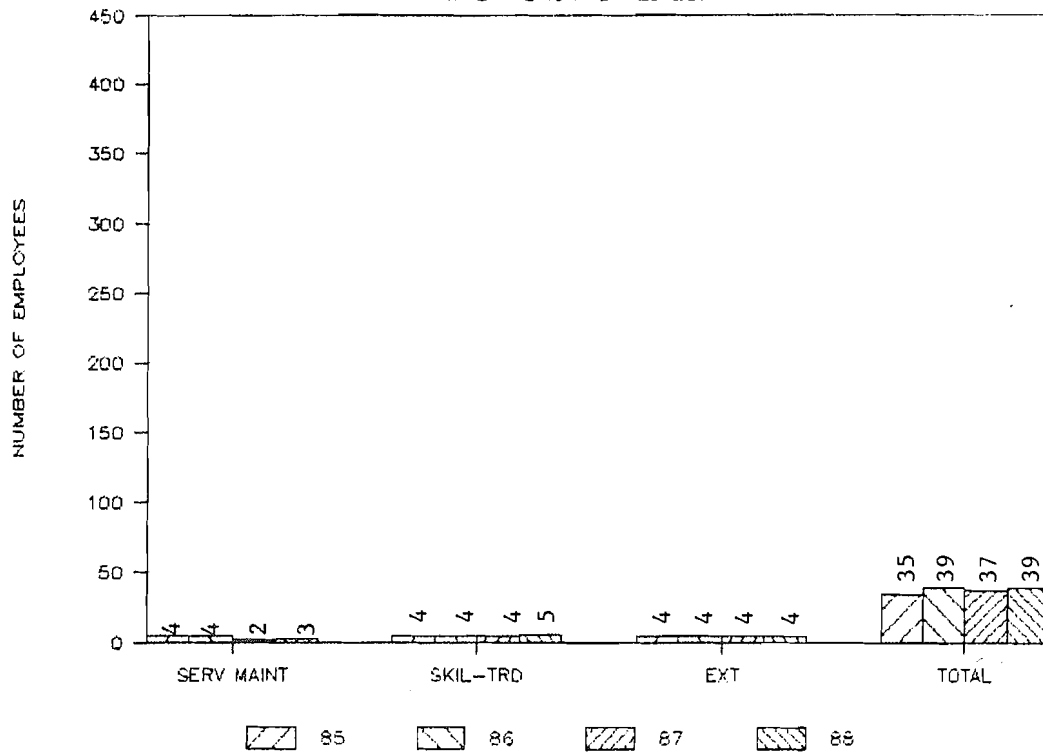
NATIVE AMERICAN EMPLOYEES



Graph IV-19

# UNIVERSITY SUPPORT STAFF WORKFORCE

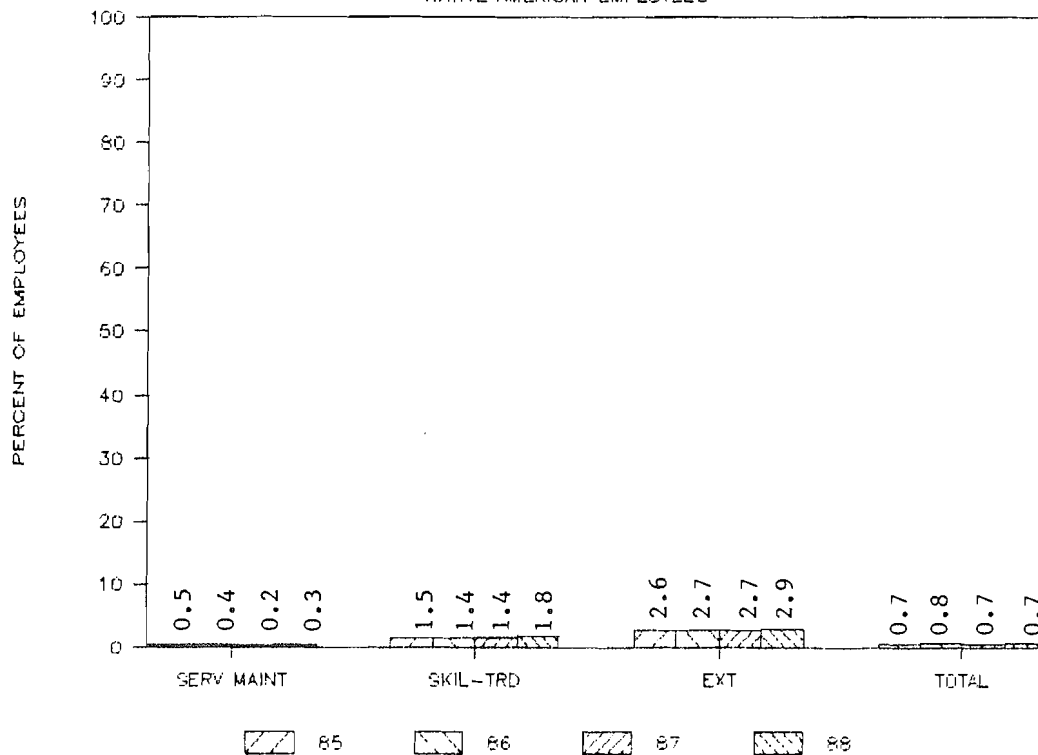
NATIVE AMERICAN EMPLOYEES



Graph IV-20

# UNIVERSITY SUPPORT STAFF WORKFORCE

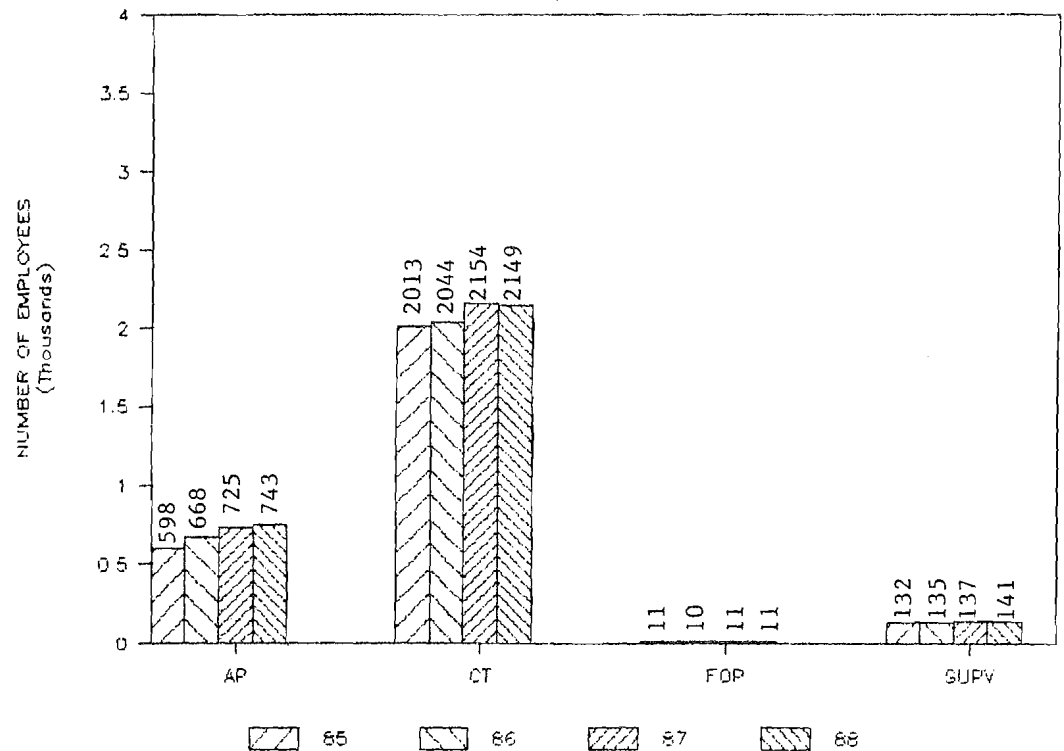
NATIVE AMERICAN EMPLOYEES



Graph IV-21

# UNIVERSITY SUPPORT STAFF WORKFORCE

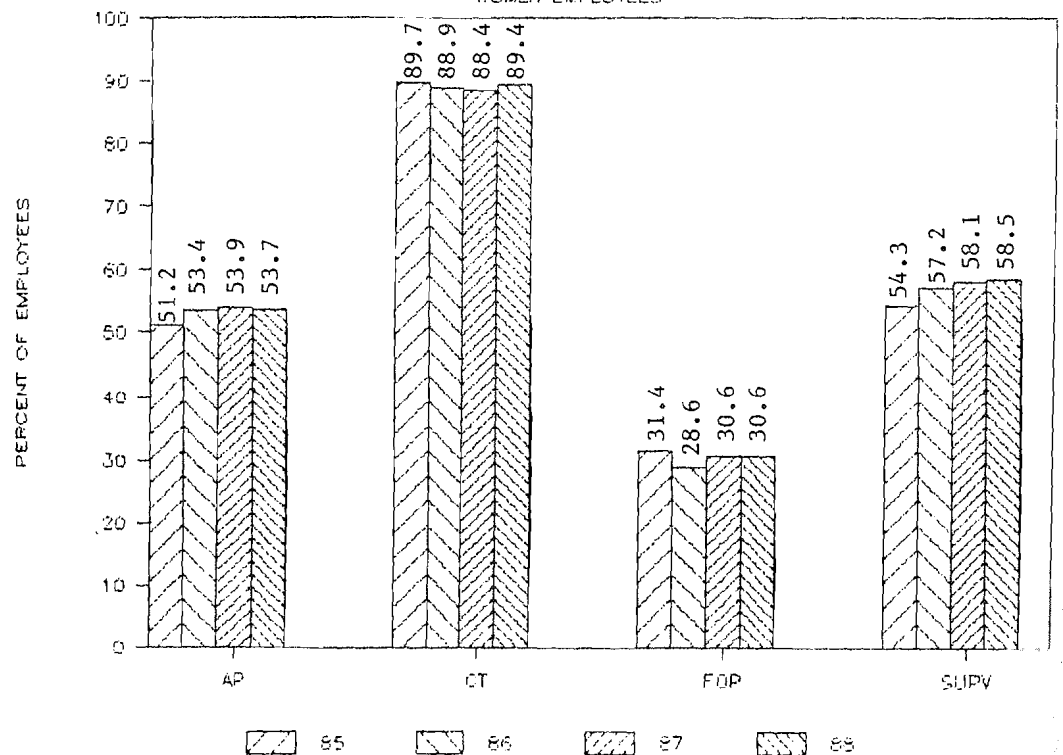
WOMEN EMPLOYEES



Graph IV-22

# UNIVERSITY SUPPORT STAFF WORKFORCE

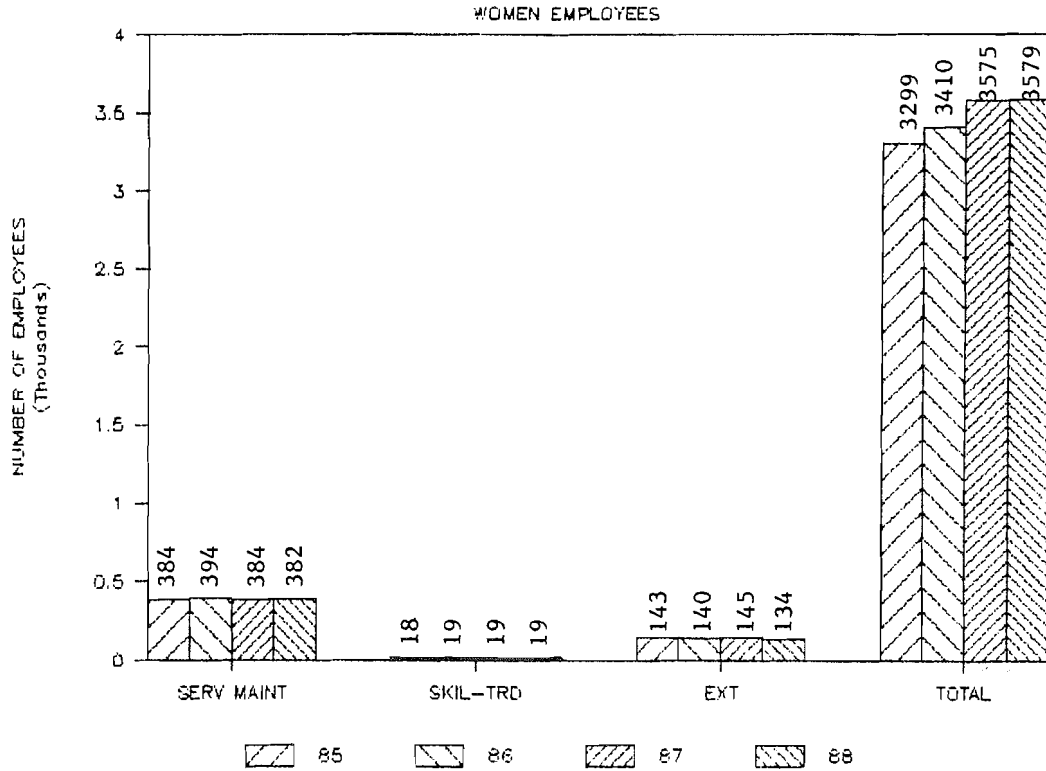
WOMEN EMPLOYEES





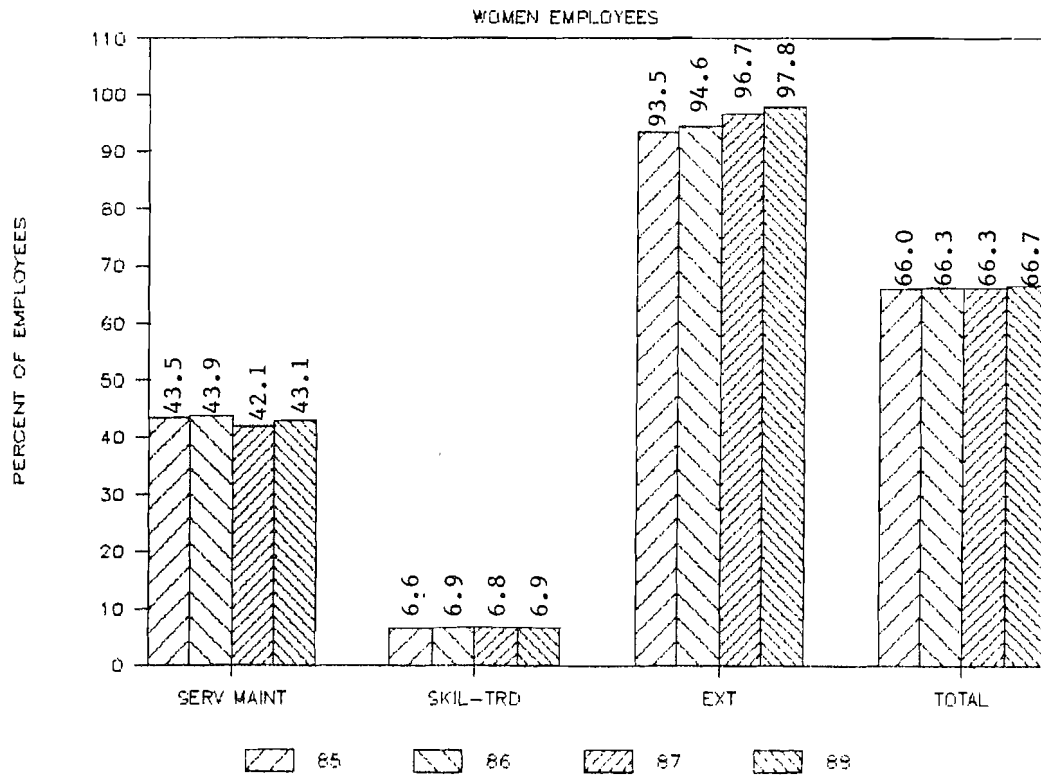
Graph IV-23

# UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-24

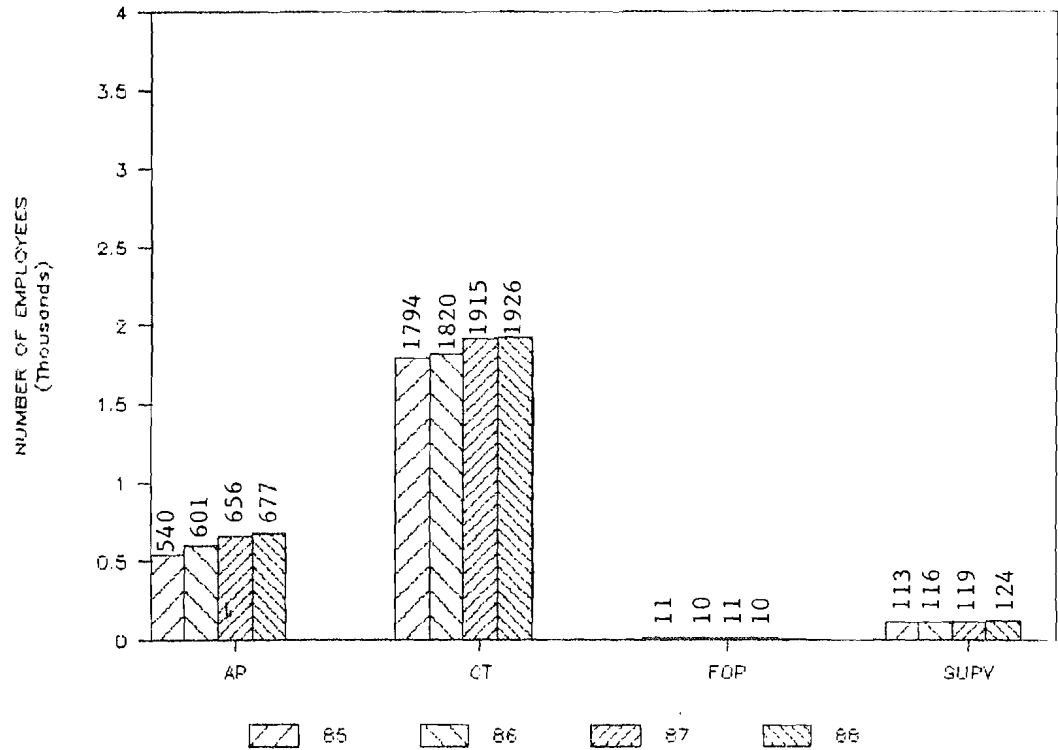
# UNIVERSITY SUPPORT STAFF WORKFORCE



Graph IV-25

# UNIVERSITY SUPPORT STAFF WORKFORCE

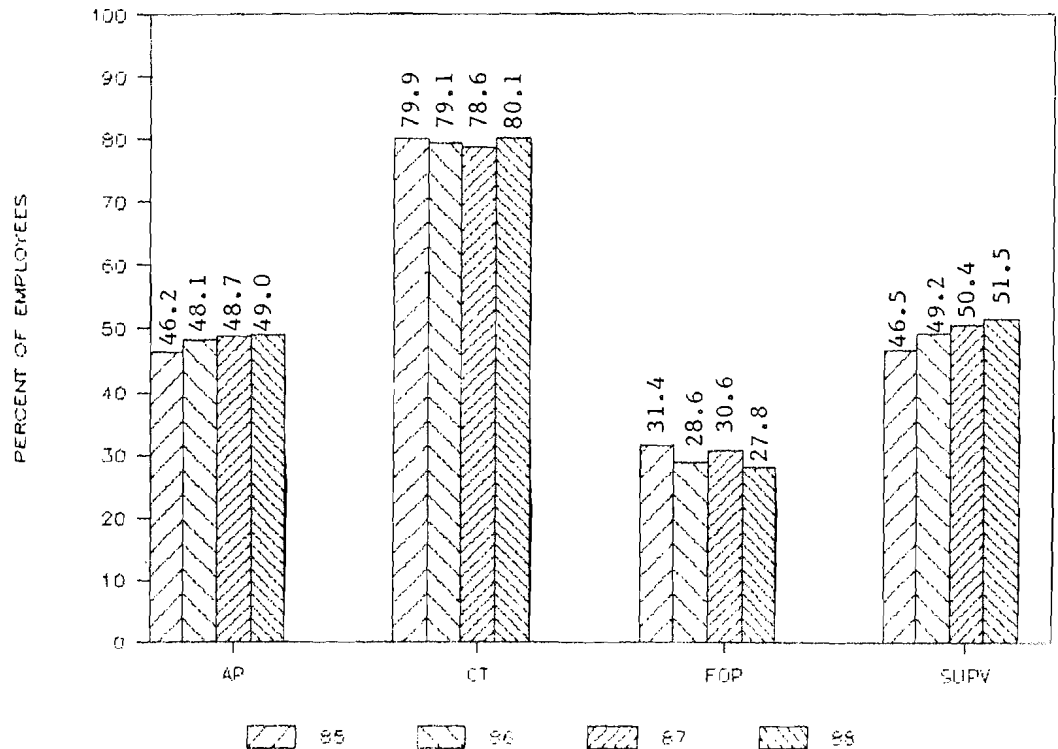
WOMEN NON-MINORITY EMPLOYEES



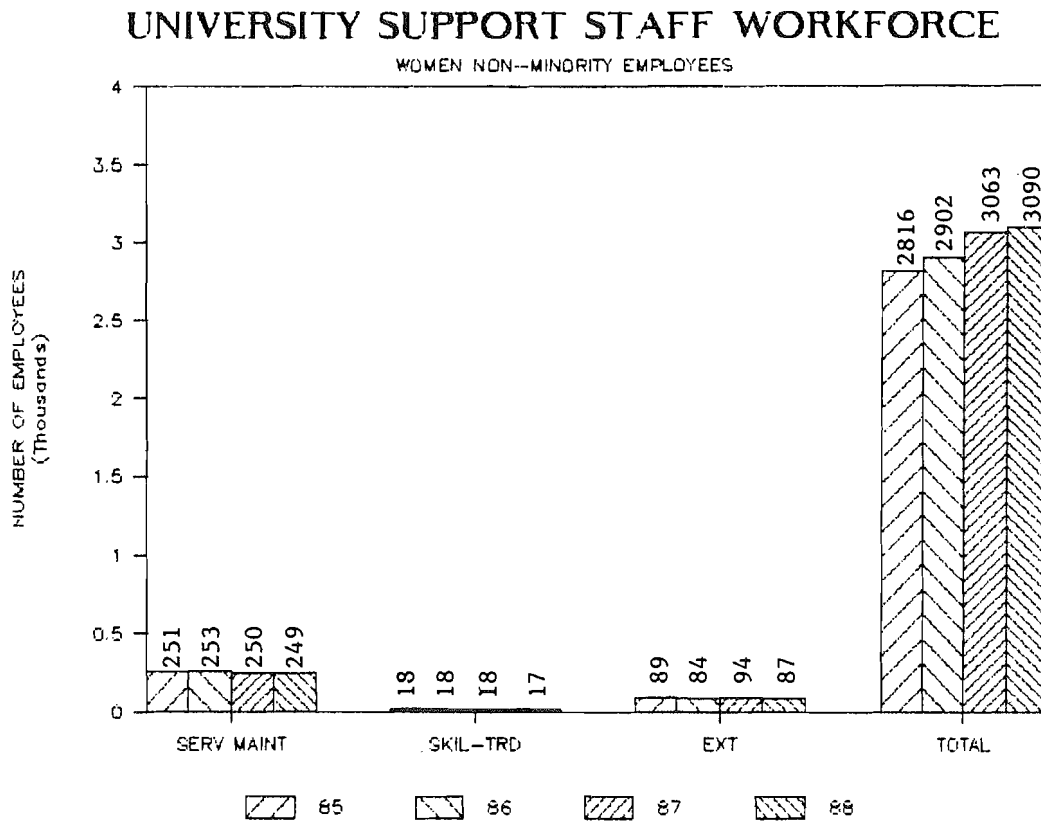
Graph IV-26

# UNIVERSITY SUPPORT STAFF WORKFORCE

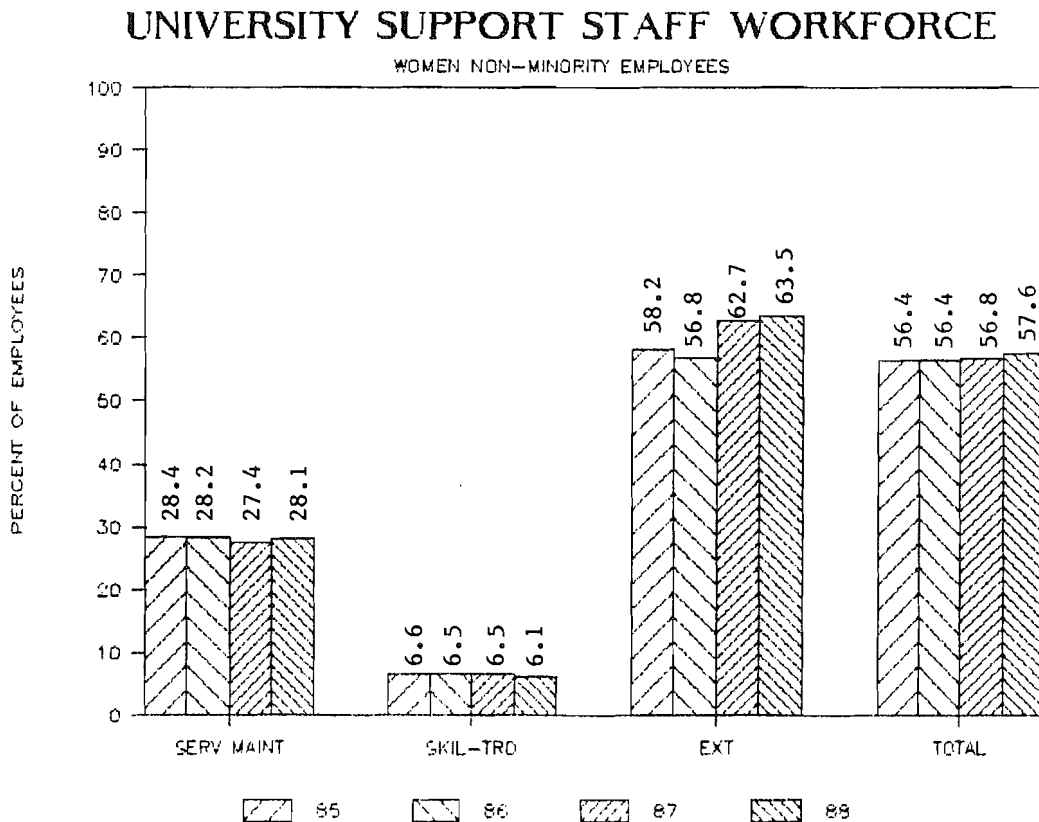
WOMEN NON-MINORITY EMPLOYEES



Graph IV-27



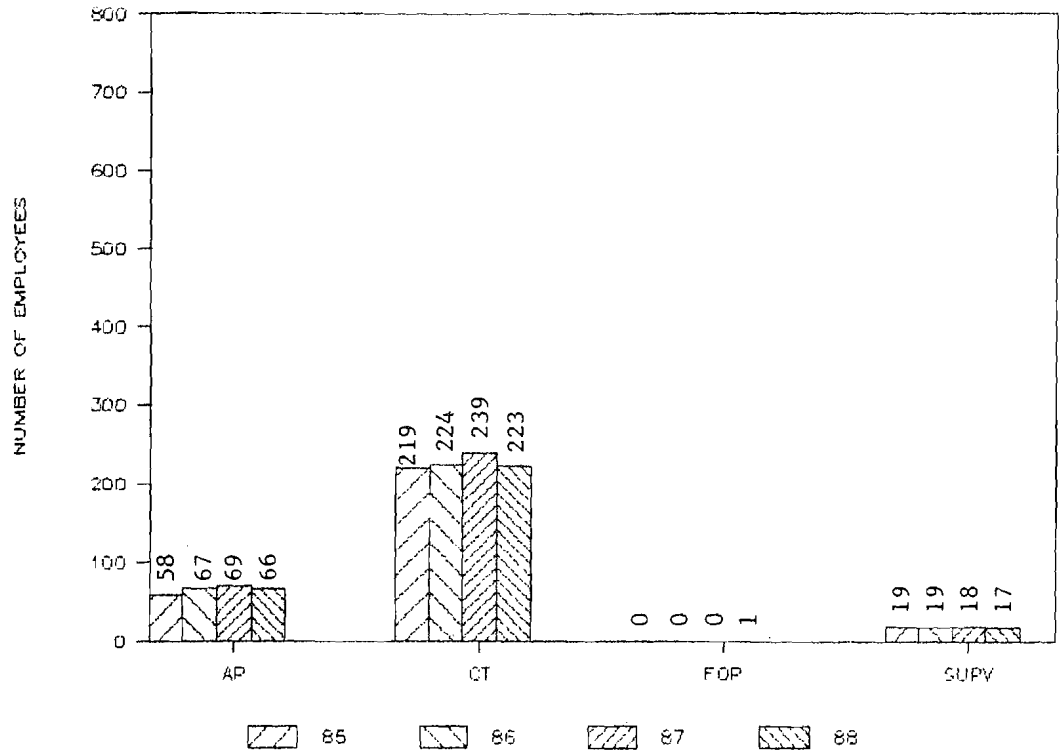
Graph IV-28



Graph IV-29

# UNIVERSITY SUPPORT STAFF WORKFORCE

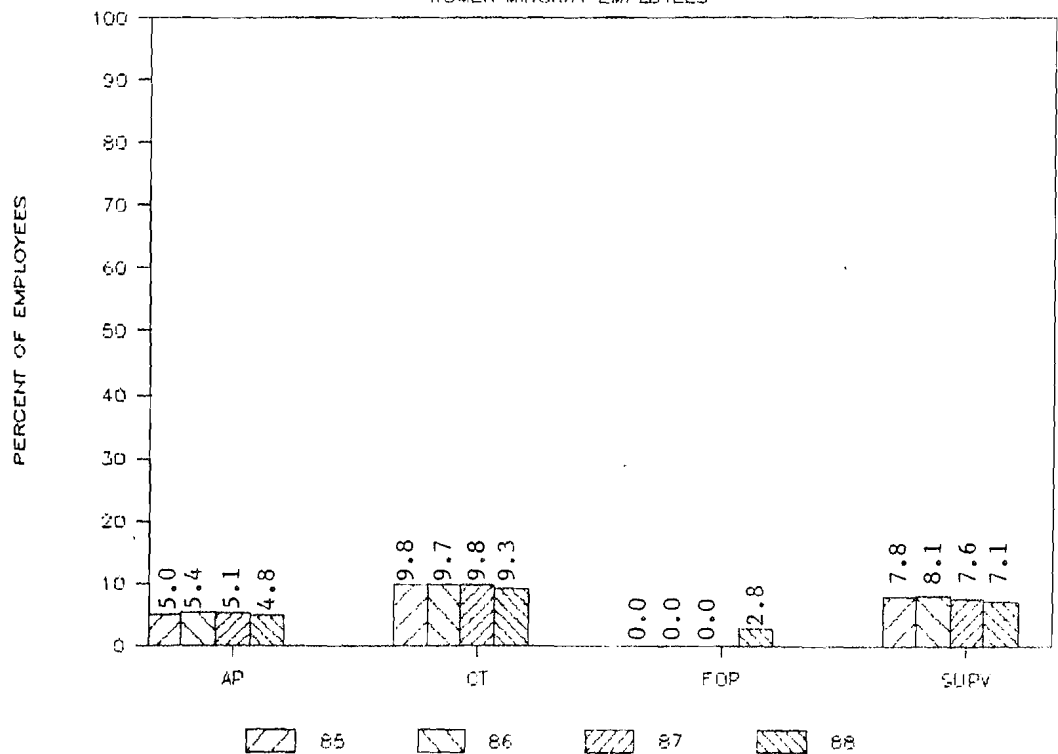
WOMEN MINORITY EMPLOYEES



Graph IV-30

# UNIVERSITY SUPPORT STAFF WORKFORCE

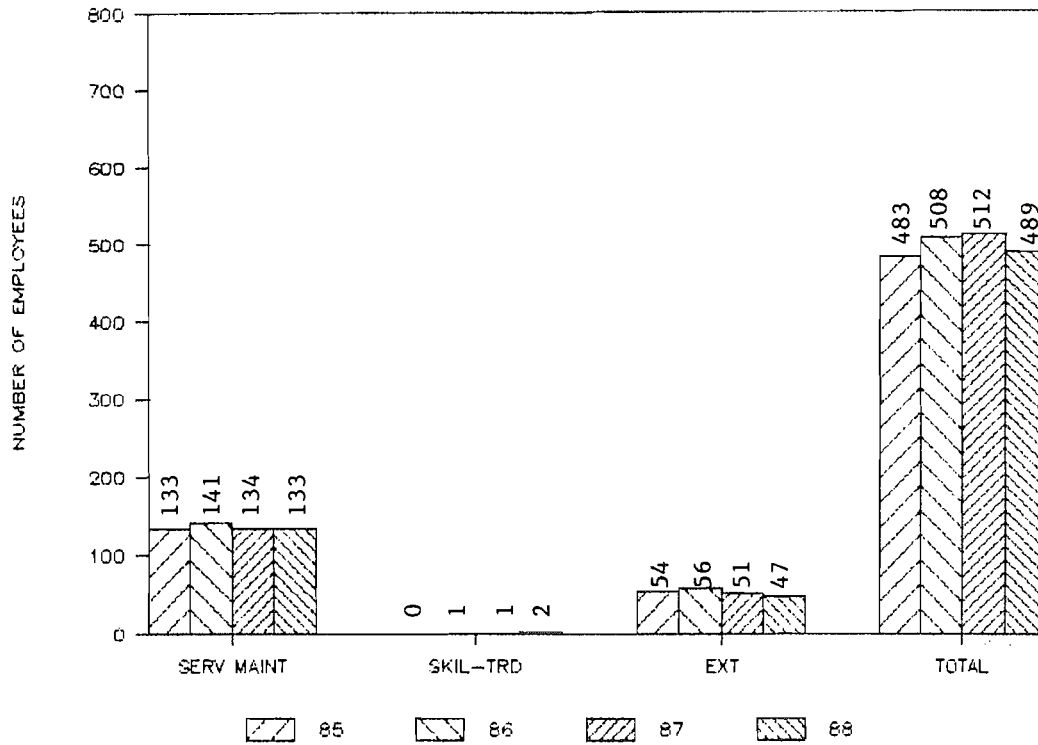
WOMEN MINORITY EMPLOYEES



Graph IV-31

# UNIVERSITY SUPPORT STAFF WORKFORCE

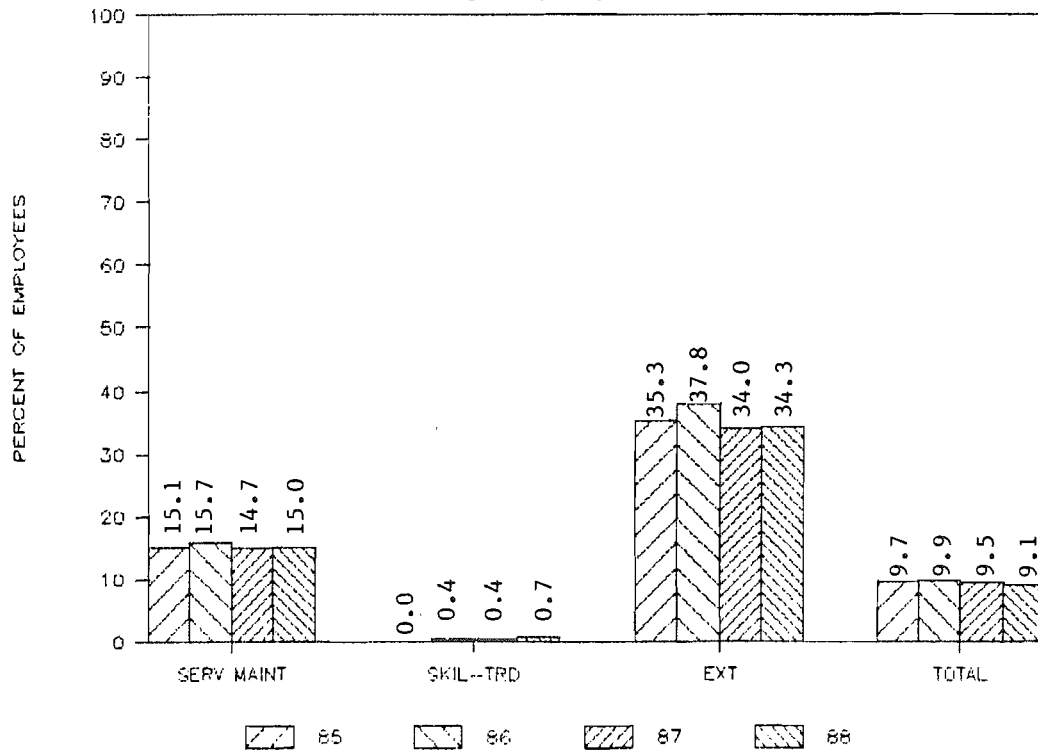
WOMEN MINORITY EMPLOYEES



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-1 through V-25 are in Section V of the Appendices. Graphs follow this section.

### A. Enrollment

Michigan State University offers its diverse student population unlimited equal educational opportunities regardless of race, creed, color, gender, national origin, or handicap. Consistent with the University's commitment to affirmative action and equal opportunity, each year a growing number of minority and women students are recruited and enrolled at MSU. Enrollment demographics for Fall term 1988 indicates a significant increase in the enrollment of minority and women students on the East Lansing campus. Minority student enrollment of 4,257, represents 10.5% of the on campus affirmative action total enrollment of 40,455 (Table V-1).<sup>\*</sup> Women students represent 50.8% of the total student enrollment on campus (Graph V-12). Both represent new levels of attainment.

As illustrated in Graphs V-1 and V-2, minority enrollment increased numerically and in percentage from 3,873 (9.7%) in Fall 1987 to 4,257 (10.5%) in Fall 1988. The undergraduate minority student enrollment increased from 3,241 (9.6%) of the affirmative action undergraduate enrollment in Fall 1987 to 3,617 (10.5%) in Fall 1988. At the postbaccalaureate level, enrollment increased slightly from 632 (10.1%) in Fall 1987 to 640 (10.4%) in Fall 1988 (Table V-2). The masters program level experienced a modest increase which accounted for the overall gain in postbaccalaureate level minority student enrollment.

The total number of Native American students enrolled at the University increased numerically from 135 (.34%) in Fall 1987 to 145 (.36%) in Fall 1988 (Graphs V-3 and V-4). Notable increases occurred in the Colleges of Arts and Letters, Business, Communication Arts and Sciences, Engineering, and Nursing. As indicated in Table V-6, Native American enrollment declined in five other colleges.

Black students are the largest racial/ethnic minority group enrolled on the campus of Michigan State University. Black undergraduate enrollment continues to exhibit both numeric and percentage increases. As Graph V-5 indicates, Black enrollment has increased numerically from 2,498 (6.26%) in Fall 1987 to 2,703 (6.68%). The persistent growth in Black student enrollment makes this year's enrollment the largest since records were begun in 1970, surpassing the 1972

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<sup>\*</sup>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".

values. At the college level, all of the Colleges with the exception of Agriculture and Natural Resources, Human Ecology, Human Medicine, James Madison, and Nursing, showed numeric and/or percentage increases (Table V-7).

At the graduate level, Black student enrollment increased numerically from 287 students in Fall 1987 to 294 students in Fall of 1988. Despite the significance of this increase, Black graduate enrollment is still slightly below the Fall 1986 enrollment of 297 students (Table V-2).

The sustained growth of Hispanics resulted in an increase of 17.2% above the number of students enrolled last year. In Fall 1987 there were 522 students; data from Fall 1988 indicates 612 students enrolled (Graph V-7). The largest increases were in the Colleges of Arts and Letters, Business, and Social Science. Hispanic undergraduate enrollment is the highest in history on the campus of Michigan State University. At the graduate level, however, Hispanic enrollment experienced a slight numeric decline from 158 (2.5%) in Fall 1987 to 153 (2.5%) in Fall 1988. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.51% of the affirmative action total.

In the past decade Asian/Pacific Islanders' enrollment has increased from 345 (.79%) of the affirmative action total in Fall 1979 to 797 (1.97%) in Fall 1988 (Graphs V-9 and V-10). This is by far the largest increase of any minority group on campus. All of the colleges showed an increase in Asian/Pacific Islander enrollment with the exception of the Colleges of Arts and Letters, Education, and Human Medicine. Asian/Pacific Islanders also showed a slight increase at the graduate professional level (see Table V-2).

Women students represent 50.8% of the total student enrollment at Michigan State University. The number of women increased from 21,277 in Fall 1987 to 21,694 in Fall 1988 (Graph V-11). Minority women are also increasing in number; there are currently 2,464, comprising 11.4% of the total number of women enrolled at the University. Numerical increases for minority women occurred in all racial/ethnic groups with Hispanic women showing the largest increase of 19.8% over the previous year. The Colleges of Education, Engineering, Human Ecology, and Nursing were the only colleges showing a numeric decline in women student enrollment for Fall 1988 (Table V-10), related in part to declining total enrollments (Table V-13). At the graduate level, enrollment of women continued to decline in number, from 3,155 in Fall 1986 to 3,131 in Fall 1987 and 3,073 in Fall 1988, while sustaining a percentage of total affirmative action enrollment of 50.2% in both Fall of 1987 and Fall of 1988, up from 49.4% in 1986.

## 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 dedicated 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 freshmen Hispanic 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 Distinguished 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 1988 recruitment cycle. Enrollment outcomes saw an increase in every minority category. The net effect was that Michigan State enrolled the largest number and percentage of minority freshmen students ever in its history. Specifically, 915 freshmen of minority background enrolled at Michigan State, representing, 13.25% of the freshman class. An additional 78 minority students who would have started in the Fall term came to MSU through the new SUPER program in the Summer term. Together, 13.76% of the MSU freshmen were of minority background. With respect to transfer students, increases occurred in every ethnic category, and 5.48% of those enrolling were of minority background.

With respect to graduate students, increases were registered in every minority category with the exception of Native American and Hispanic. The percentage of minority students entering graduate programs was 6.9%.

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

#### Campus Life for Students

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. Several factors are key to the quality of a student's life and are of

particular significance when considering the environment for minorities, women and handicappers.

Considered in this discussion of the quality of student life are the following factors: 1) respect for individual worth and dignity; 2) access to educational opportunities; 3) opportunity for involvement; 4) support and encouragement; 5) sense of personal identity; and 6) feeling of belonging. All of these factors influence students' satisfaction and may ultimately determine their success at Michigan State University.

#### Respect for Individual Worth and Dignity

The stated commitment of the University to address discrimination is clear. While the expectation is held that invidious discrimination will not be tolerated, reports of harassment and abuse based on racial and ethnic origin and gender continue.

A concerted effort is made by Student Affairs and Services' staff not only to address discrimination whenever and wherever it is found, but also to emphasize those programs and activities which focus on increasing awareness and appreciation for the diversity in backgrounds, attitudes and values within our student population.

Staff development programs of the Student Affairs and Services Division this past year focused on valuing differences and promoting awareness and understanding. Specific programs were presented on handicappers, international students, and stereotypes and their effects on minority students, as well as a program designed to further understanding of homosexuality and homophobia. Staff within University Housing Programs, Student Life, Coordinated Minority Student Programs, and the Counseling Center worked together to develop a plan for increasing understanding and appreciation for diversity and for reducing and mediating conflict between groups. Outreach programming and crisis intervention strategies were both included in this coordinated undertaking. Examples of specific programs conducted by Student Affairs and Services departments that focused on valuing and understanding differences include:

- Seminar on cross-cultural awareness for interns - (Counseling Center)
- Student leadership training focusing on women and minorities - (Student Life)
- Residence halls workshops on leadership, cultural awareness and minority/majority relations - (University Housing Programs and Coordinated Minority Student Programs)
- Pre-employment training for resident assistant's and minority aides addressing the multiracial population and gender roles - (University Housing Programs & Coordinated Minority Student Programs)
- Programming on cultural awareness for the Interfraternity Council and Panhellenic Council, as well as individual Greek organizations - (Student Life)
- Pilot program on Black-White relations - (University Housing Programs)

