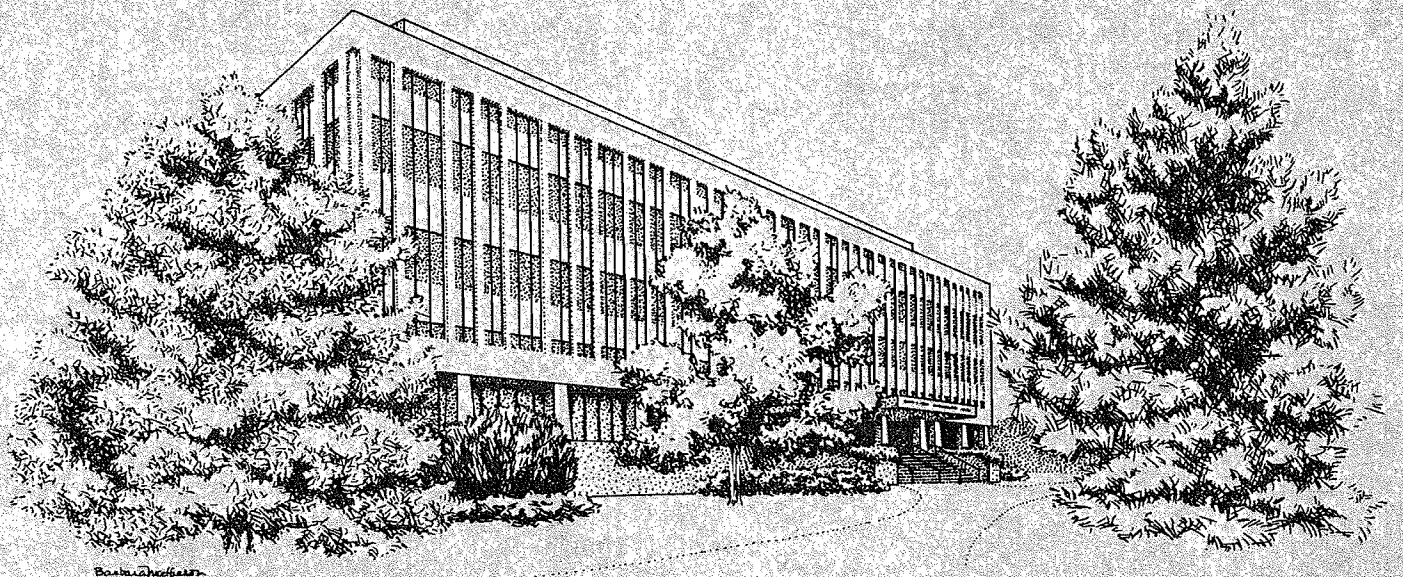


Michigan State University
1988 - 89
Annual Report on
Affirmative
Action



ANNUAL REPORT ON AFFIRMATIVE ACTION
for the period
October 1, 1988 to September 30, 1989

Prepared for
MICHIGAN STATE UNIVERSITY
Board of Trustees

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

April, 1990

MICHIGAN STATE UNIVERSITY

OFFICE OF THE PRESIDENT

EAST LANSING • MICHIGAN • 48824-1046

February 1, 1990

MEMORANDUM

TO: Members of the University Community

FROM: John DiBiaggio, President

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

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 origins, sexual orientation, political persuasion, and handicap.

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

I have stated that 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. 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.

The reconfiguration of Michigan State University must reflect participation of all groups, including those underrepresented.

I am personally committed to the principles of equal opportunity, nondiscrimination and affirmative action, although I realize much remains to be accomplished.

We must continue to strengthen University-wide support of THE MSU IDEA, R-Cubed, CORRAGE, CRUE, and all other efforts related to our assault on inequality.

It is my hope that our collective commitment to equal opportunity, non-discrimination and affirmative action will grow, supported by exemplary deeds and actions in all areas of the University community.

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INTRODUCTION

The 1988-89 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 consists of a comprehensive review and assessment on the status of women, minorities, and handicappers participation within the University community. Included in the report are deficiencies that must be ameliorated before the University is able to achieve the dual goals of diversity and excellence. Data for the report 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.

Validation of the quality and effectiveness of the University's affirmative action compliance programs is accomplished through review by external agencies as well as by the internal monitoring processes. Eventhough several reviews which the University has undergone in past years have identified some deficiencies, the University has been found in general compliance with the purposes and practices required by the reviewing agencies.

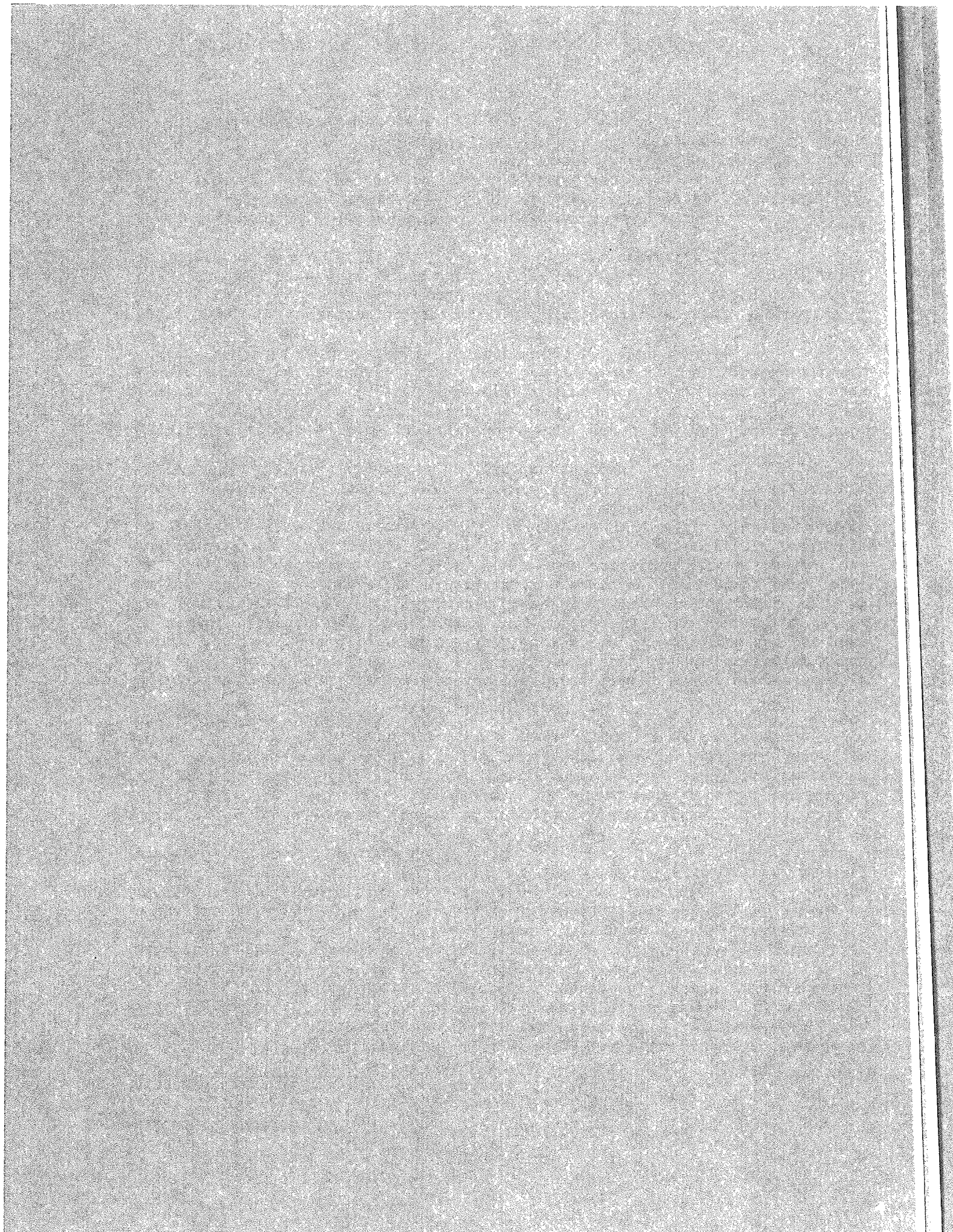
The Department of Human Relations serves as the principal support unit for enhancing the ability of the University to meet its commitment to affirmative action. A major function of this responsibility involves a continuing assessment of policies, practices, and procedures--from employment to publications--to 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 1988-89 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 history of interacting with and addressing the needs of many active constituent groups in the University population. These groups constantly evaluate the systems in place to insure non-discrimination, equal opportunity and affirmative action. Frequently this process results in recommendations involving new and creative solutions to problems discovered in 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 on a variety of affirmative action issues as well as serving in a monitoring role. Group participation provides vital assistance to the University in assuring that the rights of minorities, women and handicapper faculty, staff and students are protected.

The Executive Summary which follows is a synopsis of the report. 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 1988-89 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, increased by 111 individuals, from 3,990 to 4,101 (2.8%). With the net gain of 62 women during 1988-89, women currently comprise 30.3% of all academic personnel; their representation increased to 1,242 or by 5.3%. Similarly, with the net gain of 10 minorities in the academic personnel workforce during 1988-89, minorities now represent 11.8% of the total academic personnel system, increasing in number to 483, or by 2.1%. Overall, on a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, in the academic personnel system in 1988-89 was 1,559, 38.0% of the total faculty and academic staff, an increase of 3.5%.

Patterns of change among three of the four racial/ethnic groups show a slight increase. Blacks in the academic personnel workforce increased from 172 to 183, which is 4.5% of the total; Asian/Pacific Islanders increased from 235 to 240, which is 5.9% of the total; American Indians increased from 10 to 12, which is 0.3% of the total, while Hispanics decreased from 56 to 48, 1.2% of the total.

During the 1988-89 affirmative action year, the tenure system decreased by a net of 4 individuals, from 2,116 to 2,112, or 0.2%. The proportion of women in the tenure system increased to 19.5% during the 1988-89 with the net gain 16 women, bringing the total number of women to 412, an increase of 4.0%. The percentage of minorities in the tenure system rose slightly to 9.5% during 1988-89; the number of minorities increased by a net of 5, to a total of 201, an increase of 2.6%. On a non-duplicate count basis, 563 individuals, or 26.7% of the tenure system faculty, are members of protected groups; this is a net increase of 15 individuals, or 2.7%. 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 71 to 79, or 3.7% of the tenure system; Asian/Pacific Islanders decreased from 103 to 101, or 4.8% of the total; Hispanics decreased from 19 to 18, or 0.9% of the total; American Indians remained at 3, or 0.1% of the total.

There were 76 individuals appointed in the tenure system, including 13 minorities (17.1%) and 28 women (36.8%) during the 1988-89 academic year. On a non-duplicate this represents 32 individuals, or 42.1%, of the total appointments in the tenure system were members of protected groups.

The proportion of minorities newly appointed in the tenure system during 1988-89 (17.1%) exceeded the average overall availability for minorities; it also exceeded the percentage of minorities at the rank of assistant professor (12.6%). The hiring rate for women (36.8%), on the other hand, was slightly below average overall availability and the percentage of women at the assistant professor rank.

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, 1989, the goal for adding women to the tenure system was exceeded by 15.0% (goal of 83.5 positions; 96 women added); with the goal for minorities exceeded by 4.1% (goal of 36.5 positions; 38 minorities added). Similar progress is expected in the 1987-90 and 1988-91 goal periods which are not yet completed.

The academic personnel system includes 77 self-identified handicappers, including 42 tenure system faculty, 19 continuing staff, 5 temporary faculty and 11 temporary staff. During 1988-89, there were 16 requests for accommodations: 7 requests were fulfilled, 4 requests are pending, 3 requests were withdrawn and 2 requests were denied. Examples of "reasonable" accommodations include provision of special equipment, handicapper parking space, telephone amplifier, telecommunication device, lever doorware.

Academic Managers:

Total numbers of individuals in the Academic Manager group remained fairly stable, ranging from 233 to 243 between 1986 and 1989; there are currently 243 academic managers. However, the representation of women among this group has fallen to 18.5% (compared to representation in the tenure system of 19.5%) during 1988-89 with the net loss of four women, bringing the total number of women to 45, a decrease of 9.2%. The percentage of minority academic managers decreased to 11.5% (compared to representation in the tenure system of 9.5%) and decreased by one (28). Two non-minority men were appointed as deans (Colleges of Engineering and Social Science) during 1988-89. Of the 16 opportunities during 1988-89 to appoint heads of academic departments and schools, one non-minority woman was appointed as Chairperson of Geography, resulting in a percentage of 6.3% for women.

Executive Management:

There are 68 individuals appointed in Executive Management positions as of October 1, 1989. Of these, 13 (19.1%) are non-minority women and 11 (16.2%) are minorities. One (1.5%) minority woman is Black; of the 10 minority men, 7 (10.3%) are Black, 1 (1.5%) is Asian/Pacific Islander, and 2 (2.9%) are Hispanic. The total representation of members of protected classes is 24 (35.3%), an increase of 2 and down slightly from 35.5% in October 1988. There is some underrepresentation of Asian/Pacific Islanders and women in Executive Management positions.

Support Staff:

During the 1988-89 affirmative action year, the total regular support staff workforce decreased by 68 (1.3%) from 5,364 to 5,296. However, minority representation reflected an increase of 14 (2.1%) employees, from 670 to 684. The number of minority women increased by 10 (2.0%) from 489 to 499, and the number of minority men increased by 4 (2.2%) from 181 to 185. Women representation reflected a reduction of 41 (1.2%) employees from 3,579 to 3,538.

Women and minority representation constitute 3,538 (66.8%) and 684 (12.9%) respectively of the total support staff workforce. Minority women account

for 499 (12.7%) of all women, and 9.4% of the support staff workforce. Minority men represent 185 (10.5%) of all men and 3.5% of the support staff workforce.

Minority Representation

Black representation in the support staff workforce increased by 6 (1.6%) from 374 to 380 employees. The Asian/Pacific Islander representation increased by 6 (7.9%) from 76 to 82 employees. Hispanic representation decreased in the workforce by 2 (1.1%) from 181 to 179 employees. American Indian/Alaskan Native representation in the support staff workforce increased by 4 (10.3%) from 39 to 43 employees.

Goal Achievement

Of 73 affirmative action hiring goals established for women, 63 (86.3%) were achieved. Of 43 individual job groups underutilized for women, 23 had no goals established due to low or no projected opportunities. Goals were met or exceeded in 12 job groups, partially met in 4 job groups, and goals failed to be met by 1 in 4 job groups.

For minorities, a hiring goal established at 27 was exceeded by 38 (140.7%) hires. There were 3 reporting categories with goals established, and the goal was met or exceeded in each category. Of the 39 individual job groups which were underutilized for minorities, 27 had no goals established due to low or no projected opportunities. However, in 3 of these job groups, minority representation showed an increase. Goals were met or exceeded in 7 job groups, partially met in 2 job groups, and 3 job groups failed to meet the goal achievement by 1.

Handicapper and Veteran Employment

During the 1988-89 affirmative action year, a self-identification handicapper and veteran survey was sent to 5,435 support staff employees. The employees were instructed to return the survey if any changes were necessary to the information currently on file. An additional 17 handicappers and 6 veterans self-identified and may qualify for reasonable accommodation or affirmative action as provided by University policy. There are currently 126 (2.4%) support staff handicappers and 643 (12.1%) support staff veterans.

Of the 9,547 internal and external applicants for 1988-89, 59 (0.6%) were self-identified as handicappers. Of the 857 selections for regular positions, 8 (0.9%) were self-identified handicappers. There were an additional 13 handicappers hired for on-call positions, and 4 hired for temporary positions.

Students:

Enrollment

Enrollment data for Fall term 1989, for example, indicates a significant increase in the enrollment of minority and women students on the East Lansing campus. Minority student enrollment of 4,544 represents 11.2% of the on campus affirmative action total enrollment of 40,552. Women students represent 51.1% of the University total enrollment during the Fall term of

the 1989-90 academic year. These enrollment increases represent new levels of attainment for minority and women students.

The undergraduate minority student enrollment increased from 3,617 (10.5%) of the affirmative action undergraduate enrollment in Fall 1988 to 3,862 (11.2%) in Fall 1989. At the postbaccalaureate level, enrollment increased from 640 (10.4%) in Fall 1988 to 682 (11.0%) in Fall 1989. Both the masters and doctoral program levels experienced increases which accounted for the overall gain in postbaccalaureate level minority student enrollment.

Overall Black enrollment has increased numerically from 2,703 (6.68%) in Fall 1988 to 2,865 (7.07%) for Fall 1989. The persistent growth in Black Student enrollment makes this year's enrollment the largest since 1970 when the University began compiling data by race.

Black graduate student enrollment increased numerically from 294 students in Fall 1988 to 323 students in Fall of 1989. Increases were at the masters and doctoral levels offsetting a slight decrease at the graduate-professional level.

In the past decade Asian/Pacific Islanders' enrollment has increased from 345 (.79%) of the affirmative action total in Fall 1979 to 858 (2.1%) in Fall 1989. This is by far the largest increase of any minority group on campus. Asian/Pacific Islanders also showed a slight increase at the graduate level.

The sustained growth of Hispanics resulted in an increase of 17.2% above the number of students enrolled last year. In Fall 1988 there were 612 students; data from Fall 1989 indicates that there were 661 students enrolled. Hispanic undergraduate enrollment is the highest in the history of Michigan State University. At the graduate level, Hispanic enrollment increased by one from 153 (2.5%) in Fall 1988 to 154 (2.5%) in Fall 1989. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.63% of the affirmative action total.

The total number of American Indian/Alaskan Native students enrolled at the University increased numerically from 145 (.36%) in Fall 1988 to 160 (.39%) in Fall 1989.

Women students represent 51.1% of the total student enrollment at Michigan State University. The number of women increased from 21,694 in Fall 1988 to 21,895 in Fall 1989. Minority women are also increasing in number; there are currently 2,625, comprising 12.0% of the total number of women enrolled at the University.

At the graduate level, however, enrollment of women continued to decline in number, from 3,131 in Fall 1987, to 3,073 in Fall 1988, and 3,091 in Fall 1989 while sustaining a percentage of total affirmative action graduate enrollment of 50.2% in Fall 1987, Fall 1988, and Fall of 1989.

Campus Life for Students:

It has become increasingly evident that the quality of campus life is a significant factor in student satisfaction and success, and thus retention. Ernest Boyer, in College, The Undergraduate Experience in America, stated:

"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."

Renewed attention is being given to better understanding those factors which contribute to, or detract from, a campus environment that is conducive to teaching and learning for all students. Such an environment requires that the University better represent, not only accommodate, the interests and needs of a diverse population. Michigan State University stands committed to the goal of recruitment and retention of a student population that reflects the changing demographics of our nation and demonstrates the University's commitment to developing multiculturally competent individuals to assume leadership roles within a changing society.

To improve the quality of life for all students requires attention to many different dimensions of campus life. Reducing discrimination, valuing diversity, enhancing cultural identity, and expanding educational opportunity are the four areas that provide the framework for this discussion of the activities and approaches undertaken.

Various units located under the Office of the Provost and the Vice President for Student Affairs and Services coordinate and support a variety of services and activities directed at enhancing the climate and quality of life for students at Michigan State University. Student Affairs and Services sponsors diversity and multicultural programs and activities on a regular basis for the student population at-large along with programs specifically designed for minority, women and other protected groups. The Office of Supportive Services operates a number of academic support programs which include, Office of Programs for Handicapped Students, SUPER, SROP and Upward Bound, designed to help protected groups have a successful experience at Michigan State University.

The MSU IDEA:

Even the best intentioned affirmative action efforts of Michigan State University are incomplete without a carefully thought out plan to guide the University in its commitment to achieve equal opportunity and diversity. Last year the Office of the Provost embarked upon a mission to design a plan of action to move the University closer to its goal of equality. Through recommendations from numerous groups, individuals and committees, the Office of the Provost crafted a comprehensive plan of action to achieve this goal.

The MSU IDEA is a comprehensive plan for achieving a greater level of diversity and excellence at Michigan State University. It calls for renewed sensitivity to issues of race, handicap and gender. The MSU IDEA is comprised of fifty new initiatives in the areas of leadership, recruitment and retention of faculty, staff and students, instruction, research and outreach as well as climate. Central to the document is a College Level Planning Program that makes advancing diversity a responsibility not only of University leadership but of every academic unit. Colleges are asked to review strengths and weaknesses in recruitment and retention efforts, set goals and timetables and establish additional strategies to meet goals. The

MSU IDEA will serve as an affirmative action road map for the 1989-90 academic year as well as for subsequent years.

A real need for an initiative like the MSU IDEA was made apparent by the student sit-in, May of 1989. Minority students concerned with what they perceived was a lack of cultural and race sensitivity in the study and living environment, expressed this concern by conducting a "study-in" in the Administration Building. After 10 days of "study protest," the students met with the Administration to discuss a list of concerns. These concerns were translated into recommendations and were subsequently reviewed for possible implementation.

Affirmative Action in Procurement

Michigan State University continues, in all phases of its operations, to be committed to providing equal opportunity in the procurement of goods, services and construction to all segments of our society. The Affirmative Action Procurement Program pursues this ideal, and the activities and programs outlined below reaffirm the University's commitment to an effective program, specifically directed at protected classes.

Because of fewer construction projects started during fiscal 1988-89, the actual/potential dollars were not as high as the previous year when potential dollars available were over 92\$ million. This particularly high number of potential dollars in 1988, is related to a special appropriation for construction of the Breslin Arena and the Engineering Building.

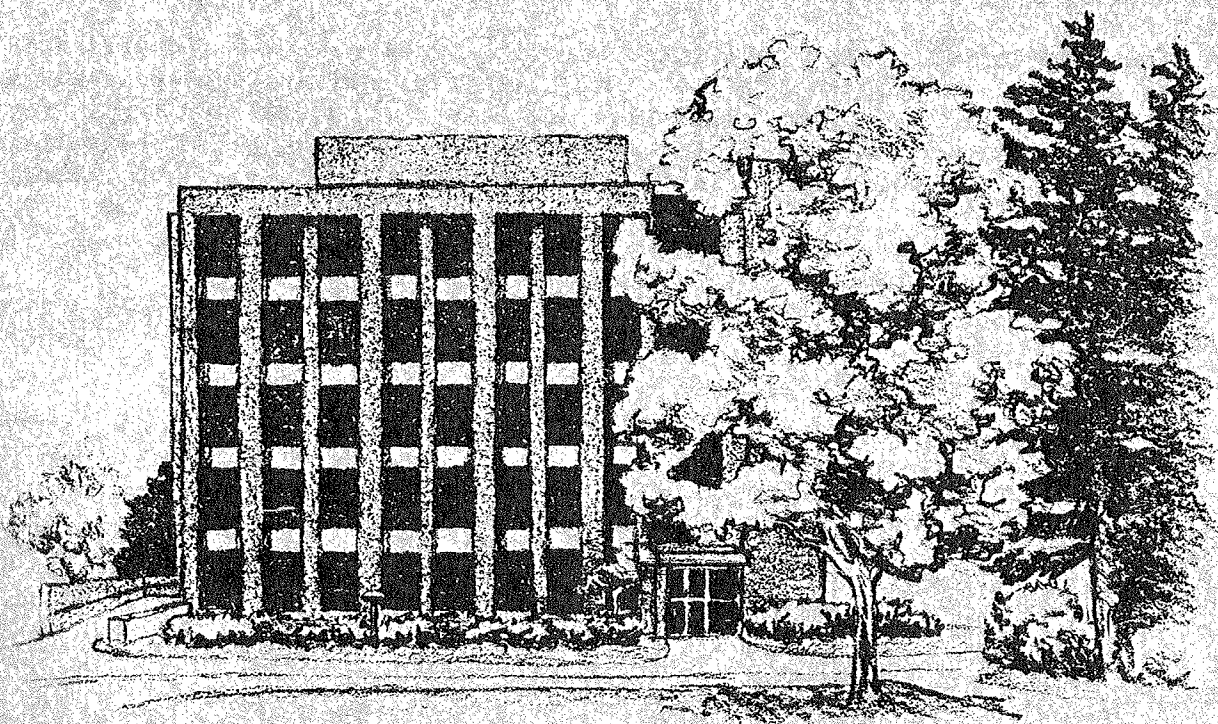
A four year trend of the activities minority-owned businesses experienced shows growth from 7.3% to 17.8% of total potential dollars available while women contractors saw their percentage increase from 15.0% to 28.1%. For women contributors, this represents the highest percentage of potential dollars of total dollars available, awarded during the past four years.