These and other such efforts have been in response to the apparent growing intolerance among students for others who may not share their backgrounds and beliefs.

Efforts to address discrimination and to promote understanding and appreciation among our diverse student population are undertaken to help ensure that, as a world class public university, we will not accept second class citizenship for members of our community based on race, ethnic origin, gender or handicapper characteristics.

### Access to Educational Opportunities

Concern for access goes well beyond the admission process. Many factors within the environment influence student retention and particular attention is directed toward providing needed support services. Examples of campus units specifically providing services for protected classes include the Multi-Ethnic Counseling Center Alliance, the Office of Handicapper Programs, the Coordinated Minority Student Programs Office, and the Division of Women's Programs.

While these units serve racial and ethnic minorities, handicappers and women, an overriding objective is to have units across campus be more responsive to the needs of these students. For example, access to educational opportunity is largely determined for many by the financial resources they have available. Therefore, it is incumbent upon those administering financial aid to help insure that all qualified students will have an opportunity to benefit from what the University has to offer. Offices such as the Office of Supportive Services and Learning Resource Center provide important academic support services to those students who may come from educationally disadvantaged backgrounds and, within many academic units, support services are provided to help ensure academic success for students enrolled in their programs of study.

For many handicapper students, access to educational opportunities is contingent upon the removal of barriers. The University must continue to address this concern through the collective effort of many offices.

### Opportunity for Involvement

Because active involvement of students in the life of the University is seen as an important dimension of the total educational experience, it is important that opportunities for participation be broadly extended.

In the area of Intramural Sports and Recreational Services for example, particular attention is given to programs and services for minorities, women and handicappers. Goal Ball, wheelchair basketball and swimming are activities that handicappers have enjoyed. Exercise/fitness and aerobics are activities of particular interest to women, and a sports fest to acquaint minority students with new opportunities and challenges has encouraged their participation.

Student Leadership Development is another program that furthers opportunities for involvement. Workshops for "Excellence" are specially designed to assist and encourage minority students to utilize their talents and pursue their dreams. The annual campus Student Leadership Conference is planned to include the

particular interests and needs of minority and women students. Student Affairs and Services staff are committed to working with student governing organizations and their program and service components to expand opportunities for involvement to include students from protected classes. Advising and consulting with ASMSU's Women's Council, Handicapper Council, and student organizations representing all racial/ethnic minority groups provides important support and encouragement to those students who participate. Staff within University Housing Programs and Student Life also play an important role in encouraging student government legislative and judicial bodies to follow affirmative action plans for membership and to be cognizant of their responsibility to consider the interests and needs of all the students they represent in their decision-making processes.

While students are made aware of opportunities available for involvement through orientation programs, as well as through communications directed specifically to women, minorities and handicapper students, awareness alone is often not sufficient. The students' peers play a key role in supporting and encouraging participation and leadership within the mainstream of residential and campus life. The minority aides and resident assistants within the living environment provide valuable assistance in this regard.

In the area of Career Development and Placement, the Minority Career Program continues to serve as the most important catalyst between minority students and employers. Last year an estimated 1,400 students from various disciplines talked with over 150 employers about employment opportunities. In addition, a number of workshops are held to assist minority students in the total career development and placement process.

"Success '88--Women as Winners" was a joint effort of Career Development and Placement Services and the Counseling Center to extend opportunities for women. Special workshops such as "Women in Communication" were also held.

Because of the many different characteristics within the handicapper population, career development and placement services have been provided primarily through individual advising and through work with employers on recruiting strategies and college relations programs.

### Support and Encouragement

Informal networks and formal groups often provide important support and encouragement for students from protected classes. Facilitating the formulation and functions of support systems is a responsibility shared by faculty, staff and students alike. Having a diverse faculty and staff to serve as role models and mentors, as well as members of support groups, can often provide the necessary motivation and encouragement needed for students to be successful.

The Division of Student Affairs and Services has consistently emphasized the importance of having a diverse staff in order to better serve the interests and needs of the diverse student population. Particular attention has been given to

the recruitment and retention of minority staff at all levels within the division from undergraduate assistants to executive managers. The positive results of this concerted effort are reflected in the following staff profile.

As of Fall Term 1988, of the regular faculty and staff positions (227.5), 73% were held by women (167) and 24% by men (55.5). Racial and ethnic minorities held approximately 28% (64) of these positions--2.6% (6) Asian American, 17.5% (40) Black, 6.5% (15) Hispanic/Chicano and 1.3% (3) Native American. Of the 138 professional staff 59.7% (82.5) were women, 38.7% (53.5) men. Racial and ethnic minorities constituted 23.1% (32) of this group and all protected classes were represented. In the area of student affairs work, generally, the candidate pool of women has exceeded that for men. Thus, there has not been an overall emphasis on recruiting women. For the higher level positions, however, the appointment of women remains an important consideration.

Minority representation within the 90.5 clerical-technical group was 27.6% (25), with 94.4% (85.5) of this group being women.

In recent years it has been particularly difficult to attract and retain minorities as graduate assistants in spite of new initiatives that have been undertaken both on and off campus. In addition to mailings to 3,000 different institutions and individual letters to graduate and senior minority students on campus, personal visits were made to campuses both in and out of state to identify potential candidates. Of the 87 graduate assistantships in Fall 1988, 13.7% (12) were held by minorities with an additional 6.8% (5) held by international students.

Of the 321 undergraduate resident assistants, 15.2% (49) were minorities with an additional 43 undergraduate assistants hired as minority aides.

By working together as a staff to meet common goals, the diversity within staff has provided the opportunity for individuals to share and to grow and to model behavior for students.

Recognition of the contributions made by minorities, women and handicappers serves to provide important support and encouragement to members of these groups. While individuals are often recognized by their own groups, it is increasingly important that this recognition be extended by others within the University community. One particular activity this past year that received considerable campus recognition was the dedication of a bust of Martin Luther King, Jr. which was initiated by the Wonders Residence Hall Black Caucus. Ethnic groups share their culture through the many programs and activities which they sponsor. Whether it be the Cinco de Mayo festivities highlighting Hispanic achievements, the NAISO Powwow, a Black history celebration event, or a program for Asian/Pacific Islander Heritage Week, the campus environment is enriched. The Office of Coordinated Minority Student Programs plays an important role in its support and encouragement of minority students and student groups while increasingly working with majority students to facilitate greater understanding and appreciation.

### Sense of Identity

A sense of one's cultural heritage is recognized to be of considerable importance. Beginning with orientation programs for new students, receptions are held by the various racial/ethnic groups. Within residence halls there are culture/heritage rooms. Each minority student group has a council under the ASMSU Programming Board which provides a visible and recognized structure for serving the group's interests. Additionally, there are numerous registered student organizations whose purpose is to be responsive to the interests of a particular group.

Within the handicapper community there is a new emphasis on "Yes-Ability," rather than "disability," in an effort to help educate the community about how they see themselves and would like others to relate to them. The President's Handicapper Advisory Committee has provided an important new forum through which handicapper interests and needs can be better understood and addressed.

### Sense of Belonging

The five factors previously discussed are not mutually exclusive, and all contribute to a student's sense of belonging. There is increasing evidence that the "fit" between the individual and institution is a primary factor in retention. Alexander Astin, in "Involvement: The Cornerstone of Excellence," an article published in Change magazine, stated that: "It is not an exaggeration to say that students who get involved stay enrolled." In many ways Ernest Boyer, in College, The Undergraduate Experience in America, sums it up succinctly with this statement: "We conclude that the effectiveness of undergraduate experience relates to the quality of Campus Life. It is directly linked to the time students spend on campus and the quality of their involvement in activities."