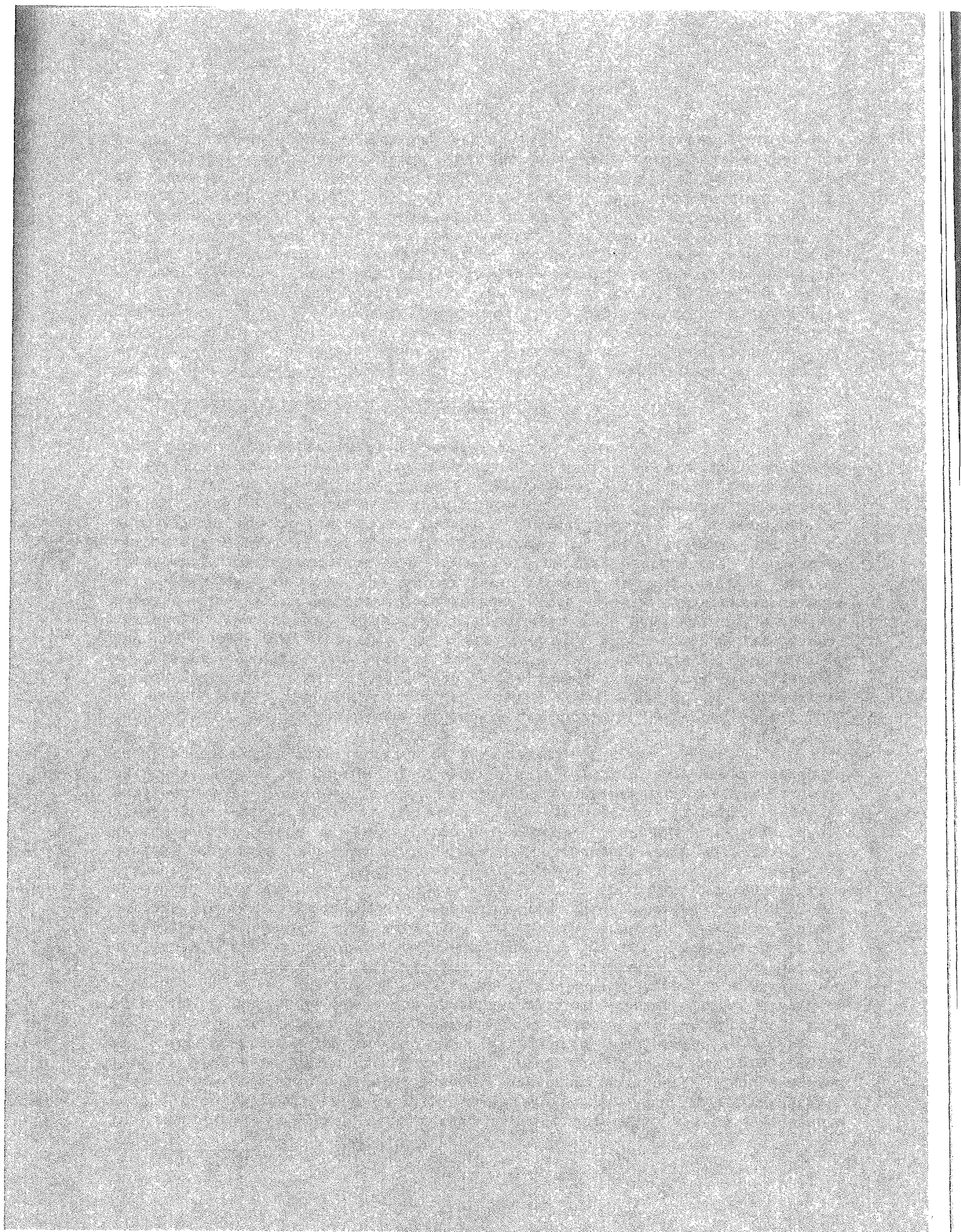
Personnel, Procedures, and Outreach represent the three major components of the Procurement Program.

Academic Personnel

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II. ACADEMIC PERSONNEL

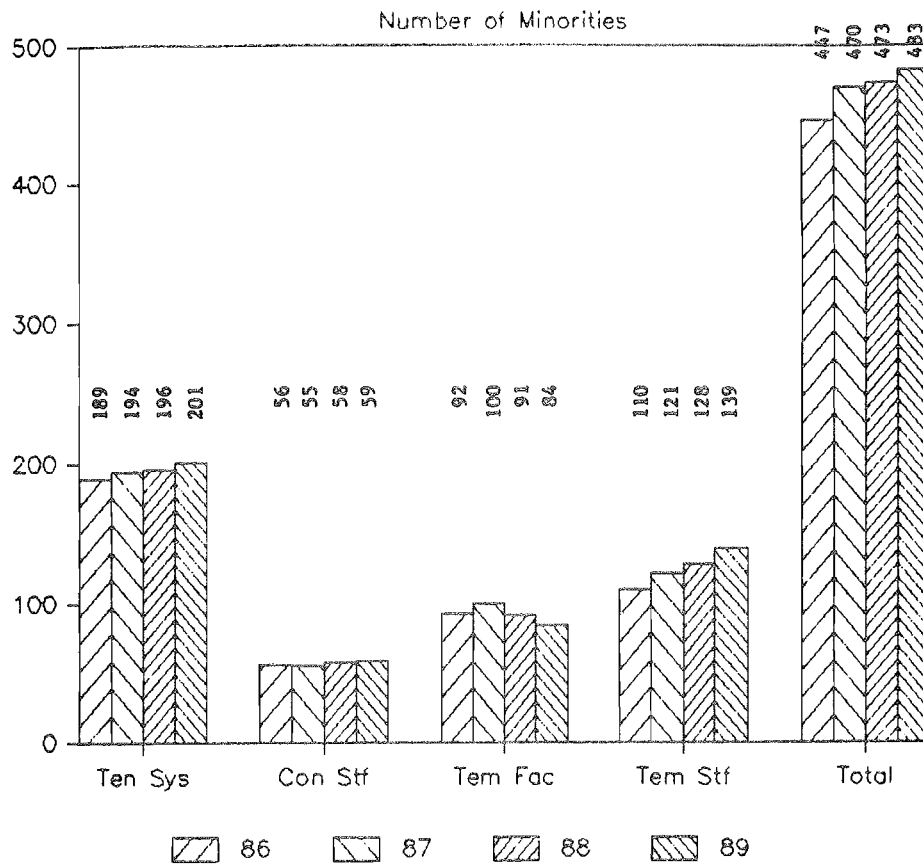
The reporting categories within the academic personnel system are tenure system faculty, temporary faculty, continuing staff, and temporary staff. These groups comprise the total academic personnel workforce. Tenure system faculty includes instructors, assistant professors, associate professors, and full professors in probationary or tenured appointments. Temporary faculty hold the same ranks as tenure system faculty but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Continuing staff members include individuals appointed as specialists, librarians, field staff of the Cooperative Extension Service and individuals in the National Superconducting Cyclotron Laboratory in the applicable continuing (job security) appointment system. Temporary staff members hold the same types of appointments, plus other titles, but are appointed on a part-time or full-time basis for specified periods of time without assurance of reappointment. Academic administrators, including 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 Procedure for Academic Personnel is designed to assure equal opportunity and to enhance consideration of affirmative action goals in the hiring of faculty and academic staff, including academic administrators, from both inside and outside the University. (Waivers of the procedure are permitted in cases such as short-term and/or repeat temporary appointments, unpaid adjunct/clinical appointments, spousal appointments, 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 non-discrimination and consideration of opportunities for affirmative action.

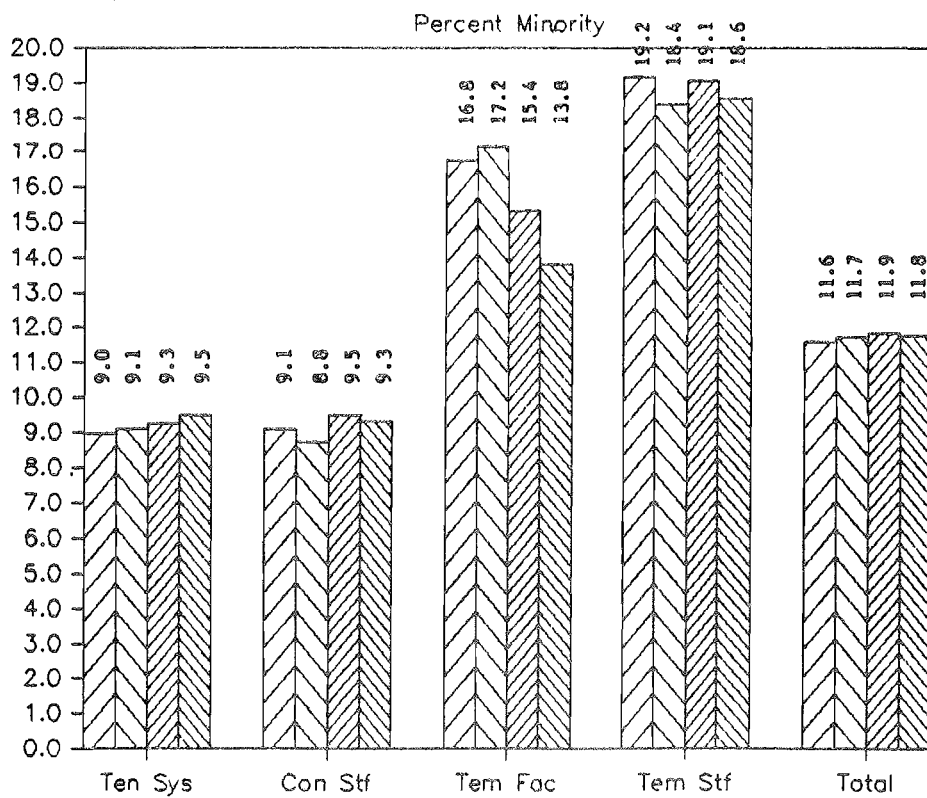
Appointment Profile -- Academic Personnel System

During the 1988-89 affirmative action year, the total academic personnel workforce, i.e., headcount, not FTE's, increased by 111 individuals, from 3,990 to 4,101 (2.8%). With the net gain of 62 women during 1988-89, women comprise 30.3% of all academic personnel; their representation increased to 1,242 or by 5.3%. Similarly, with the net gain of 10 minorities in the academic personnel workforce during 1988-89, minorities now represent 11.8% of the total academic personnel system, increasing in number to 483, or by 2.1%. Overall, on a non-duplicate basis, the number of individuals in protected classes, i.e., women and minorities, in the academic personnel system in 1988-89 was 1,559, 38.0% of the total faculty and academic staff, an increase of 3.5%. Graphs II-1, II-2, II-13 and II-14, following this page, provide additional detail for the reporting categories within the academic personnel system for the period 1986-89. Additionally, the work-

Graph II-1
Academic Workforce 1986-89

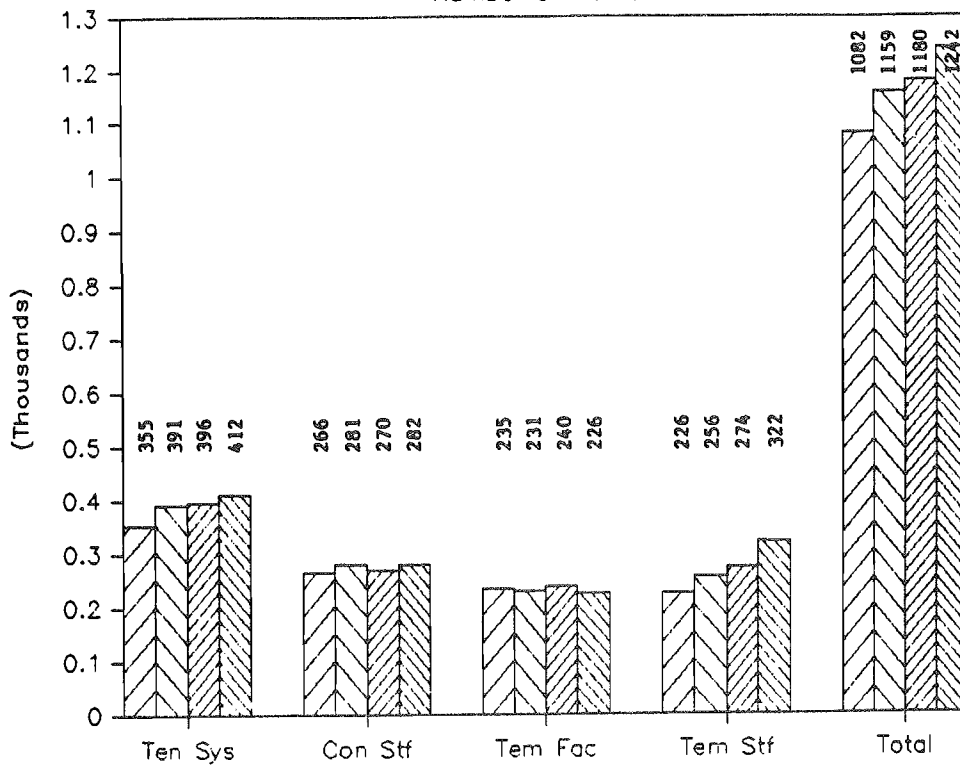


Graph II-2
Academic Workforce 1986-89



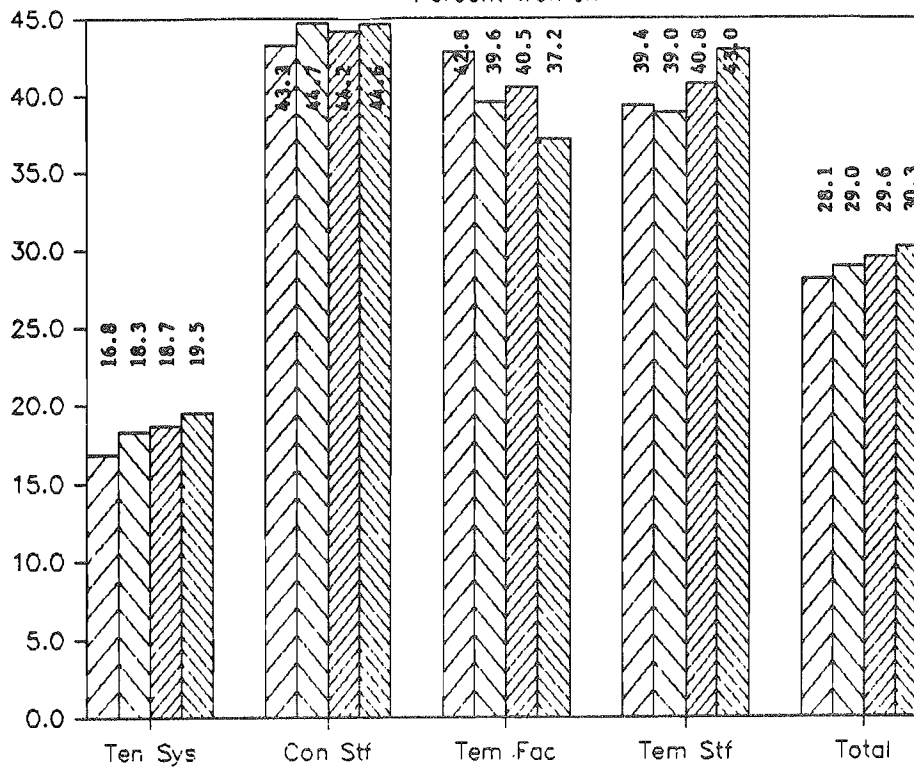
Graph II-13
Academic Workforce 1986-89

Number of Women



Graph II-14
Academic Workforce 1986-89

Percent Women



force summary (Tables 1 and 2) provides the percentage and numerical distribution within reporting categories (tenure system, temporary faculty, continuing staff and temporary staff) of the academic (as well as University support) personnel system by major administrative unit, gender and racial/ethnic group.

The patterns of change among three of the four racial/ethnic groups show an increase. The number of Blacks in the academic personnel workforce increased from 172 to 183, which is 4.5% of the total; Asian/Pacific Islanders increased from 235 to 240, which is 5.9% of the total; Hispanics decreased from 56 to 48, which is 1.2% of the total; American Indians increased from 10 to 12, which is 0.3% of the total. Graphs II-3 through II-10, at the end of this section, provide additional detail by racial/ethnic group for the reporting categories within the total academic personnel system for the period 1986-89.

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 still slow.

During the 1988-89 affirmative action year, the tenure system decreased by a net of 4 individuals, from 2,116 to 2,112, or 0.2%. The proportion of women in the tenure system increased to 19.5% during 1988-89 with the net gain of 16 women, bringing the total number of women to 412, an increase of 4.0%. The percentage of minorities in the tenure system rose slightly to 9.5% during 1988-89; the number of minorities increased by a net of 5, to a total of 201, an increase of 2.6%. On a non-duplicate count basis, 563 individuals, or 26.7% of the tenure system faculty, are members of protected groups; this is a net increase of 15 individuals, or 2.7%. 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 71 to 79, or 3.7% of the tenure system; Asian/Pacific Islanders decreased from 103 to 101, or 4.8% of the total; Hispanics decreased from 19 to 18, or 0.9% of the total; American Indians remained at 3, or 0.1% of the total.

Within the academic ranks of the tenure system, minorities and women 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 1988, in October 1989 the proportion of women at the various ranks changed as follows: assistant professor, increased from 35.8% to 38.4%; associate professor, increased from 24.0% to

25.4%; full professor, increased from 11.1% to 11.3%. Similarly, the proportion of minorities at the various ranks changed in the following manner: assistant professor, decreased from 14.2% to 12.6%; associate professor, increased from 11.2% to 12.3%; full professor, increased from 6.9% to 7.3%.

New Appointments in the Tenure System

During 1988-89, there were 76 individuals appointed in the tenure system, including 13 minorities (17.1%) and 28 women (36.8%). On a non-duplicate count basis, 32 individuals, or 42.1%, of the total appointments in the tenure system were members of protected groups. Graphs II-15 and II-18, following this page, provide additional detail by protected group for the period 1986-89.

It is important to note that the proportion of minorities newly appointed in the tenure system during 1988-89 (17.1%) exceeded the average overall availability for minorities; it also exceeded the percentage of minorities at the rank of assistant professor (12.6%). The hiring rate for women (36.8%), on the other hand, was slightly below average overall availability and the percentage of women at the assistant professor rank.

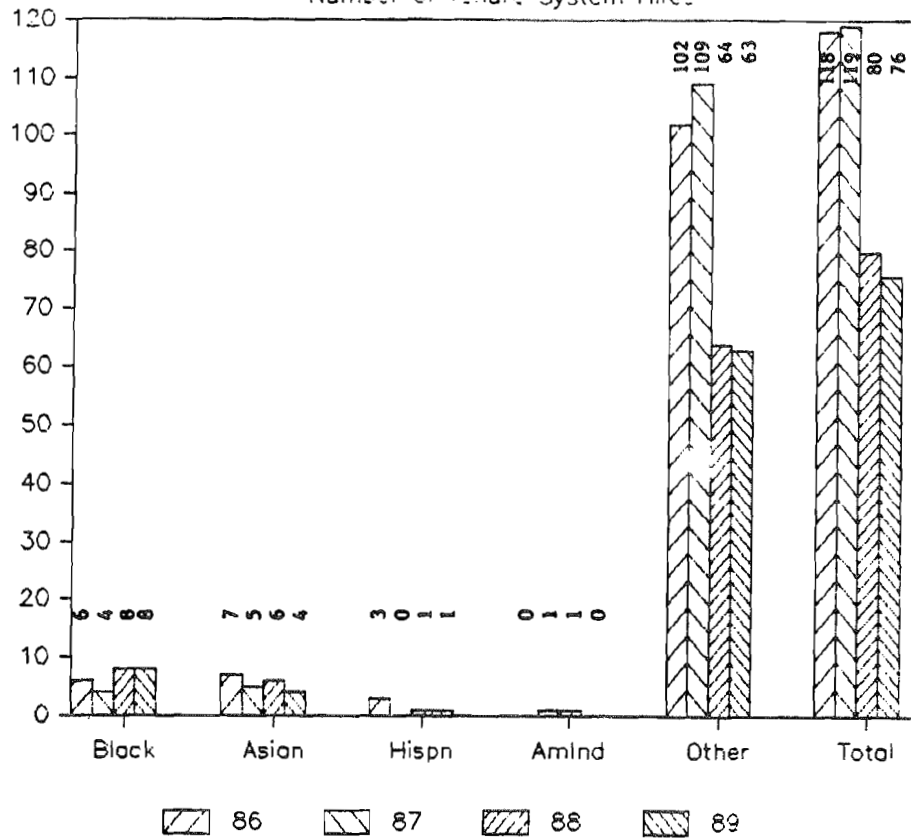
Over half (57%) of all new tenure system appointments made during 1988-89 were in the Colleges of Agriculture and Natural Resources, Business, Engineering, Natural Science, Human, Osteopathic and Veterinary Medicine. These Colleges generally have somewhat lower availability of women and minorities than 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.

The following Colleges were successful in appointing women in the tenure system at or above average availability during 1988-89 (the tables reflect the number and proportion of new hires in the College and the range of availability for units in the College). Average availability is the average of availability data for individual departments/schools in each college for the 1987-90 goal-setting period. It should be noted that such data are a rough approximations for actual availability information, which is determined individually for each department or school.