It is incumbent upon members of the University community to remain diligent in their efforts to improve the quality of life for all students. While much has been done, there is much yet to do.

### 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 Appendices Section VIII), the following unique programs have been institutionalized to assist students with special needs:

1. The Office of Supportive Services (OSS) continues to be one of Michigan State University's most important efforts in promoting the academic success of minority and disadvantaged students. Institutional and federal resources support a comprehensive network of services for students which include mandatory participation by freshmen in academic advising, tutorial assistance, personal/social counseling, skill enrichment workshops, career advising, and graduate school planning.

Summer Research Opportunity Program. During the 1987-88 year, the Assistant Provost for Undergraduate Education delegated the responsibility of coordinating the Summer Research Opportunity Program (SROP) to the Office of Supportive Services. The SROP Program is administered by the Committee on Institutional Cooperation (CIC) which includes the Big Ten Universities and the University of Chicago. The goal of the program is the matching of promising minority students with faculty members in order to initiate the students into research activities within the students' chosen discipline. We are confident that in time SROP, along with other programs being developed around the country, will have a significant impact on the representation of minority students in graduate education. OSS continues to be receptive to new and effective ways to serve students, and Michigan State University.

Summer University Program Encouraging Retention (Super). In November of 1987, the Minority Equity Office informed Michigan State University that a proposal submitted by the Assistant Provost for Undergraduate Education would receive funding. Co-Coordinator (Director of Supportive Services and Director of Developmental Writing Program) were chosen and planning for recruitment and staff selection began in earnest. The overall program goal is to increase enrollment and improve retention of minority students and students admitted through the College Achievement Admissions Program.

The program offers early admitted CAAP students summer admission into a structured residential academic program experience designed to strengthen their educational preparation in specific areas such as written and oral communication, mathematics and science. Students are also provided with an orientation to university life which facilitates their more rapid and complete adjustment to the University.

OSS Student Computer Services. The 1987-88 academic year marked a number of changes in the student computer services component of the Office of Supportive Services. During the Summer of 1987, the staff worked to modify Room 130 Erickson to capacitate ten Macintosh SE microcomputers and five Imagewriter II printers for student use. During Winter and Spring terms of 1988, arrangements were made to modify the limited space further to capacitate the addition of twelve new Macintosh SE's and five new Imagewriter II's. A LaserWriter was also acquired for the OSS student computer services component, to allow eligible students free access to high quality computer print production, and invaluable tool in preparing resumes at relatively low cost. OSS has been able to provide students with greater computer access and support; however, limited space remains a critical problem.

The addition of the Macintosh SE microcomputers has dramatically increased student computer utilization at OSS. For Winter and Spring 1987, when the lab was equipped with only three IBM PC XT's, only 70 student computer usage hours were recorded. The total student computer usage hours for 1987-88 totaled 2,135.29 hours. Macintosh accounts for 90% of the lab's student computer usage. Usage hours for Macintosh during 1987-88 totaled 1,926 hours compared to IBM usage hours of 133.14.

Programs for Handicapper Students. The Office of Programs for Handicapper Students continues to provide enabling services and to promote accommodations which facilitate handicapper integration into many activities and opportunities of the university. During the 1987-88 academic year, OPHS provided a wide range of services to 329 students self-identified as program users compared to 288 in 1986-87. The largest group of students presented in our diverse population remains students with persistent and/or temporary mobility characteristics (176), followed by those with learning (64), visual (34), hearing (15), and other (40) characteristics. Twenty-four percent were enrolled at the graduate level during 1987-88. Nine percent reflected ethnic minority characteristics, including a doubling of our Black handicapper population, 39 handicappers achieved graduation in 1987-88. Eighty-three percent of handicappers enrolled earned a GPA of 2.0 or above, and 44% earned 3.0 or above. Several handicappers also achieved membership in scholastic honorary societies, including Phi Kappa Phi and Phi Beta Kappa.

As the enrollment of wheelchair users and students with other mobility characteristics continues to increase, OPHS continues to provide to the Department of Human Relations' Office and Resource Center for Handicapper and Veteran Affairs current information on the many environmental barriers which continue to prevent handicapper students from realizing the full potential of their participation in academic and support staff activities at MSU.

Transportation services operated throughout the year with vehicles and drivers working at capacity. During the 1987-88 year we provided 19,350 rides for 114 students including emergency service for 38 students to the MSU Clinical Center (no longer serviced by the campus bus system) needing treatment for various mobility injuries. Over 34,252 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 1700 hours of signed interpreter services provided this past year. The utilization of OPHS equipment for deaf students continues to increase, including: the Telecommunications Device for the Deaf (TDD) enabling deaf students to access by phone information and/or services on campus, and an Audio-loop and F-M amplification system.

OPHS identified alternative learners at MSU continue to increase, a 57% gain from 1986-87 to 1987-88. The number of inquiries regarding programs/services for alternative learners from potential students, high school counselors and resource teachers, parents of prospective students, current MSU students and MSU faculty/staff, continues to increase. OPHS has contracted with the MSU Psychology Clinic to provide the much needed service of diagnostic testing of alternative learners. Several handicapper resource groups met weekly throughout the academic year to offer a forum for sharing their educational, advocacy, social and emotional support needs. The year concluded with several sessions of work processing "hands-on" workshops. These groups have played a valuable role in providing consumer feedback to OPHS.



This past year, in the spirit of the University's overall retention effort, a pilot Handicapper Peer Contact Program was initiated and modeled after similar minority aide, women mentor programs. OPHS has recognized the need for such a program for sometime based on the observation that handicappers new to campus and/or new to the handicapper experience often need extra orientation and attention. There were also handicappers who expressed feeling isolated from social contact opportunities. A number of handicapper students get involved in several peer resource groups available on campus, or handicapper advocacy activities. However, there are others who have not yet developed the self-concept or positive group identity necessary to provide the opportunity for one-on-one mentor/friend relationships between handicappers with similar characteristics. During the year, four students were employed as peer contacts and assigned a list of students who shared similar handicaps. Staff received positive and helpful feedback and hopes to enhance next year's program.

OPHS continues to provide support and advocacy and technical assistance to units across campus regarding accommodations for handicapper students with various characteristics. It has sponsored Academic Orientation and Welcome Week Programs and published 3 issues of OPHS Harbinger Newsletter. OPHS continued use of USOE Special Services funds to serve low-income, first generation, and handicapper students, and it co-sponsored employment activities for handicappers with Placement Services. Honors were awarded to high achieving students, alumni, and faculty/staff making significant contributions to handicapper opportunities.

Inservices and workshops involved faculty/staff of OPHS as well as numerous other MSU departments. OPHS Library of books/periodicals, films/videos, and other educational/awareness information, as well as individual consultations regarding various research projects and their implications for handicappers were made.

The Office of Programs for Handicapper Services director, along with the Department of Human Relations coordinator of the Office of Resource Center for Handicapper and Veteran Affairs, served on the Technical Advisory Board of the Michigan Consortium on Enabling Technology funded by the State Legislature to involve MSU, University of Michigan and Wayne State University research abilities.

OPHS responded to many requests from community organizations, schools, and other colleges for information or presentations regarding handicappers. OPHS staff participated in the Association of Handicapped Student Service Programs in Post-secondary Education, and presented at their July annual meeting. OPHS and DHR staff served as founders and officers in the Michigan Association on Handicappers in Higher Education. OPHS and DHR continue to work with the Alumni Association to develop a Handicapper Alumni Resource Group as well as other programs to benefit alumni.

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

During the 1987-88 academic year Upward Bound provided a viable support for 75 Lansing high school students. Included in this program were: basic skills instruction; tutoring; personal, academic, and career counseling; career exploration; cultural activities; special programs; and activities designed to expose students to careers underrepresented by the disadvantaged population. Well-trained, experienced, and committed personnel were engaged to work with the summer and academic year program. Program goals and objectives were achieved.

Orientation for new students during the academic summer included: a discussion of the rules and regulations of the program and the program's history; a panel of program students who discussed the structure and benefits of the program from a student's perspective; an introduction to an assigned big sister or big brother in the program who befriended this student and assisted with the adjustment to the program; throughout the course of the probationary period, the director, counselor, academic coordinator, and tutor provided information to the students and developed individualized plans based on the needs assessments.

### Instruction/Tutoring/Counseling

The "Contact Hours" chart provides a detailed list of services provided for the student and to what degree.

#### CONTACT HOURS FOR 1987-88

	Summer		Academic Year	
	# of Students	Contact Hours	# of Students	Contact Hours
1. Basic Skills Instruction	58	5,478	70	4,687.50
2. Tutoring	58	2,088	70	4,687.50
3. Counseling				
A. Personal	58	348	70	2,187.50
B. Academic	58	174	70	937.50
C. Career	58	348	70	2,343.75
4. Career Exploration	58	580	70	3,305.00
5. Cultural	58	522	70	2,493.75
6. Special Programs	58	232	70	1,692.00
7. Careers Underrepresented by Disadvantaged	58	1,342	70	770.00
TOTALS	58	11,113	70	23,104.50

## E. Graduate and Graduate Professional Programs

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 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 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. All recipients must be U.S. citizens or permanent residents to be considered for financial support.

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

### Equal Opportunity Program (EOP) Fellowships

Equal Opportunity Graduate Fellowships for Disadvantaged and Minority Students were initiated in 1970-1971. This program provides fellowship awards based on a needs analysis done by the Office of Financial Aids, with the exact award varying (not to exceed \$1,200, plus \$200 for each dependent, per term) 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 (MCDF)

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 a half-time assistantship for the second and third years.

### Programmatic Funding (PF)

Programmatic Funding was developed in 1979-80 to encourage academic units to seek external funds for supporting minority graduate students. Programmatic funds are available to departments/schools/colleges on a matching basis, in order to increase the total available financial resources targeted for minority

graduate students. Currently, the participating units include the School of Labor and Industrial Relations and the College of Veterinary Medicine. Affirmative Action Graduate Assistantships (AAGA)

Affirmative Action Graduate Assistantships are used to fund graduate study in areas where women and/or racial/ethnic minorities are underrepresented. Eligible units are those units having a percentage of women and/or minority enrollments below the University's total enrollment percentage of women and/or minorities. This program was initiated in 1976-77. To encourage recruitment and enrollment, the first-year assistantship is supported by AAGFAP's graduate assistantship fund, with the department agreeing to continue funding thereafter in accordance with unit procedures for evaluating graduate students. Eligible underrepresented graduate students receive quarter-time or half-time assistantships.

#### Patricia Roberts Harris Graduate and Professional Study 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 1987-88, fellowships were provided for graduate students in the Departments of Accounting, Biochemistry, Botany and Plant Pathology, and Statistics and Probability. Each student received a stipend of up to \$10,000 plus \$5,000 for tuition and fees.

#### AAGFAP Expenditure Trends

Since budget year 1977-78, total AAGFAP expenditures have increased each year with the one exception of a 5.0 percent decline in 1984-85. From 1977-78 to 1987-88, AAGFAP total expenditures increased by nearly one million dollars (from \$334,869 to \$1,304,709), an increase of 289.6 percent. For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to \$628,290 in 1987-88, or by 183.3 percent; AAGA expenditures increased from \$113,063 in 1977-78 to \$427,288 in 1987-88, or by 277.9 percent; MCDF expenditures increased from \$43,941 in 1979-80 to \$188,989 in 1987-88, or by 330.1 percent; and PF expenditures declined from \$89,022 in 1979-80 to \$60,142 in 1987-88, or by 32.4 percent.

Expenditure increases have been far greater for the MCDF and AAGA programs than for the need-based EOP program. Each year since 1977-78, EOP expenditures as a percentage of AAGFAP total expenditures have declined. Although EOP expenditures have constituted the largest share of the total expenditures for all AAGFAP programs, EOP expenditures declined from 66.2 percent of all AAGFAP expenditures in 1977-78 to 48.2 percent in 1987-88. It is important to note that this decline does not represent a decrease in the percentage of graduate minority students who qualify for need under the EOP guidelines. Instead, the decline represents the fact that EOP budget allocations have not kept pace with EOP needs.

### Trends in the Number of Awards to Women and Minority Graduate Students

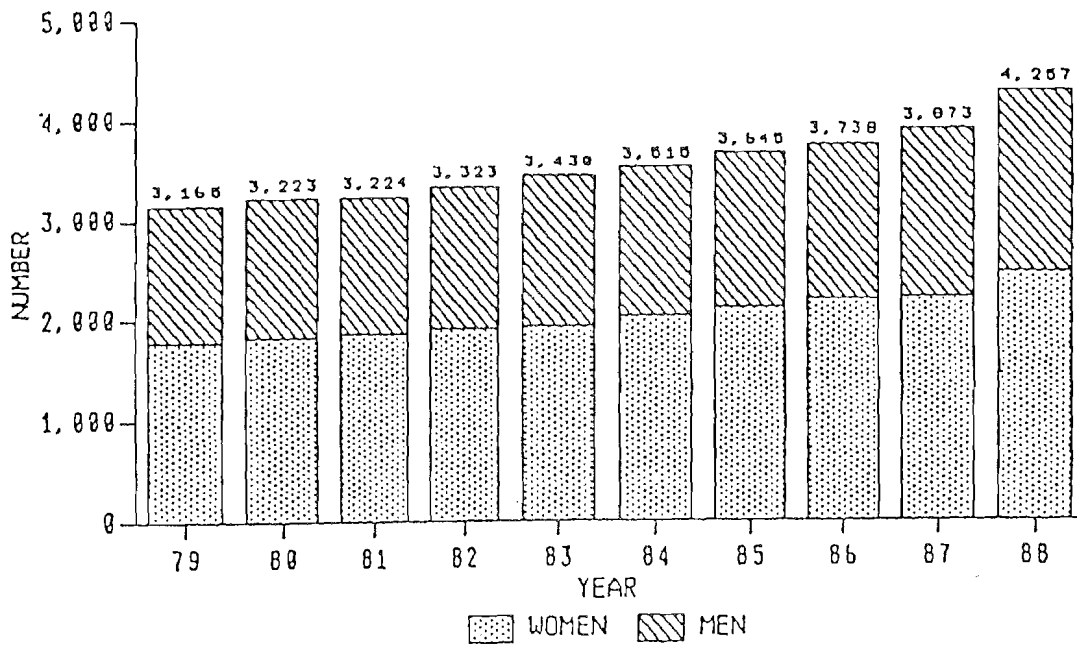
From 1977-78 to 1980-81, the number of EOP fellowships awarded to women and minorities declined from 137 to 107. From 1980-81 to 1985-86, the number of EOP fellowships awarded increased to 228. From 1985-86 to 1987-88, the number of EOP fellowships awarded declined from 228 to 165. This decline was due to a necessary increase adjustment of the maximum EOP award level (recommended and approved by both the AAGFAP Policy Group and the AAGFAP Operations Committee), and to the expansion of the AAGA, and MCDF programs. As educational costs have continued to rise, AAGFAP's ability to provide EOP need-based fellowships to all graduate students who qualify has become extremely problematic. If graduate minority needs are to be met in the future, an increase in AAGFAP's EOP budget must be made soon. The needed EOP budget increase should not be one that decreases AAGFAP's commitment to AAGA, MCDF, or PF programs.

### AAFGAP Tables and Figures

The descriptions and discussion of the various AAGFAP programs show the range of support for women and racial/ethnic minority graduate students at Michigan State University. A summary of expenditures for those programs funded by the University from 1977-78 to 1987-88 is presented in Tables V-15 and V-16. Tables V-17 through V-20 include actual yearly expenditures for those programs, the number of awards each year, and the race/ethnic and gender breakdowns of those awards. In addition, a figure (graph) has been provided for each table.

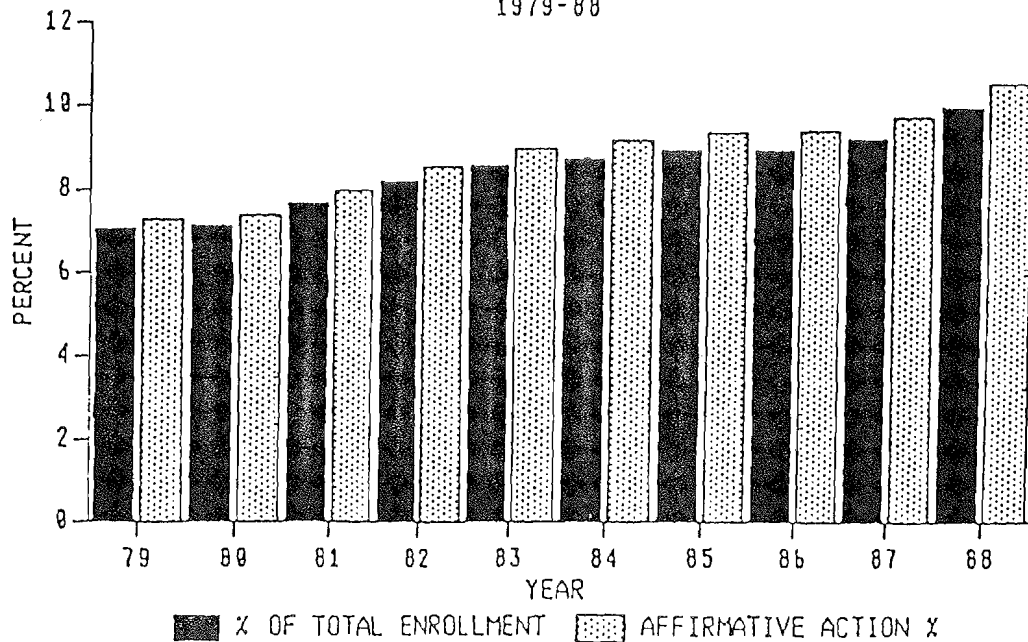
Graph V-1

MICHIGAN STATE UNIVERSITY  
MINORITY ENROLLMENT  
FALL TERMS  
1979-88



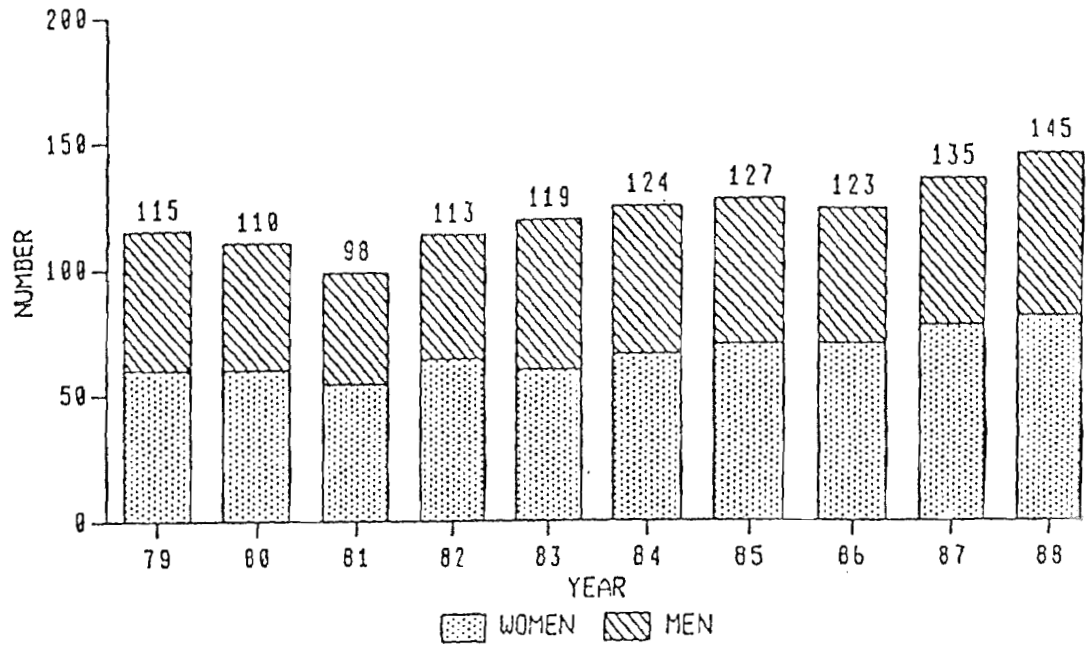
Graph V-2

MICHIGAN STATE UNIVERSITY  
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1979-88



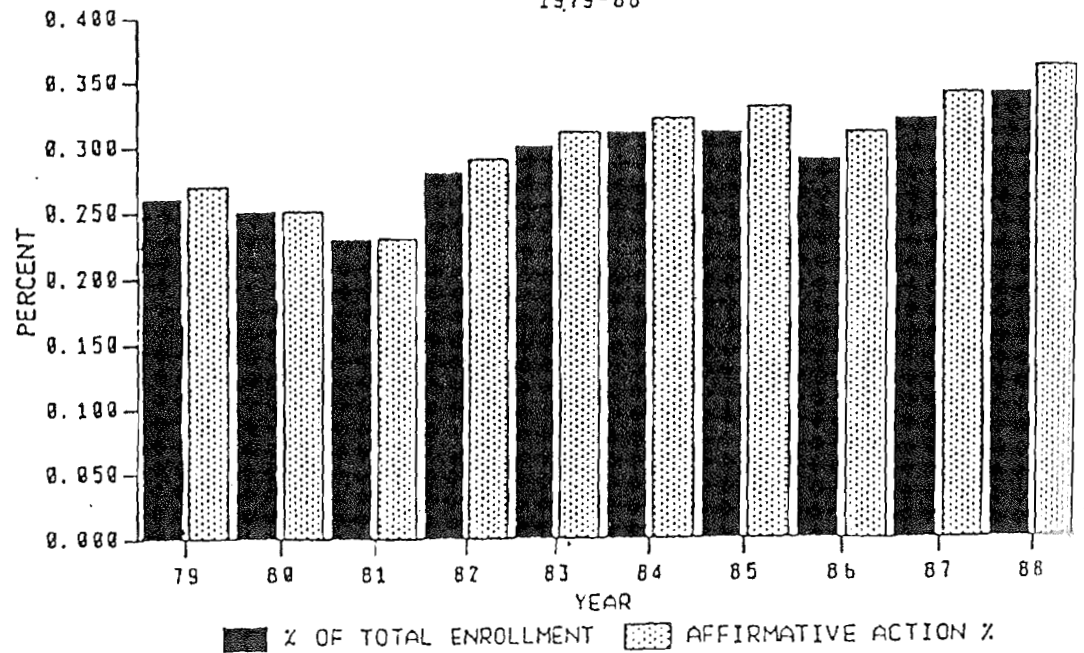
Graph V-3

MICHIGAN STATE UNIVERSITY  
NATIVE AMERICAN ENROLLMENTS  
FALL TERMS  
1979-88



Graph V-4

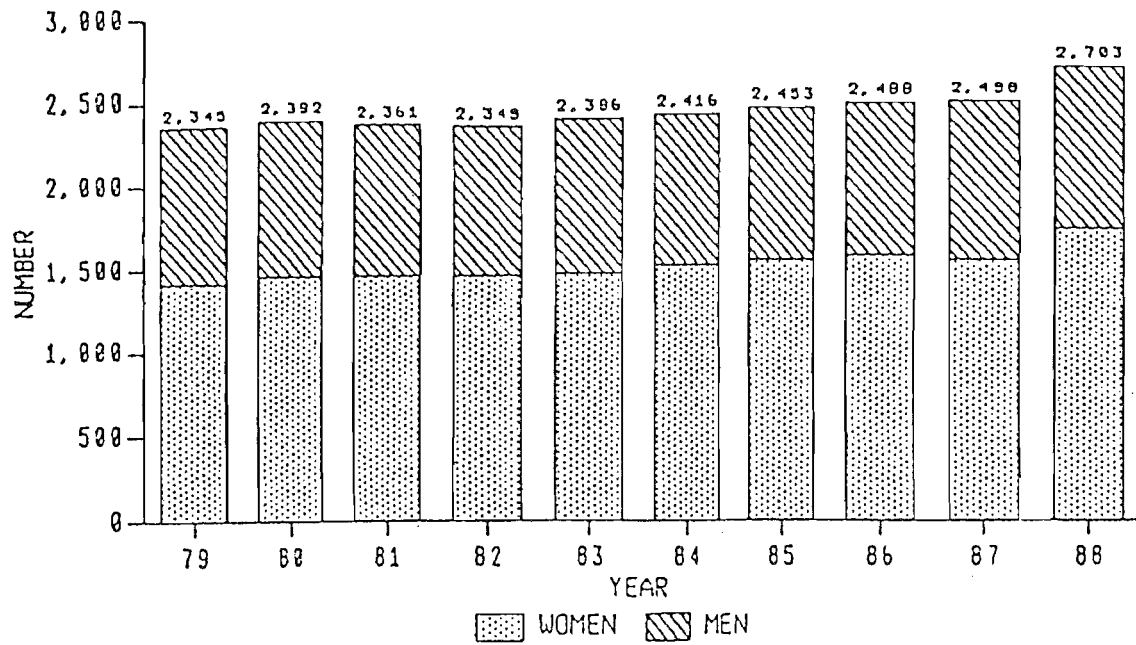
MICHIGAN STATE UNIVERSITY  
NATIVE AMERICAN ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
& AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1979-88