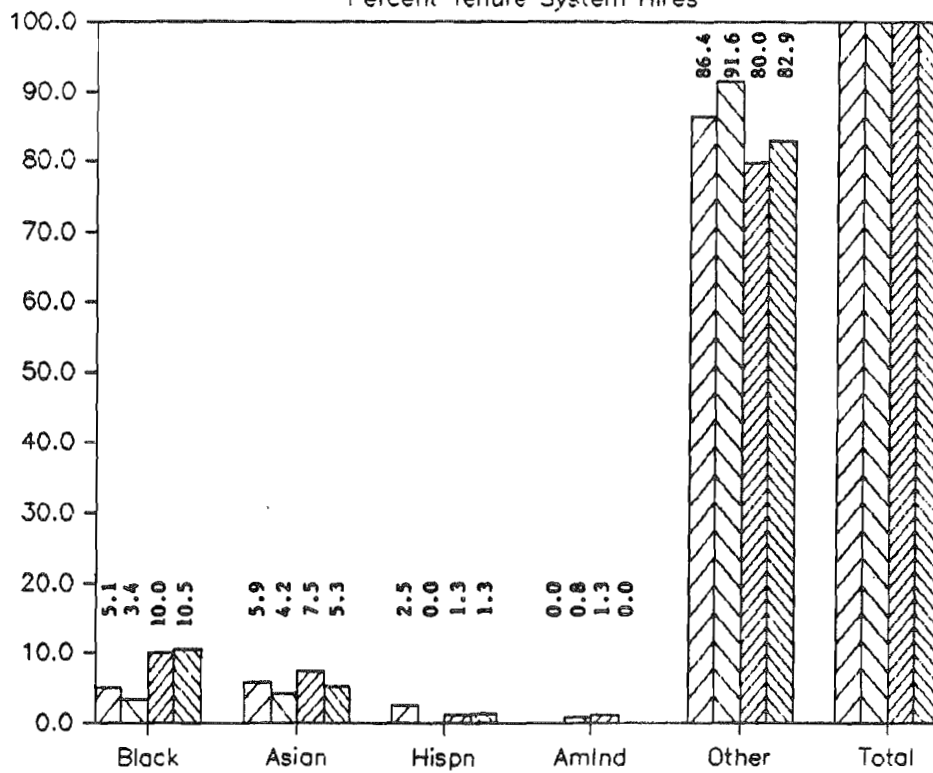
Academic Workforce 1986-89

Number of Tenure System Hires

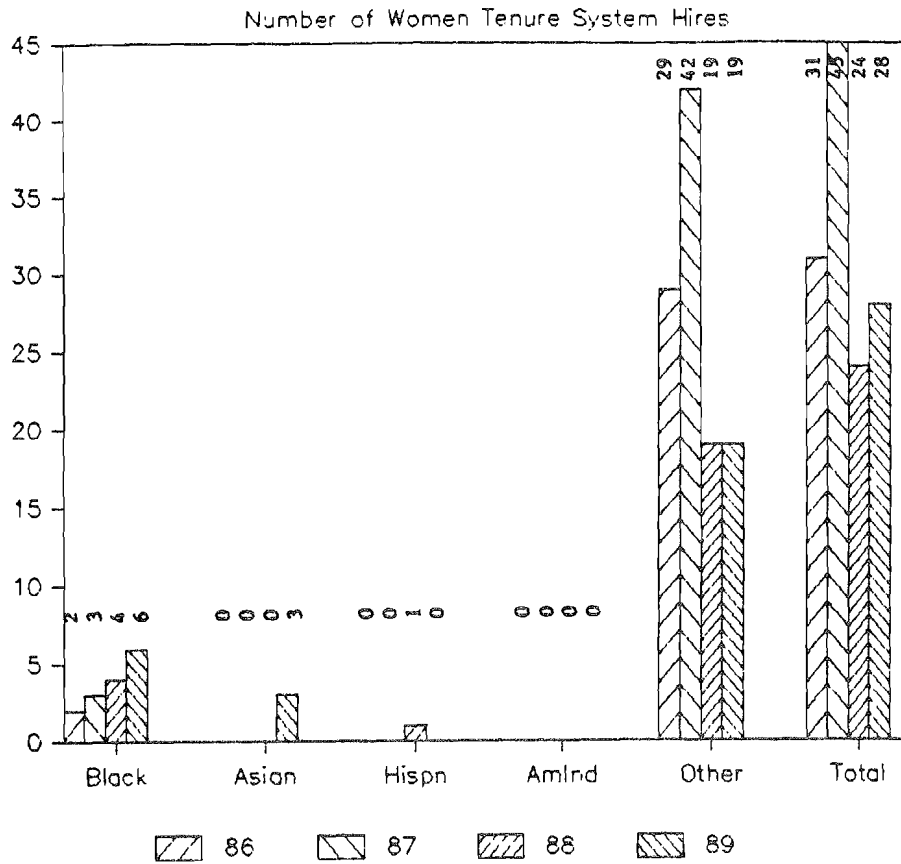


Academic Workforce 1986-89

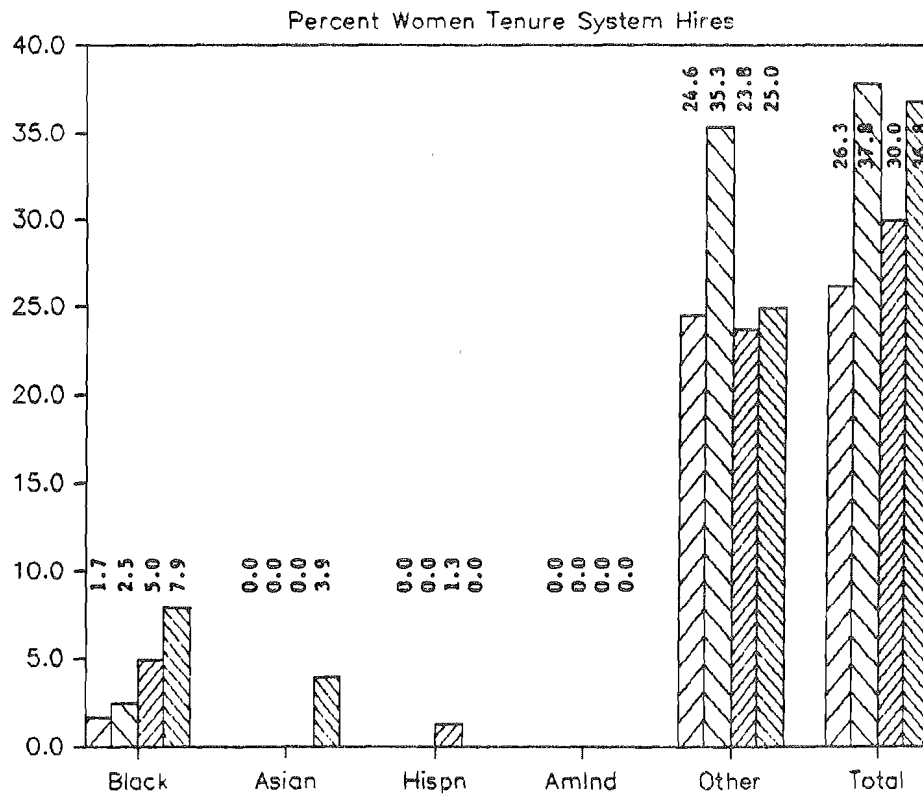
Percent Tenure System Hires



Graph II-17
Academic Workforce 1986-89



Graph II-18
Academic Workforce 1986-89



	<u>Women/ Proportion of New Hires</u>	<u>Range of Availability</u>
Arts and Letters	8/47.1%	19.1 - 72.5%
Business	1/50.0%	15.3 - 32.8%
Education	2/100.0%	41.8 - 61.1%
Engineering	1/14.3%	4.8 - 14.4%
Human Medicine	2/50.0%	4.1 - 26.7%
James Madison	1/100.0%	32.7%
Osteopathic Medicine	4/80.0%	7.1 - 50.8%
Social Science	6/66.7%	20.8 - 62.0%

The Colleges of Agriculture and Natural Resources and Natural Science appointed women at a rate below average availability during 1988-89. The Colleges of Communication Arts and Sciences, Human Ecology, Nursing and Veterinary Medicine did not appoint any women in the tenure system during 1988-89.

Similarly, the following Colleges appointed minorities in the tenure system during 1988-89 at or above average availability (number/proportion of new hires in the College):

	<u>Minorities/ Proportion of New Hires</u>	<u>Range of Availability</u>
Arts and Letters	4/23.5%	5.2 - 17.8%
Business	1/50.0%	8.6 - 17.9%
Education	2/100.0%	6.8 - 14.5%
Human Medicine	1/25.0%	7.2 - 15.4%
Natural Science	2/22.2%	4.9 - 18.7%
Osteopathic Medicine	1/20.0%	5.7 - 18.4%

The College of Social Science appointed minorities at a rate slightly below average availability during 1988-89. The Colleges of Agriculture and Natural Resources, Communication Arts and Sciences, Engineering, Human Ecology, James Madison, Nursing and Veterinary Medicine did not appoint any minorities in the tenure system during 1988-89.

It should be noted that the Colleges of Arts and Letters, Business, Education, Human Medicine, and Osteopathic 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, 1989, the goal for adding women to the tenure system was exceeded by 15.0% (goal of 83.5 positions; 96 women added); the goal for minorities was exceeded by 4.1% (goal of 36.5 positions; 38 minorities added). Similar progress is expected in the 1987-90 and 1988-91 goal periods which are not yet completed.

The hiring goal achievement rates for temporary faculty and continuing staff continue to reflect hiring rates at or above availability for women and minorities. Goals in these areas are set on the basis of a projected continuation of the historic pattern of replacing approximately one-third of temporary faculty and staff each year.

Salary/Promotion Review

A continuing activity in the University's Affirmative Action Program is the review of both salary levels and annual salary increases of women and minority tenure system faculty members in comparison with salary levels and increases of non-minority male colleagues. Patterns of promotions also are reviewed annually to assess the status of minorities and women compared with non-minority male faculty members. The review of 1988-89 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 than for majority males and minority faculty, 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: 7.5 percentage points higher for non-minority men and 2.0 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: 8.7 percentage points lower for non-minority women and 0.7 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: 8.5 percentage points higher for non-minority men and 0.8 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 by 12.6 percentage points for non-minority women but was 3.4 percentage points higher for minority women.

The proportion of non-minority men who were promoted has been higher than the proportion of their presence in the pool of faculty over the previous three years; the proportion of minority men who were promoted has been higher than their proportion in the pool for the last two years. The proportion of non-minority women who were promoted has been lower than the proportion of their presence in the pool for the last two years. With the exception of minority women promoted to associate professor in 1989, minority women promoted have been lower than the proportion of their presence in the pool over the previous three years.

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 frame work for monitoring progress toward this objective. Academic managers include deans, assistant and associate deans, chairpersons, and directors. In the total academic work force analysis reported above, these individuals were counted in their appropriate faculty or staff position category; in other words, the figures discussed here do not refer to positions beyond those already reported above.

The total number of individuals in the Academic Manager group has remained fairly stable, the number ranging from 233 to 243 between 1986 and 1989; there are currently 243 academic managers. Graphs II-20 - II-22 show the percentages of minorities and women who were academic administrators since October 1986; Graphs II-19 - II-21 contain the numbers of people in these positions for the same time period. The representation of women among this group has fallen to 18.5% (compared to representation in the tenure system of 19.5%) during 1988-89 with the net loss of 4 women, bringing the total number of women to 45, a decrease of 9.2%. The percentage of minority academic managers decreased to 11.5% (compared to representation in the tenure system of 9.5%) and decreased by 1 (28). Two non-minority men were appointed as deans (Colleges of Engineering and Social Science) during 1988-89. Of the 16 opportunities during 1988-89 to appoint heads of academic departments and schools, 1 non-minority woman (Chairperson, Geography) was appointed, resulting in a percentage of 6.3% for women.

Of the 12 opportunities to appoint academic managers, 10 were in regular appointments, i.e., not acting; of the 10, 1 (10.0%) involved a national search.

During 1988-89 the Office of the Provost committed to provide funding support for up to two individuals to participate in the ACE Fellows Program in Academic Administration during the 1989-90 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 one individual (non-minority woman) nominated by MSU for participation in the 1989-90 Fellows Program.

Also during 1988-89, the Office of the Provost continued to participate on a CIC (Committee on Institutional Cooperation, which includes the Big Ten schools and the University of Chicago) Academic Leadership Program 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 1989-90 academic year. The seminars will provide an opportunity for faculty members, including women and minorities, to explore their interest in academic administration.

A committee appointed by the Office of the Provost selected five tenure system faculty members for participation in the CIC program. Participants include 2 non-minority women, 1 Black male, 1 Asian/Pacific Islander male and 1 Hispanic male.

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 55 units (58%) and women are underrepresented in 85 units (89%). Last year women were underrepresented in 85 of the 95 academic units, and minorities were underrepresented in 57 units (60%). An analysis of interim affirmative action goals for the 1988-91 goal period (including only units with opportunities to hire) shows that 64, or 75%, of units underutilized for women will have interim tenure system hiring goals; similarly, 34, or 62%, 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 minority and women faculty needs special attention by 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 1988-89, 32 tenure system faculty members resigned from Michigan State University, including 4 non-minority women (12.5%, compared to a general representation in the tenure system of 17.1%) and 5 minorities (15.6%, compared to a general representation in the tenure system of 9.5%).

Eleven (37.9%) of 29 exit questionnaires were returned; the rate of return from non-minority women was 75.0% (3 out of 4), and the rate of return for minorities was 80.0% (4 out of 5).

The general category of compensation and personnel opportunities and policies was ranked as most important in the decision to leave MSU. The specific factors most frequently cited within this general category are salary level, future income potential and promotion possibilities.

The general categories of compensation and personnel opportunities and policies and community/family were rated as most important in the decision to accept a new position. The specific factors most frequently cited within these general categories include salary level, future income potential, promotion possibilities and cultural opportunities in the community. Factors within the general category of 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 11% of the respondents, treated equally by 62%, disadvantaged compared to majority men by 20%, and 7% did not know or had no opinion. Similarly for minorities: 16%, 36%, 31%, 17%, 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 generally perceived to be treated equally; responses were mixed, however, with respect to merit salary increases and women were viewed as being somewhat advantaged with respect to likelihood of initial appointment. The pattern of responses to these selected factors for minorities was mixed. Minorities were viewed as somewhat advantaged with respect to likelihood of initial appointment and somewhat disadvantaged with respect to merit salary increases, promotion consideration and professional development opportunities.

2. Unit Administrator and Faculty Workshops

Unit academic administrators have a special responsibility to encourage the career advancement and professional development of women

and minority faculty members. A supportive environment should be created in each academic unit to maximize the opportunity for women and minority faculty to meet both their career goals and the unit's performance standards for merit salary increases, reappointment, promotion and tenure. An important aspect of this environment is regular and supportive interaction with colleagues in the unit and in related fields in other units. Special emphasis is placed on the role of annual performance reviews and/or special meetings with women and minority faculty to evaluate progress, encourage professional development and ensure two-way communication.

The full integration of women and minorities into the academic community also 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 these regards that the following workshop programs have been developed.

In Spring 1989 the Office of the Provost, in conjunction with a faculty member in the School of Labor and Industrial Relations, presented a workshop on faculty performance review. This program was targeted for department chairpersons and school directors in their role of advancing the career development of faculty. Objectives of the workshop included the identification of concepts that underlay effectiveness and defensibility for chairpersons and directors in their role as university administrators; the crucial role of the chairperson/director in the success of the individual faculty member and in achieving the mission of the University; the performance enhancement process, including the role of the annual performance review in that process; alternate performance review methods most likely to be effective; conduct of more effective performance review/feedback sessions; preparation of documentation of performance review/feedback sessions; development of strategies for helping faculty to improve.

In Fall 1988 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, MSU Commitment to Pluralism and Diversity, was combined with the New Faculty Orientation Program in a successful effort to increase attendance. This session included a presentation of films and videos regarding the classroom and university environment from the perspective of women and minorities; this was followed by an open discussion of diversity issues. The New Faculty Orientation Program included speeches by the President and Provost which focused on diversity and affirmative

action efforts as central concerns. Part II of the Survive and Thrive program focused on 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.

Also in Fall 1988, the Office of the Provost scheduled three half-day workshop sessions for new and/or recently appointed academic unit administrators. Program topics included the 14-Step Hiring Process for Academic Personnel, promotion, reappointment and tenure process, budget, planning, finance, academic governance, and legal affairs.

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

3. Affirmative Action Waivers

Waivers of the 14-Step Hiring Procedure for spouses of individuals whose appointments are in units underutilized for women and minorities are used as a means of retaining women and minority tenure system faculty members. Waivers are often accompanied by position allocations to departments, with funding from the Office of the Provost on a permanent or transition basis until funds are available in the department, school or college. While in 1988-89 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 were submitted to the Office of the Provost in September 1989 with the understanding they will be implemented in the 1989-90 reappointment, promotion and tenure cycle.

5. Welcome Letters

The Office of the Provost distributed a letter of welcome to all new tenure system faculty members during Fall Term 1989 that provided information about appointment-related processing, facilities, services and opportunities available at Michigan State University. Also, a letter of welcome to all faculty from the President, published in the MSU News-Bulletin, stressed the University's commitment to diversity.

6. University Distinguished Professor

The newly established University Distinguished Professor designation will be conferred on selected members of the faculty to recognize distinguished achievements in teaching, research and service. The designation will be highly honorific and will provide an opportunity to recognize protected group faculty for excellence. The representation of protected group faculty will be carefully monitored in the selection process.

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 234 new tenure system faculty members, or 11% of the total tenure system, during the 1988-91 goal period. Further, it should be noted that about 65% of the projected tenure system vacancies, i.e., 152 of 234, 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 1988-89 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 1988-89 affirmative action plan year, waivers of the normal hiring procedures were used in 9 of the 76 tenure system appointments. In all cases but two, the special waiver was used in units underrepresented for minorities and/or women. The two cases involved a spouse waiver related to a unit underrepresented for women and a tenure system appointment for a

minority male appointed at MSU in an administrative capacity.

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 MSU Visiting Minority Faculty Program through which MSU invites minority individuals from other colleges or universities, business, industry and government to accept visiting appointments at Michigan State. In 1988-89, the Office of the Provost provided approximately \$28,000 to be allocated on a matching funds basis to departments and schools participating in the MSU Visiting Minority Faculty Program. Two individuals (1 Black male and 1 Hispanic female) were appointed by participating units in the College of Arts and Letters.

The State of Michigan continued to support the Martin Luther King, Jr. - Cesar Chavez - Rosa Parks Visiting Professor Program during 1988-89 with an appropriation of approximately \$82,000. The stated purpose of this program is to increase the number of minority instructors in the classroom. Similar to the MSU-supported Visiting Minority Faculty Program, funding from the State is conditional on an equal match of institutional funding, i.e., at least \$82,000, from Michigan State University, that is devoted to this same purpose. Twenty-four individuals were supported with funds from this program during 1988-89. Appointments of 13 Black males, 7 Black females, 1 Hispanic male, 1 Hispanic female, 1 Asian/Pacific Islander female and 1 American Indian male were made by the Colleges of Agriculture and Natural Resources, Arts and Letters, Business, Education, Human Ecology, Natural Science, Social Science and The Graduate School. Additionally, funding was provided to support a faculty exchange program between MSU's College of Veterinary Medicine and Tuskegee Institute and to support Black History Celebration.

The Office of the Provost sponsored a reception in honor of Martin Luther King, Jr. - Cesar Chavez - Rosa Parks Visiting Professors and Fellows in order to provide an opportunity for interaction with colleagues across campus.

The basic purpose 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 additional professional experience.

3. 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 is specifically directed to the Natural Sciences and Veterinary Medicine in an effort to increase minority access to academic careers in these specialized fields. In the 1988-89 academic year, 10 minority postdoctoral fellows, 4 Black males, 3 Black females, 2 Asian/Pacific Islander males and 1 Asian/Pacific Islander female 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. Hispanic Expert Resources Data Base

During 1988-89 Michigan State University agreed to participate in a consortium of universities that are collaborating on the development of an Hispanic Expert Resources Data Base. Consortium members include Arizona State University, Eastern Michigan University, Michigan State University, University of Michigan and Educational Testing Service. The project involves the design and implementation of a data base which will provide consortium members and other academic institutions and organizations with specific data on Hispanic faculty, academic and administrative staff by academic discipline, administrative job categories, research interests and other areas of expertise.

Handbook for Faculty Searches with Special Reference to Affirmative Action

During 1988-89, the Handbook for Faculty Searches with Special Reference to Affirmative Action was adapted for Michigan State University by a faculty member serving as Affirmative Action consultant in the Department of Human Relations, in conjunction with the Office of the Provost. The Handbook outlines affirmative action guidelines and search and selection procedures

and strategies. It was distributed in September 1989 and is available to all search committee members.

The MSU IDEA

The MSU IDEA is a comprehensive plan for achieving a greater level of diversity and excellence at Michigan State University. It calls for renewed sensitivity to issues of race, handicap and gender. THE MSU IDEA is comprised of fifty new initiatives in the areas of leadership, recruitment and retention of faculty, staff and students, instruction, research and outreach as well as climate. Central to the document is a College Level Planning Program that makes advancing diversity a responsibility not only of University leadership but of every academic unit. Colleges are asked to review strengths and weaknesses in recruitment and retention efforts, set goals and timetables and establish additional strategies to meet goals. The MSU IDEA was distributed in April 1989. This initial plan for the academic area was developed by the Office of the Provost over the previous two years with the recommendations and advice of many concerned groups and individuals across the University.

A separate report is available which describes the progress and status of implementing the fifty initiatives of The MSU IDEA.

Handicappers and the Academic Personnel System

University policy on the employment of handicappers requires an affirmative action commitment to employ, advance in employment, and otherwise treat as qualified handicappers at all levels of employment and in all employment practices without discrimination based on an individual's physical or mental handicap. The Office of the Provost, in conjunction with the Department of Human Relations, has responsibility for the implementation and monitoring of this policy for faculty and academic staff. All academic personnel position descriptions are reviewed prior to posting so that job requirements do not inappropriately limit employment opportunities for handicappers. 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. Requests for reasonable employment accommodations not addressed satisfactorily at the department or school level are reviewed by the Assistant Provost and Assistant Vice President for Academic Human Resources 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 77 self-identified handicappers, including 42 tenure system faculty, 19 continuing staff, 5 temporary faculty and 11 temporary staff. During 1988-89, there were 16 requests for

accommodations: 7 requests were fulfilled, 4 requests are pending, 3 requests were withdrawn and 2 requests were denied. Examples of "reasonable" accommodations include provision of special equipment, handicapper parking space, telephone amplifier, telecommunication device, lever doorware.

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 non-discrimination, equal opportunity and affirmative action in the appointment, reappointment and promotion and tenure of academic personnel. Deans work with chairpersons and directors of units on specific plans for implementation of policies and strategies.

Summary

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

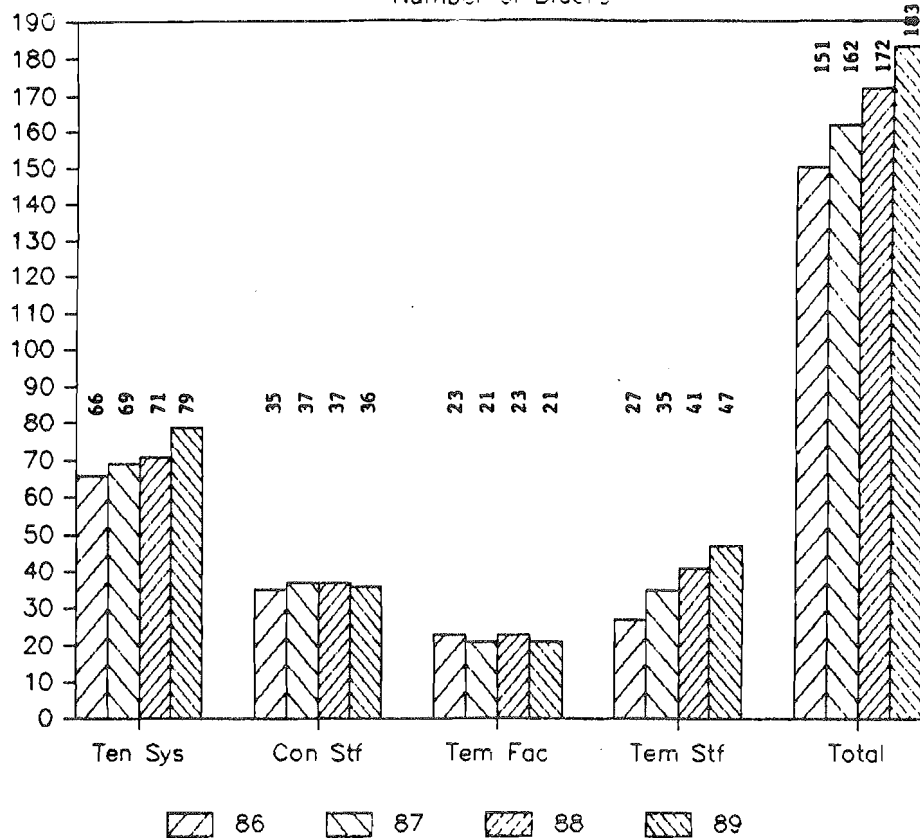
- The total academic personnel workforce increased by 111 individuals to 4,101; there was a net gain of 62 women and a net gain of 10 minorities.
- The tenure system decreased by 4 individuals to 2,112; there was a net gain of 16 women and 5 minorities.
- There was little or no change in the overall representation of the four racial/ethnic groups in the academic personnel system.
- The hiring rate for tenure system minorities exceeded average overall availability for minorities and also exceeded the percentage of minorities at the rank of assistant professor.
- The representation of women and minorities in the Academic Manager group fell below their respective proportion in the tenure system with a net loss of 4 women and 1 minority.
- The number and percentage of units underutilized for women and minorities has remained relatively constant over the years.
- There are 77 self-identified handicappers in the academic personnel system, including 42 tenure system faculty and 19 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 hoped that the more aggressive and innovative initiatives incorporated in The MSU IDEA will provide the frame-work for increased efforts to create a diverse and pluralistic campus.