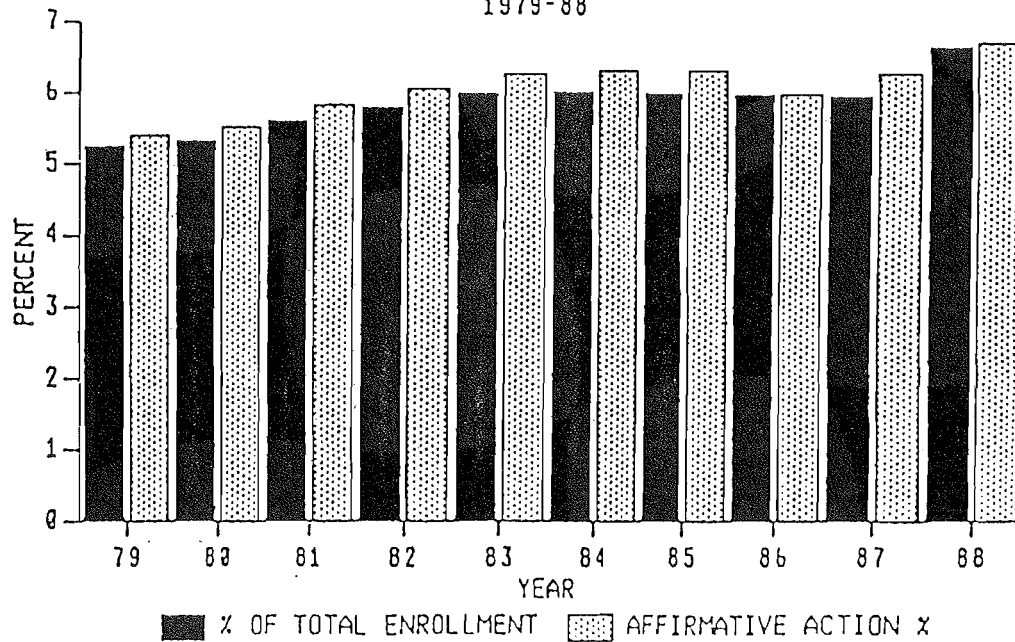
Graph 7-5

MICHIGAN STATE UNIVERSITY  
BLACK ENROLLMENTS  
FALL TERMS  
1979-88



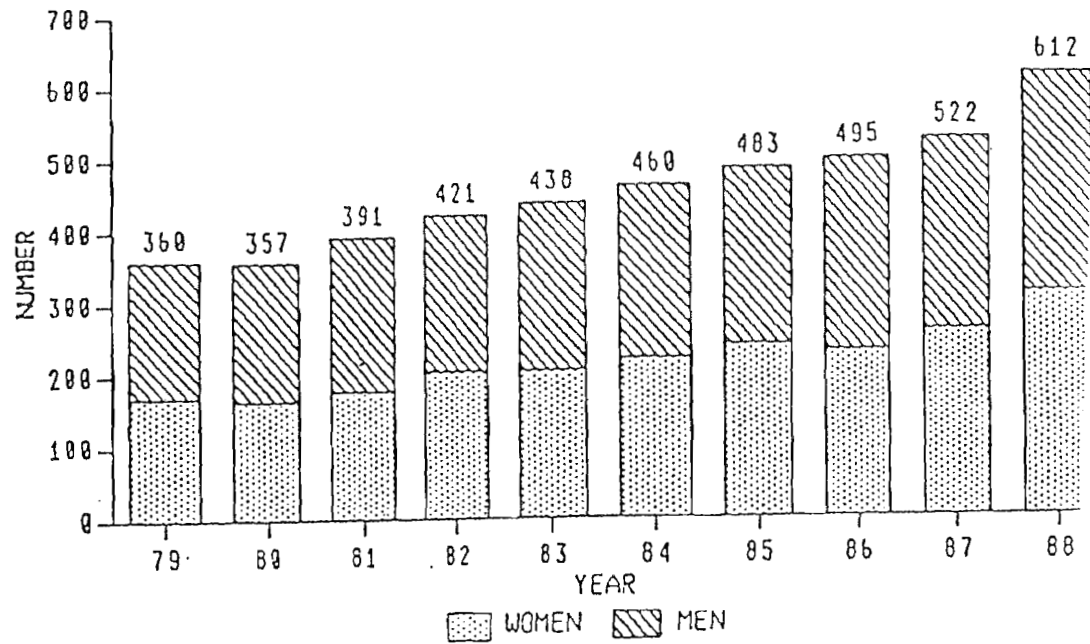
Graph 7-6

MICHIGAN STATE UNIVERSITY  
BLACK ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1979-88



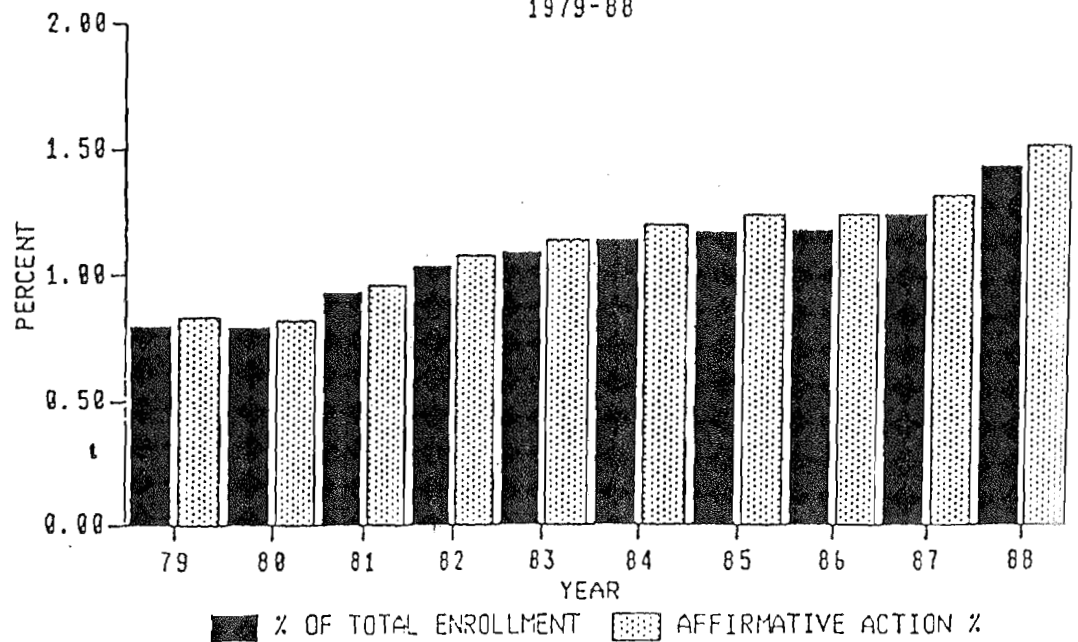
Graph V-7

MICHIGAN STATE UNIVERSITY  
HISPANIC ENROLLMENTS  
FALL TERMS  
1979-88



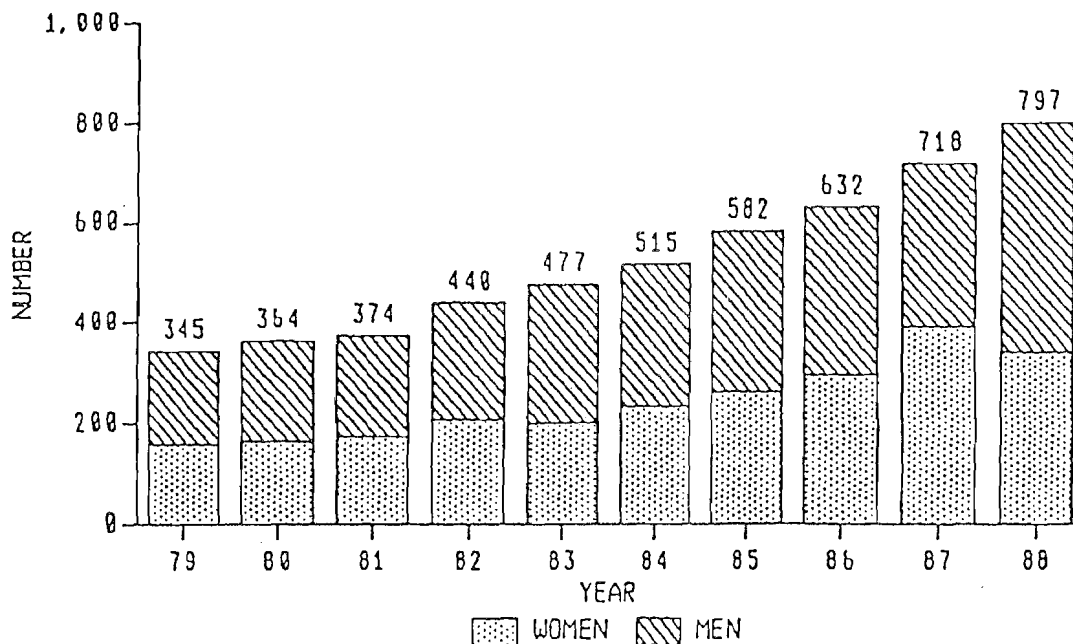
Graph V-8

MICHIGAN STATE UNIVERSITY  
HISPANIC ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1979-88



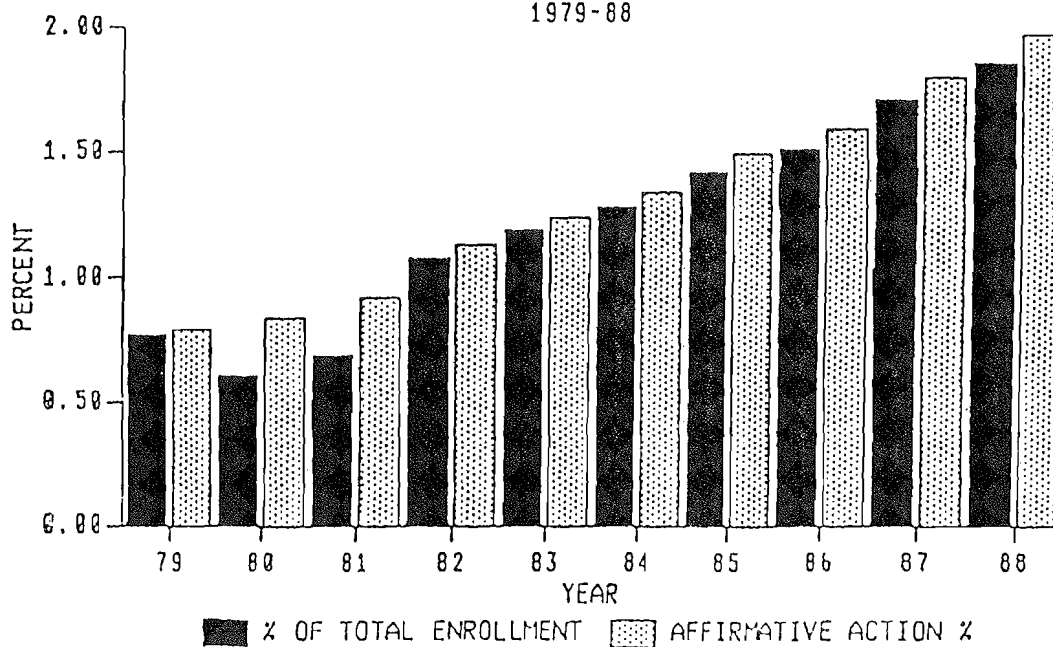
Graph V-9

MICHIGAN STATE UNIVERSITY  
ASIAN/PACIFIC ISLANDER ENROLLMENTS  
FALL TERMS  
1979-88



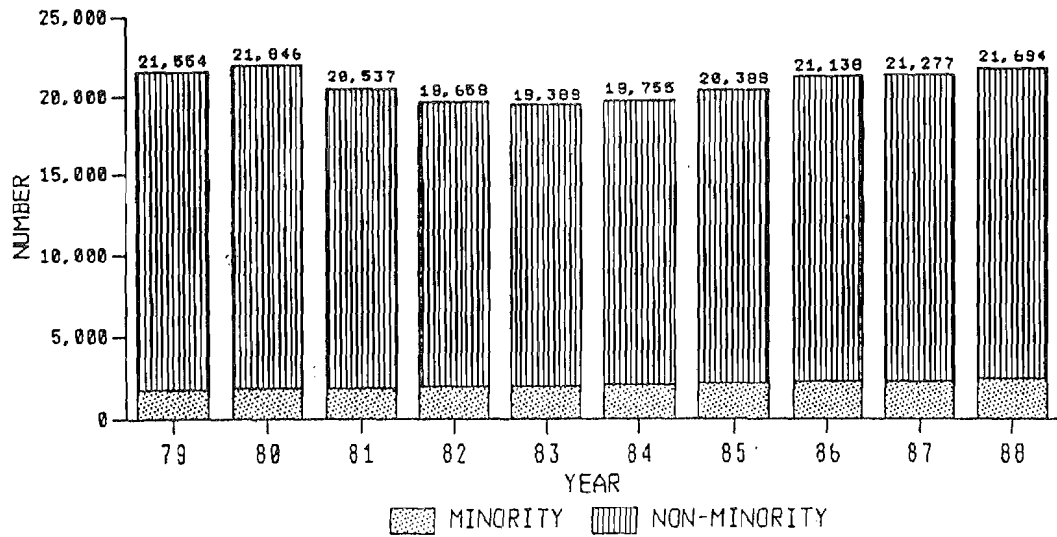
Graph V-10

MICHIGAN STATE UNIVERSITY  
ASIAN/PI ENROLLMENTS AS A % OF TOTAL ENROLLMENT  
AND AFFIRMATIVE ACTION TOTALS  
FALL TERMS  
1979-88



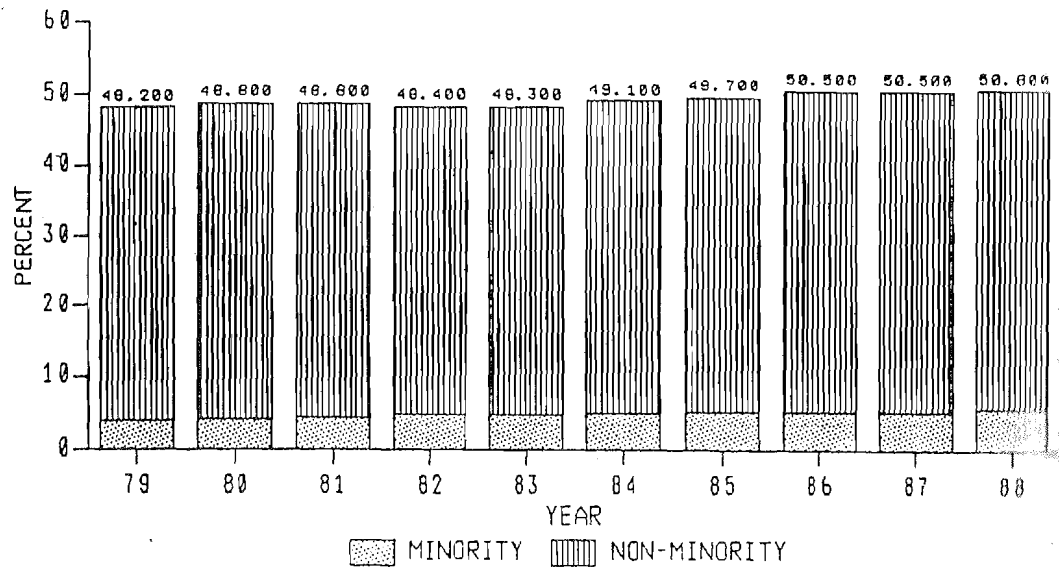
Graph V-11

MICHIGAN STATE UNIVERSITY  
FEMALE ENROLLMENTS  
(INCLUDING FOREIGN)  
FALL TERMS  
1979-88



Graph V-12

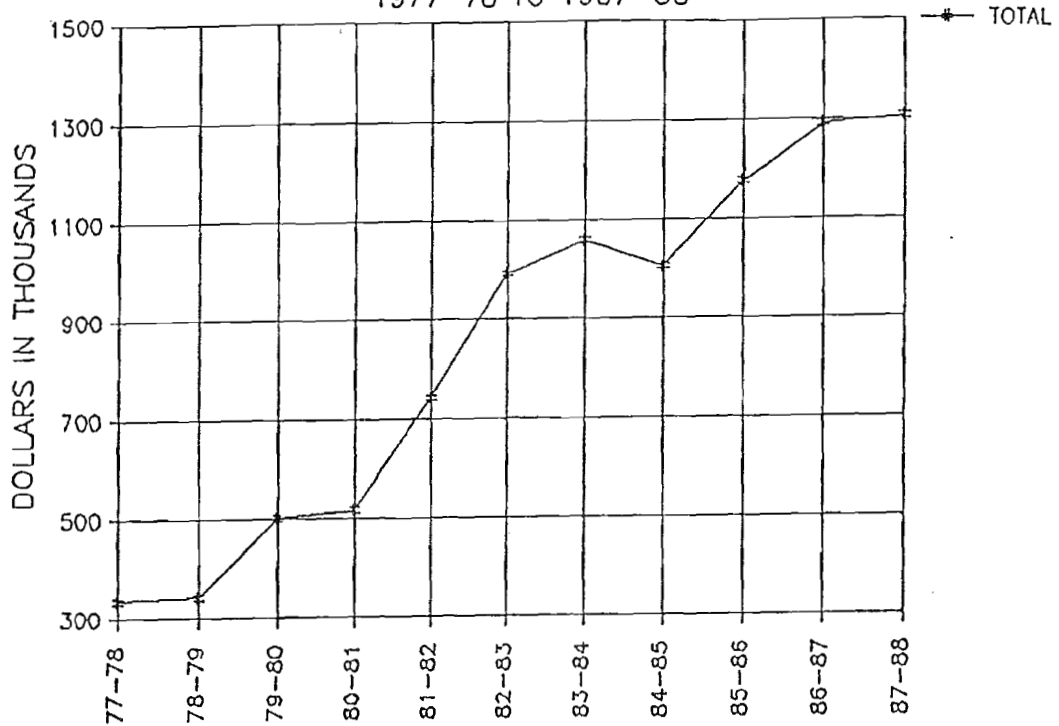
MICHIGAN STATE UNIVERSITY  
FEMALE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT  
(INCLUDING FOREIGN)  
FALL TERMS  
1979-88