Academic Workforce 1986-89

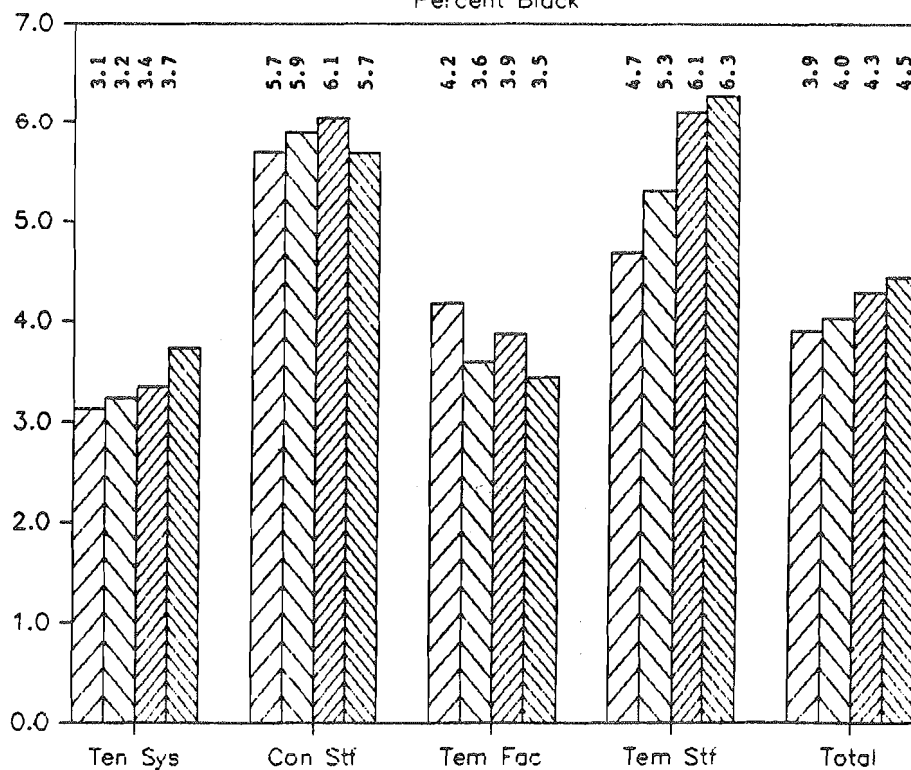
Number of Blacks



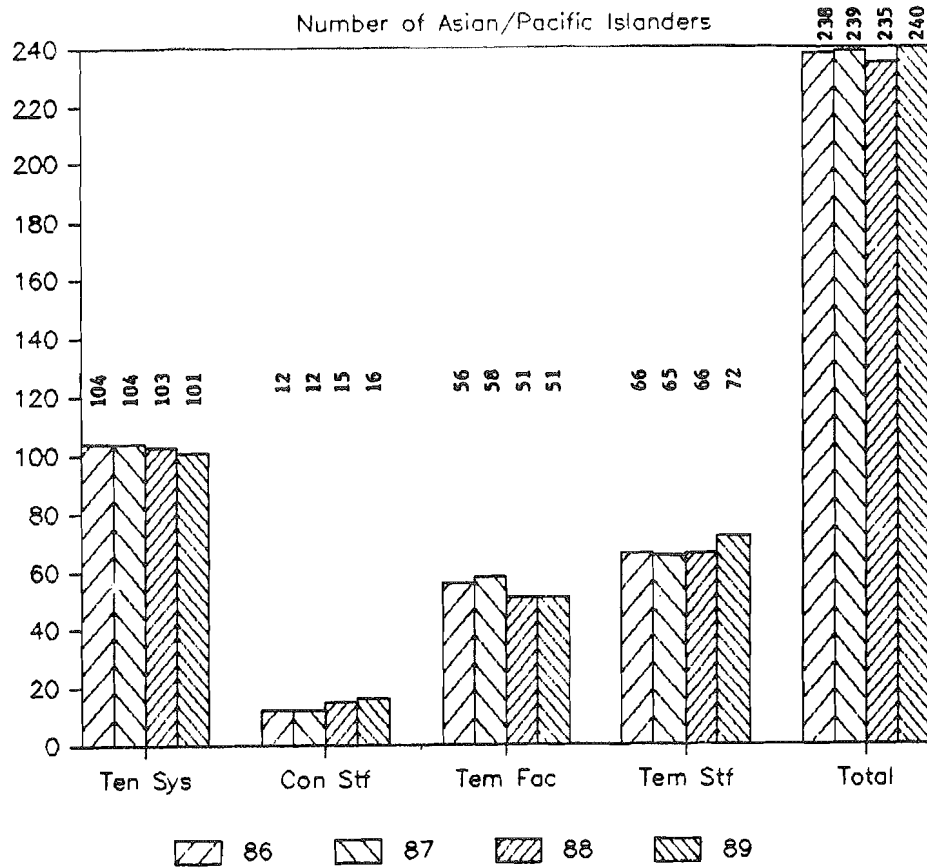
Graph II-4

Academic Workforce 1986-89

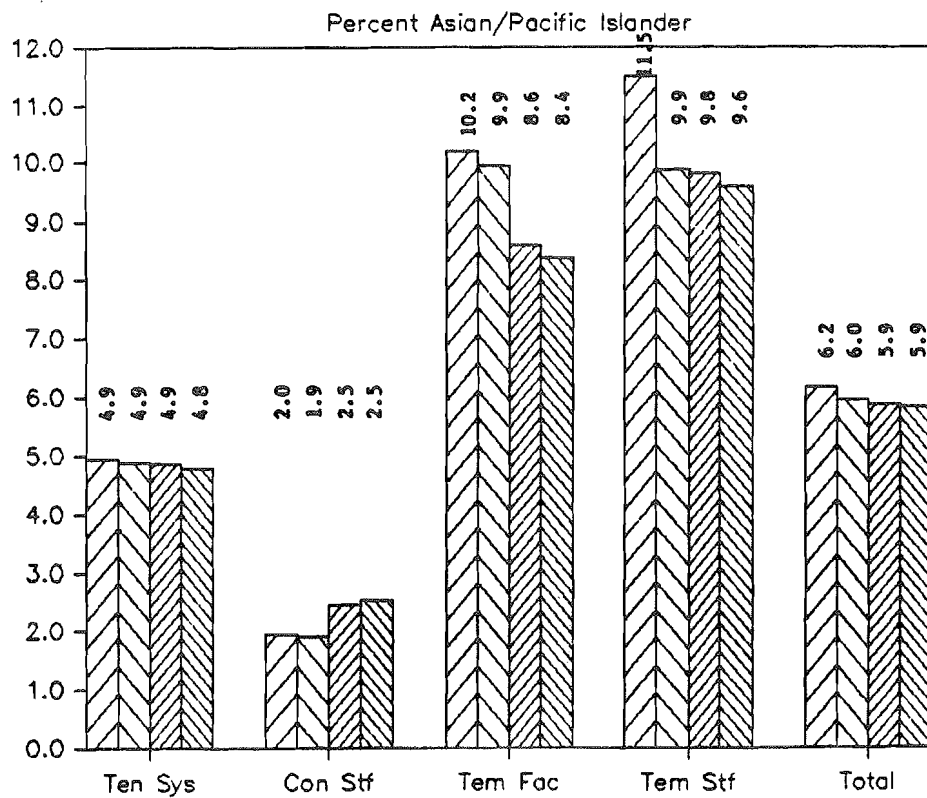
Percent Black



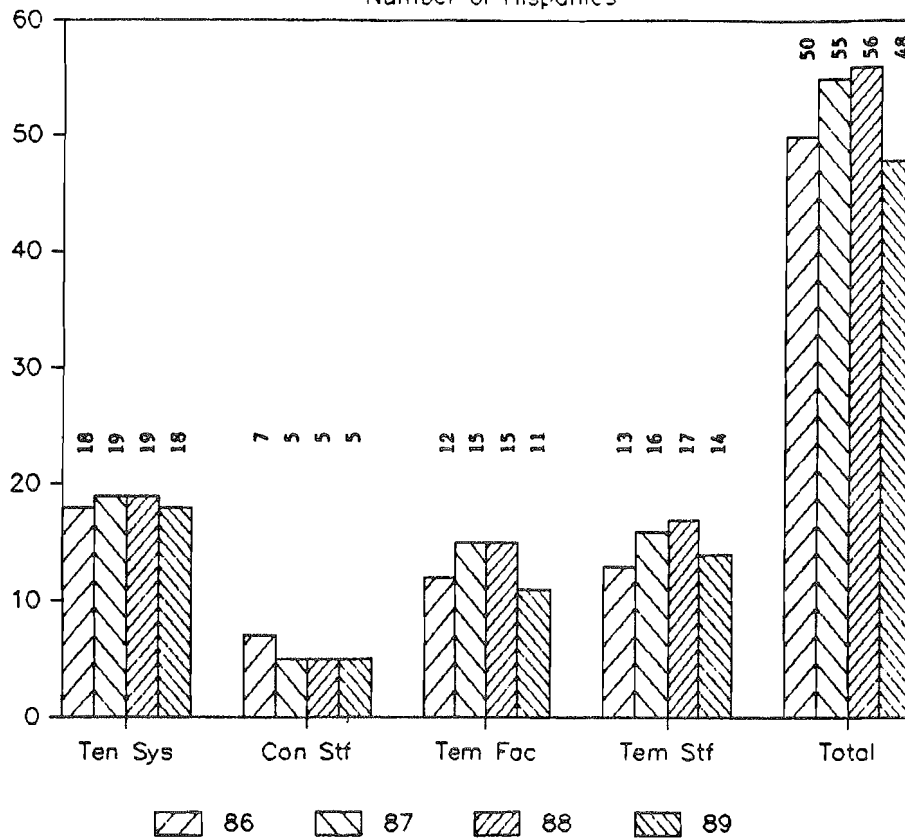
Graph II-5 Academic Workforce 1986-89



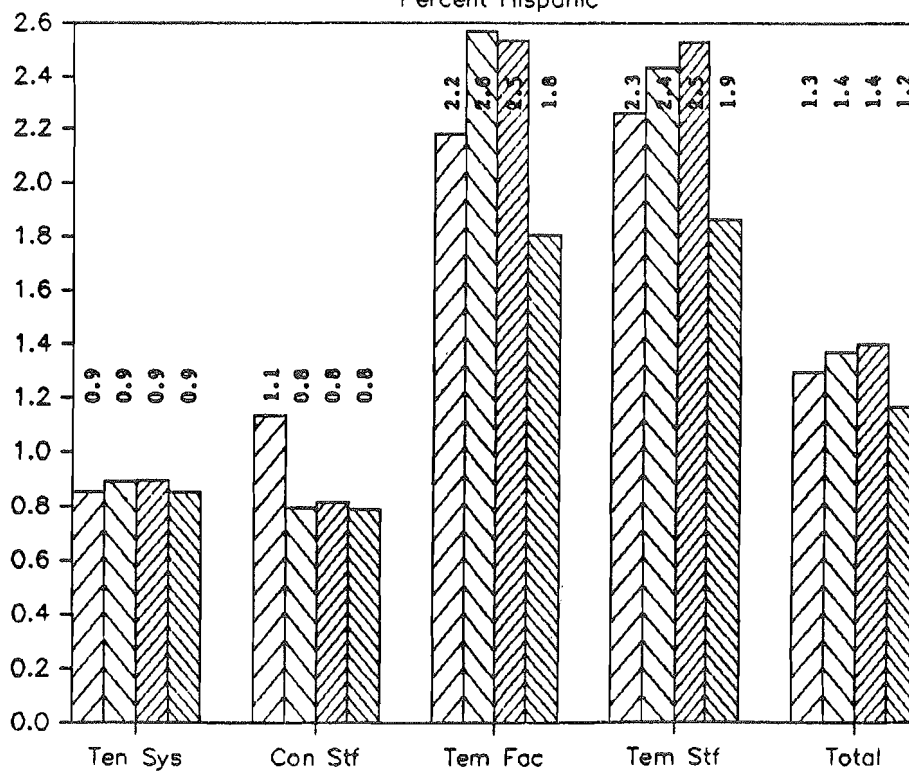
Graph II-6 Academic Workforce 1986-89



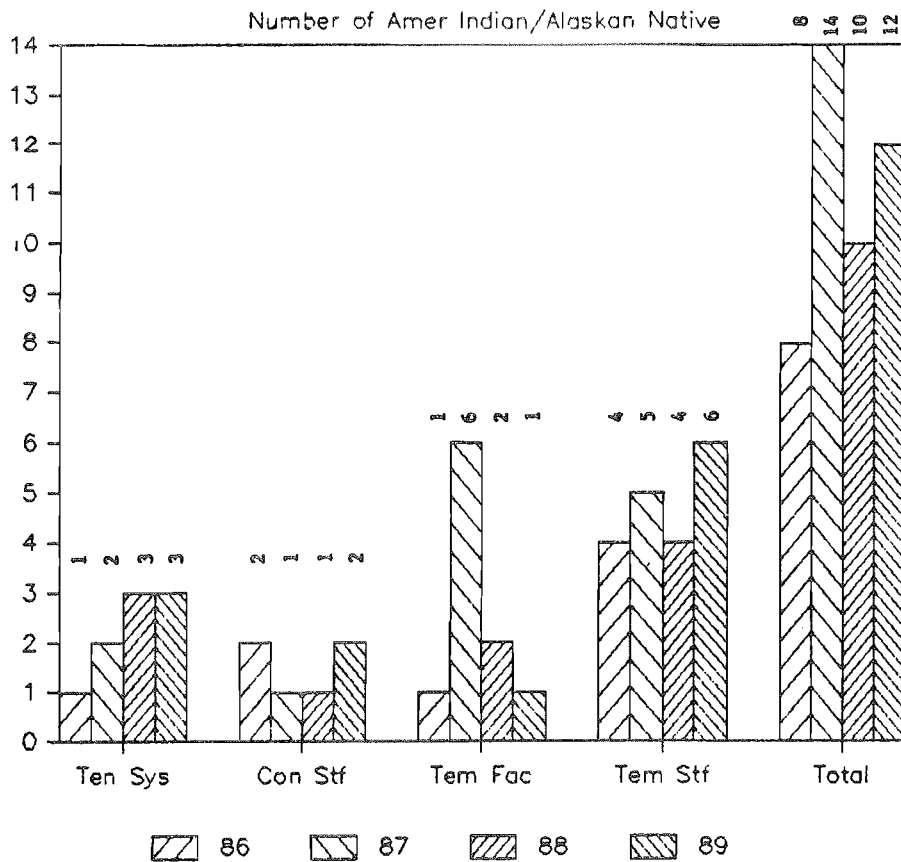
Graph 11-7
Academic Workforce 1986-89
Number of Hispanics



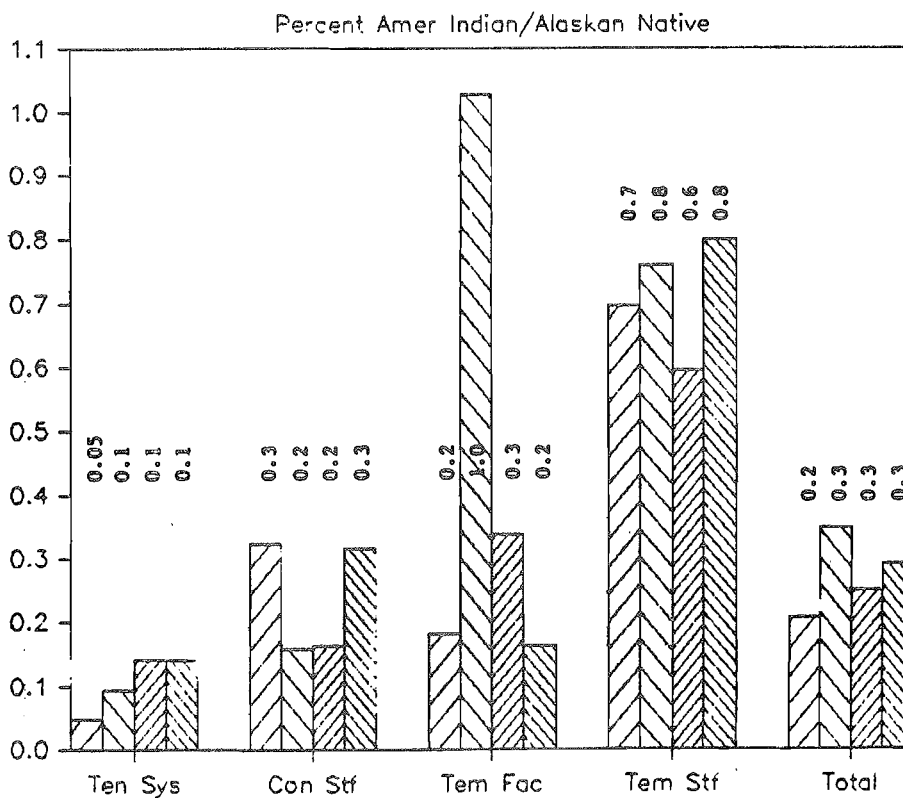
Graph 11-8
Academic Workforce 1986-89
Percent Hispanic