Graph V-13

# AAGFAP TOTAL EXPENDITURES

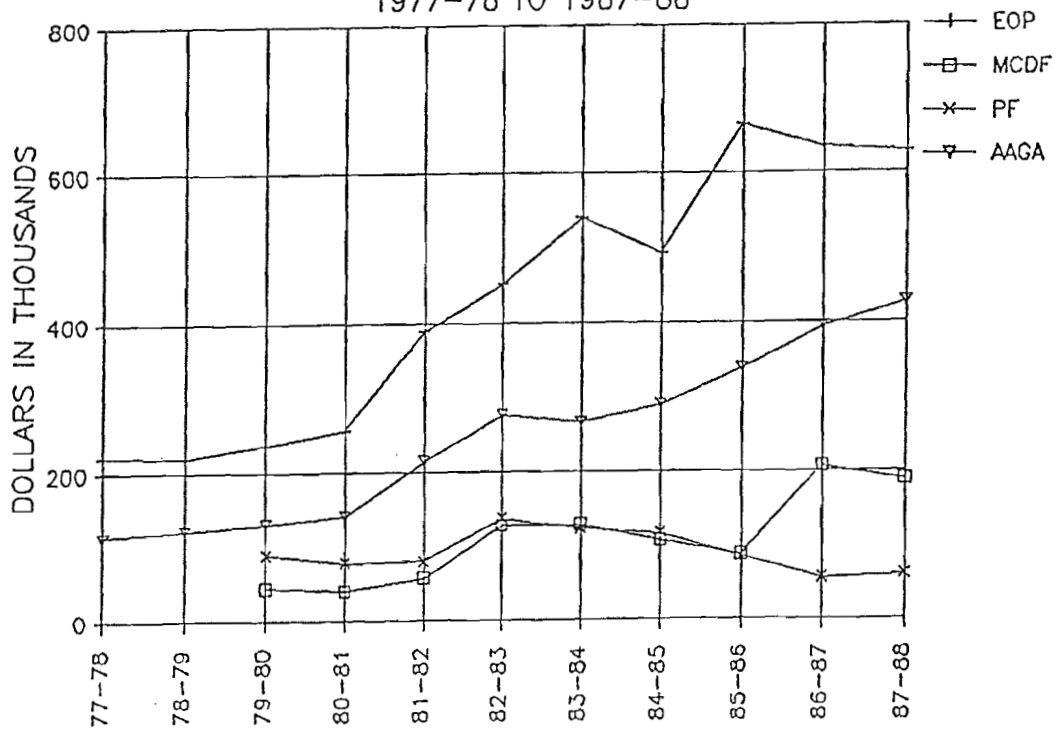
1977-78 TO 1987-88



Graph V-14

# AAGFAP EXPENDITURES

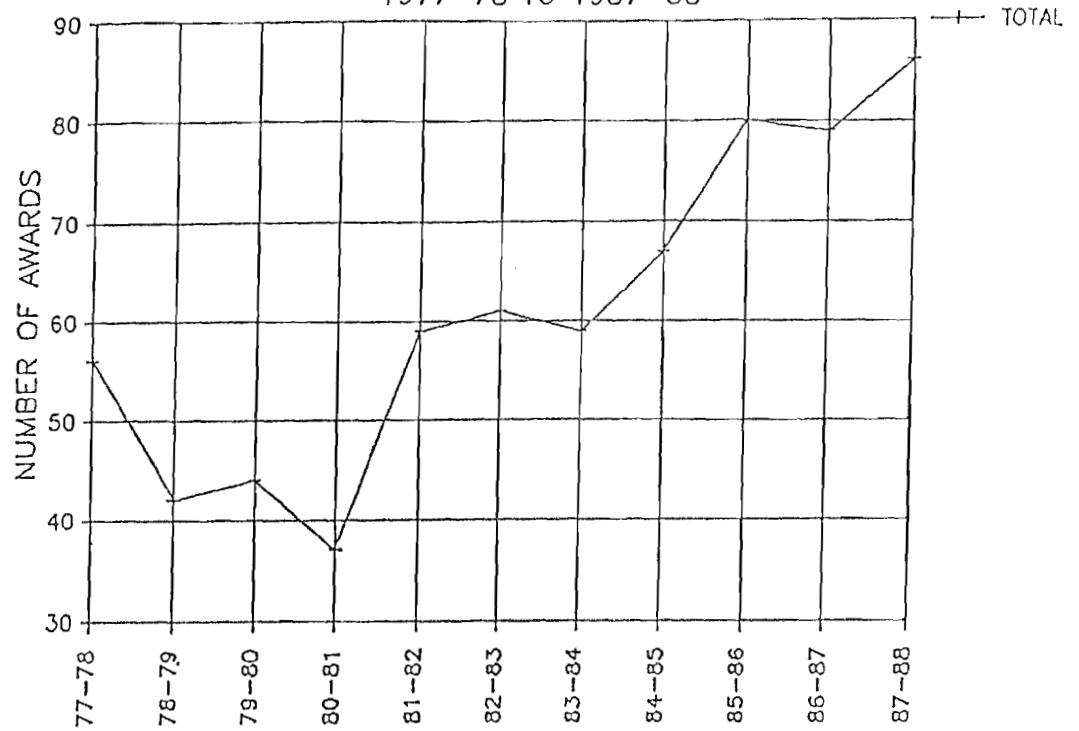
1977-78 TO 1987-88



Graph V-15

# AAGA AWARDS

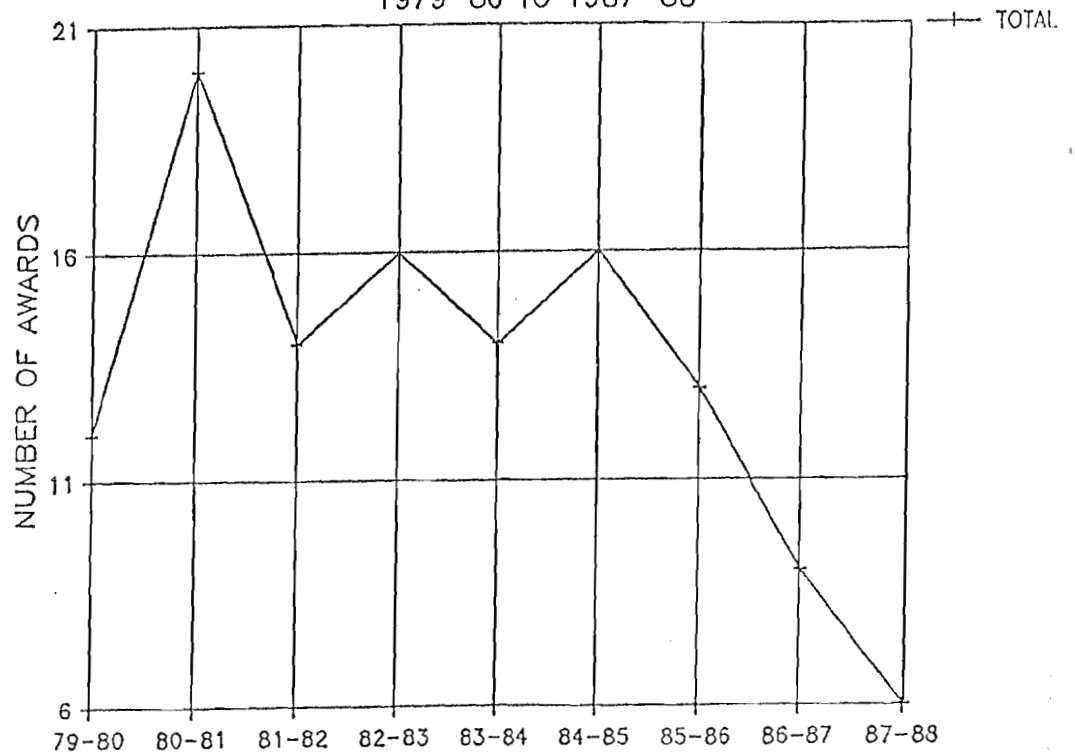
1977-78 TO 1987-88



Graph V-16

# PROGRAMMATIC FUNDING AWARDS

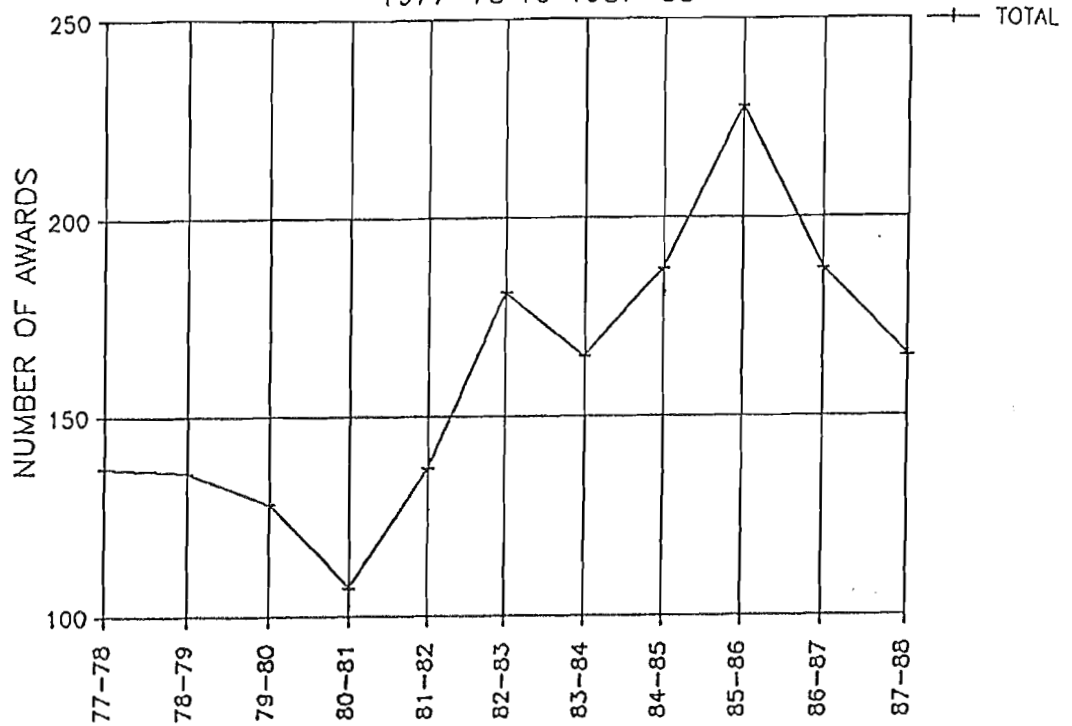
1979-80 TO 1987-88



Graph V-17

# EOP FELLOWSHIP AWARDS

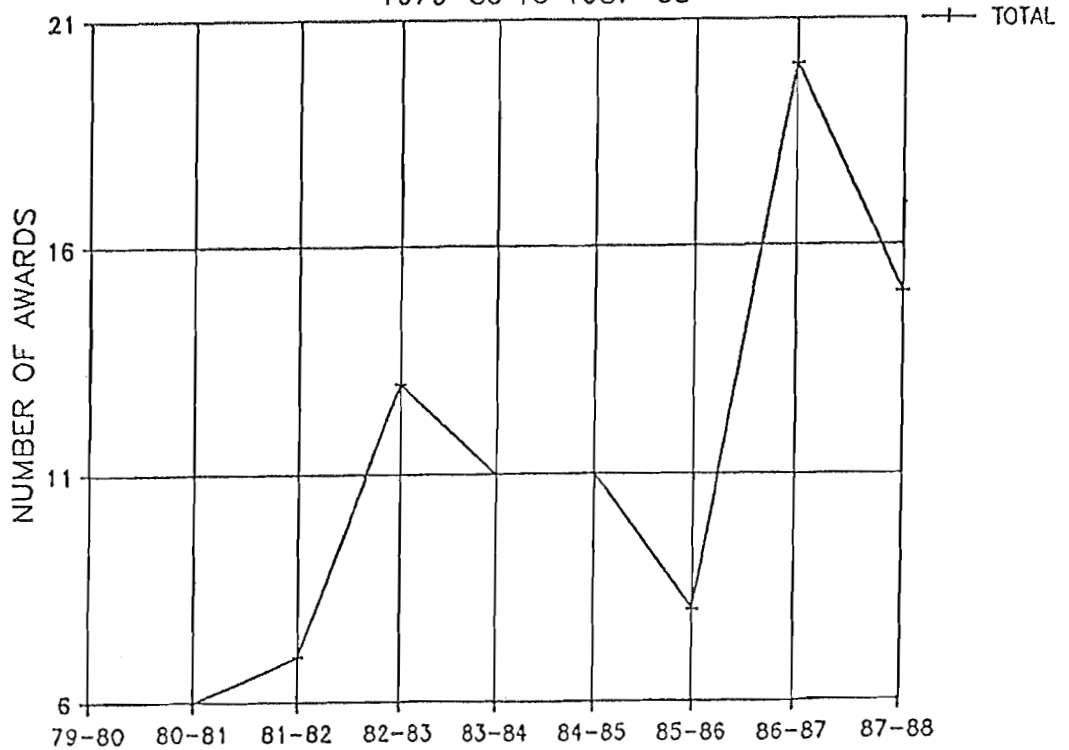
1977-78 TO 1987-88



Graph V-18

# MCDF NEW AWARDS

1979-80 TO 1987-88







## VI. AFFIRMATIVE ACTION IN PROCUREMENT PROGRAM

Michigan State University continues to be 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.

Emphasis is still on the following three major components of Michigan State University's Affirmative Action in Procurement Program: (1) personnel; (2) procedures; and (3) outreach.

### Personnel

Michigan State University's Minority Procurement Coordinator officially oversees and monitors the University's Affirmative Action in Procurement Program. The coordinator and individuals from the Bookstore, Food Stores, Cyclotron and Library, who have been designated to represent their respective areas on matters concerning minority procurement, meet on a regular basis.

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

### Procedures

As reported in previous years, Michigan State University Purchasing personnel reviewed and changed some purchasing procedures to allow more Minority-owned Business Enterprise (MBE) and Women-owned Business Enterprise (WBE) participation. One of the most effective changes was to include an MBE/WBE participation clause in construction bid documents. Due to the large amount of construction on campus the past few years, this clause has enabled us to increase MBE/WBE figures. Table VI-1 that displays Michigan State University's minority- and woman-owned business procurement participation over the last four years, follows this section.

Although the percentages have decreased since 1986-87, the actual dollars awarded have increased significantly. The percentage decrease is attributed to the significant increase in the potential dollars available to minority and woman-owned businesses.

We anticipate some difficulty in maintaining this high dollar level of MBE/WBE participation for the 1988-89 fiscal year. This is because the construction jobs now on campus are on-going projects whose dollars for protected classes have already been counted. Since few new construction projects are anticipated, more of the dollars will have to be found in the supplies and services area.

Since many of the orders in the supplies and services area are for small dollar amounts, new methods of processing small dollar orders will be explored to help improve the University's Affirmative Action in Procurement Program.

Another way to improve protected class participation is with increased communication between buying personnel. The move into the new University Services Building has put all purchasing personnel into one building, making it easier to exchange information and to work more closely with the Minority Procurement Coordinator.

Michigan State University continues to advertise bids through all known minority sources. These include the Detroit Minority Business Development Center, Business Development Center of Flint, Greater Lansing Minority Business Association and Michigan Minority Business Development Council. The Association of Minority Contractors of Detroit and Muskegon, which we previously utilized, has gone out of business. 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; and
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; and
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 in Procurement Program.

Michigan State University worked with the Michigan Department of Commerce, Office of Minority Business Enterprise, and the Michigan Minority Business Development Council to present the Seventh Annual Michigan Minority Procurement Conference. This event was held at The Lansing Center in Lansing, Michigan, May 18-19. Over one thousand people attended events during the conference. The highlight of this year's conference was

that Michigan State University was recognized as "The Corporation of the Year." The Vice President for Finance, Personnel and Operations accepted the award for the University.

The Minority Procurement Coordinator took part in trade shows and/or dialogue sessions at Wayne State University, The Grand Rapids Chamber of Commerce Minority Week Program, and the Fifth Annual Conference of Woman Business Owners in Flint, Michigan.

The Minority Procurement Coordinator also attended National Minority Conferences both in Pittsburgh, Pennsylvania and Las Vegas, Nevada. These conferences give us an opportunity to discuss, share and compare Michigan State University's procurement program with nationally recognized affirmative action programs.

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 activities:

He serves on the Board of Directors of the Michigan Minority Business Development Council and the Board of Directors Planning and Membership Committees. Additionally, he is a member of Michigan State University's Minority Advisory Council, Lansing Chamber of Commerce Minority Advisory Committee, Advisory Board of the Urban League Development Corporation of Lansing, and an affiliate member of the Greater Lansing Minority Business Association.

In the past year the Minority Procurement Coordinator has made twenty-three trips to Detroit, four to Grand Rapids, two to Ann Arbor and two to Flint. Whenever possible, other purchasing personnel accompany him. These trips give the purchasing staff an opportunity to talk to minority and women business owners about providing their goods and services to the University.

The Minority Procurement Coordinator continues to receive requests to consult and share our program with other state supported institutions. The Coordinator also meets regularly with the Michigan Department of Commerce and other private and public minority business leaders.

#### Summary

In summary, Michigan State University's Affirmative Action in Procurement Program's success can be attributed to:

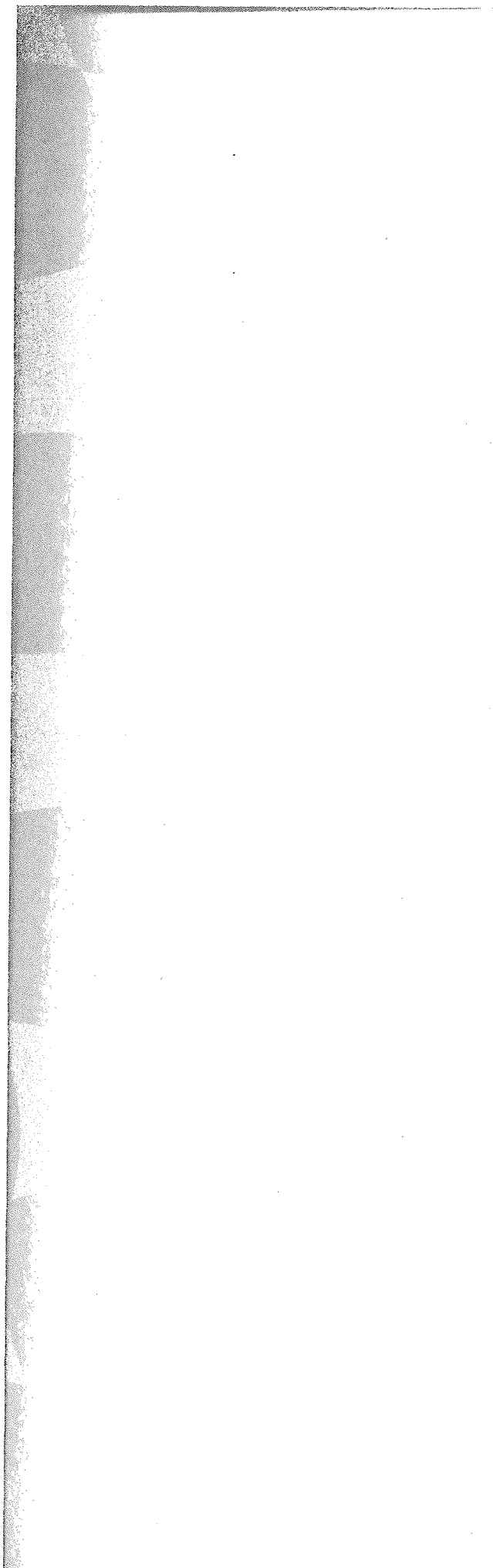
- (A) the personal contact and assistance provided through Outreach activities;

- (B) the various procedures established to promote more protected class business participation; and
- (C) the dedicated efforts of those persons affiliated with this program.

TABLE VI-1

Affirmative Action in Procurement Program  
Four Year Trend

12 Months Ended: June 30,	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
<u>Minority-owned Business</u>				
Potential Dollars	\$16,498,271	\$21,897,380	\$22,729,427	\$92,000,230
Actual Dollars Awarded	1,999,509	4,336,408	2,991,859	6,696,458
Percent Actual of Potential Dollars	12.1%	19.8%	12.2%	7.3%
<u>Woman-owned Business</u>				
Potential Dollars	\$14,975,509	\$19,180,624	\$21,100,206	\$88,051,712
Actual Dollars Awarded	2,678,971	4,450,059	4,420,871	13,174,145
Percent Actual of Potential Dollars	17.9%	12.2%	21.0%	15.0%



## VII. DEPARTMENT OF HUMAN RELATIONS

The Department of Human Relations administers and monitors University equal opportunity, nondiscrimination and affirmative action policies on veterans, handicappers, women and minorities, as well as counseling programs for University employees and their families when personal problems affect employee performance. Human Relations staff reviews hiring actions for conformance to these University policies and assist employment decision makers in effectuating them. This serves to assure the University that its hiring, promotion and treatment of employees complies with Michigan and federal guidelines and procedures as well.

Human Relations co-sponsors, with the Assistant Vice President for Personnel and Employee Relations, an annual breakfast meeting of University staff with community agency staff, to discuss hiring of individuals from the constituent groups into the MSU workforce. The Department also addresses the needs of constituent individuals in, or seeking to enter, the MSU workforce by conducting workshops on ability and equity and by assisting those persons to gain part-time employment. Workshops are also held to address stress management and communication skills for MSU employees.

During 1987-1988, the Department made presentations on affirmative action, equal opportunity, nondiscrimination and employee assistance to supervisory staff. These programs focused on proper perception of, and behavior toward ability and equity in the workplace and the need and methods for referring employees with professional or personal problems for assistance. Presentations to academic departments focused on strategies to identify, recruit, and hire veteran, handicapper, women and minority faculty. Human Relations staff also coordinated 22 United Way training sessions during the 1987 campaign, reaching 786 volunteers at 16 different campus locations.

With the Offices of Personnel Resource Systems and Academic Personnel Records, the Human Relations staff revised the Veteran and Handicapper employee self-identification survey form. In October 1988, this instrument was sent to employees having a change in employment status since the previous survey. A response was requested only if a change in veteran or handicapper identity had occurred, or if a request for reasonable accommodations was to be made. Consequently, the totals for veteran and handicapper employees are now 1,266/186, up from 1,260/176 last year. These increases are almost entirely due to the improved survey instrument. Nineteen requests were received for reasonable accommodation, of which 7 have been filled, 4 are pending, 2 were withdrawn, and 6 requestors now either deny having made a request or were unavailable for clarification of request status. Examples of requests filled are: a) snow/ice control from parking to building entrance, b) rented parking near building entrance, c) floor mats inside building entrance, d) certified American Sign Language interpreters, e) computer, f) smoke free work station, g) consistent, tight, carpeting.

Department staff also facilitated the relocation and reorganization of the Michigan Consortium on Enabling Technology from the University of Michigan to Michigan State University and conducted a variety of conferences, workshops and other activities to coordinate and advance University-wide efforts for veterans and handicappers. Future efforts for veterans and handicappers will also feature program restructuring initiatives toward more efficient supervisory and staff

training, monitoring of hiring process and construction/alteration projects, and communication with veterans and handicappers both on campus and in the extra-university community.

Department staff provided 119 programs for women during the year, with a total of 5,912 attendees. Thirty-five "Personal Safety" programs were conducted for a wide variety of campus and community groups, with over 1,551 attendees. The MSU Woman newsletter, with a circulation of 4,000, was published bimonthly. Also, approximately 5,700 fact sheets on women's issues, and over 300 sexual harassment booklets, were distributed. In addition, The Division of Women's Programs provided staff support to three University-wide Women's Advisory Committees to, the Provost, the Vice President for Student Affairs and Services, the Vice President for Finance and Operations, as well as the Women's Coordinating Council.

The Division of Women's Programs staff participated in 33 campus/community organizations, attended 14 conferences, seminars or programs, handled 3,800 (estimate) phone contacts, and provided 175 one-to-one counseling sessions. The Division's goal as it relates to women is to maintain current commitments despite resource reductions at Michigan State University.

During 1987-88, the Division of Minority Programs provided a series of programs directed at improving and enhancing understanding between the MSU and minority community. More than 37 presentations on cross cultural communication and education were made to 840 faculty and support staff. In co-sponsorship with other units on campus, the Division hosted five Hispanic Heritage Cultural Programs during *Semana de la Raza* in October and Chicano History Week in February and three cultural programs for Native Americans and two for Asian Pacific Americans. In addition more than 12 programs were held during Black History Month in February and three in commemoration of Dr. Martin Luther King.

The newsletter A Minority Presence published by the Division of Minority Programs which contains information about minorities is distributed on a monthly basis during the academic year for all minority faculty, staff and students. Staff also responded to more than 206 consultant requests and more than 1800 telephone inquiries by minorities experiencing some concern or problem in the work or living environment. A major responsibility of the Division involved providing staff support to the Minority Advisory Council, a standing committee which advises the President and the University administration on matters of interest and concern to the University minority community.

Division staff provided public service by serving in a liaison capacity for the University with several minority community organizations such as the Urban League, Cristo Rey, and the Hispanic Scholarship Fund as well as serving on the annual conference planning committee for two statewide minority oriented education conferences. Professional development of staff involved participation in 10 in-state and MSU based seminars and conferences. Presentations on minority issues in higher education were made at three national conferences and four state conferences. Requests from several Michigan post-secondary education institutions to speak on minority issues or as an advisor on recruitment and hiring matters were honored.



Campus program activities and faculty, staff and student consultations have helped support efforts by the minority community in becoming accepted as equal partners in the overall MSU community. Public service efforts have resulted in sensitization of the off-campus population of the presence, contributions and concerns of the expanding state and local minority community.

The Department of Human Relations' staff continues to serve as the University's liaison to federal and state civil rights agencies as its representative for responding to agency discrimination charges.

Human Relations staff also intervene in informal discrimination complaints, providing 268 consultations for concerns related to:

1. general employment and adjustment
2. referral issues
3. student adjustment and orientation concerns
4. MSU orientation for prospective students and their parents

Human Relations staff provides staff support for several groups including the Anti-Discrimination Judicial Board (ADJB), Minority Advisory Council (MAC), Employee Assistance Advisory Committee, Women's Advisory Committee for Finance, Personnel, and Operations (WACFPO), President's Handicapper Advisory Council (PHAC), Women's Advisory Committee to the Provost (WACP) and the Employee Assistance Program Advisory Committee.

The Department's Employee Assistance Program provides confidential counseling services for MSU employees and members of their immediate families regarding personal, family, substance abuse, emotional, psychological, medical, legal, or financial problems that may impact employee work performance.

Specific services include: assessment, crisis intervention counseling, referral to professional psychotherapy services, counseling related to specific work-related problems, education in the areas of parent education, substance abuse prevention, stress management, communication skills, and facilitative help for employees wanting to develop self-help and support groups.

In fiscal year 1987-88, the Department's Employee Assistance Program staff counseled 621 individuals. An additional 635 individuals sought out help through one or more of the 33 educational programs offered during the year. A "Resource Guide to Attorney Services" and a "Guide to Counseling and Psychotherapy" were also developed.

A handbook for faculty searches with special reference to affirmative action was prepared by an affirmative action consultant to the Department of Human Relations. The faculty consultant was a professor in the Department of Agricultural Engineering.



## VIII. 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:

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.

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.

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.

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.

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.

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

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

### ACADEMIC STAFF DEVELOPMENT

The Office of the Assistant Provost & Assistant Vice President for Academic Human Resources hosted several workshops for faculty development. A major focus of the workshops was on ways to enhance the development of new faculty. Other workshops were directed at techniques to assist minority and women faculty in adjusting and achieving success in the academic environment. The Department of Human Relations also provided enrichment sessions on cross cultural communication to faculty. A videotape "Minorities in the College Classroom" developed by the department was

used in departmental meetings to help faculty effectively create a bias free classroom and learning environment.

#### College of Agriculture and Natural Resources

The College made hiring a major affirmative action initiative during the past year. Three minorities and seven women were hired in Cooperative Extension Service (CES) positions. Nine women were promoted to higher level CES academic positions. Other affirmative action activities included twenty county extension office units which participated in the CES Civil Rights Compliance Review Program and five CES staff who received the CES Equal Opportunity Award in recognition for their noteworthy achievement in affirmative action.

#### College of Arts and Letters

Women's Studies co-sponsored the Museum exhibit, "Daughters of the Desert: Women Anthropologists and Native American southwest, 1880-1980".

#### College of Education

In collaboration with the Multicultural and Social Studies sections of the Michigan Department of Education, the Department of Teacher Education hosted three conferences related to the new social studies goals and objectives, multiculturalism, and text book selection.

As a part of the Holmes Group, research on "Planning for Tomorrow's Schools," a proposal accepted by the Ford Foundation last January, faculty have begun work on diversity, equity, and the organization of schools as their primary research focus, examining the widening gap in school performance between high and low risk students. A seminar will be presented on how the structure of schools and the practice of teaching can be changed to better serve high risk students.

A department faculty member has been given release time to lead the Provost's Task Force for an Hispanic-American Institute. Research on this five year program will be directed towards the mid-western Hispanic experience. The proposed institute is expected to hire nine new minority faculty over the next five years.

To realize a commitment to recruit minority teachers into the Academic Learning Alternative Undergraduate Program, the College has developed a Mentor Teacher Project which is currently in place in several local public high schools. Thirty percent of the secondary mathematics mentors recruited for the project are Black.

#### James Madison College

A minority was appointed as a post-doctoral King-Chavez-Parks faculty member.

#### Libraries

A number of female staff members were supported to attend four professional development conferences in the areas of archival appraisal, library descriptive standards and the annual meeting for the Society of American Archivists.

## Nursing

Faculty development activities included a workshop addressing faculty stereotyping of minority students. Two minority faculty have recently been hired by the College.

## Vice President for Research and Graduate Studies

As the affirmative action representative for the search committee for the Assistant Provost for Lifelong Education, the Dean of the Graduate School conducted a seminar on the role of affirmative action in executive search procedures and assisted the committee in developing an action plan to expand the pool of minority candidates.

## Assistant Provost for Undergraduate Education

As a way to provide minority students with international study experience, the Office provided financial support for a Black male to attend an international conference on "The First Year Experience" in Cambridge, England as well as a pre-conference workshop at Oxford, England.

## INSTRUCTION

### College of Agriculture and Natural Resource

Thirty-nine high school students were invited to MSU for a seven week career exposure program sponsored by the Minority Apprenticeship Program.

### College of Arts and Letters

Department of American Thought and Language administrators have continued to review the curriculum of the three-term sequence "American Minorities." The administration has also met regularly with those teaching in its other courses to ensure that the requirement be maintained that in every course taught, attention is paid to the history of minority people in the United States and to their contributions to American life and experience.

In support of its commitment to include courses in the college curriculum dealing with the history and experience of minorities and women, the English Department developed and implemented the following new courses:

- Theory and Practice of Feminist Literary Criticism
- Advanced Afro-American Literature
- African and Diasporic Literature
- Historical Experiences of American Slaves I and II
- Graduate courses in Afro-American Literature and the African and Diasporic Literature.

A new program developed by the Department of History, "Black History in Comparative Perspective", will combine Afro-American History and African History and is expected to attract minority students nationally.

The School of Music hosted a visiting professor from Nigeria, to teach a course in Afro-American music.

During the summer, the Department of Theatre provided a 10-week theatre program for visiting high school scholars sponsored by the King/Chavez/Parks College Day Program.

#### College of Business

The Department of Economics redesigned an examination for a student with severe visual impairment. In addition, courses on comparable worth, affirmative action and discrimination policy issues have been developed.

More than 200 10th, 11th, and 12th grade students were brought to campus by the King/Chavez/Parks College Day Program and received instruction by the Minority Business Program.

#### College of Communication Arts and Sciences

Five academic departments offered a variety of courses and class activities relating to the experience of minorities, women and handicappers. The Department of Advertising offered four undergraduate and three graduate courses which included ethnic/racial and gender issues. Audiology and Speech Sciences offered eleven undergraduate and 26 graduate courses relating to the handicapper experience in American society. Telecommunications offers five undergraduate and one graduate class with focus on the underrepresentation of minorities and women in the telecommunications industries.

#### College of Education

Teacher Education has six courses available which emphasize the promotion of equity in education. Recognizing a need for more work and socialization in this area, the Mentor Teacher Project in the Academic Learning Alternative Undergraduate Program has concentrated on working with diverse populations in class-rooms.

The task force for Reform of Teacher Education and MSU have developed goals and recommendations to improve and reform both the teaching profession and the preparation of teachers. One of its goals is to "assure the development of teacher candidates' abilities to promote equity and social justice in their classrooms and schools".

#### College of Engineering

Several non-credit workshops for driver and special education teachers were convened for the purpose of developing methods and procedures for driver education instruction for physically and mentally impaired public school students. Training is already underway for occupational therapists and driver training staff to work with this population group.

#### Assistant Provost for General Academic Administration

Proposed changes for both the Description of Courses and Academic Programs sections of the University catalog were monitored to ensure that gender specific language was used for all generic references.

## College of Human Ecology

Special courses were developed and implemented to focus on the experience of handicappers, minorities and women. Family and Child Ecology provided one class on "Minority Families in America"; a second class incorporated the experience of handicappers, "Human Sexuality"; a third class, "Parent Education Class" was directed to families with handicapper members. Human and Family Nutrition provided a class, "Interaction of Nutrition and Culture" which discussed special health and food needs of women, and the importance of a cross-cultural perspective in addressing nutritional needs in the U.S. and abroad.

## College of Human Medicine

Several classes relating to minority and women's concerns were offered by the Dean's office. A pre-clinical course on "Women's Health Issues," another on "Hispanic Beliefs," and one on "Health Problems of Black Women" are representative of the classes made available to medical students.

## International Studies & Programs

An international conference on women, development, and health was convened by the Women in Development Office.

## James Madison College

Nine university-wide seminars on minority, human rights and third world issues were sponsored by the College during the academic year. Seminar topics included:

Literature and Politics in South Africa  
Japan and the World Economy  
Ethnic Conflicts and Third World Politics  
Human Rights and World Politics  
Ideology and Politics in African Development

In addition, students have been assigned field experience placements in various offices which focus on the experiences of minorities and other protected groups. The Women's Equity Action League, American Civil Liberties Union, People's Campaign for Choice, Office of Services to the Aging, National Organization for Women, and the Ethiopian Community Association of Chicago are examples of the diversity of placements.

## Libraries

A special course on research in women's studies was developed and taught during winter term.

## Military Science

Department faculty members who served in the Vietnam war participated in several Vietnam forums sponsored by student organizations on campus with the purpose of increasing intellectual awareness of the experience and affects of war on people.

A faculty member made a presentation about ROTC and engineering opportunities in the Army to students enrolled in the Minority Engineer Seminar. In addition, one two-year and one three-year full tuition scholarships were awarded to minority students pursuing engineering degrees.

#### College of Natural Science

A non-credit film series dealing with the third-world agriculture and involvement of women in agricultural production in third world countries was sponsored by the Department of Entomology.

#### College of Nursing

Nursing faculty taught several courses on the special health factors of women and minorities. A non-credit course on "Women and Chronic Diseases" and "Women as Family Care Givers" represent two of seven courses produced.

#### College of Osteopathic Medicine

Two academic units in Osteopathic Medicine offered courses relating to the experience of minority populations. Continuing Medical Education offered a course for physicians entitled "Management of the Female Patient." Family Medicine provided a course on the Black Child and Family. Admissions and Student Affairs hosted a workshop for minority students, "Sharing Success Strategies."

#### Office of the Provost, (Associate Provost)

The Office of the Provost has provided additional funding for several colleges and academic departments to continue or support appointments of minority faculty, women or handicappers. Departments which received funding included the Departments of Journalism, Microbiology, Pathology, the College of Education, and the Urban Affairs Programs.

#### College of Social Science

Twelve new credit courses on the experiences of minorities, women and third world people were added to the list of available courses in the Department of Anthropology. Examples of these courses include, "Third World Women and Development," "Anthropology, Ethnic history, and the Study of the American Indian," and "History of the Indians of the Great Lakes."

A continuing Title VI grant permitted the Office of Women in International Development to modify three courses by incorporating gender issues.

For the winter quarter, Criminal Justice made available for the first time a course on "Special Issues, Minorities in Criminal Justice."

During the past academic year, the Labor Program Service presented over 60 different seminars concerning minority, and/or women's issues in the field of labor management. Of these, four Hispanic leadership institutes attracted over 200 conferees. In addition, over 100 registrants attended the conference titled,



"The Constitution and Black Americans" and 192 persons attended the "Winter School for Women Workers," a three-day conference held on campus.

A "Psychology of Women" course offered during winter and spring terms attracted over 250 enrollees.

Courses offered through the School of Social Work continued to include material related to the social welfare of women and minorities and the consequence of disadvantaged positions for access to opportunities.

#### Vice President for Student Affairs and Services Division

Three special sections of EAD 414, "Student Leadership Training" were offered focusing on minorities in leadership. About 75 students enrolled in these special sections during 1987-88.

### PUBLIC SERVICE

#### College of Agriculture and Natural Resources

Effective outreach efforts by the College resulted in increasing the number of minorities on CES advisory, planning and program development committees. There are now 453 minorities serving on such councils or committees in Agriculture, Natural Resources, Home Economics, and 4-H.

As a result of other efforts the number of minorities in 4-H Youth Programs and activities increased by 22%, and 44% families were reached by the CES Expanded Food and Nutrition Education Program. The 4-H Mainstream Project and the 4-H Horseback Riding Program were expanded to include handicappers. Last year 2,458 handicapper youth and 170 handicapper volunteers participated in these programs.

#### MSU Alumni Association

A commitment to increasing the participation of minorities in the alumni association has been achieved through outreach efforts which included hosting several meetings with the President and leaders of the MSU Black Alumni Association. The MSU National Alumni Board of Directors has now increased the board membership to 25% minority.

Other efforts have included sponsoring the second annual Handicapper Alumni Awards meeting and recognizing the achievement of alumnus Miguel Agosto, President of the Puerto Rican Senate.

#### College of Arts and Letters

A variety of exhibits and presentations were made by the Kresge Art Museum to improve understanding of and sensitivity to third world people. A special exhibition, "Blacks in America: A Photographic Portrait" was on display for one month. John Patterson made a special presentation at the Museum. A special recruitment initiative for the "Docent-Volunteer Guide" program resulted in the identification of several Black, Hispanic, Asian and handicapper students.

In addition, the Museum recruited minority and non-English speaking children from the Lansing schools in grades four-six for a week long summer school program.

The Department of Theatre produced "Song of the Lusitanian Bogey" which dramatized problems of colonization in the African Nation of Angola and featured minority actors.

#### College of Business

Executive Programs, a unit within the College of Business, has entered into an agreement with the Minority Technology Council of Michigan (MTCM) to waive program fees for all minorities nominated by the MTCM. Phi Beta Sigma, a business society, was assisted by the Minority Business Programs in development and implementation of a summer business school program for minority youth in the greater Lansing area. The program is intended to provide underprivileged minority junior high school students with the opportunity to become more knowledgeable about the various careers in business.

#### College of Communications Arts and Sciences

Radio Broadcasting produces and receives a number of Spanish-language programs of music and information which are broadcast on WKAR-AM, "Ondas En Espanol" totaling more than 200 hours annually and "Enfoque National" a weekly half hour news magazine program for Hispanics in Spanish.

More than 1,500 visually and/or physically handicapped are provided free of charge, 24 hours a day, reading of newspapers, magazines, novels, and various news, information and entertainment programs by the Radio Talking Book Office.

Five programs on women's issues, "Roe vs. Wade," "Day Care," "The Nurse Shortage," including a live interview of feminist Sonia Johnson, was produced on the Listener Participation Radio Telephone Call-In Program. Three programs on handicapper concerns: "Handicapper Concerns at MSU and State-wide," "Dwarfism," and "Selection of Gallaudet College President," were broadcast as a part of this program. Minority issues broadcast consisted of 12, one-hour programs which included such topics as: "Racism on Campus," "Health Issues for Blacks," and "Racial Intimidation."

In the news feature and report area, numerous stories and reports on minorities, women, handicapper, and Vietnam era veterans were used in local newscasts during the past year. Eleven broadcasts were made on issues relating to women. Topics included marital rape legislation, a four-part series on day care and a profile of a woman who won the "Michigan Entrepreneur of the Year" award. Eight feature reports on such minority topics as "Native American, Intertribal Councils," "Affirmative Action and Alleged Racism at Lansing Community College and at MSU," "Field Sanitation for Migrant Workers" and "Minority Influence in the Dukakis Campaign" were also aired. Other programs featured handicapper concerns in the area, horseback riding programs for the handicapped, and drop-in centers for mentally retarded adults.

Instructional and Public Television produced over 151 programs of which 16 were dedicated to the issues, concerns and interests of women, minorities and the handicapped. In addition, 50 programs and 46 series were broadcast closed captioned for the hearing-impaired. Utilizing satellite technology, four teleconferences were broadcast on issues relating to the experience of minorities.

### College of Human Ecology

Faculty of the Department of Human Family Nutrition have participated in the Breast Cancer Support Group Seminar Series, as volunteers for the breast screening project for the American Cancer Society, and as Special Touch Facilitators also for the American Cancer Society. Preliminary discussions are currently being held with Mott Children's Center administrators for possible joint programs in support of women and minorities.

### College of Human Medicine

Various departments in the college supported and participated in outreach activities directed at handicappers, minorities and women. The Department of Family Practice completed a community health assessment of Benton Harbor, provided medical supervision for Special Olympics, and supported a faculty member interested in learning sign language as a service to the College's patient population. An International Health Seminar series which emphasized special health problems and issues of Africans and the relationship to North Americans was supported by the Department of Physiology.

### International Studies & Programs

A special workshop on African awareness was held by the African Studies Center for visiting students from the Detroit area who participated in the King/Chavez/Parks College Day Program.

### James Madison College

Students from the Martin Luther King, Jr. High School of Detroit were invited to participate in a summer instructional "camp" focusing on international relations which was sponsored by the College.

### College of Natural Science

To foster an exchange of faculty and graduate students interested in stimulating an understanding of other ethnic and racial groups, the Department of Physiology signed a cultural linkage agreement with Addis Ababa in Ethiopia.

Other Public Service activities carried out in the College included sponsorship of "Science Day 88" for a select number of Michigan Upward Bound Program students and Inner City Science and Math Students. Recruitment exhibits for the "Minority Access Research Centers" conference and the "Minority Biomedical Research Symposium" were developed by the College to inform interested students about the scope of science related academic programs offered at MSU.

### College of Nursing

Minority health issues represents one area of several which the college supported through public service radio programming.

#### Office of the Provost, (Associate Provost)

Special funding was provided by the Office of the Provost to maintain and/or continue special outreach activities. Examples of these activities are the Benton Harbor Project, the Greater Lansing Area Martin Luther King, Jr. Holiday Commission Annual Luncheon, the 1988 Michigan Hispanic Education Conference, a Human Sexuality Colloquium, and the Black History Celebration Caucus in observance of Black History month.

#### Performing Arts Facilities and Programs

Performing Arts organizations that consist of or appeal to protected groups are encouraged to utilize the facilities. An example of groups which have performed at the center are the Pashami Afro-American Dancers.

#### Vice President for Research and Graduate Studies

A proposal on "Institutional Infrastructure Programs for Minority Institutions," being considered by the National Science Foundation, was reviewed by the Assistant Dean of the Graduate School.

Several Industrial Development Institute activities assisted minority and handicapper individuals interested in launching a business. Midwest apparel manufacturers were assisted by the Institute in preparing a business plan for a minority loan program in Jackson, Michigan. Similarly, "CAP", with the assistance of the Institute developed an outline of a business plan and established a direction for a consortium of handicapper computer programmers.

An entrepreneurial development class, sponsored by the Greater Lansing Urban League, received support from the Institute through MBA candidates assigned as mentors. Efforts at developing a relationship between the Minority Technology Council of Michigan and the MSU Department of Business Administration resulted in the deferral of registration fees for minority business persons for executive management courses.

Staff from the Technology Transfer Center assisted women- and minority-owned Michigan businesses to improve and expand capacity and efficiency. Three minority firms received assistance. A Detroit minority firm was assisted in designing a structure to analyze the market potential for a product. Another minority firm was presented to a local procurement office as a candidate firm to assemble electronic circuit boards as a subcontractor for a major corporation. Still another received technical assistance in establishing computerized office operations including the development of a data base and other office systems.

Eight (8) women-owned businesses received help in various aspects of development, planning and implementation of a business. Examples of such assistance include, setting up a business operation to design and manufacture pre-natal support garments for women, access to an electron transmission microscope for materials analysis, assistance with formulation and testing of a new frozen preserved product line, technical information on physical therapy procedures and basic business start up assistance, and campus based technical resource assistance in designing a new interactive video training system using a laser film video disk.

Requests for assistance by handicapper owned businesses were also received by the Center. The Michigan Handicappers Small Business Center requested and received assistance for their client firm in assessing issues relating to the development and marketing of a special product. A state handicapper association requested information on technical assistance that would assist the deaf and hearing impaired.

#### College of Social Science

A faculty member of the School of Social Work serves as a consultant to the League of Women Voters project on handicapper voters. Another faculty member sponsored an on-campus brown bag session for the Cristo Rey staff to promote an understanding of Native American Indian culture.

#### Assistant Provost for Undergraduate Education

Through the Office for Undergraduate Education, MSU provided assistance and financial support to the Greater Lansing Area Jack and Jill program administrators in the design and implementation of a regional conference which brought over 300 Black male and female teenagers and their parents from the Midwest to the campus.

At the request of the Ingham Intermediate School District, the Office cooperated in the establishment of a program impacting high risk youth. Approximately fifteen students were employed at MSU during the summer under this program.

For the third consecutive year, the University, through the Office of Undergraduate Education, participated in and provided financial support for the King/Chavez/Parks MSU/High School Scholars Program for 9th, 10th, and 11th grade high school students and parents from selected high school districts. In addition, the Office provided 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.

The Office was also successful in obtaining continuing federal funding for Special Services for Disadvantaged Students: \$133,395 for the Office of Supportive Services; \$127,143 for the Office of Programs for Handicapper Students), \$209,475 for the Upward Bound Program which serves low income and first generation undergraduate students and high school students from the Greater Lansing Area. The program served Asian-American, Black, Hispanic, Native American, handicapper and non-minority students.

#### Assistant Vice President for University Relations

Staff produced an audio news feed on "Black Michigan" and assisted the Office of the Vice President for Research and Graduate Studies in the publication of a brochure on graduate study opportunities at MSU for minority students.

#### Vice President for Finance and Operations

A policy developed and instituted by the Division of Parks and Planning several years ago requiring the construction of pathramps and grade level entrances where

pavement and/or utility repairs occurred, resulted in the construction of numerous new pathramps in the last fiscal year. Further, the Division has replaced many more pathway road crossings with pathramps along with resurfacing of roads and parking lots. One hundred new pathramps and four grade level entrances costing \$30,406.24 were constructed without special funding for pathramp construction.

Housing and Food Services initiated a program with Ingham Medical Center for individuals handicapped by heart problems. The Kellogg Center food service staff has been instrumental in developing recipes and menu presentations that enhance physical therapy strategies for these individuals. Four two-bedroom apartments in Cherry Lane were completely renovated to accommodate handicapper residents. Concrete ramps and sidewalks were installed to provide wheelchair accessibility.

In an effort to include minority vendor opportunities, Housing and Food Services were able to purchase over \$100,000 of materials from minority vendors and contracted over \$135,000 of business with minority owned firms in the areas of electrical, interior, brick cleaning and carpet installation.

Personnel and Employee Relations implemented a new recruitment program that included hiring special interpreters to assist in the interviewing process for deaf applicants. This interpretative assistance includes the interview and any relevant testing. In addition, the Office co-sponsored the annual community agency breakfast with the Department of Human Relations. Following the agency breakfast, Personnel Administration arranged a meeting between several community agencies and various university departments to increase the sensitivity and awareness of minority availability to various departments. Staff from the Office also attended the annual Hispanic Scholarship Fund Recognition Banquet and established a networking system with Hispanic leaders for future recruitment.

As a result of the Physical Plant's alteration from "handset only devices" to "speaker telephones," handicappers working and studying at MSU will be able to communicate more effectively in the future. Telephones altered include those in the Union Building.

In order to facilitate the University's commitment to handicapper attendance at football games, the handicapper parking area on the grass area of the running tract was moved to Lot 52, south of the Communications Arts and Sciences Building. This resulted in a gain of 350 spaces. Accessible vehicles were leased to provide transportation for handicappers to and from Spartan Stadium.

#### Vice President for Student Affairs and Services Division

The Service Learning Center coordinated volunteers for community sites specifically designed to help handicapper children and adults in the community. These were; Michigan School for the Blind, Michigan School for the Deaf, Lansing Parks and Recreation, Senior Daytime Center, 4-H Horseback Riding for Handicappers, Easter Seal Society, Moore Living Center, Michigan Association for Deaf Hearing and Speech Services, Beekman Center, Lansing Association of Cerebral Palsy Sports, WKAR Radio Talking Book, Activity Therapy Program, Special Olympics, Area 8, and Michigan Society for Autistic Children.

The Center also coordinated community internship placements which serve primarily minority and unemployed populations with job counseling and referral: Youth Development Corporation, Refugee Services, Urban League, Michigan State AFL-CIO Appalachian Council, and Professional Job Club Development. Another activity carried out by the center was creation of "I-Care" in Michigan Internship. The new program serves to stimulate community development and empower self-help groups. Some of these projects involved: Black Family and Child Institute, Warren/Conner Development Coalition, Women's Concerns of South Central Michigan, Saginaw County CAP, and Michigan Literacy Council. Four in-service training programs were conducted by the Counseling Center for the Saginaw Inter-Tribal Association.

## RESEARCH

### College of Business

Faculty in the Department of Economics are encouraged to conduct research and study in areas relating to minorities and women. Last year, articles and papers were written on the "History of the Committee on the Status of Women in the Economics Profession," "Solving the Black Youth Unemployment Problem," "Inheritance: The Treatment of Women," "What Do We Know About Worker Displacement," and "Geographic Variation in Employment and Earnings for Blacks and Whites."

### College of Communications Arts and Sciences

Two departments in the College reported support of research projects relating to minority, women, and handicapper issues. Advertising conducted a research project on "Educational Resources for Deaf Students" in Mt. Pleasant. Audiology and Speech Sciences sponsored research project on neurological communication impairment among multi-cultural adults.

### College of Human Ecology

Research in the areas of parenting and social support for young mothers is being expanded by the Institute for Family & Child Study. A faculty member from the Human Family Nutrition was granted a sabbatical for research emphasis directed at understanding Native Americans, their culture and specific chronic diseases with a focus on attempting to resolve serious health problems.

### College of Human Medicine

The Department of Physiology participated in a workshop for the International Society of Hypertension in Blacks.

### Libraries

Archival materials relating to the history of women at MSU were retrieved and made available for display or publication. Three photographs of women at MSU and one photograph of Mary Mayo has been placed on permanent display at the Michigan Women's Hall of Fame in Lansing.

#### College of Osteopathic Medicine

Faculty members are involved in clinical research on crippled children and on issues of women in medicine.

#### Vice President for Research and Graduate Studies

The MSU Museum sponsored a number of activities directed at preserving the cultural background, and heritage of racial minorities and the contributions of women to Michigan life. Black, Native American and women who carry on folk traditions were acknowledged through a "Michigan Heritage Award" by the Museum. Fieldwork was conducted on the role of the pow-wow in Native American life in Michigan. Results were presented at the Festival of Michigan Folklife. Similar fieldwork was also carried out on the Afro-American quilt making history of Michigan. Native American, Asian American and Black traditional folk artists were identified and were awarded apprenticeship grants.

A commitment to provide research experiences and opportunities for women and minorities by the Office for Research Development resulted in funding for six women and two minorities by the Biomedical Research Support Grant Program and eight women and four minority investigators for an All-University Research Initiation Grant.

#### College of Social Science

A faculty member in the School of Criminal Justice edited a resource guide, Teaching About Women in Criminal Justice and Criminology Courses, for the Division of Women and Crime of the American Society of Criminology. Another faculty member studied and produced a report on "The State of Police Education: Critical Finding," which addressed the effect of education on the employment of racial and ethnic groups.

Research is currently being conducted by the School of Labor and Industrial Relations on the economic status of women in personnel and labor relations work.

#### Vice President for Finance and Operations

Through the Intercollegiate Athletic Department, MSU is participating in a Big Ten sponsored study by the Advisory Committee to determine the quality of life the minority student athletes are experiencing on Big Ten campuses. The purpose of the study is to improve student life for minorities at Big Ten Institutions.

#### Vice President for Student Affairs and Services Division

Student and Leadership Development Programs served as the campus contact and recruitment base for Leadership America, a highly competitive summer opportunity which sought applicants from diverse student populations, especially minorities and women.

#### STUDENT SUPPORT SERVICE, EXTRACURRICULAR ACTIVITY

The Office of Admissions, continues to support a variety of initiatives directed at increasing the number of minorities recruited and enrolled at MSU. Last year, special mailings were provided to every high school in the State of Michigan.



notifying them of the educational opportunities available at MSU, and emphasizing the interest in minority students.

Specific visits were made to high schools having 10% or more minority students. In addition, the staff made informational and recruitment visits to all community colleges in the State.

Other efforts included expansion of the Minority Distinguished Freshman Scholarship, sponsorship of a "Special Donation" conducted by MSU minority students for newly admitted minority students, application fee waiver policy modification to make the application process simpler for low income students, and on-site admission experimentation in selected high schools.

Again last year, the Office provided financial support for the "High School Scholars Program" directed at encouraging ninth grade students in selected high schools in Michigan to take strong curricular courses and to consider continuation to higher education beyond high school. Through participation in the state sponsored "King-Chavez-Parks College Day Program," MSU hosted 28 college visitation day programs for 2,330 Michigan youth.

#### Aerospace Studies/Office of the Provost

Aerospace studies hosted a "Junior ROTC" day aimed at minority high schools in the Detroit area. The cadets were transported by buses to the MSU campus for a field day of activities which included athletics, interacting with senior ROTC cadets, and hearing about educational opportunities which MSU and the Air Force ROTC could provide for them as young Americans.

#### College of Arts and Letters

To ensure minority achievement in graduate programs, the Department of History instituted a support program to reduce the TA workload for affirmative action graduate assistants from one-half to one-quarter assignments with no reduction in stipend. The remaining one-quarter time was allocated to mentoring sessions with faculty members.

#### College of Business

The Department of Economics sponsored several recruitment activities which included sending letters to minority students identified by the "Minority Graduate Student Roster," recruiting three new affirmative action graduate assistants, and sending a student to the AEA summer 1988 program for minorities.

Several outreach efforts were carried out by the School of Hotel, Restaurant and Institutional Management in support of minority recruitment and enrollment. A representative from the school met with the Flint Urban League for the purpose of generating minority students' interest in hospitality management careers. In addition, the school has established a cooperative liaison with McDonald's and the Marriott Corporation directed at increasing minority participation in hospitality enterprises.

The Management Department has worked closely with the Urban Affairs Programs in recruiting doctoral students for management programs. A minority graduate student is currently being supported by the department.

During the past year, the MBA Office has participated in several minority outreach activities. Presentations and appearances made at the MSU Minority Business Program created a summer internship/scholarship program with the objective of attracting minority students to the materials management program and eventually to Honeywell for regular full-time employment.

An advisor training program hosted by the Undergraduate Office included a half-day session about handicapper students.

#### College of Communication Arts and Sciences

There have been a number of special initiatives implemented and directed at increasing the numbers of minorities in communication programs. Hispanic recruitment will be supported by a \$100,000 grant received by the School of Journalism from the Gannett Foundation. In conjunction with Placement Services, the first "Minorities in Communications Arts and Sciences Mid-West Conference" was held in November. A faculty member regularly attends the Howard University Communication Convocation to recruit students and potential faculty.

In the area of student orientation and adjustment, several units have implemented programs which should help minority retention. Six minority Communications Forums were sponsored by the Office of the Dean which invited speakers to interact with minority students in the College. Two minority student organizations, Focal Point and Black Notes, within the College have been re-activated and hold meetings on a monthly basis. Development of an early warning system to facilitate student retention which includes tutors and networking techniques has been accomplished and is in operation.

#### College of Human Ecology

Family and Child Ecology sponsored minority recruitment trips to Howard University and the University of the District of Columbia in addition to mailing packets of graduate program recruitment materials to several key predominately minority universities.

#### College of Human Medicine

A "Women in Science" seminar series was jointly initiated by the Department of Physiology and the College of Natural Science. Presenters served as role models for women students interested in careers in science.

Several seminars were designed by the College's Office of Admissions specifically to encourage and prepare participants of SEEK (Science, Education, Enrichment and Knowledge Program) for a career in medicine.

Student Affairs provided special assistance to a student developing a handicap. Readers were hired and special equipment was purchased to assist the student in

both studying and testing. Counseling was also provided to the student and spouse to enable them to deal with the new handicap.

#### Libraries

Library staff taught a non-credit library orientation session for residence hall minority students.

#### College of Natural Science

A supplementary instruction program for newly admitted medical students experiencing academic difficulty and a non-credit course were jointly supported by the Departments of Physiology and Chemistry.

Lyman Briggs offered several professional development programs in minority and women related areas. Program areas covered stress management for women, self defense for women, minority/majority relations and the nature of stereotypes and prejudices. Special bulletin boards were designed to inform the student body of activities during Martin Luther King Day, Black History Month and on specific women's issues.

Under leadership of the College, MSU became a charter member of the National Consortium for Minority Doctorates in Science. Minority students and freshman women will be linked with mentors in the student's major discipline as a result of a Mentor Program developed by the College.

#### College of Nursing

Efforts directed at increasing the number of minorities in nursing by the College resulted in the purchase of space in a special High School Guide which is targeted at minority students in Detroit. Faculty also made personal follow-up calls and visits with prospective minority graduate students. Two Native American students have also been hired as graduate assistants.

#### College of Osteopathic Medicine

Family Medicine established an Ad Hoc College Committee to combat racial, ethnic, and religious bias in the College and made a presentation to SEEK program participants on "Realities of Medicine for Minority Physicians."

Carcinogenesis implemented three initiatives directed at minority recruitment and academic success. One initiative involved securing a doctoral candidate under the NIH/NCI Minority Investigator Grant. Another included hiring minority student workers as lab aids to enhance successful retention efforts.

Admissions and Student Affairs were successful in the recruitment of minorities into the College SUPER Program. Further, staff made personal telephone calls to minority applicants who had not completed the process of application.

Student Support Services sponsored several informal socials to provide networking opportunities with minority upper class persons, stress release, personal support and collegial interactions.

## Performing Arts Facilities and Programs

Performing Arts Programs supports several initiatives directed at reaching minority and handicapper audiences. At all public events, special services to handicappers are provided by the house manager and student usher corps supervisors. Tours are also arranged for groups of students of minority extraction and their families. In addition, a recruitment program has resulted in several minority students being hired for positions as usher corps and departmental aides.