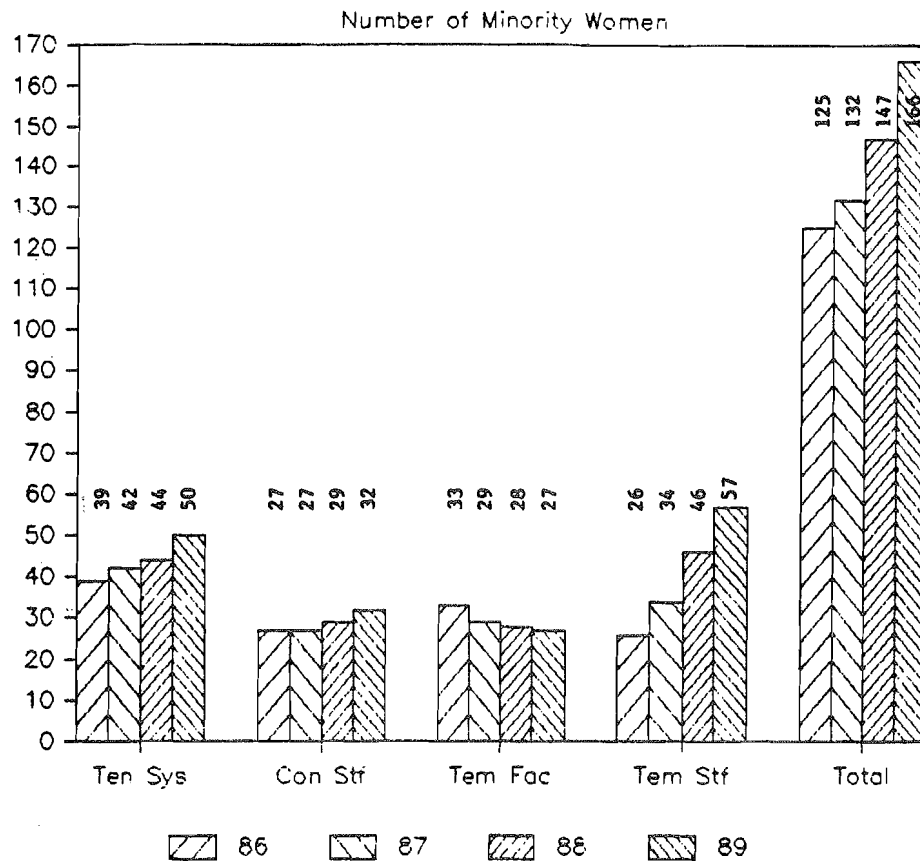
Graph II-9
Academic Workforce 1986-89



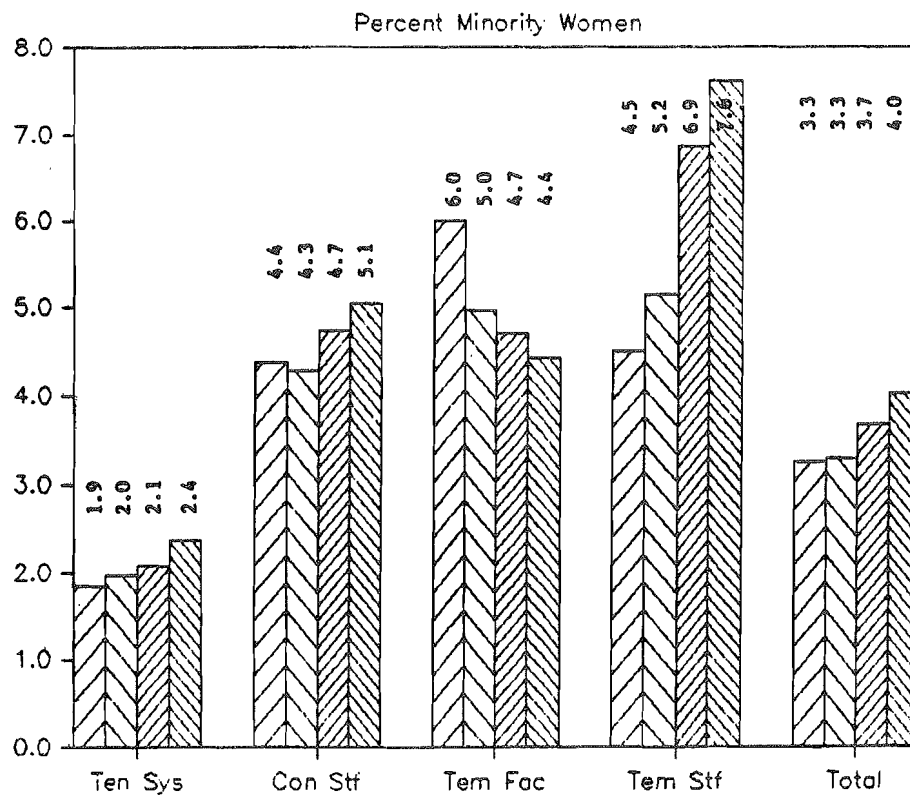
Graph II-10
Academic Workforce 1986-89



Graph II-11
Academic Workforce 1986-89

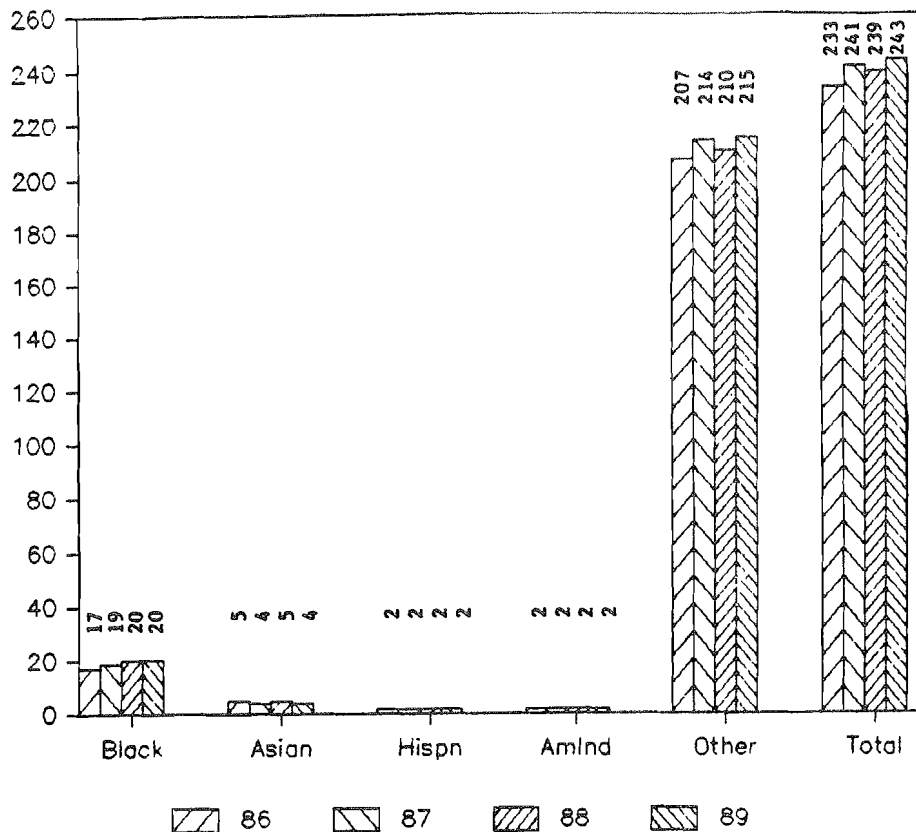


Graph II-12
Academic Workforce 1986-89



Academic Workforce 1986-89

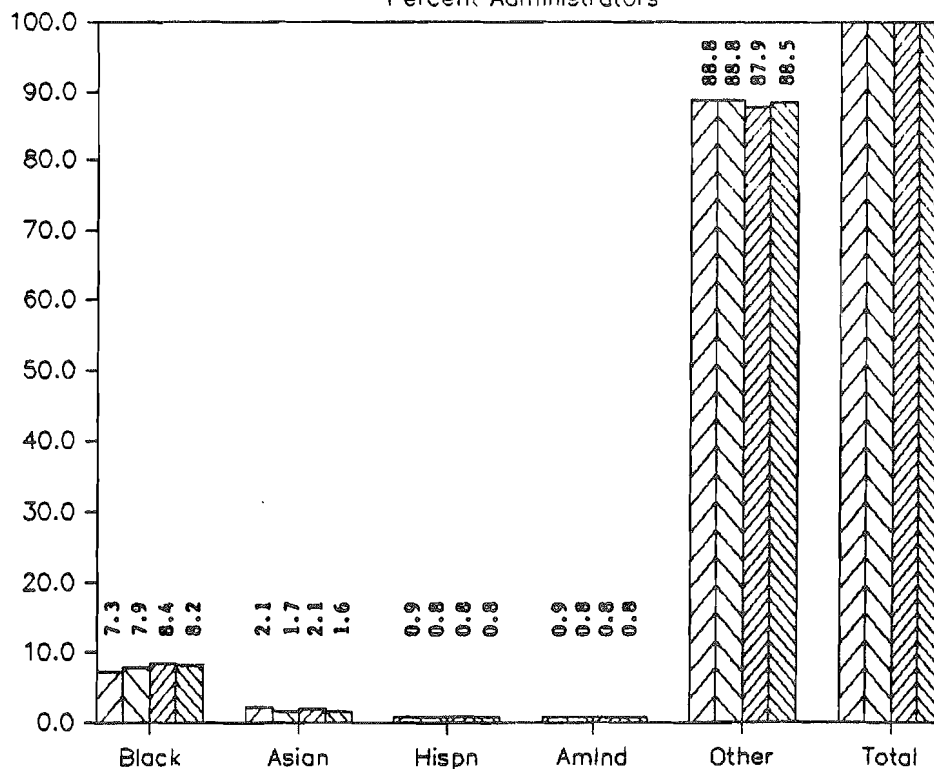
Number of Administrators



Graph II-20

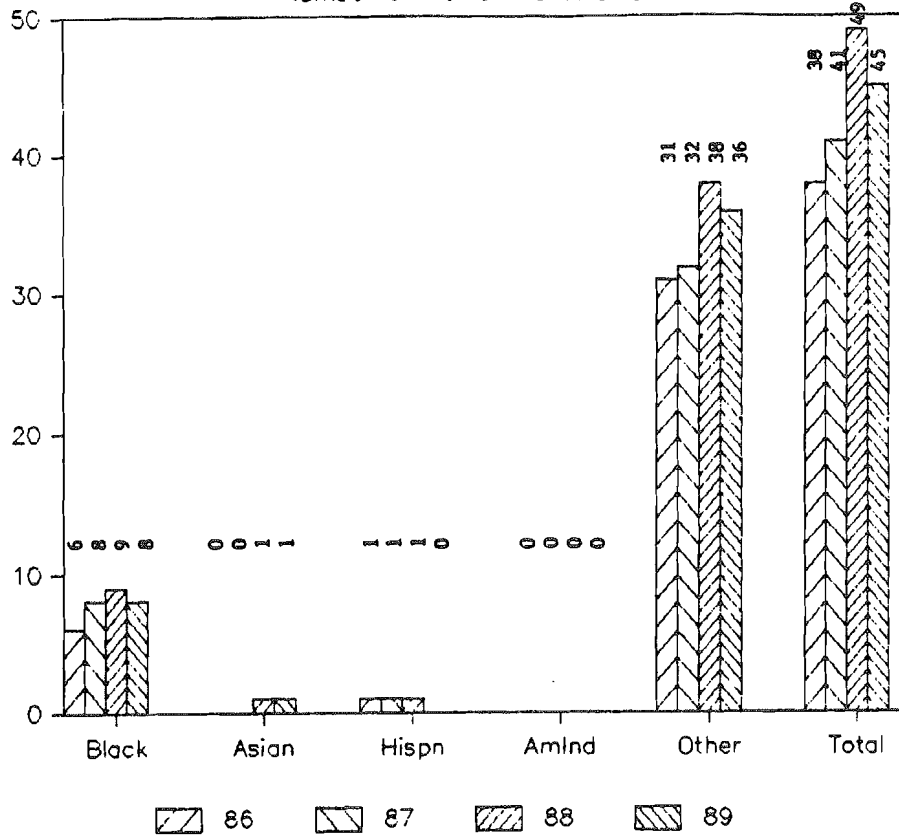
Academic Workforce 1986-89

Percent Administrators



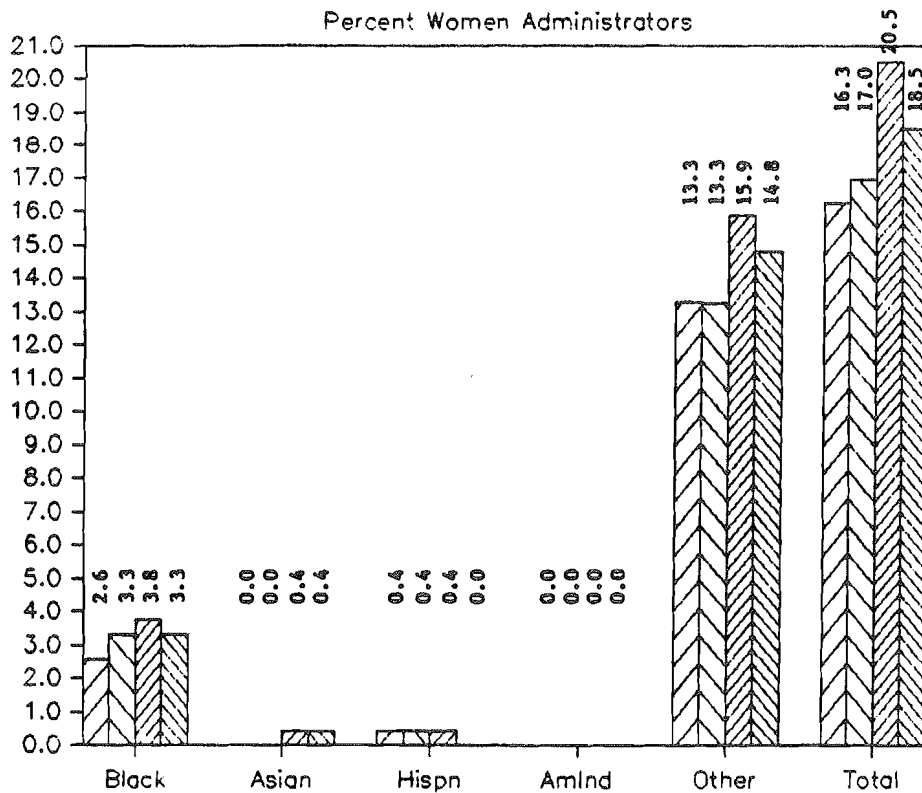
Graph 11-21
Academic Workforce 1986-89

Number of Women Administrators

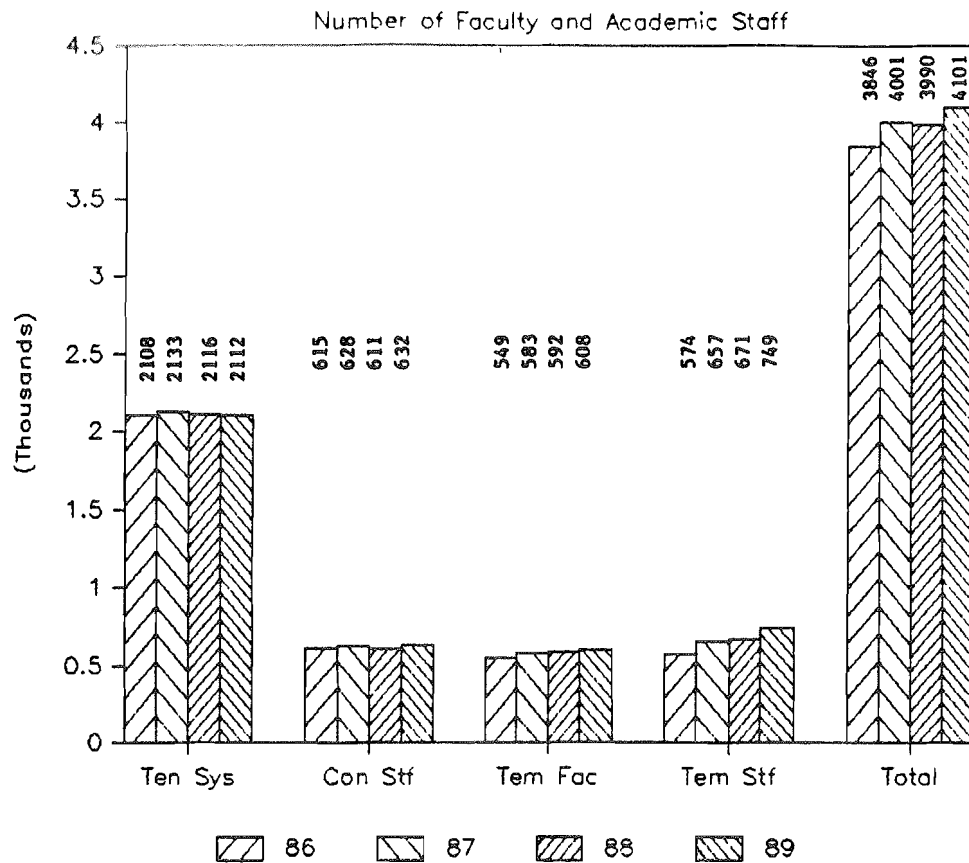


Graph 11-22
Academic Workforce 1986-89

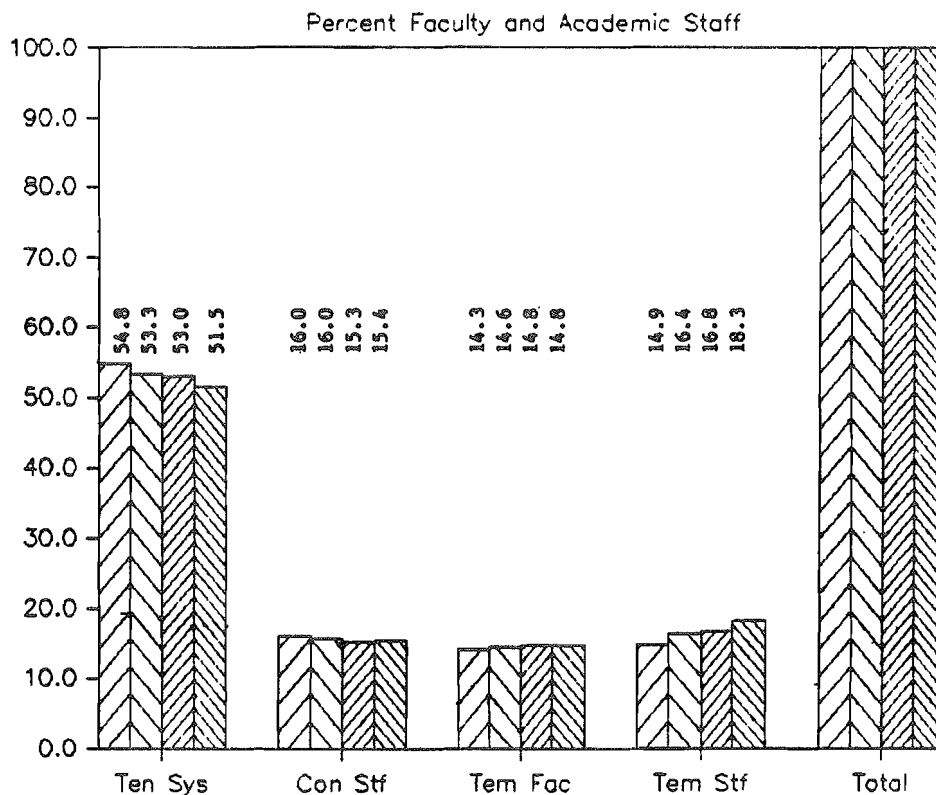
Percent Women Administrators



Graph II-23
Academic Workforce 1986-89

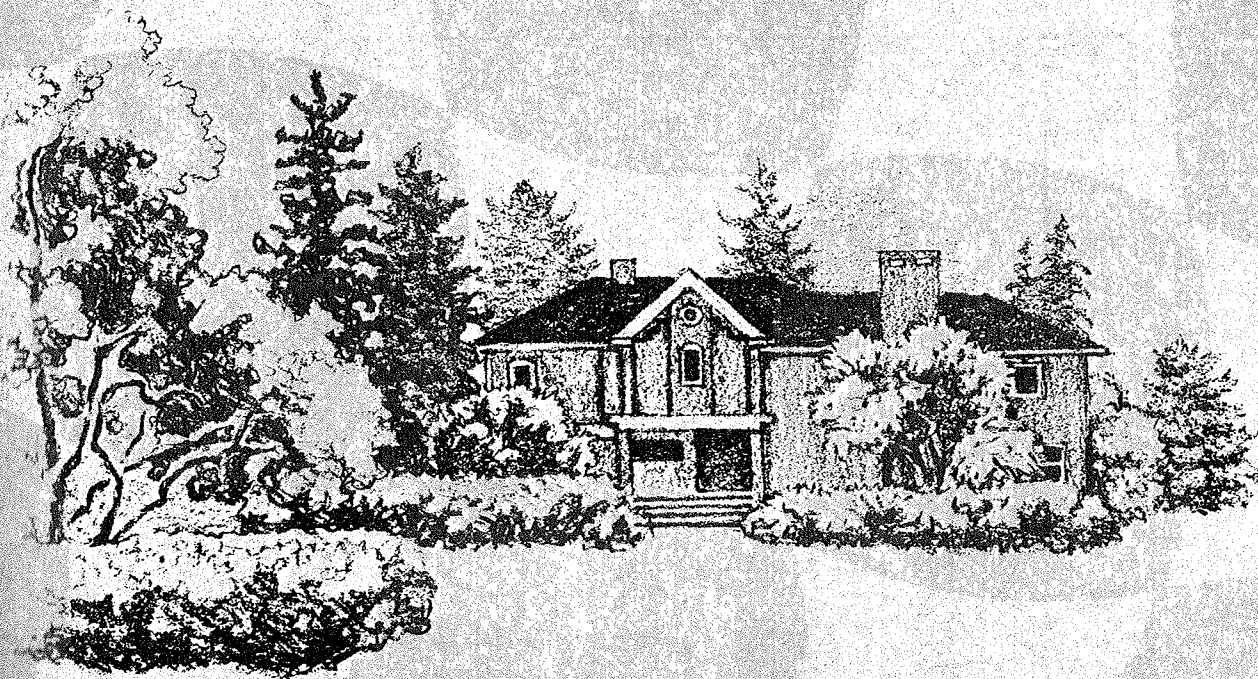


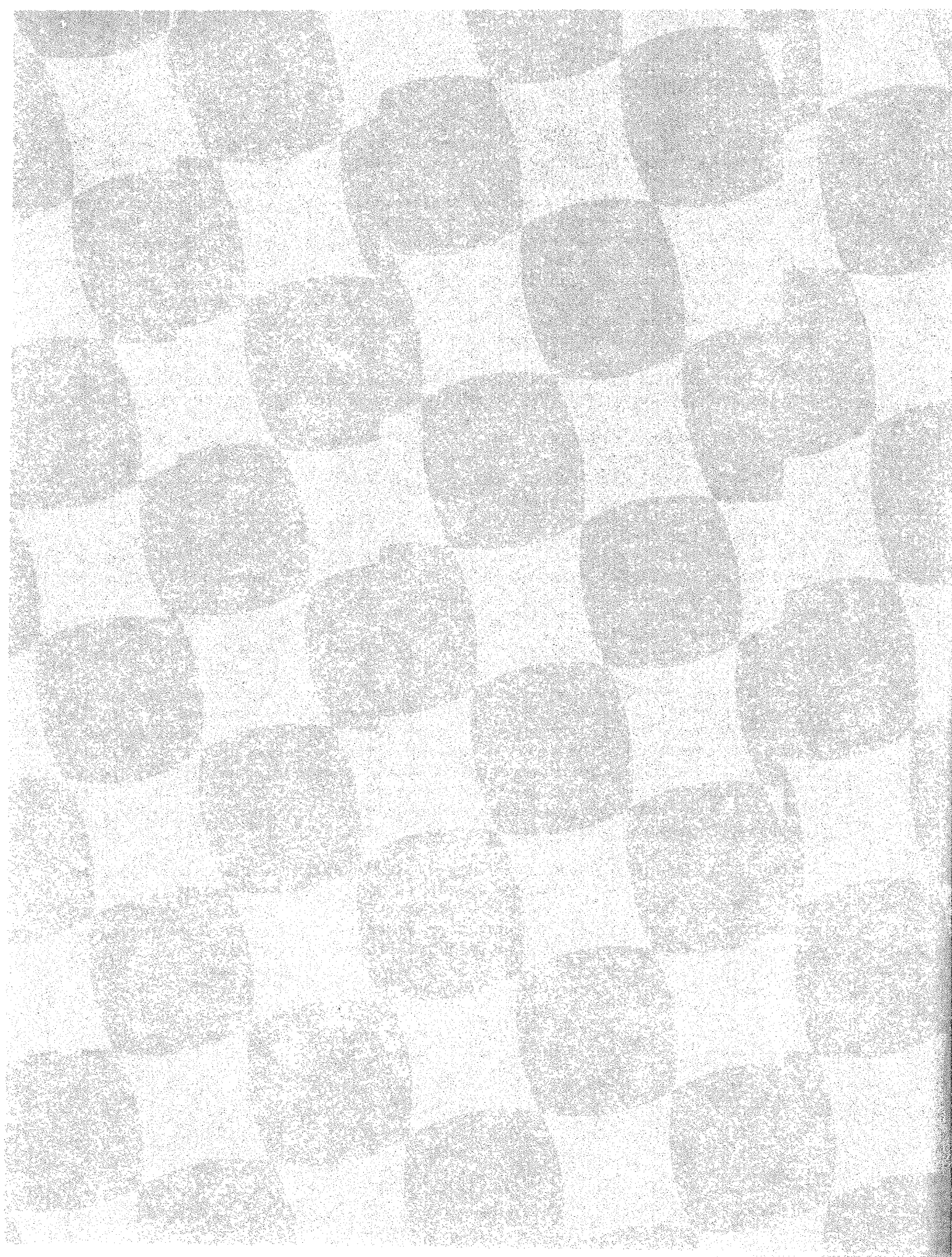
Graph II-24
Academic Workforce 1986-89



Executive Management

EXECUTIVE
MANAGEMENT





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 is included in the Appendices. Currently there are 82 Executive Management positions, of which 8 are vacant or filled on an acting basis. The record-keeping responsibilities for Executive Management positions are located in the Office of the Provost.

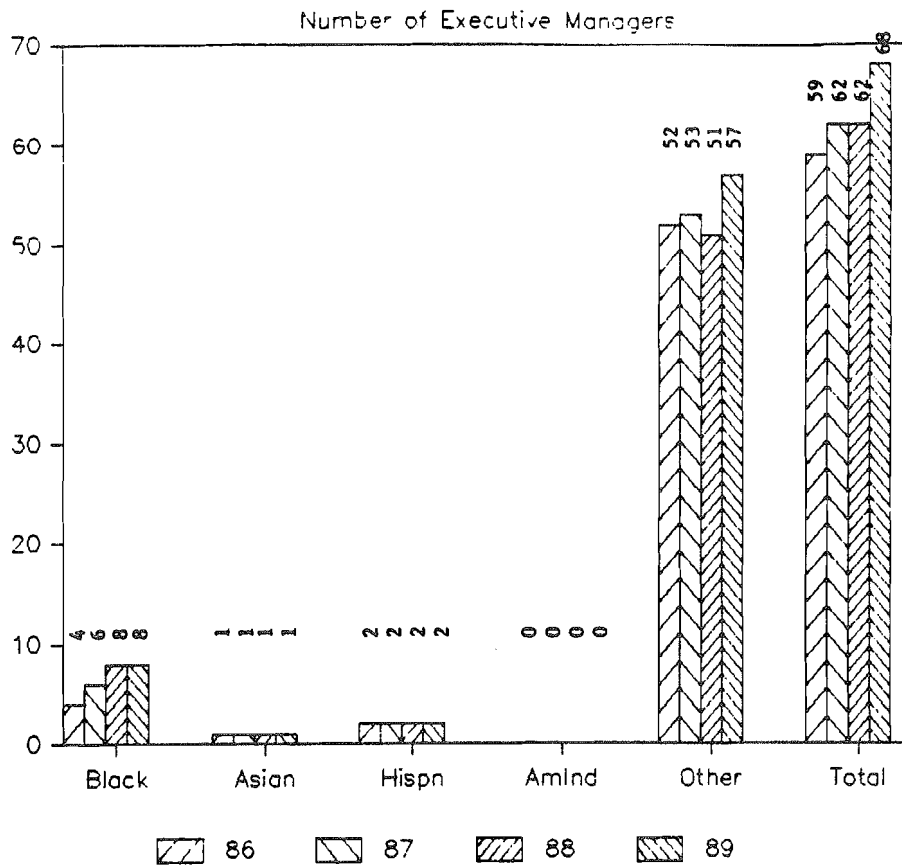
There were 10 new Executive Management appointments effective during the October through September 1988-89 Affirmative Action Plan year. These were:

VP for Governmental Affairs	11-01-88	Non-Minority Man
Vice Provost for Human Health Programs	02-01-89	Non-Minority Man
Ast VP for Student Affairs and Services	01-31-89	Non-Minority Woman
Ast Provost for Academic Services	07-01-89	Non-Minority Woman
Ast Provost for Lifelong Education	07-01-89	Non-Minority Man
Ast Provost for Acad Comp & Technology	01-01-89	Non-Minority Man
Director of Broadcasting Services	01-01-89	Non-Minority Man
Director of Facilities Maint. & Telecomm Systems	04-01-89	Non-Minority Man
Director of Career Development & Placement Services	10-01-88	Minority Man
Director of College Programs	01-01-89	Non-Minority Woman

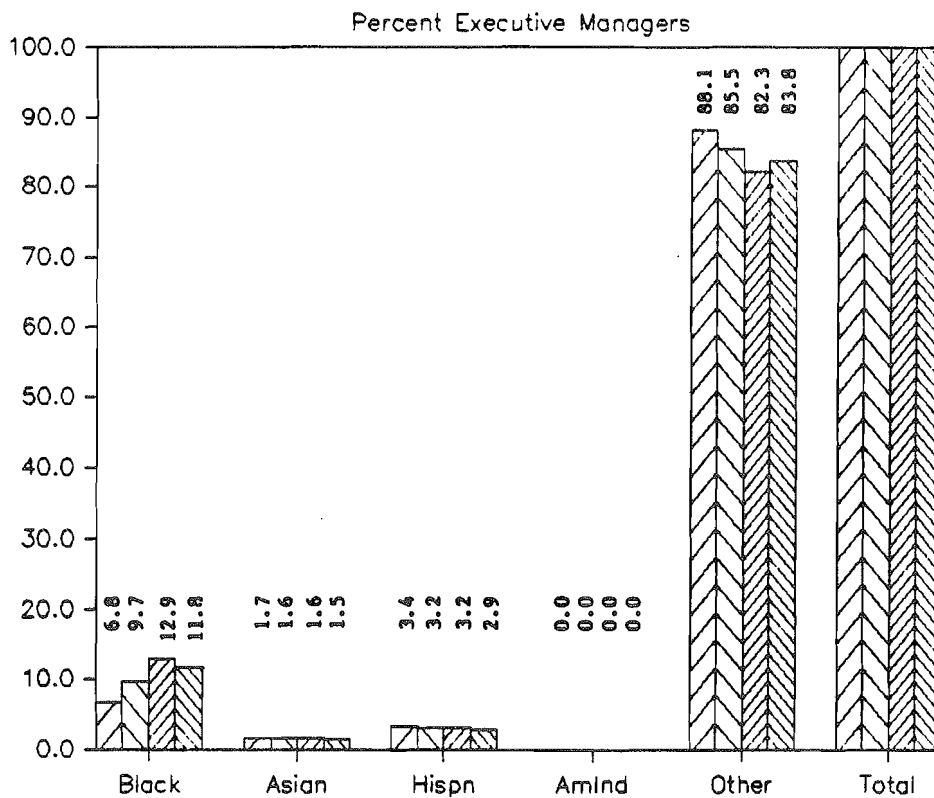
There are 68 individuals appointed in Executive Management positions as of October 1, 1989. Of these, 13 (19.1%) are non-minority women and 11 (16.2%) are minorities. One (1.5%) minority woman is Black; of the 10 minority men, 7 (10.3%) are Black, 1 (1.5%) is Asian/Pacific Islander, and 2 (2.9%) are Hispanic. The total representation of members of protected classes is 24 (35.3%), an increase of 2 and down slightly from 35.5% in October 1988. There is some underrepresentation of Asian/Pacific Islanders and women in Executive Management positions.

Graphs III-1 and III-3 display four-year trend data for numbers of members of protected classes, including women, in Executive Management positions. Graphs III-2 and III-4 show percentages of the Executive Management positions. The number and percentage of minorities and women have increased in Executive Management positions over this four-year period.

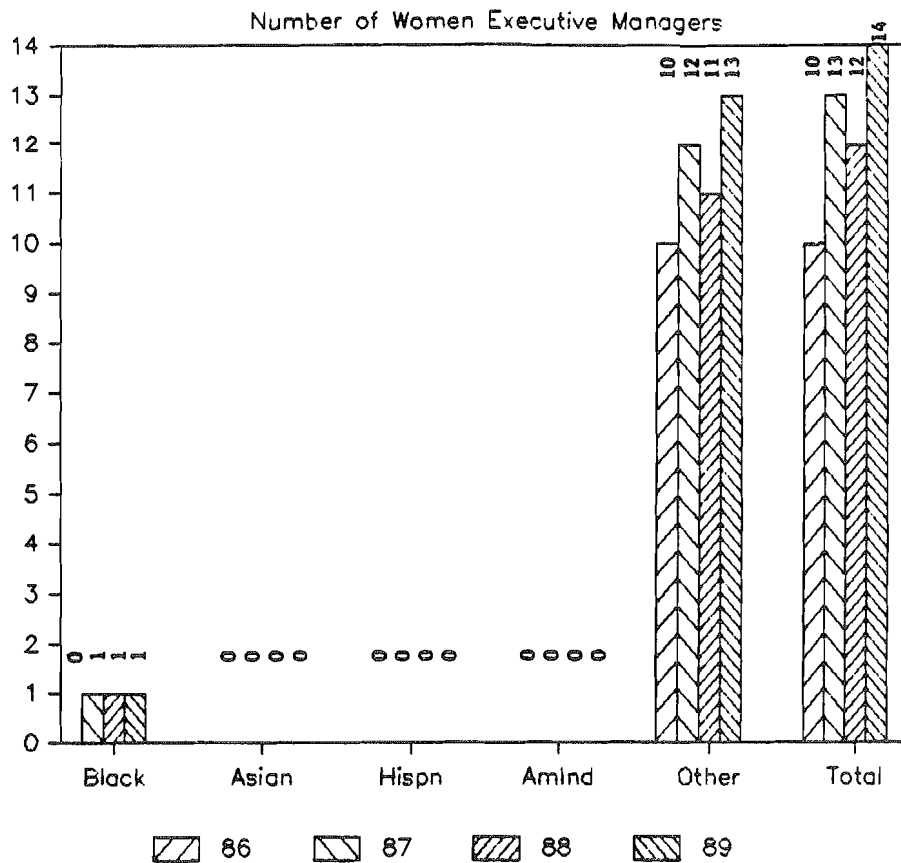
Graph III-1
Academic Workforce 1986-89



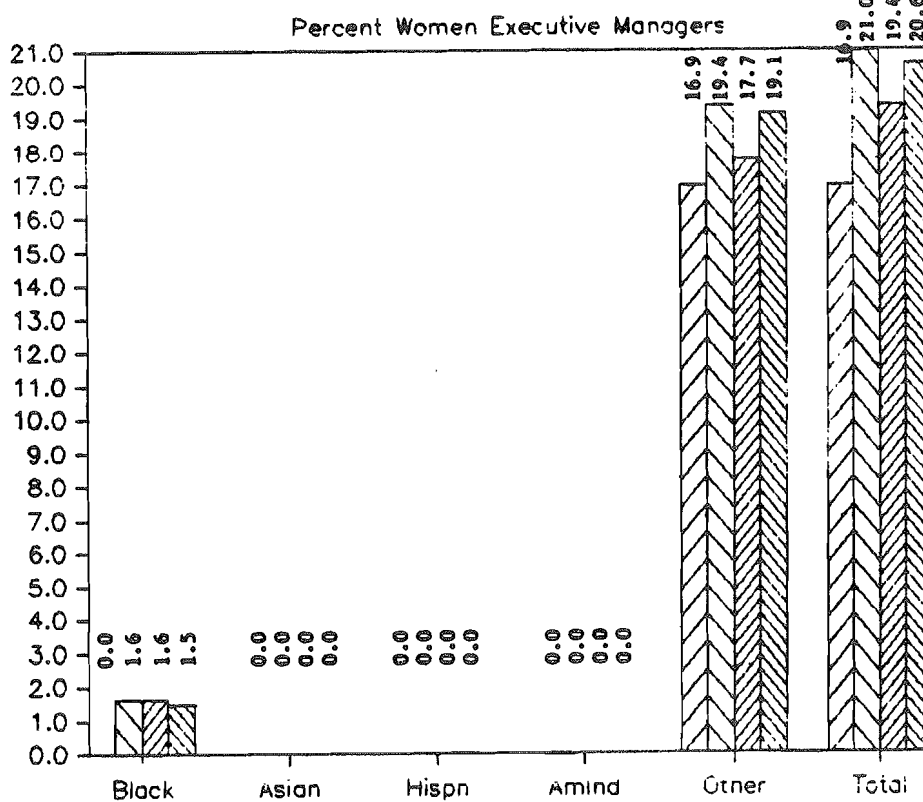
Graph III-2
Academic Workforce 1986-89

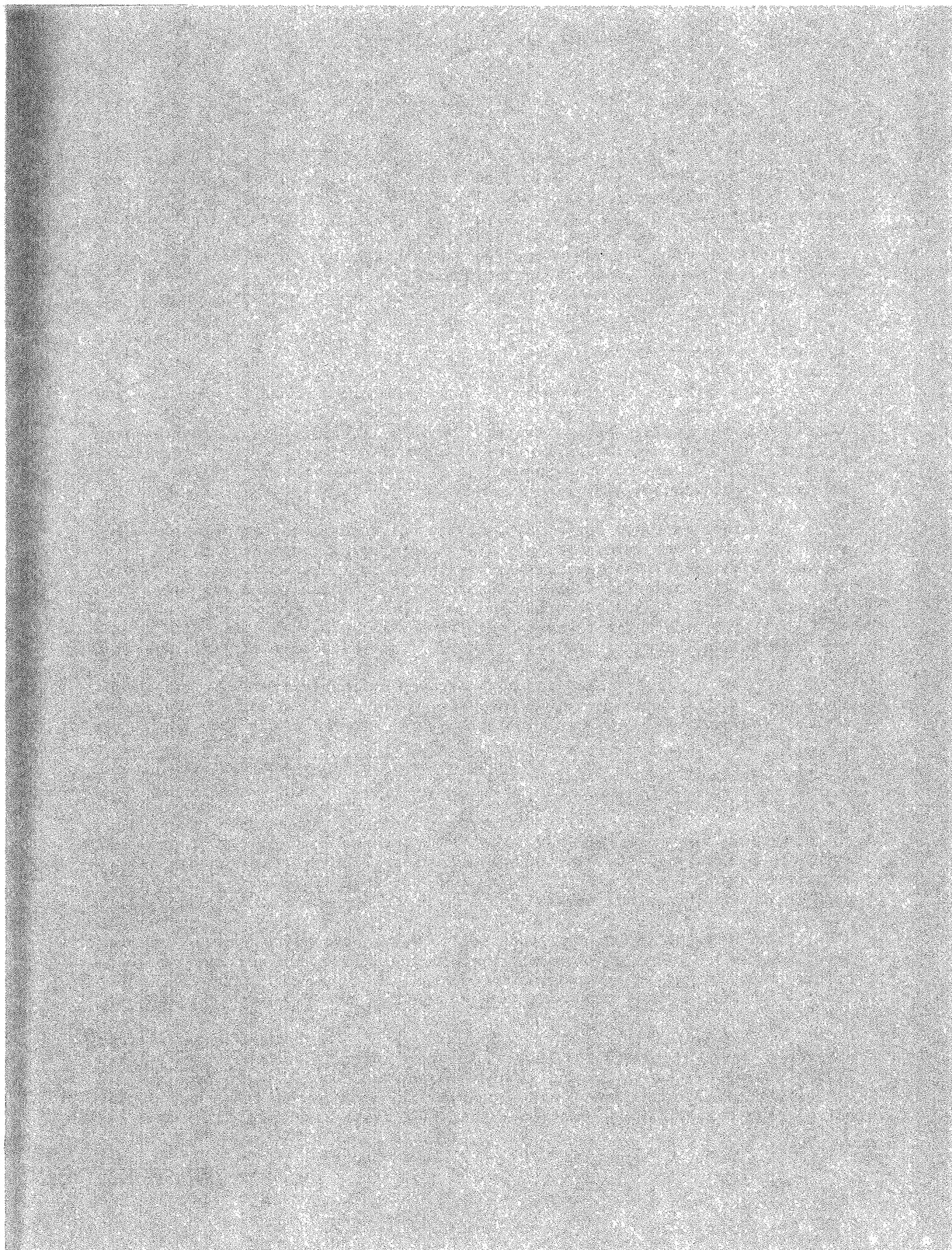


Graph III-3
Academic Workforce 1986-89



Graph III-4
Academic Workforce 1986-89





IV. SUPPORT STAFF

The University's support staff job classifications are aggregated into 80 job groups and six reporting categories which are comprised of administrative-professional (APA, APSA), clerical-technical (CTU-MSU), public safety (FOP), service maintenance (1585), skilled trades (Locals 274, 547, 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.

Joint Labor Management Classification Study

The joint labor management classification study was implemented for the reporting category of clerical-technical in November 1988, and for administrative-professional in January 1989 and March 1989.

The administrative-professional, clerical-technical, and supervisory job groups were restructured after the new job classification specifications were reviewed. The foundation for the new job groups were similarity in content, wage rate, and opportunity. The reporting category of supervisory was merged into the existing category of administrative-professional since this subgroup is no longer a separate bargaining unit. Updated census and educational data was considered in determining the utilization in the new job groups.

For administrative-professional employees, the classification study resulted in 788 (47.1%) promotions, 310 (18.5%) demotions, and 575 (34.4%) lateral transfers. There were also 225 (13.4%) employees who changed from the clerical-technical category to the administrative-professional category.

For clerical-technical employees, the classification study resulted in 795 (35.7%) promotions, 211 (9.5%) demotions, and 1,223 (54.9%) lateral transfers. There were also 78 (3.5%) employees who changed from the administrative professional category to the clerical-technical category.

The following tables depict the classification study changes according to men, women, non-minorities, and each minority group. Tables IV-1 and IV-2 illustrate the Administrative-Professional and Clerical-Technical statistics. Table IV-3 illustrates only Administrative-Professional and Table IV-4 includes only Clerical-Technical statistics. Since the implementation of the classification study and the new job groups, the affirmative action bypass has been used to promote additional protected class applicants to higher levels.

Table IV-1

Administrative-Professional and Clerical-Technical Classification Study with percents calculated on a Grand Total by gender and race.

	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Non- Min Total</u>	<u>Min Total</u>	<u>Blk</u>	<u>As/P</u>	<u>Hisp</u>	<u>Am Ind</u>
Promotion	1583 40.6%	412 43.0%	1171 39.8%	1463 41.6%	120 31.3%	63 31.2%	23 36.5%	27 29.0%	7 26.9%
Demotion	521 13.4%	202 21.1%	319 10.8%	450 12.8%	71 18.5%	37 18.3%	10 15.9%	17 18.3%	7 26.9%
Lateral	1798 46.1%	344 35.9%	1454 49.4%	1605 45.6%	193 50.3%	102 50.5%	30 47.6%	49 52.7%	12 46.2%
Grand Total	3902	958	2944	3518	384	202	63	93	26

Table IV-2

Administrative-Professional and Clerical-Technical Classification Study with percents of promotions, demotions, or lateral changes.

	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Non- Min Total</u>	<u>Min Total</u>	<u>Blk</u>	<u>As/P</u>	<u>Hisp</u>	<u>Am Ind</u>
Promotion	1583	412 26.0%	1171 74.0%	1463 92.4%	120 7.6%	63 4.0%	23 1.5%	27 1.7%	7 0.4%
Demotion	521	202 38.8%	319 61.2%	450 86.4%	71 13.6%	37 7.1%	10 1.9%	17 3.3%	7 1.3%
Lateral	1798	344 19.1%	1454 80.9%	1605 89.3%	193 10.7%	102 5.7%	30 1.7%	49 2.7%	12 0.7%
Grand Total	3902	958	2944	3518	384	202	63	93	26

Table IV-3

Administrative-Professional Classification Study with percents calculated on a Grand Total by gender and race.

	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Non- Min Total</u>	<u>Min Total</u>	<u>Blk</u>	<u>As/P</u>	<u>Hisp</u>	<u>Am Ind</u>
Promotion	788 20.2%	336 35.1%	452 15.4%	733 20.8%	55 14.3%	28 13.9%	17 27.0%	7 7.5%	3 11.5%
Demotion	310 7.9%	154 16.1%	156 5.3%	269 7.6%	41 10.7%	23 11.4%	5 7.9%	9 9.7%	4 15.4%
Lateral	575 14.7%	261 27.2%	314 10.7%	530 15.1%	45 11.7%	23 11.4%	13 20.6%	6 6.5%	3 11.5%
Grand Total	1673	751	922	1532	141	74	35	22	10

Table IV-4

Clerical-Technical Classification Study with percents calculated on a Grand Total by gender and race.

	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Non- Min Total</u>	<u>Min Total</u>	<u>Blk</u>	<u>As/P</u>	<u>Hisp</u>	<u>Am Ind</u>
Promotion	795 20.4%	76 7.9%	719 24.4%	730 20.8%	65 16.9%	35 17.3%	6 9.5%	20 21.5%	4 15.4%
Demotion	211 5.4%	48 5.0%	163 5.5%	181 5.1%	30 7.8%	14 6.9%	5 7.9%	8 8.6%	3 11.5%
Lateral	1223 31.3%	83 8.7%	1140 38.7%	1075 30.6%	148 38.5%	79 39.1%	17 27.0%	43 46.2%	9 34.6%
Grand Total	2229	207	2022	1986	243	128	28	71	16

Workforce Composition

During the 1988-89 affirmative action year, the total regular support staff workforce decreased by 68 (1.3%) from 5,364 to 5,296. However, minority representation reflected an increase of 14 (2.1%) employees, from 670 to 684. The number of minority women increased by 10 (2.0%) from 489 to 499, and the number of minority men increased by 4 (2.2%) from 181 to 185. Women representation reflected a reduction of 41 (1.2%) employees from 3,579 to 3,538.

Women and minority representation constitute 3,538 (66.8%) and 684 (12.9%) respectively of the total support staff workforce. Minority women account for 499 (12.7%) of all women, and 9.4% of the support staff workforce. Minority men represent 185 (10.5%) of all men and 3.5% of the support staff workforce. Graphs IV-1 through IV-32, itemize changes in the workforce from 1986-1989.

These graphs are presented by the six employment reporting categories, 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 42.

Minority Representation

In the six reporting categories, minority representation had an overall increase of 14 employees. The category of administrative-professional increased by *50 (43.5%) from 115 to 165. The cooperative extension area increased by 7 (14.6%) from 48 to 55. A reduction occurred in clerical-technical by *10 (4.1%) from 251 to 241, and service maintenance decreased by 8 (4.0%) from 209 to 201. There were no changes reported in the categories of public safety and skilled trades. The changes for individual racial/ethnic groups are displayed in Graphs IV-5 through IV-20.

Black representation in the support staff workforce increased by 6 (1.6%) from 374 to 380 employees. Increases were reported in the categories of administrative-professional by *27 (45.8%) from 59 to 86, and in cooperative extension by 7 (18.9%) from 37 to 44 employees. Employment decreases occurred in the categories of clerical-technical by *3 (2.4%) from 130 to 127, in public safety by 1 (33.0%) from 3 to 2, and in the service maintenance category by 8 (7.0%) from 122 to 114. There were no changes in the skilled trades area.

The Asian/Pacific Islander representation increased by 6 (7.9%) from 76 to 82 employees. Workforce increases were reported in the category of administrative-professional by 5 (14.7%) from 34 to 39, and cooperative extension increased from 0 to 1 employees. The category of clerical-technical declined by 1 (3.4%) from 30 to 29, and service maintenance

* Partially due to changes from the Classification Study.

decreased by 3 (30.0%) from 10 to 7 employees. There were no changes reported in the areas of public safety and skilled trades.

Hispanic representation decreased in the workforce by 2 (1.1%) from 181 to 179 employees. Employment increases were reported in the categories of administrative-professional by *11 (64.7%) from 17 to 28, and public safety by 1 (100%) from 1 to 2. Workforce decreases occurred in the categories of clerical-technical by *6 (9.1%) from 72 to 66, cooperative extension by 1 (16.7%) from 7 to 6, and service maintenance by 1 (1.4%) from 74 to 73. The workforce in the category of skilled trades remained unchanged.

American Indian/Alaskan Native representation in the support staff workforce increased by 4 (10.3%) from 39 to 43 employees. Employment increases were reported in the category of administrative-professional by *7 (140.0%) from 5 to 12. The categories of clerical-technical, cooperative extension, public safety, skilled trades, and service maintenance experienced no changes.

Women Representation

Representation of women in the workforce declined by 41 (1.2%) from 3,579 to 3538. Increases occurred in the categories of administrative-professional by *276 (37.1%) from 743 to 1019, and in public safety by 2 (18.2%) from 11 to 13. Workforce decreases were reported in the categories of clerical-technical by *167 (8.4%) from 2,149 to 1,982, in cooperative extension by 4 (3.1%) from 134 to 130, and in service maintenance by 7 (1.9%) from 382 to 375. There were no changes in skilled trades overall, but Local 547 decreased by 1 and Local 999 increased by 1. (Graphs IV-21 through IV-24).

The workforce representation of minority women increased by 10 (2.0%) from 489 to 499. Employment increases occurred in the categories of administrative-professional by *35 (53.0%) from 66 to 101, and in cooperative extension by 7 (14.9%) from 47 to 54. Decreases were reported in clerical-technical by *7 (3.2%) from 223 to 216 and in service maintenance by 8 (6.4%) from 133 to 125. The public safety and skilled trades categories experienced no changes.

The non-minority women representation decreased by 51 (1.7%) from 3,090 to 3,039. Increases were reported in the categories of administrative-professional by *241 (35.6%) from 677 to 918, public safety by 2 (20.0%) from 10 to 12, and in service maintenance by 1 (0.4%) from 249 to 250. The category of clerical-technical decreased by *160 (9.1%) from 1,926 to 1,766 and cooperative extension decreased by 11 (14.5%) from 87 to 76. There were no changes overall in the skilled trades category, but Local 547 decreased by 1 and Local 999 increased by 1.

Men Representation

Representation of minority men in the workforce increased by 4 (2.2%)

* Partially due to changes from the Classification Study.

from 181 to 185. Employment increases were reported in the category of administrative-professional by *15 (30.6%) from 49 to 64. The category of clerical-technical decreased by *3 (12.0%) from 28 to 25. There were no changes in the categories of cooperative extension, public safety, service maintenance, and skilled trades.

Non-minority men decreased in the workforce by 31 (2.0%) from 1,604 to 1,573. An increase was reported in the category of administrative-professional by *147 (24.9%) from 591 to 738. Workforce decreases occurred in the categories of clerical-technical by *47 (26.1%) from 227 to 180, in cooperative extension by 1 (50.0%) from 2 to 1, in public safety by 2 (10.5%) from 21 to 19, and in service maintenance by 29 (7.3%) from 428 to 399. In the skilled trades category, Local 274 and Local 547 remained the same with Local 999 decreasing by 7 (3.4%) from 210 to 203.

Hiring Rates

Comparing 1987-88 and 1988-89, the temporary, regular and on-call new hires decreased by 189 (9.1%) from 2,257 to 2,068. The minority new hires increased by 27 (9.0%) from 300 to 327, and the women new hires decreased by 105 (18.6%) from 1,319 to 1,214. New minority hires accounted for 15.8% and women for 58.7% of the total new hires for 1988-89. Of the total minority hires, Blacks accounted for 186 (56.9%), Asian/Pacific Islanders for 56 (17.1%), Hispanics for 63 (19.3%), and American Indian/Alaskan Natives for 22 (6.7%). The overall representation of hires increased in all areas, 11 (6.3%) from 175 to 186 for Blacks, 3 (5.7%) from 53 to 56 for Asian/Pacific Islanders, 6 (10.5%) from 57 to 63 for Hispanics, and 7 (46.7%) from 15 to 22 for American Indian/Alaskan Natives.

Agency Referral Hires

Positions open to the public as well as positions underutilized for women and minorities, are listed weekly with 73 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 1988-89 fiscal year, 103 individuals were referred from community agencies with a total of 16 (15.5%) hired, 11 as regular employees and 5 as temporary employees. Of the 5 temporary hires, 2 advanced to regular employment. Of the 16 agency referral hires, 13 (81.3%) are currently employed.

Promotion Review

In addition to the Classification study changes described in the Joint Labor Management Classification Study section, there were 314 support staff promotions during the 1988-89 affirmative action year. Women represented 207

* Partially due to changes from the Classification Study.

(66.0%) promotions and minorities represented 52 (16.6%) promotions. Blacks accounted for 27 (51.9%), Asian/Pacific Islanders for 7 (13.5%), Hispanics for 15 (28.8%), and American Indian/Alaskan Natives for 3 (5.8%).

The reporting category of administrative-professional accounted for 100 (31.8%) promotions, clerical-technical for 112 (35.7%), cooperative extension for 8 (2.5%), public safety for 6 (1.9%), service maintenance for 53 (16.9%), and skilled trades area for 35 (11.1%).