## Office of the Provost

Instructional Media recruited thirteen (13) minority students to learn the operation of audiovisual, graphics and television equipment in classrooms and studios.

## Registrar/Office of the Provost

Special registration accommodations were designed for new handicapper students prior to Fall registration to avoid any barriers to accessibility.

## Assistant Provost for Undergraduate/University Division

A Native American adviser was added to the staff of SAA as part of the ongoing effort to provide services to minority disadvantaged students.

A grant from the State Minority Equity Office permitted the Office of Supportive Services and the Developmental Writing Program to develop and implement, SUPER a Summer University Program Encouraging Retention. The program goal is to increase enrollment and improve retention of minority students admitted through the College Achievement Admission Program.

Upward Bound, a special program for high school students, sponsored two major programs during the past year. A three day trip to Washington D.C. provided a living, learning experience for students while simultaneously building positive relations between students and staff. To encourage students to consider science fields as a career, a special program "Robotics Workshop" was designed to motivate the students to look at science related concepts.

Recognizing the need of handicappers new to campus for extra orientation and attention, the Office of Programs for Handicapper Students initiated a pilot Handicapper Peer Contact Program. Four students were employed as peer contacts and assigned a list of students who shared similar handicaps.

## Vice President for Research and Graduate Studies

Minority Recruitment activities conducted by the Graduate School included:

- \* Providing support for a minority graduate recruitment fair,
- \* supporting an orientation program sponsored by the Black Graduate Student Association,

- \* economic support for faculty members participating in graduate recruitment fairs designed to attract minority graduate students,
- \* sponsoring 12 faculty members from historically, black colleges/universities to visit MSU for 2 days.,
- \* hosting a two day Graduate Student Visitation Conference which involved 110 prospective graduate students.
- \* participation in the First Annual Graduate and Professional School Career Festival hosted by Prairie View A & M University and,
- \* began the development of a brochure for recruitment of minority graduate students.

A special visit was organized by the Industrial Development Institute for 13 minority students from the Jackson, Michigan high schools. Students were taken on tours of the College of Business, Engineering, and Agriculture and Natural Resources. MSU minority students were hired to drive campus transportation to give high school students an opportunity to ask questions about campus life.

#### College of Social Science

Special affirmative action efforts expanded by the School of Labor and Industrial Relations resulted in participation in the GRE Minority Locator Service and the Minority Graduate Recruitment Fair. Other efforts included hosting the first university-wide annual program "Careers and Graduate Programs in Labor Industrial Relations." A faculty member continues as a board member of GOALS, a special national Council created specifically to encourage more minorities to pursue a career in LIR.

Political Science accepted a black graduate student who was awarded a CIC Minority Fellowship thereby committing the Department to a three year assistantship after the termination of the two year CIC fellowship period.

In cooperation with the MSU Native American Indian Association, the International Committee of the School of Social Work sponsored a symposium on cross-cultural counseling with diverse populations.

#### Assistant Provost for Undergraduate Education

A Department of Chemistry faculty member and the Assistant Provost for Undergraduate Education worked cooperatively with students to develop a student chapter of the National Organization of Black Chemists and Chemical Engineers.

A grant from the State Office of Minority Equity, coupled with \$132,000 in MSU matching funds, permitted the MSU Office for Undergraduate Education to develop and coordinate the SUPER program (Summer Undergraduate Program Encouraging Retention). This allowed the University to enroll 80 minority students in an intensive academic and residential summer experience.

During the academic year, the Office completed the development of a 2 + 2 program to enhance minority student transfers from two year institutions to four year

institutions to complete bachelor's degrees. The Office also arranged for a campus visit by Dr. Arnold Mitchem, Executive Director for the National Council of Educational Opportunity Associations.

#### Assistant Provost for Undergraduate Education

In conjunction with the MSU Graduate School and the Committee on Institutional Cooperation, the Office coordinated the Summer Research Opportunity for undergraduate minority students. The program was designed to encourage minority students with academic potential to consider research and graduate students. Twenty-four students worked on research projects with MSU faculty members in the ten-week summer program.

#### Vice President for Finance and Operations

Housing and Food Services worked with minority students in making them aware of employment/promotional opportunities. As a result of this initiative, seven minority students were hired by Central Bakery, and Food Processing increased the number of minority student employees to 20 percent.

Over 400 persons attended a special Martin Luther King Jr., tribute sponsored by Housing and Food Services in conjunction with Union Activities Board and the Committee to Commemorate Martin Luther King, Jr. Other programs sponsored by the HFS Office with the cooperation of the Union Activities Board included:

Sexual Assault Prevention  
Lesbian/Gay Council Panel  
Self-Defense Demonstration  
Strictly Sax  
Hispanic Ethnic Dancers  
Filipino Stick Dancers

Intercollegiate Athletics Department is in the process of hiring a Learning Language Arts Specialist to help in the retention and graduation of students from protected groups to supplement the tutoring program.

To make the campus more accessible for handicappers, Physical Plant Division regraded the main entry and provided a snow melting system at Baker Hall from drop-off to building and upgraded elevator controls and restrooms.

To demonstrate a commitment to affirmative action, the MSU Union hired five minority student staff assistants.

#### SUPPORT STAFF DEVELOPMENT

##### College of Agriculture and Natural Resources

The College sponsored the participation of two minority women and one non-minority woman in a special CES Non-Academic Staff Development Opportunity Program. Sponsorship involved providing flexible work schedules, released time and financial assistance in the pursuance of a baccalaureate degree.

## College of Communication Arts and Sciences

Several academic units in the college supported staff participation in professional development programs. Radio Broadcasting sponsored nine women employees who attended a total of 17 workshops, seminars, or advanced educational programs for professional development. Programs included, Coaching and Counseling Skills for Managers, Public Telecommunication Financial Management, Public Development Conference, Improving Professional Relations, Marketing Strategies for Public Relations Professionals, and Improving Production Techniques and the Radio Sales University. Two minority employees attended a total of five workshops or seminars in the area of management skills for secretaries, managing multiple priorities, success in a service economy, how to manage conflict, criticism and anger, managing secretarial stress, basic supervision, and dealing with difficult people.

Instructional and Public Television sponsored nine women to attend a total of five workshops in the areas of acquiring professional skills, the power of communication and how to be a successful supervisor.

## College of Education

A major project of the doctoral subcommittee of the department's Academic Program and Policy Committee will be to investigate procedure and support functions to provide minority students academic support. Two Black graduate students are being mentored by department faculty.

The Teaching in Heterogeneous Classrooms Alternative Undergraduate Program has actively sought to recruit minority students to its programs. In cooperation with the Undergraduate University Division, the program has also sought schools with large minority populations in which to place its student interns and student teachers. Another recruitment initiative has resulted in the admission of ten additional minority students.

## College of Human Ecology

Staff of the Institute for Family and Child Study have continued to explore policy options leading toward the development of IFCS research programs in support of women and minorities.

## Vice President for Finance and Operations

Administrative Information Services hired a total of three females and one minority as a part of the university's commitment to equal opportunity. Again, as an expression of commitment, four females and three minorities were granted a promotion.

One half of the registration fee for AP and CT employees was provided by the Controllers Office to attend the MSU Business Women's Institute on February 16, 1988. Nine female and two minority employees took advantage of this opportunity.

Housing and Food Services hired and trained several minorities to work in University apartments during the summer of 1988 under the Michigan Youth Corps program. Further, the Office facilitated seminar attendance and special job training

during the past year for 170 females, 36 minority females and 16 minority males on various management skill topics. The Office also hosted a reception for the Historically and Predominantly Black Colleges and University Hospitality Management Consortium's annual meeting in Atlantic City, New Jersey.

Through the Intercollegiate Athletics Department, MSU became a member of the Black Coaches Association which is designed to improve the employment opportunities of minority coaches and administrators in intercollegiate athletics. The association also provides support in efforts to increase the overall sensitivity to problems of minorities while providing career development for Black coaches and administrators.

Personnel and Employee Relations established a "Rehabilitation Committee" to work with disabled employees in an attempt to bring them back as productive employees in the MSU workplace.

A female staff member from Physical Plant Division presented a paper at a regional association meeting, making her the first female from MSU's Physical Plant Division to have ever achieved such distinction.

Public Safety increased protected class employment by hiring four women including one who is Black and one Hispanic. Two women first line employees were assigned to a school for first line supervisory training with the objective of assisting in career development and preparation for possible promotion. Another woman, already an officer, was assigned to a week-long school to become a State certified police driving instructor.

#### Vice President for Student Affairs and Services

The All Student Activities Office staff reviewed and discussed an office statement on cultural awareness and goals for the Office in efforts to further staff and student cultural awareness. Staff development sessions on minority-majority relations were conducted for all staff during the year.

A commitment to increase the number of minority graduate students resulted in the initiation of an aggressive recruitment program which included national contacts and attendance at national conferences where placement exchanges exist.

Black, Hispanic, Asian Pacific American, and Native American aides, who are members of the UHPO Cultural Awareness Committees for their respective complexes, assisted in cross-cultural programming within the residence halls sponsored by the Coordinated Minority Student Programs Office.

Each quarter, the Coordinated Minority Student Programs Office sponsors several special dinners for Hispanic, Asian Pacific, Native American, and Black student hall staff, with the objective of providing opportunities for staff and student interaction and to acquaint students with off-campus minority professionals.

An example, of one of many activities sponsored by the Office, included sponsoring the annual NAISO Pow Pow where Native Americans throughout Michigan and the Great Lakes meet to celebrate Indian culture, literature, music and dance. Proceeds from the annual Pow Wow are donated to the John Winchester Scholarship Fund for Native American students at MSU. Another activity consisted in assist-



ing with the coordination of plays, films, speakers, workshops and all phases of program planning throughout the year for the Black History Celebration held during February of each year. The Sixth Annual Hispanic Visitation day was hosted by the Admissions Office as a means of informing Hispanic youth of the advantages of a post secondary education. Still another activity is represented by the CMSPO Multi-cultural Newsletter which is disseminated throughout campus for students to receive relevant information about minority students and other student groups.

Two related activities co-sponsored by the Office involved assisting in the coordination of the Eighth Symbolic March and commemorative program for Dr. Martin Luther King, Jr. and coordinating the Bust Dedication Ceremony for Dr. Martin Luther King Jr.

As a commitment to outreach for all minority group, the Office added four Asian American aides to the staff to perform the full range of services to Asian American and other minority students.

Career Development and Placement Services sponsored the largest Minority Careers Program Conference since the program began in 1966. A total of 126 individual units represented private section business; 11 government agencies, four human service/non-profit organizations; four public schools; 11 education program/graduate schools; and 4 branches of the military participated. An estimated 1,400 student in various disciplines talked with representatives about summer, permanent internship and co-op employment as well as graduate school opportunities. Another program sponsored by the Placement Office was the "Success '88 - Women as Winners," held at the Kellogg Center. Marilyn Moats Kennedy, a noted Career Strategist served as the conference keynote speaker.

Handicapper students and staff at MSU are provided with a special placement initiative. During the year, the Handicapper Placement Program continues to conduct individual advising sessions, provide access to videotaped resume options, serves as consultant to employers on effective recruiting strategies, gathers college relevant information for the Career Information Center, and serves as liaison with the Office of Programs for Handicapper Students.

Through participation in the Minority Aide Orientation Program, the Financial Aids Office was able to secure the support of minority aides in identifying students with financial aid problems and a commitment for referral of these students to the financial aids officer.

Service Learning Center publicized leadership involvement and internships for minority students through the Office of the Special Assistant to the Vice President, the Division of Women's Programs and the Office of Women's Studies.

Financial and staff support were provided by the Campus Life Orientation Office for receptions held during MSU Welcome Week for new Black, Asian Pacific American, Hispanic/Chicano, and Native American students. The Office also co-sponsored a feminist theatre group with ASMSU "Great Issues" programs.

Other examples of Student Life activities included providing assistance to many women/minority and other protected class campus groups. Examples of these groups included the North American Student Organization with the purpose of becoming

better acquainted with University services and to broaden awareness of cultural, political and academic activities relative to the American Indian, and the Handicapper Council which has the objective of integrating handicapper and non-handicapper lifestyles and to encourage expansion of accessible University facilities.

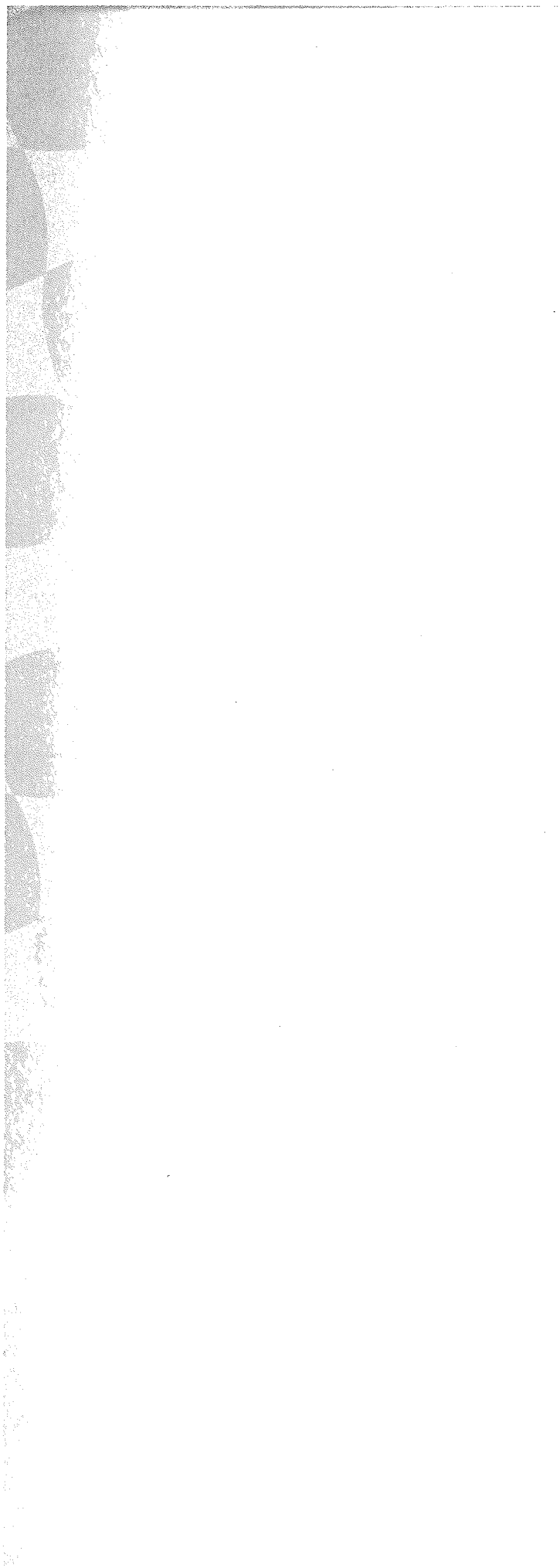
Intramural Sports continued to schedule Goal Ball, a game played by unsighted participants. Regular weekly practice and games including the Michigan Championships were played in Demonstration Hall Arena. Improvements of two hydra-lifts in the Intramural Sports West Indoor and Outdoor pools for handicapper swimmers were completed during the academic year. In addition, a new fitness activity, water aerobics, in Jenison pool was accomplished by the Intramural Sports Office. This activity is open to physically challenged, women, minorities, and handicappers.

University Housing Programs implemented a special pilot program on discrimination and black/white relationships developed by CORE, the Committee on Racial Exploration. Fifty percent of the residence hall floors in the Brody Complex or over 400 persons participated in the presentations. "We are One" - a group of interested student leaders and UHP staff designed and presented a series of vignettes on human awareness issues. These programs were conducted in several residence halls and several local high schools. The Housing Office also sponsored "Campaign Against Bigotry" - group of interested individuals from UHP, the Religious Advisors Association, and Student Life met several times during the year to discuss issues of bigotry and discrimination. A pilot program was conducted by these groups in the Spring with representatives from student organizations. The pilot program proved to be successful and will be conducted again next year on a university wide basis.

# Workforce Summaries

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# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

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	1061	133	1194	71	11	82	17	6	23	49	1	50	4	4	8	1		1	990	122	1112
Associate Professor	433	137	570	48	16	64	20	9	29	21	7	28	6		6	1		1	385	121	506
Assistant Professor	226	126	352	33	17	50	9	10	19	20	5	25	3	2	5	1		1	193	109	302
Instructor																					
Tenure System Total	1720	396	2116	152	44	196	46	25	71	90	13	103	13	6	19	3		3	1568	352	1920
Continuing Staff	341	270	611	29	29	58	18	19	37	8	7	15	3	2	5		1	1	312	241	553
Temporary Faculty	352	240	592	63	28	91	15	8	23	37	14	51	10	5	15	1	1	2	289	212	501
Temporary Staff	397	274	671	82	46	128	21	20	41	48	18	66	10	7	17	3	1	4	315	228	543
Other Academic Appts. Total	1090	784	1874	174	103	277	54	47	101	93	39	132	23	14	37	4	3	7	916	681	1597
Administrative Professional	640	743	1383	49	66	115	25	34	59	12	22	34	10	7	17	2	3	5	591	677	1268
Clerical Technical	255	2149	2404	28	223	251	10	120	130	5	25	30	11	61	72	2	17	19	227	1926	2153
Labor	890	687	1577	104	200	304	49	136	185	7	5	12	40	52	92	8	7	15	786	487	1273
Support Staff Total	1785	3579	5364	181	489	670	84	290	374	24	52	76	61	120	181	12	27	39	1604	3090	4694
GRAND TOTAL	4595	4759	9354	507	636	1143	184	362	546	207	104	311	97	140	237	19	30	49	4088	4123	8211

Table 2

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

**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	88.9	11.1	100	5.9	.9	6.9	1.4	.5	1.9	4.1	.1	4.2	.3	.3	.7	.1		.1	82.9	10.2	93.1
Associate Professor	76.0	24.0	100	8.4	2.8	11.2	3.5	1.6	5.1	3.7	1.2	4.9	1.1		1.1	.2		.2	67.5	21.2	88.8
Assistant Professor	64.2	35.8	100	9.4	4.8	14.2	2.6	2.8	5.4	5.7	1.4	7.1	.9	.6	1.4	.3		.3	54.8	31.0	85.8
Instructor																					
Tenure System Total	81.3	18.7	100	7.2	2.1	9.3	2.2	1.2	3.4	4.3	.6	4.9	.6	.3	.9	.1		.1	74.1	16.6	90.7
Continuing Staff	55.8	44.2	100	4.7	4.7	9.5	2.9	3.1	6.1	1.3	1.1	2.5	.5	.3	.8		.2	.2	51.1	39.4	90.5
Temporary Faculty	59.9	40.5	100	10.6	4.7	15.4	2.5	1.4	3.9	6.3	2.4	8.6	1.7	.8	2.5	.2	.2	.3	48.8	35.8	84.6
Temporary Staff	59.2	40.8	100	12.2	6.9	19.1	3.1	3.0	6.1	7.2	2.7	9.8	1.5	1.0	2.5	.4	.1	.6	46.9	34.0	80.9
Other Academic Appts. Total	58.2	41.8	100	9.3	5.5	14.8	2.9	2.5	5.4	5.0	2.1	7.0	1.2	.7	2.0	.2	.2	.4	48.9	36.3	85.2
Administrative Professional	46.2	53.7	100	3.5	4.7	8.3	1.8	2.4	4.2	.8	1.5	2.4	.7	.5	1.2	.1	.2	.3	42.7	48.9	91.6
Clerical Technical	10.6	89.3	100	1.1	9.2	10.4	.4	4.9	5.4	.2	1.0	1.2	.4	2.5	3.0		.7	.7	9.4	80.1	89.5
Labor	56.4	43.5	100	6.5	12.6	19.2	3.1	8.6	11.7	.4	.3	.7	2.5	3.3	5.8	.5	.4	.9	49.8	30.8	80.7
Support Staff Total	33.2	66.7	100	3.3	9.1	12.4	1.5	5.4	6.9	.4	.9	1.4	1.1	2.2	3.3	.2	.5	.7	29.9	57.6	87.5
<b>GRAND TOTAL</b>	<b>50.1</b>	<b>49.9</b>	<b>100</b>	<b>5.4</b>	<b>6.8</b>	<b>12.2</b>	<b>2.0</b>	<b>3.9</b>	<b>5.8</b>	<b>2.2</b>	<b>1.1</b>	<b>3.3</b>	<b>1.0</b>	<b>1.5</b>	<b>2.5</b>	<b>.2</b>	<b>.3</b>	<b>.5</b>	<b>43.7</b>	<b>44.1</b>	<b>87.8</b>

Table 3

# 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	7	4	11		1	1		1	1										7	3	10
Associate Professor	2	2	4		1	1		1	1										2	1	3
Assistant Professor																					
Instructor																					
Tenure System Total	9	6	15		2	2		2	2										9	4	13
Continuing Staff	25	44	69	3	6	9	2	2	4	1	2	3		2	2				22	38	60
Temporary Faculty	1		1																1		1
Temporary Staff	2	8	10																2	8	10
Other Academic Appts. Total	28	52	80	3	6	9	2	2	4	1	2	3		2	2				25	46	71
Administrative Professional	57	50	107	7	5	12	2	2	4	3	2	5	2	1	3				50	45	95
Clerical Technical	41	157	198	3	18	21	1	9	10	1	3	4	1	6	7				38	139	177
Labor	9	9	18		1	1		1	1										9	8	17
Support Staff Total	107	216	323	10	24	34	3	12	15	4	5	9	3	7	10				97	192	289
GRAND TOTAL	144	274	418	13	32	45	5	16	21	5	7	12	3	9	12				131	242	373

Table 4

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

**Academic Personnel  
Administration**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1		1																1		1
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	1		1																1		1
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional		3	3																	3	3
Clerical Technical		3	3		1	1		1	1											2	2
Labor																					
Support Staff Total		6	6		1	1		1	1											5	5
GRAND TOTAL	1	6	7		1	1		1	1										1	5	6



Table 5

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## Cyclotron Laboratory

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	2		2																2		2
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	2		2																2		2
Continuing Staff	32	2	34	2	1	3				2	1	3							30	1	31
Temporary Faculty	1		1																1		1
Temporary Staff	14		14	4		4				3		3	1		1				10		10
Other Academic Appts. Total	47	2	49	6	1	7				5	1	6	1		1				41	1	42
Administrative Professional	29	10	39	2		2	1		1				1		1				27	10	37
Clerical Technical	1	9	10		1	1											1	1	1	8	9
Labor	20		20	1		1							1		1				19		19
Support Staff Total	50	19	69	3	1	4	1		1				2		2		1	1	47	18	65
GRAND TOTAL	99	21	120	9	2	11	1		1	5	1	6	3		3		1	1	90	19	109

Table 6  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

**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	1		1																1		1
Temporary Faculty																					
Temporary Staff		2	2		2	2		1	1					1	1						
Other Academic Appts. Total	1	2	3		2	2		1	1					1	1				1		1
Administrative Professional	13	19	32	2	4	6	2	2	4					1	1		1	1	11	15	26
Clerical Technical		108	108		17	17		10	10		3	3		2	2		2	2		91	91
Labor		3	3																	3	3
Support Staff Total	13	130	143	2	21	23	2	12	14		3	3		3	3		3	3	11	109	120
<b>GRAND TOTAL</b>	<b>36</b>	<b>133</b>	<b>149</b>	<b>2</b>	<b>23</b>	<b>25</b>	<b>2</b>	<b>13</b>	<b>15</b>		<b>3</b>	<b>3</b>		<b>4</b>	<b>4</b>		<b>3</b>	<b>3</b>	<b>14</b>	<b>110</b>	<b>124</b>

Table 7

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## International Studies and Programs

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	4		4	1		1							1		1				3		3
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	4		4	1		1							1		1				3		3
Continuing Staff	2	1	3	1		1				1		1							1	1	2
Temporary Faculty	3		3	2		2	1		1				1		1				1		1
Temporary Staff																					
Other Academic Appts. Total	5	1	6	3		3	1		1	1		1	1		1				2	1	3
Administrative Professional	2	12	14		2	2		1	1		1	1							2	10	12
Clerical Technical		20	20		3	3		3	3											17	17
Labor		2	2		1	1		1	1											1	1
Support Staff Total	2	34	36		6	6		5	5		1	1							2	28	30
GRAND TOTAL	11	35	46	4	6	10	1	5	6	1	1	2	2		2				7	29	36

Table 8  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

**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	6	2	8																6	2	8
Associate Professor	2		2	1		1	1		1										1		1
Assistant Professor	1		1																1		1
Instructor																					
Tenure System Total	9	2	11	1		1	1		1										8	2	10
Continuing Staff	3		3	1		1				1		1							2		2
Temporary Faculty																					
Temporary Staff	4	5	9																4	5	9
Other Academic Appts. Total	7	5	12	1		1				1		1							6	5	11
Administrative Professional	6	6	12																6	6	12
Clerical Technical		19	19																	19	19
Labor																					
Support Staff Total	6	25	31																6	25	31
GRAND TOTAL	22	32	54	2		2	1		1	1		1							20	32	52

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	4	2	6	2		2	2		2										2	2	4
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	4	2	6	2		2	2		2										2	2	4
Continuing Staff	2	16	18	1	7	8		5	5		1	1	1		1		1	1	1	9	10
Temporary Faculty																					
Temporary Staff	6	15	21	5	5	10	4	2	6		1	1	1	1	2		1	1	1	10	11
Other Academic Appts. Total	8	31	39	6	12	18	4	7	11		2	2	2	1	3		2	2	2	19	21
Administrative Professional		2	2		1	1		1	1											1	1
Clerical Technical		20	20		5	5		2	2					3	3					15	15
Labor	3		3																3		3
Support Staff Total	3	22	25		6	6		3	3					3	3				3	16	19
GRAND TOTAL	15	55	70	8	18	26	6	10	16		2	2	2	4	6		2	2	7	37	44