Goal Achievement

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

Of the 73 affirmative action hiring goals established for women, 63 (86.3%) were achieved. In the administrative-professional category, 32 goals were established with 26 (81.3%) achieved, the clerical-technical category established 12 goals with 11 (91.7%) achieved, and the service maintenance category established 29 goals with 25 (86.2%) achieved. No annual goals were established in the public safety, cooperative extension and skilled trades categories.

Of the 43 individual job groups which were underutilized for women, 23 had no goals established due to low or no projected opportunities. Goals were met or exceeded in 12 job groups, partially met in 4 job groups, and goals failed to be met by 1 in 4 job groups.

For minorities, the hiring goal was established at 27 and there were 38 (140.7%) hires. There were 3 reporting categories with goals established, and the goal was met or exceeded in each category. In the administrative-professional category, 10 goals were established with 11 (110.0%) achieved, the clerical-technical area established 9 goals with 18 (200.0%) achieved, and the service maintenance category established 8 goals with 8 (100.0%) achieved.

No goals were established in the public safety, cooperative extension and skilled trades categories.

Of the 39 individual job groups which were underutilized for minorities, 27 had no goals established due to low or no projected opportunities. However, in 3 of these job groups, minority representation showed an increase. Goals were met or exceeded in 7 job groups, partially met in 2 job groups, and 3 job groups failed to meet the goal achievement by 1.

Handicapper and Veteran Employment

During the 1988-89 affirmative action year, a self-identification handicapper and veteran survey was sent to 5,435 support staff employees. The employees were instructed to return the survey if any changes were necessary to the information currently on file. An additional 17 handicappers and 6 veterans self-identified and may qualify for reasonable accommodation or affirmative

action as provided by University policy. There are currently 126 (2.4%) support staff handicappers and 643 (12.1%) support staff veterans.

Of the 9,547 internal and external applicants for 1988-89, 59 (0.6%) were self-identified as handicappers. Of the 857 selections for regular positions, 8 (0.9%) were self-identified handicappers. There were an additional 13 handicappers hired for on-call positions, and 4 hired for temporary positions.

Special Activities

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 analyzing the often conflicting medical evaluations regarding the employability of these employees, and working together to return these employees to gainful work within the University, whenever possible.

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

Human Resource Development

In May 1989, a Coordinator for Human Resource Development was assigned and began the planning process for support staff training and development programs. The programs started in mid-October 1989. The programs available were Developing Productive Work Teams, Supervisory Training, Business Writing: Key Concepts, Proofreading: The Quest for Quality, Customer/Client Relations, Managing Conflict, Strategic Planning, Effective Administrative Support, Productivity Strategies: Time Management, Meetings That Work, Stress Management, and Impacts of Office Automation. The programs are evenly focused between clerical-technical and administrative-professional topics and areas of concern to build skills for use in current positions and prepare for promotability.

Tracking and Monitoring Procedures Relating To Affirmative Action Bypass

In order to implement and monitor the affirmative action bypass procedure, the following activities have been instituted:

1. Quarterly, two reports are sent from the Human Relations Department to the appropriate Major Administrative Units with detailed

statistics by department. The goal report indicates current status of utilization by job group for women and minorities. The hiring report is an analysis by job group of the positions posted and filled during that particular quarter.

2. Every posting requisition is monitored to verify that the position is available. At this time, the Personnel Resource Systems staff will determine if the job group and department are underutilized. If it is underutilized, this will be indicated on the requisition form to notify the Personnel Employment staff to take appropriate action for women, minorities, or both. If the position is not currently underutilized, the requisition is approved for posting.
3. When a requisition is underutilized, a letter will be immediately sent from Personnel Resource Systems over the signature of the Director of Human Relations. The letter will be sent to the person signing the requisition and copied to the department administrator. The Human Relations Department will receive a copy of all letters.

Problem Areas

Three problem areas have been identified in the 1988-89 AAP. These problem areas have been selected as areas of concern which will require ongoing attention.

Problem Area: Unit-Based Reports for AFSCME Local 1585 Job Groups

Problem Statement: Job groups covered by AFSCME Local 1585 were not structured to reflect unit-based lines of progression. To accommodate the unit affiliation factors, 47 additional job groups would have been required. A means of analyzing upward mobility within major units, without creating a large number of additional job groups was necessary.

Activities during 1988-89: Despite the decreasing workforce, progress was made during this year. For women, annual goals were met or exceeded for 5 of the 13 job groups underutilized, partially met in 2 job groups, and 6 job groups had no goal established. For minorities, annual goals were exceeded in 1 of the 4 underutilized job groups, 1 job group failed to meet the goal of 1, and 2 job groups had no goals established. Previous contract negotiations have included discussions pertaining to an affirmative action bypass procedure. Meetings were held between Personnel and Employee Relations and Union officials to discuss the ongoing Affirmative Action needs.

Implemented Solution: A new job group structure of classification titles which provides for entry and promotion level job groups has been implemented. This restructuring allows for increased opportunity to exercise affirmative action.

The new procedure calls for a review of each vacancy that is underutilized. Although no official bypass process exists, this procedure will allow for increased special activities for underutilized postings. Monitoring of every

increased special activities for underutilized postings. Monitoring of every vacancy will continue, along with cooperative recruitment efforts and intervention by the Department of Personnel and Employee Relations and the Department of Human Relations.

Problem Area: Recruitment of Protected Classes

Problem Statement: Insufficient numbers of qualified applicants from protected classes are available for underutilized positions.

Activities During 1988-89: The Department of Personnel and Employee Relations has limited resources available for recruiting efforts. A memorandum was distributed to departments, emphasizing their affirmative action responsibility and detailing methods available to assist in achieving utilization. Departments are taking an active role in seeking qualified protected class applicants and are aware of the University's affirmative action needs.

The Future: Budgetary constraints will continue to impact opportunities, but with the present recruiting activity, continued improvement is expected. The Department of Personnel and Employee Relations is currently developing a computerized applicant tracking system. The new application form that includes a qualification profile of skills was implemented in September 1989. The external applicant tracking system will be implemented during the 1989-90 affirmative action year. This will greatly enhance the University's screening capabilities, ability to identify qualified protected class applicants, and identification of areas where recruitment is needed.

Action Plan: The Department of Personnel and Employee Relations will continue its efforts in recruiting and assisting departments in locating qualified protected class employees. Internal reports will continue to be utilized.

Problem Area: Targeted Areas of Underutilization

Problem Statement: Specific job groups within the workforce have experienced a history of underutilization. The job groups and categories targeted as problems follow.

For the 18 job groups targeted as underutilized for women, 5 met or exceeded the established goals, 4 partially met the goals, 6 of the job groups had no goals established, and 3 failed to meet the established goal. The established goals were met by 71.0 percent for the job groups targeted as underutilized for women. For the 6 job groups targeted as underutilized for minorities 2 job groups met or exceeded the established goals, 2 partially met the goals and 2 had no goals established. The established goals were EXCEEDED by 62.5 percent for the job groups targeted as underutilized for minorities.

The achievements made for the targeted job groups are directly related to the efforts in the areas of Bypass, Recruitment and Training as well as the cooperation from the various departments.

Targeted Job Groups

<u>General Area</u>	<u>Job Groups</u>	<u>Targeted For</u>
1. Upper Level Administrators	A1B3 A1B4 A1E5	M* W* W* & M*
2. High Level Technicians	A2E4, A2F1, A2C3 A2E3	W* M*
3. Data Processing Programmer/Analysts	A2J2	W* & M*
4. Clerical	C3A3	M*
5. Data Processing Technicians	C4J1	W*
6. Public Safety	F610	W* & M*
7. Service/Maintenance	1631, 1651, 1661 1632, 1652, 1653,	W W*
8. Upper Level Operating Engineers	5620	W*
9. Skilled Trades	9550 9560, 9570	W W*

* underutilized

The Future: Limits on state funding may impede our ability to hire and retain protected class candidates.

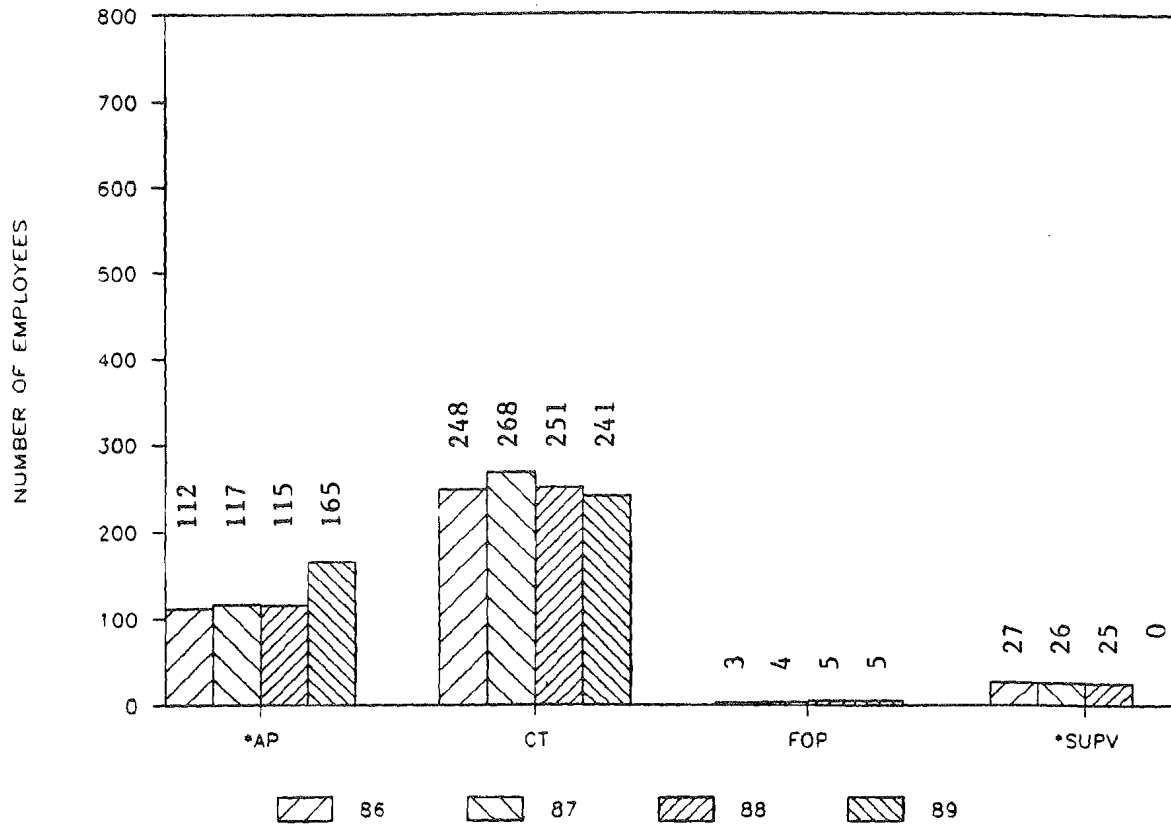
Action Plan: The Department of Personnel and Employee Relations will continue to analyze personnel actions and identify existing or potential problems. Efforts will continue to recruit women and minority applicants and identify internal candidates for vacancies as they occur.

The Department of Human Relations and the Department of Personnel and Employee Relations will continue to report and monitor results and to seek methods of protecting our accomplishments found in the current workforce while working toward attainment of goals.

Graph IV-1

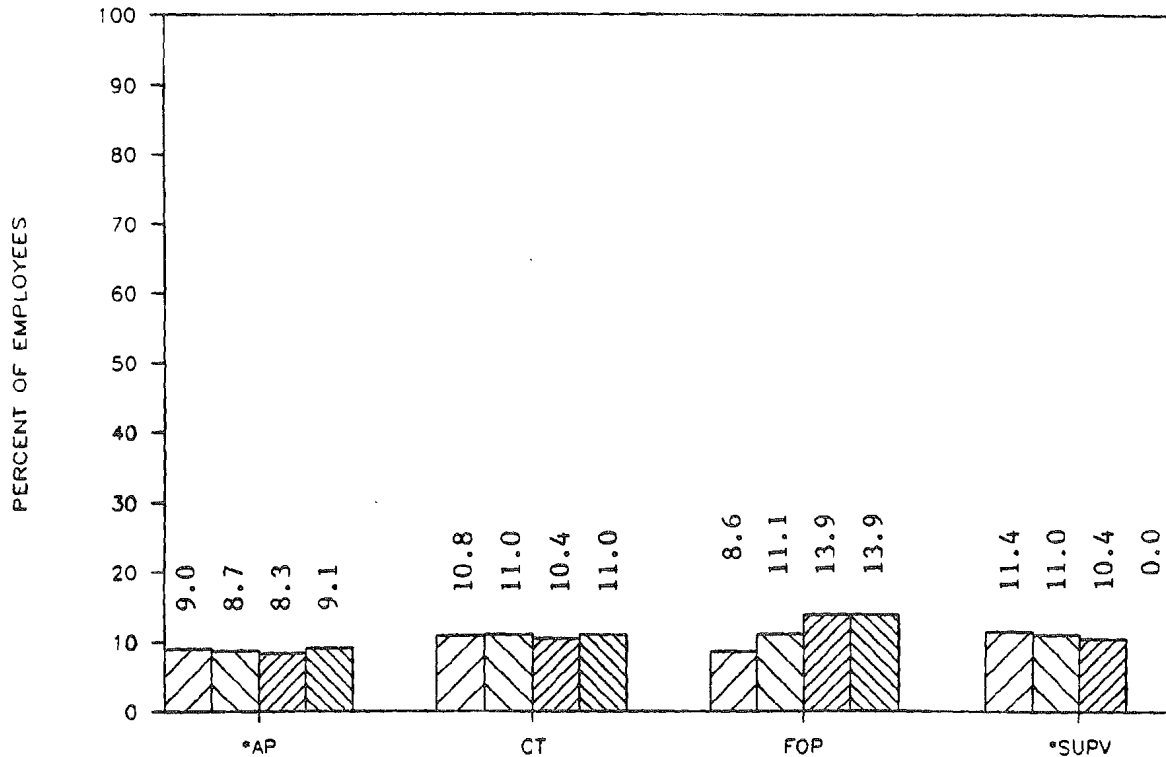
UNIVERSITY SUPPORT STAFF WORKFORCE

MINORITY EMPLOYEES



Graph IV-2

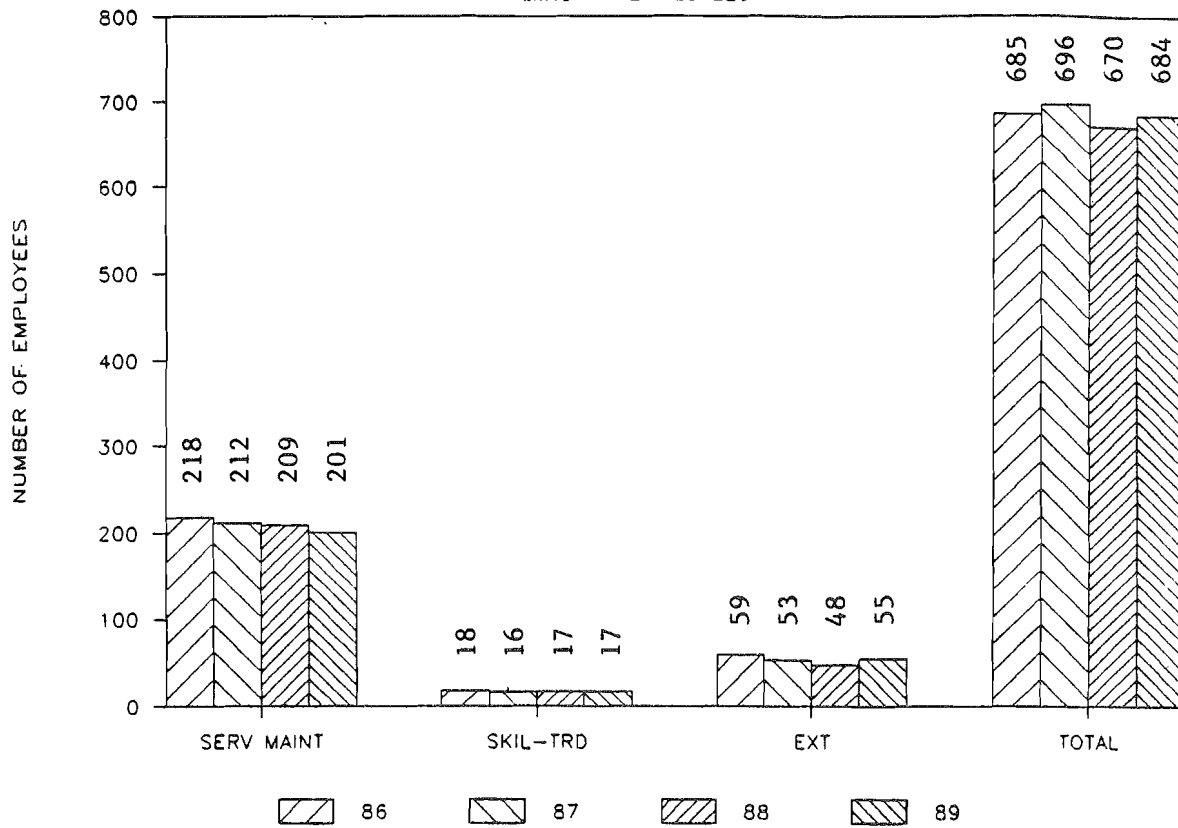
MINORITY EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