Table 10

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	155	4	159	4		4	1		1	3		3							151	4	155
Associate Professor	64	7	71	5	2	7	1	2	3	4		4							59	5	64
Assistant Professor	33	6	39	2		2	1		1	1		1							31	6	37
Instructor																					
Tenure System Total	252	17	269	11	2	13	3	2	5	8		8							241	15	256
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional	60	60	120	1	4	5					3	3	1	1	2				59	56	115
Clerical Technical	42	181	223		15	15		4	4		1	1		7	7		3	3	42	166	208
Labor	58	5	63	2	1	3		1	1	1		1	1		1				56	4	60
Support Staff Total	160	246	406	3	20	23		5	5	1	4	5	2	8	10		3	3	157	226	383
GRAND TOTAL	412	263	675	14	22	36	3	7	10	9	4	13	2	8	10		3	3	398	241	639

Table 11  
**MICHIGAN STATE UNIVERSITY  
WORKFORCE SUMMARY  
OCTOBER 1988**

**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		2	2																	2	2
Clerical Technical	1	5	6																1	5	6
Labor																					
Support Staff Total	1	7	8																1	7	8
GRAND TOTAL	3	7	10																3	7	10

Table 12

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **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	178	134	312	8	7	15	7	7	14				1		1				170	127	297
Temporary Faculty		1	1																	1	1
Temporary Staff	4	13	17	1	2	3		2	2				1		1				3	11	14
Other Academic Appts. Total	182	148	330	9	9	18	7	9	16				2		2				173	139	312
Administrative Professional		5	5																	5	5
Clerical Technical	1	40	41		5	5		4	4								1	1	1	35	36
Labor	3	135	138	1	47	48		37	37					7	7	1	3	4	2	88	90
Support Staff Total	4	180	184	1	52	53		41	41					7	7	1	4	5	3	128	131
GRAND TOTAL	187	329	516	10	61	71	7	50	57				2	7	9	1	4	5	177	268	445



# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	170	34	204	6	2	8	1	1	2	5		5		1	1				164	32	196
Associate Professor	50	22	72	7	1	8	3	1	4	2		2	1		1	1		1	43	21	64
Assistant Professor	17	20	34	4	2	6		1	1	2		2	1	1	2	1		1	13	18	31
Instructor																					
Tenure System Total	237	76	313	17	5	22	4	3	7	9		9	2	2	4	2		2	220	71	291
Continuing Staff		3	3																	3	3
Temporary Faculty	38	32	70	3	6	9	1	2	3	1	3	4	1	1	2				35	26	61
Temporary Staff	1	4	5																1	4	5
Other Academic Appts. Total	39	39	78	3	6	9	1	2	3	1	3	4	1	1	2				36	33	69
Administrative Professional	1	4	5		1	1		1	1										1	3	4
Clerical Technical	7	49	56	1	6	7		4	4				1	2	3				6	43	49
Labor		3	3		1	1		1	1											2	2
Support Staff Total	8	56	64	1	8	9		6	6				1	2	3				7	48	55
GRAND TOTAL	284	171	455	21	19	40	5	11	16	10	3	13	4	5	9	2		2	263	152	415

Table 14

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **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	63		63	3		3				3		3							60		60
Associate Professor	34	5	39	5		5	4		4	1		1							29	5	34
Assistant Professor	24	11	35	5	1	6				5	1	6							19	10	29
Instructor																					
Tenure System Total	121	16	137	13	1	14	4		4	9	1	10							108	15	123
Continuing Staff	5	3	8	1		1	1		1										4	3	7
Temporary Faculty	9		9	3		3	1		1	2		2							6		6
Temporary Staff	13		13																13		13
Other Academic Appts. Total	27	3	30	4		4	2		2	2		2							23	3	26
Administrative Professional	6	7	13																6	7	13
Clerical Technical		44	44		2	2								2	2					42	42
Labor		10	10		3	3		1	1								2	2		7	7
Support Staff Total	6	61	67		5	5		1	1					2	2		2	2	6	56	62
GRAND TOTAL	194	80	234	17	6	23	6	1	7	11	1	12		2	2		2	2	137	74	211

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	16	2	18	1		1	1		1										15	2	17
Associate Professor	16	4	20	2	1	3	2	1	3										14	3	17
Assistant Professor	12	7	19	1	2	3	1	2	3										11	5	16
Instructor																					
Tenure System Total	44	13	57	4	3	7	4	3	7										40	10	50
Continuing Staff	4	5	9	1		1	1		1										3	5	8
Temporary Faculty	7	9	16		1	1					1	1							7	8	15
Temporary Staff	9	7	16	1	1	2		1	1	1		1							8	6	14
Other Academic Appts. Total	20	21	41	2	2	4	1	1	2	1	1	2							18	19	37
Administrative Professional	30	22	52	2		2	2		2										28	22	50
Clerical Technical	29	38	67	4	6	10	3	2	5		1	1		2	2	1	1	2	25	32	57
Labor		5	5																	5	5
Support Staff Total	59	65	124	6	6	12	5	2	7		1	1		2	2	1	1	2	53	59	112
GRAND TOTAL	123	99	222	12	11	23	10	6	16	1	2	3		2	2	1	1	2	111	88	199

Table 16

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **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	70	18	88	2	1	3	2	1	3										68	17	85
Associate Professor	29	21	50	2	2	4		1	1		1	1	2		2				27	19	46
Assistant Professor	9	10	19	1	2	3		1	1	1	1	2							8	8	16
Instructor																					
Tenure System Total	108	49	157	5	5	10	2	3	5	1	2	3	2		2				103	44	147
Continuing Staff	5	4	9	1		1				1		1							4	4	8
Temporary Faculty	12	19	31	2	4	6	1	1	2				1	3	4				10	15	25
Temporary Staff	12	47	59	1	1	2	1	1	2										11	46	57
Other Academic Appts. Total	29	70	99	4	5	9	2	2	4	1		1	1	3	4				25	65	90
Administrative Professional		7	7																	7	7
Clerical Technical		78	78		5	5		2	2					2	2		1	1		73	73
Labor		2	2																	2	2
Support Staff Total		87	87		5	5		2	2					2	2		1	1		82	82
GRAND TOTAL	137	206	343	9	15	24	4	7	11	2	2	4	3	5	8		1	1	128	191	319

Table 17

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	57	1	58	8		8				8		8							49	1	50
Associate Professor	34	1	35	9		9				9		9							25	1	26
Assistant Professor	26	1	27	9		9				7		7	2		2				17	1	18
Instructor																					
Tenure System Total	117	3	120	26		26				24		24	2		2				91	3	94
Continuing Staff	9	5	14	1	2	3	1	2	3										8	3	11
Temporary Faculty	11	2	13	3		3				3		3							8	2	10
Temporary Staff	17	6	23	3		3				3		3							14	6	20
Other Academic Appts. Total	37	13	50	7	2	9	1	2	3	6		6							30	11	41
Administrative Professional	6	6	12																6	6	12
Clerical Technical	3	40	43		3	3		2	2								1	1	3	37	40
Labor	7	9	16		2	2		2	2										7	7	14
Support Staff Total	16	55	71		5	5		4	4								1	1	16	50	66
GRAND TOTAL	170	71	241	33	7	40	1	6	7	30		30	2		2		1	1	137	64	201

Table 18

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **Human Ecology**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIA OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	7	14	21		1	1		1	1										7	13	
Associate Professor	3	16	19		1	1					1	1							3	15	
Assistant Professor	2	12	14		2	2					2	2							2	10	
Instructor																					
Tenure System Total	12	42	54		4	4		1	1		3	3							12	38	
Continuing Staff		9	9		1	1					1	1								8	
Temporary Faculty	3	13	16		1	1					1	1							3	12	
Temporary Staff	2	6	8		1	1					1	1							2	5	
Other Academic Appts. Total	5	28	33		3	3					3	3							5	25	
Administrative Professional	1	5	6																1	5	
Clerical Technical		30	30		1	1		1	1											29	2
Labor		2	2																	2	
Support Staff Total	1	37	38		1	1		1	1										1	36	3
GRAND TOTAL	18	107	125		8	8		2	2		6	6							18	99	11

Table 19

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	62	7	69	7	1	8	2		2	4		4	1	1	2				55	6	61
Associate Professor	29	13	42	3	3	6	1		1	2	3	5							26	10	36
Assistant Professor	5	4	9		2	2					1	1		1	1				5	2	7
Instructor																					
Tenure System Total	96	24	120	10	6	16	3		3	6	4	10	1	2	3				86	18	104
Continuing Staff	1	2	3																1	2	3
Temporary Faculty	114	63	177	26	9	35	5	2	7	19	6	25	2		2		1	1	88	54	142
Temporary Staff	16	20	36	5	9	14		3	3	4	5	9	1	1	2				11	11	22
Other Academic Appts. Total	131	85	216	31	18	49	5	5	10	23	11	34	3	1	4		1	1	100	67	167
Administrative Professional	18	55	73	1	2	3	1	1	2		1	1							17	53	70
Clerical Technical	5	158	163		10	10		4	4		3	3		3	3				5	148	153
Labor		10	10		2	2		1	1					1	1					8	8
Support Staff Total	23	223	246	1	14	15	1	6	7		4	4		4	4				22	209	231
GRAND TOTAL	250	332	582	42	38	80	9	11	20	29	19	48	4	7	11		1	1	208	294	502

Table 20

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

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	3	2	5	2		2				1		1	1		1				1	2	3
Temporary Staff	1	1	2																1	1	2
Other Academic Appts. Total	4	5	9	2		2				1		1	1		1				2	5	7
Administrative Professional																					
Clerical Technical		6	6		1	1											1	1		5	
Labor																					
Support Staff Total		6	6		1	1											1	1		5	
GRAND TOTAL	20	14	34	4	1	5	2		2	1		1	1		1		1	1	16	13	29



Table VI  
**MICHIGAN STATE UNIVERSITY  
WORKFORCE SUMMARY  
OCTOBER 1988**

**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	220	17	237	25	2	27	2		2	22	1	23		1	1	1		1	195	15	210
Associate Professor	47	11	58	2	1	3	1		1	1	1	2							45	10	55
Assistant Professor	45	12	57	2	1	3		1	1	2		2							43	11	54
Instructor																					
Tenure System Total	312	40	352	29	4	33	3	1	4	25	2	27		1	1	1		1	283	36	319
Continuing Staff	17	9	26	2	1	3	1		1	1	1	2							15	8	23
Temporary Faculty	24	18	42	4		4				3		3	1		1				20	18	38
Temporary Staff	102	41	143	23	8	31	4	4	8	19	4	23							79	33	112
Other Academic Appts. Total	143	68	211	29	9	38	5	4	9	23	5	28	1		1				114	59	173
Administrative Professional	50	28	78	3		3				2		2				1		1	47	28	75
Clerical Technical	50	134	184	8	14	22	2	8	10	1	2	3	4	4	8	1		1	42	120	162
Labor	33	13	46	1	1	2	1	1	2										32	12	44
Support Staff Total	133	175	308	12	15	27	3	9	12	3	2	5	4	4	8	2		2	121	160	281
GRAND TOTAL	588	283	871	70	28	98	11	14	25	51	9	60	5	5	10	3		3	518	255	773

Table 22

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **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		3	3																	3	3
Associate Professor		8	8																	8	8
Assistant Professor	1	16	17		1	1		1	1										1	15	16
Instructor																					
Tenure System Total	1	27	28		1	1		1	1										1	26	27
Continuing Staff																					
Temporary Faculty		16	16		2	2		1	1					1	1					14	14
Temporary Staff	1	2	3																1	2	3
Other Academic Appts. Total	1	18	19		2	2		1	1					1	1				1	16	17
Administrative Professional		5	5																	5	5
Clerical Technical		12	12		2	2		1	1					1	1					10	10
Labor																					
Support Staff Total		17	17		2	2		1	1					1	1					15	15
GRAND TOTAL	2	62	64		5	5		3	3					2	2				2	57	59

Table 23  
**MICHIGAN STATE UNIVERSITY  
WORKFORCE SUMMARY  
OCTOBER 1988**

**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	48	6	54	2	1	3		1	1	1		1	1		1				46	5	51
Associate Professor	29	7	36	1	1	2	1	1	2										28	6	34
Assistant Professor	7	1	8	1		1				1		1							6	1	7
Instructor																					
Tenure System Total	84	14	98	4	2	6	1	2	3	2		2	1		1				80	12	92
Continuing Staff		2	2		1	1					1	1								1	1
Temporary Faculty	43	25	68	5		5	1		1	3		3	1		1				38	25	63
Temporary Staff	16	10	26	2	4	6				2	3	5		1	1				14	6	20
Other Academic Appts. Total	59	37	96	7	5	12	1		1	5	4	9	1	1	2				52	32	84
Administrative Professional	15	24	39	1	1	2	1		1		1	1							14	23	37
Clerical Technical	14	90	104		7	7		4	4					1	1		2	2	14	83	97
Labor		1	1																	1	1
Support Staff Total	29	115	144	1	8	9	1	4	5		1	1		1	1		2	2	28	107	135
GRAND TOTAL	172	166	338	12	15	27	3	6	9	7	5	12	2	2	4		2	2	160	151	311

Table 24

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **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	107	14	121	4	2	6	2	1	3	1		1	1	1	2				103	12	115
Associate Professor	49	13	62	4	1	5	2	1	3				2		2				45	12	57
Assistant Professor	17	14	31	3	1	4	2	1	3	1		1							14	13	27
Instructor																					
Tenure System Total	173	41	214	11	4	15	6	3	9	2		2	3	1	4				162	37	199
Continuing Staff	3	11	14		1	1		1	1										3	10	13
Temporary Faculty	19	12	31	2	1	3	1	1	2	1		1							17	11	28
Temporary Staff	11	18	29	1	2	3		1	1				1	1	2				10	16	26
Other Academic Appts. Total	33	41	74	3	4	7	1	3	4	1		1	1	1	2				30	37	67
Administrative Professional	3	9	12																3	9	12
Clerical Technical	3	78	81		7	7		3	3		1	1		3	3				3	71	74
Labor		8	8																	8	8
Support Staff Total	6	95	101		7	7		3	3		1	1		3	3				6	88	94
GRAND TOTAL	212	277	389	14	15	29	7	9	16	3	1	4	4	5	9				198	162	360

Table 25  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

**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		2	1		1	1		1										1		1
Associate Professor	4	1	5	4	1	5	4		4		1	1									
Assistant Professor		1	1		1	1		1	1												
Instructor																					
Tenure System Total	6	2	8	5	2	7	5	1	6		1	1							1		1
Continuing Staff		1	1																	1	1
Temporary Faculty	1	1	2	1		1										1		1		1	1
Temporary Staff	8	2	10	2	2	4	1	2	3							1		1	6		6
Other Academic Appts. Total	9	4	13	3	2	5	1	2	3							2		2	6	2	8
Administrative Professional		3	3		2	2		1	1		1	1								1	1
Clerical Technical		10	10		2	2		1	1					1	1					8	8
Labor																					
Support Staff Total		13	13		4	4		2	2		1	1		1	1					9	9
GRAND TOTAL	15	19	34	8	8	16	6	5	11		2	2		1	1	2		2	7	11	18

Table 26  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

**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	3		3	1		1	2		2							35	1	36
Associate Professor	28	2	30	2		2				2		2							26	2	28
Assistant Professor	16	8	24	2	2	4	2	2	4										14	6	20
Instructor																					
Tenure System Total	82	11	93	7	2	9	3	2	5	4		4							75	9	84
Continuing Staff	2	2	4		1	1		1	1										2	1	3
Temporary Faculty	31	20	51	4	1	5	2	1	3	1		1	1		1				27	19	46
Temporary Staff	17	15	32	4	3	7	1	1	2	3	2	5							13	12	25
Other Academic Appts. Total	50	37	87	8	5	13	3	3	6	4	2	6	1		1				42	32	74
Administrative Professional	14	25	39		2	2					2	2							14	23	37
Clerical Technical	10	139	149	2	7	9	1	2	3	1	2	3		2	2		1	1	8	132	140
Labor	8	12	20		1	1		1	1										8	11	19
Support Staff Total	32	176	208	2	10	12	1	3	4	1	4	5		2	2		1	1	30	166	196
GRAND TOTAL	164	224	388	17	17	34	7	8	15	9	6	15	1	2	3		1	1	147	207	354

Table 27  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

Vice President for Finance  
and Operations and Personne

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	5		5																5		
Assistant Professor	3		3	1		1	1		1										2		
Instructor																					
Tenure System Total	8		8	1		1	1		1										7		
Continuing Staff	7	1	8	1		1	1		1										6	1	
Temporary Faculty																					
Temporary Staff	35	12	47	6	2	8	5	1	6					1	1	1		1	29	10	39
Other Academic Appts. Total	42	13	55	7	2	9	6	1	7					1	1	1		1	35	11	46
Administrative Professional	43	38	81	4	1	5	1		1	1		1	2	1	3				39	37	76
Clerical Technical	9	67	76	1	6	7	1	4	5		1	1		1	1				8	61	69
Labor	101	22	123	13	2	15	4	2	6	1		1	8		8				88	20	108
Support Staff Total	153	127	280	18	9	27	6	6	12	2	1	3	10	2	12				135	118	253
GRAND TOTAL	203	140	343	26	11	37	13	7	20	2	1	3	10	3	13	1		1	177	129	306

Table 28  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

**Financial Operations**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	4		4																4		4
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	4		4																4		4
Administrative Professional	79	58	137	3	2	5	1	1	2	1	1	2	1		1				76	56	132
Clerical Technical	21	146	167	7	13	20	2	6	8	2	3	5	3	4	7				14	133	147
Labor	44	13	57	5	1	6	3		3				2		2		1	1	39	12	51
Support Staff Total	144	217	361	15	16	31	6	7	13	3	4	7	6	4	10		1	1	129	201	330
GRAND TOTAL	148	217	365	15	16	31	6	7	13	3	4	7	6	4	10		1	1	133	201	334



Table 29

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

## 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	62	39	101	3	10	13	1	6	7	2	4	6							59	29	88
Clerical Technical	6	131	137	1	15	16		12	12		1	1	1	1	2		1	1	5	116	121
Labor	259	313	572	42	97	139	24	69	93	3	5	8	13	22	35	2	1	3	217	216	433
Support Staff Total	327	483	810	46	122	168	25	87	112	5	10	15	14	23	37	2	2	4	281	361	642
GRAND TOTAL	329	483	658	46	122	168	25	87	112	5	10	15	14	23	37	2	2	4	283	361	644

Table 30

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

## **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	3		3																3		
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	3		3																3		
Administrative Professional	43	14	57	4	1	5	2	1	3	1		1				1		1	39	13	5
Clerical Technical	6	21	27		2	2					1	1		1	1				6	19	2
Labor	330	93	423	38	37	75	17	17	34	2		2	14	20	34	5		5	292	56	34
Support Staff Total	379	128	507	42	40	82	19	18	37	3	1	4	14	21	35	6		6	337	88	42
GRAND TOTAL	382	128	510	42	40	82	19	18	37	3	1	4	14	21	35	6		6	340	88	42

Table 31

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

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	20	88	108	2	9	11	1	3	4	1	4	5		1	1		1	1	18	79	97
Clerical Technical	1	149	150		17	17		12	12					4	4		1	1	1	132	133
Labor		6	6		2	2								2	2					4	4
Support Staff Total	21	243	264	2	28	30	1	15	16	1	4	5		7	7		2	2	19	215	234
GRAND TOTAL	24	243	267	3	28	31	1	15	16	1	4	5	1	7	8		2	2	21	215	236

Table 32  
**MICHIGAN STATE UNIVERSITY**  
**WORKFORCE SUMMARY**  
**OCTOBER 1988**

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	2	4	1		1	1		1										1	2	3
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	2	2	4	1		1	1		1										1	2	3
Administrative Professional	1	4	5																1	4	5
Clerical Technical																					
Labor																					
Support Staff Total	1	4	5																1	4	5
GRAND TOTAL	3	6	9	1		1	1		1										2	6	8

Table 33

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

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	8	1	9	1		1	1		1										7	1	8
Associate Professor	1		1																1		1
Assistant Professor		1	1																	1	1
Instructor																					
Tenure System Total	9	2	11	1		1	1		1										8	2	10
Continuing Staff	2		2																2		2
Temporary Faculty		1	1																	1	1
Temporary Staff	2	4	6																2	4	6
Other Academic Appts. Total	4	5	9																4	5	9
Administrative Professional	11	9	20																11	9	20
Clerical Technical	1	22	23		1	1		1	1										1	21	22
Labor	10	8	18	1	1	2		1	1				1		1				9	7	16
Support Staff Total	22	39	61	1	2	3		2	2				1		1				21	37	58
GRAND TOTAL	35	46	81	2	2	4	1	2	3				1		1				33	44	77

Table 34

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

**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	1	6	1		1	1		1										4	1	5
Associate Professor	2	1	3	1	1	2		1	1				1		1				1		1
Assistant Professor	1	1	2																1	1	2
Instructor																					
Tenure System Total	8	3	11	2	1	3	1	1	2				1		1				6	2	8
Continuing Staff	4	2	6	2		2	2		2										2	2	4
Temporary Faculty		1	1																	1	1
Temporary Staff	2	4	6	1	1	2		1	1				1		1				1	3	4
Other Academic Appts. Total	6	7	13	3	1	4	2	1	3				1		1				3	6	9
Administrative Professional	38	69	107	12	15	27	9	10	19		2	2	3	2	5		1	1	26	54	80
Clerical Technical	2	88	90	1	26	27		16	16		1	1	1	8	9		1	1	1	62	63
Labor	1	3	4																1	3	4
Support Staff Total	41	160	201	13	41	54	9	26	35		3	3	4	10	14		2	2	28	119	147
GRAND TOTAL	93	170	225	18	43	61	12	28	40		3	3	6	10	16		2	2	37	127	164

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

Vice President for  
University Development

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	5	2	7																5	2	7
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	5	2	7																5	2	7
Administrative Professional	13	30	43		2	2		2	2										13	28	41
Clerical Technical		39	39		5	5		2	2		2	2		1	1					34	34
Labor																					
Support Staff Total	13	69	82		7	7		4	4		2	2		1	1				13	62	75
GRAND TOTAL	18	71	89		7	7		4	4		2	2		1	1				18	64	82

Table 36

# **MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988**

**Vice President for  
University Relations**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			NATIVE AMERICAN			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	1		1																1		1
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	1		1																1		1
Administrative Professional	10	12	22	1		1	1		1										9	12	21
Clerical Technical	1	8	9																1	8	9
Labor																					
Support Staff Total	11	20	31	1		1	1		1										10	20	30
GRAND TOTAL	12	20	32	1		1	1		1										11	20	31



Table 37

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

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	2		2	1		1	1		1										1		1
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	2		2	1		1	1		1										1		1
Administrative Professional	3	3	6	1	1	2		1	1	1		1							2	2	4
Clerical Technical		8	8																	8	8
Labor																					
Support Staff Total	3	11	14	1	1	2		1	1	1		1							2	10	12
GRAND TOTAL	5	11	16	2	1	3	1	1	2	1		1							3	10	13

Table 39

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

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

Table 38

# MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY OCTOBER 1988

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		1	1																	1	1
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total		1	1																	1	1
Continuing Staff	1	1	2																1	1	2
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	1	1	2																1	1	2
Administrative Professional		6	6		1	1		1	1											5	5
Clerical Technical																					
Labor																					
Support Staff Total		6	6		1	1		1	1											5	5
GRAND TOTAL	1	8	9		1	1		1	1										1	7	8



## X. APPENDICES INDEX

### Section I: Introduction/Executive Summary

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

### Section II. Academic Personnel

- A. Interim Goal Achievement Analysis: Tenure System Faculty
- B. Problem Areas
- C. Interaction of the Office of the Provost with the Council of Deans
- D. Performance Review of Unit Administrators
- E. Evaluation of 14-Step Affirmative Action Hiring Procedure
- F. Salary Cohort Analysis 1987-88
- G. Exit Interview Program Questionnaire, 1987-88
- H. Cooperative Extension Service's Annual Report
- I. Handicapper Survey Results, 1988
- J. Promotion Analysis, 1988
- K. Comparison of Separations, 1986-88
- L. Resignations Tenure System Faculty, 1983-84 to 1987-88

### Section III. Executive Management

- A. Executive Management Positions

### Section IV: Support Staff

- A. Job Group Comparative Analysis, 1987-88
- B. Annual Goal Achievement Analysis/Hiring Rates, 1987-88
- C. Problem Areas
- D. Evaluation of 12-Step Affirmative Action Hiring Procedure

### Section V: Student Enrollment

- A. Persistence Rates for Domestic Undergraduate Students

### Index of Tables:

Table V-1	Total Student Enrollment by College, 1977-88
Table V-2	Minority Enrollment Trends by College, 1982-88
Table V-3	Total Minority Enrollment by College, 1977-88
Table V-4 to V-8	Distribution of Fall Student College Enrollment by Racial, Ethnic and Gender categories, 1977-1988

Table V-9	Graduate Minority Student Enrollment by College, 1982-1988
Table V-10	Graduate Women Student Enrollment by College, 1982-1988
Table V-11	Graduate Minority and Women Student Enrollment by College, Fall 1988
Table V-12	Minority & Women Student Totals by Graduate Level, Fall 1988
Table V-13	Minority Student Enrollment by Undergraduate and Graduate Levels, 1987-1988
Table V-14	Student Admissions Trends, 1984-88
Table V-15 to V-21	Affirmative Action Graduate Financial Assistance Program Expenditures, 1976-88
Table V-22 & V-24	Distribution of Handicapper Student Program Users, 1979-88

Section VII: Special Affirmative Action Activities

- A. By College
- B. By Major Administrative Unit

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