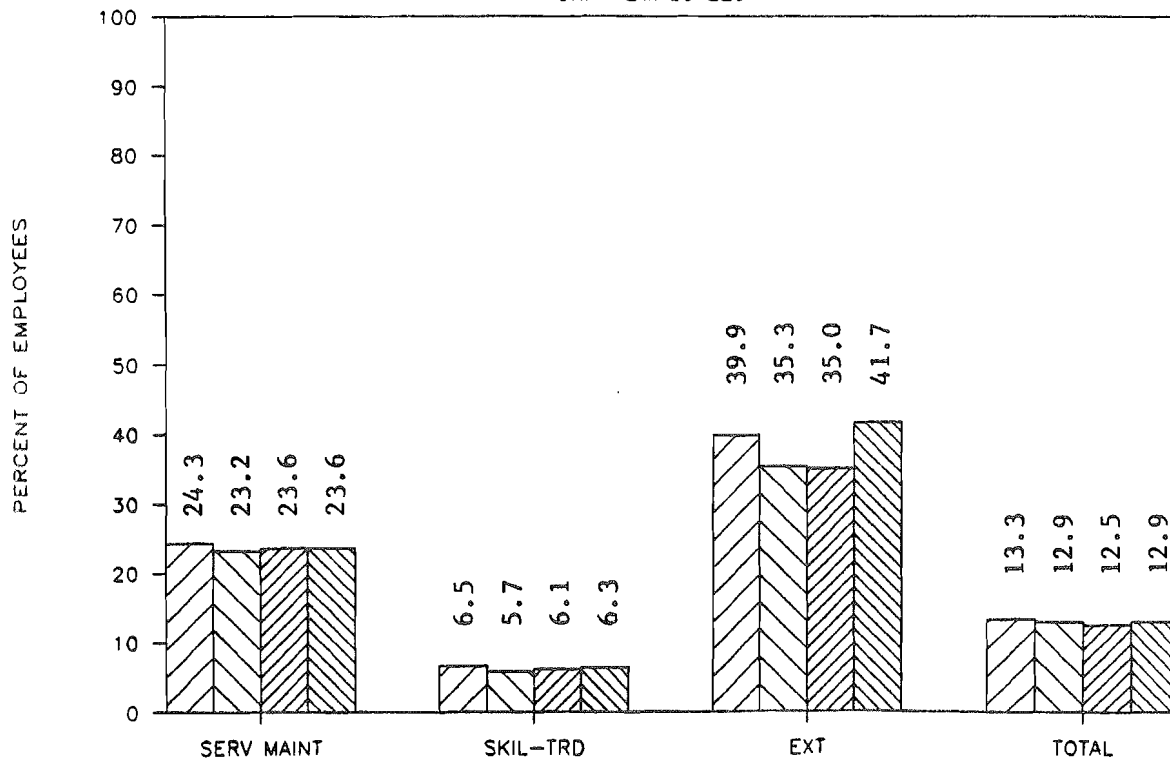
UNIVERSITY SUPPORT STAFF WORKFORCE

MINORITY EMPLOYEES



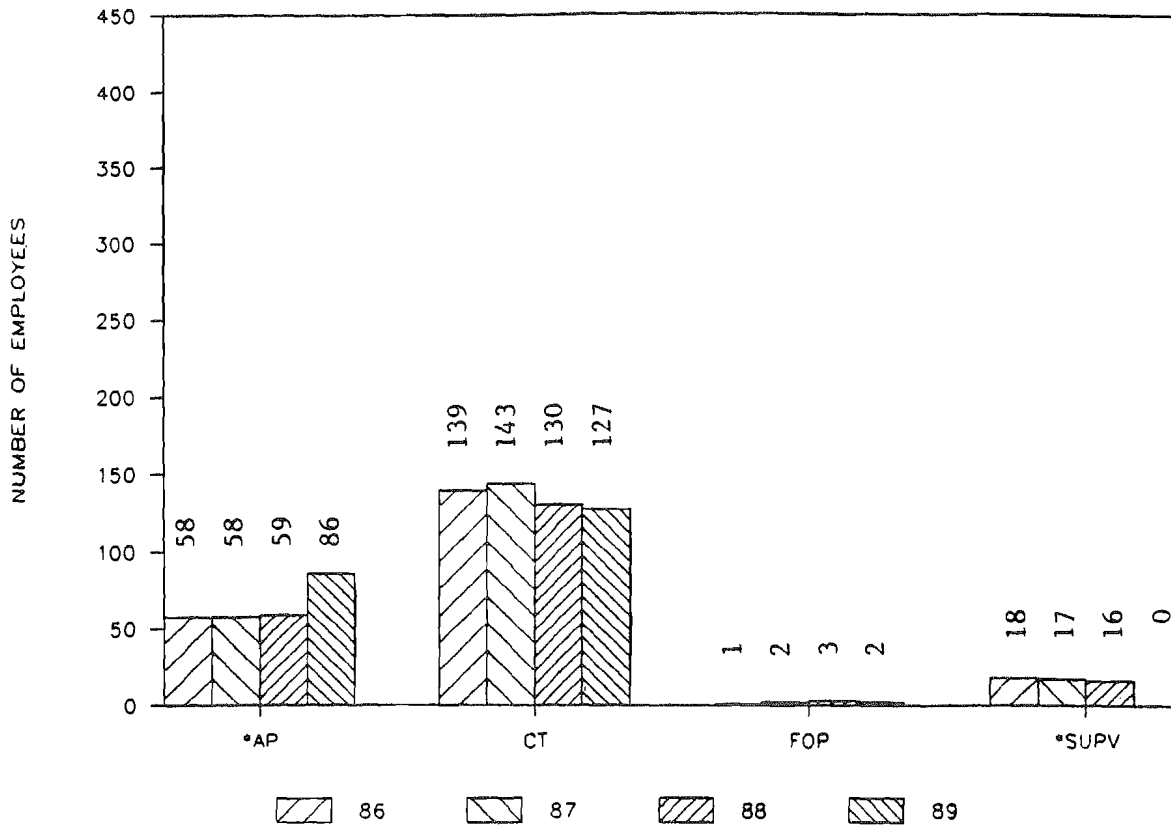
Graph IV-4

MINORITY EMPLOYEES



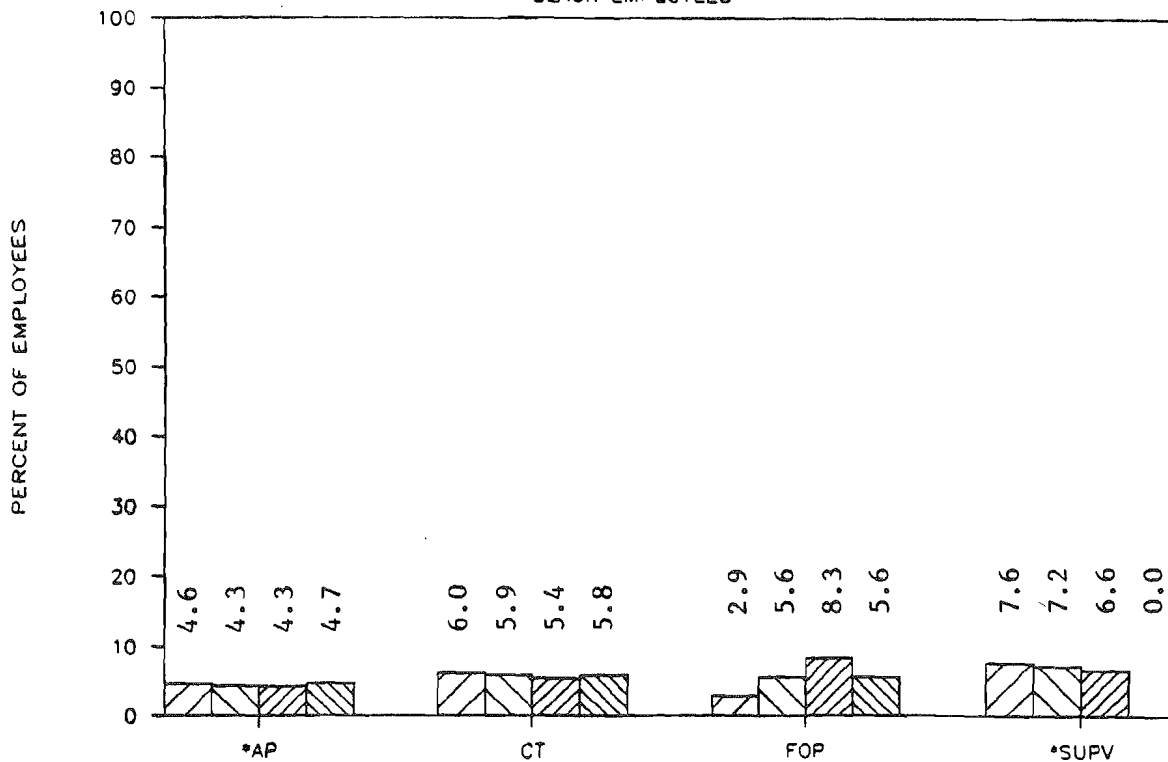
UNIVERSITY SUPPORT STAFF WORKFORCE

BLACK EMPLOYEES



Graph IV-6

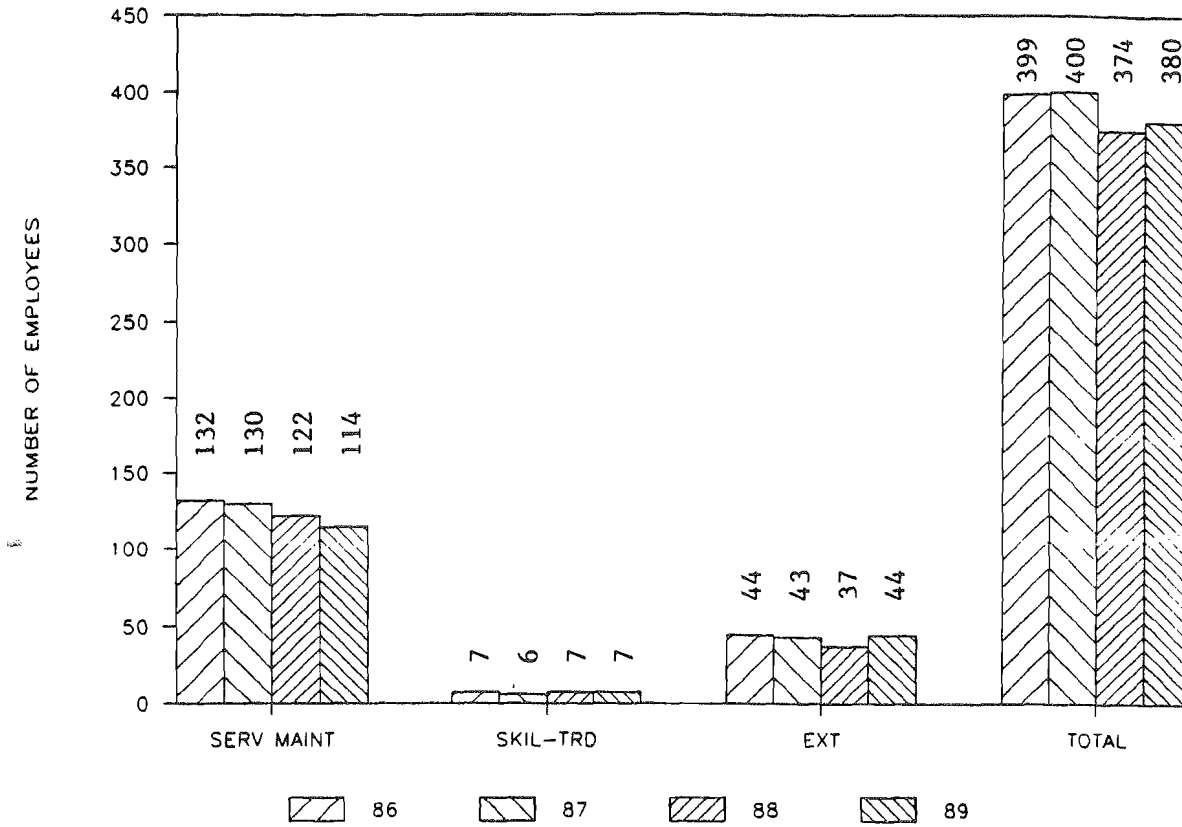
BLACK EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

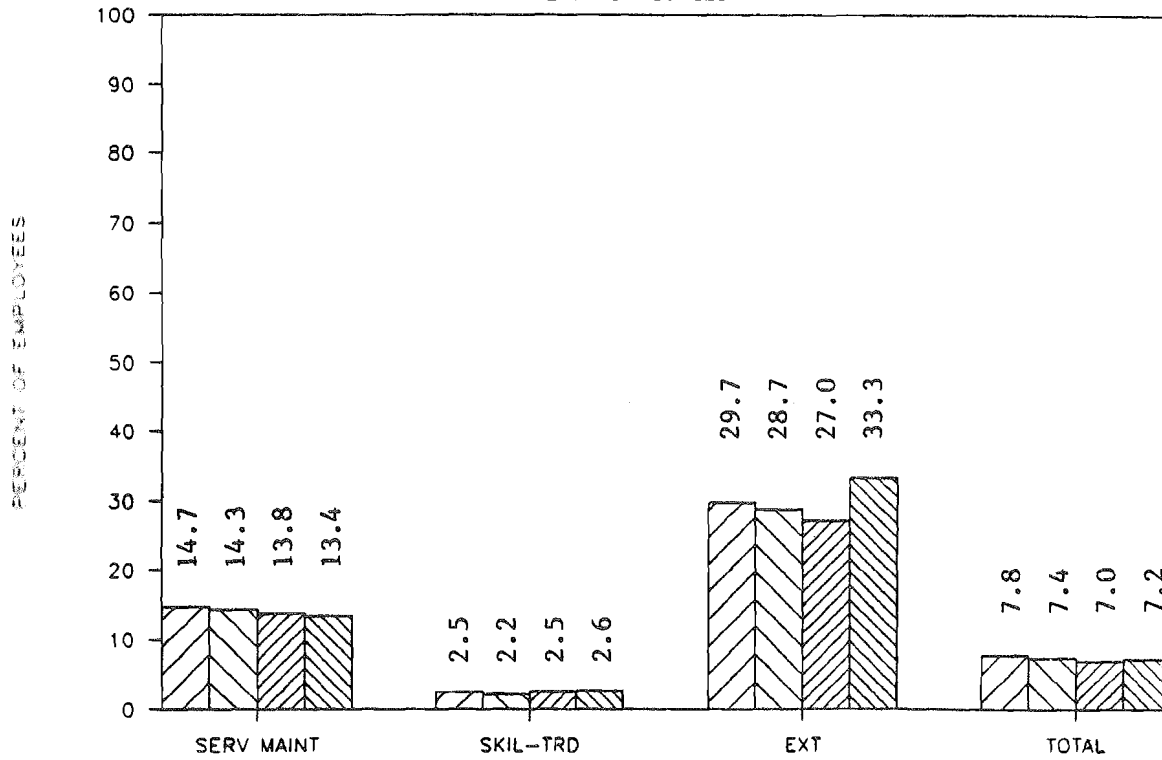
UNIVERSITY SUPPORT STAFF WORKFORCE

BLACK EMPLOYEES



Graph IV-8

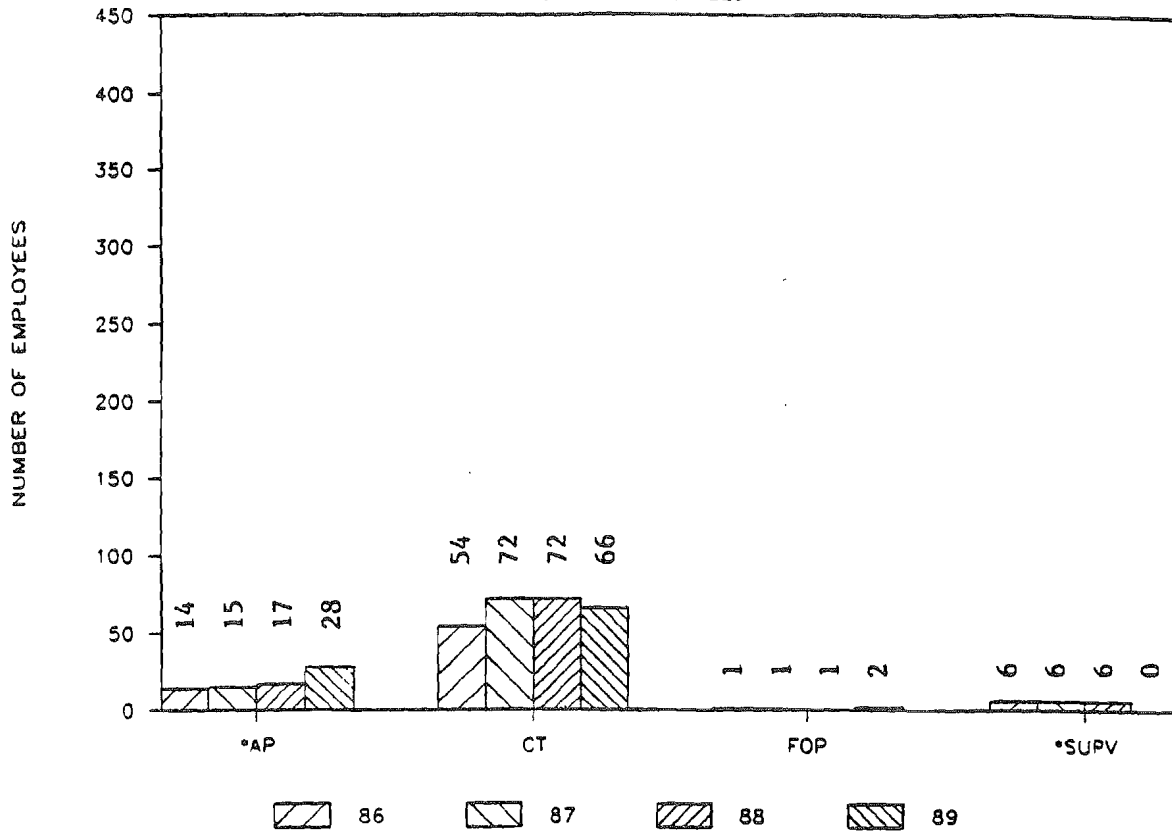
BLACK EMPLOYEES



Graph IV-9

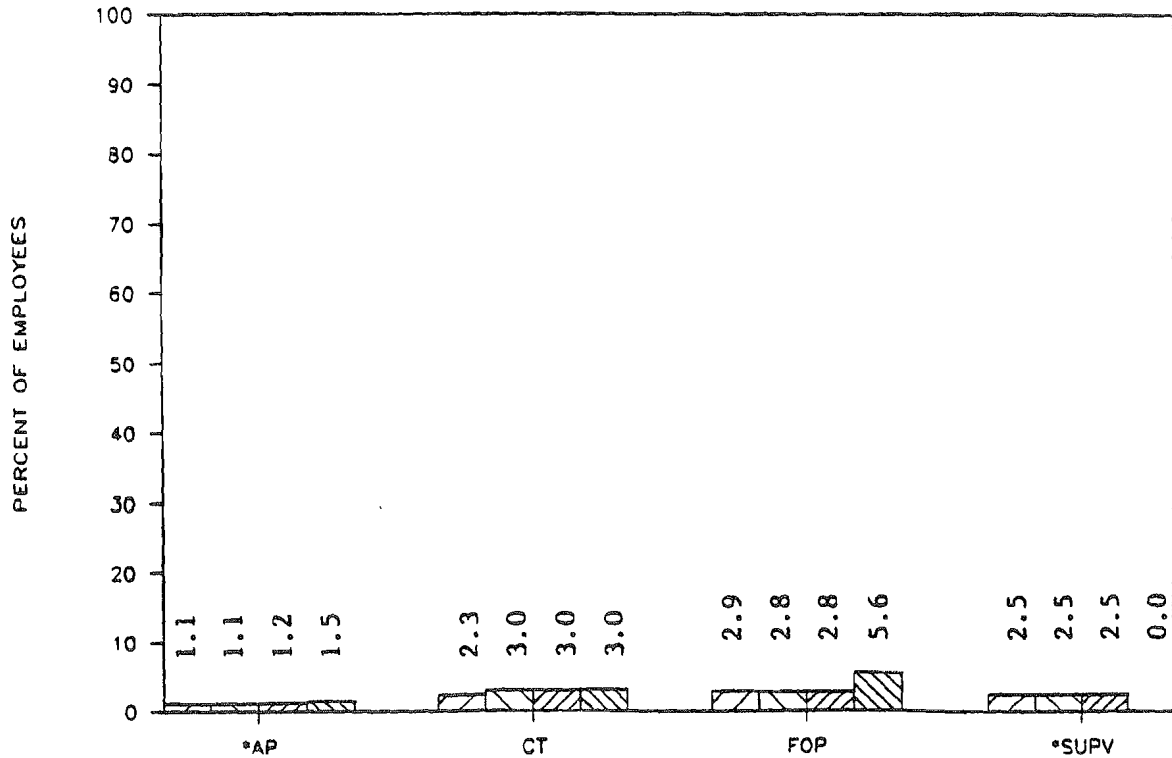
UNIVERSITY SUPPORT STAFF WORKFORCE

HISPANIC EMPLOYEES



Graph IV-10

HISPANIC EMPLOYEES

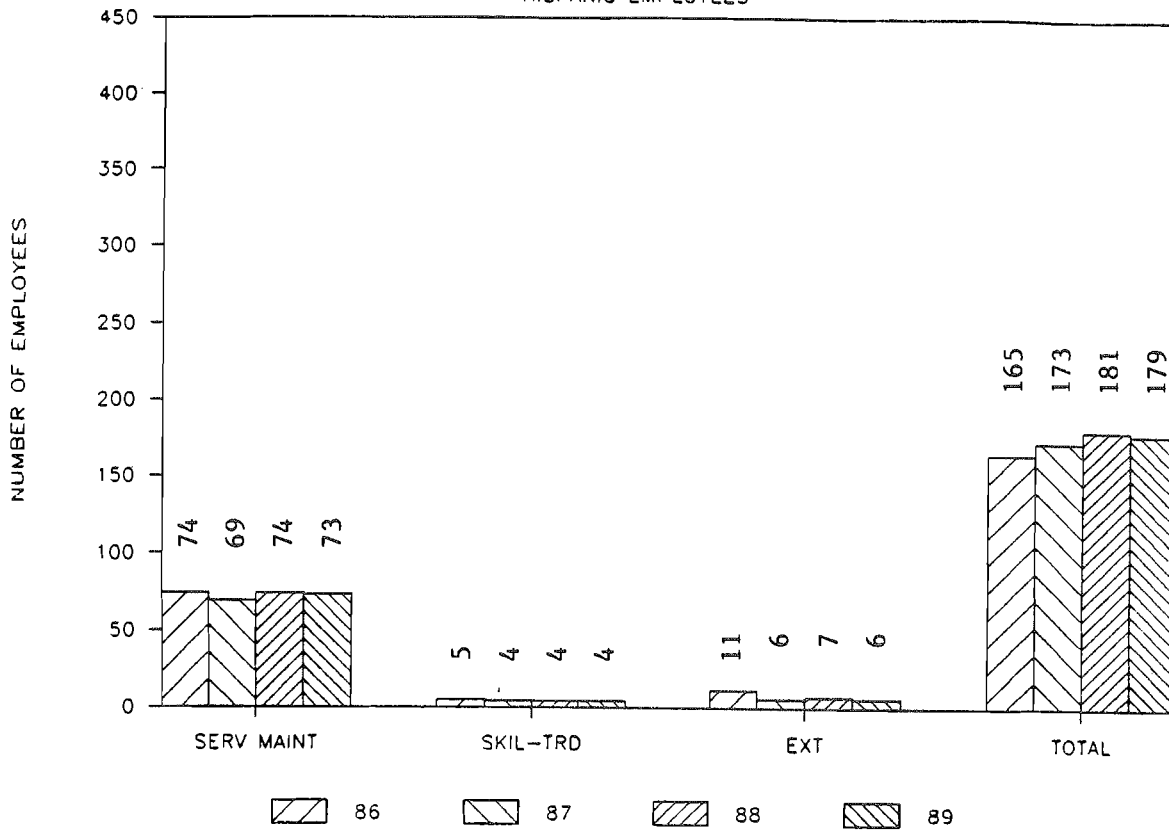


*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

Graph IV-11

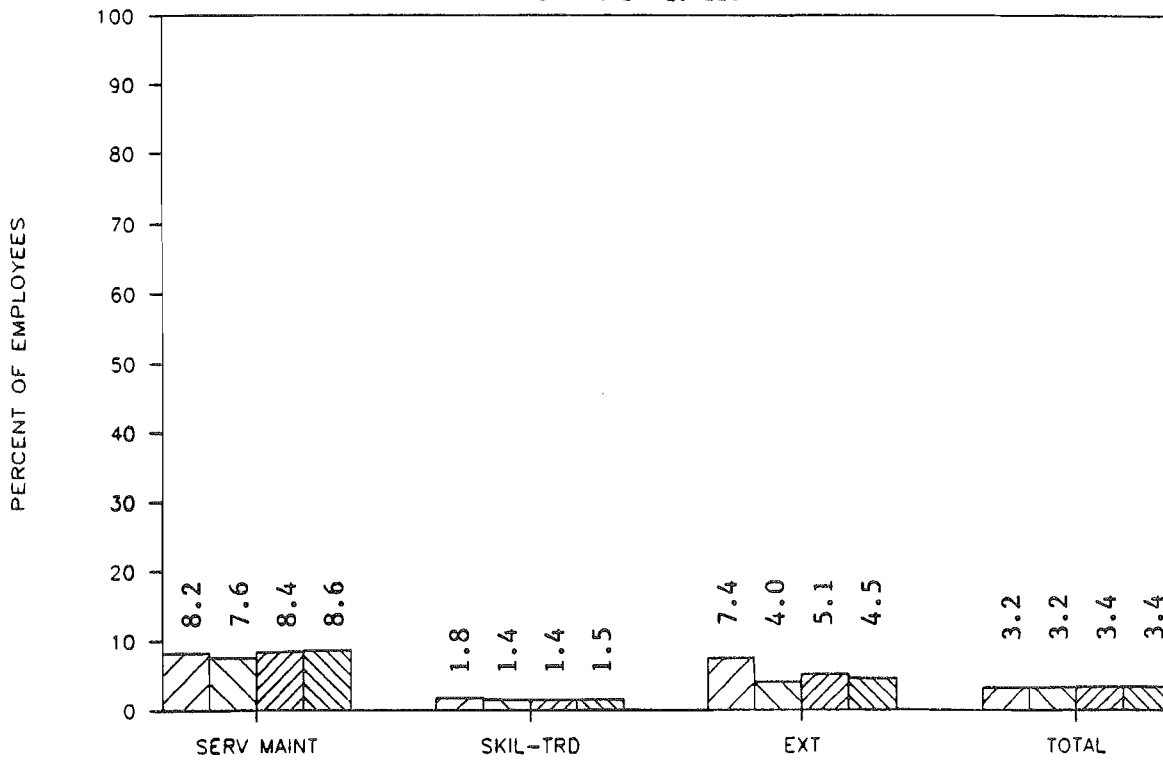
UNIVERSITY SUPPORT STAFF WORKFORCE

HISPANIC EMPLOYEES



Graph IV-12

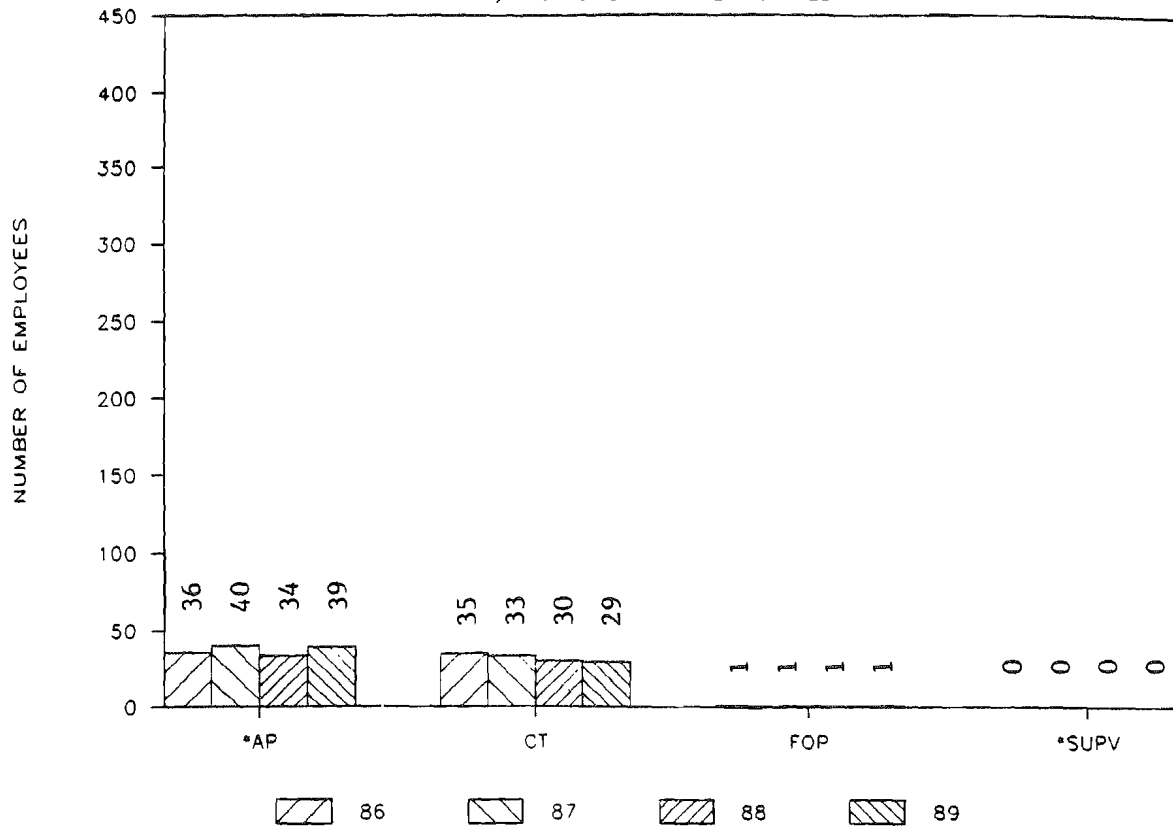
HISPANIC EMPLOYEES



Graph IV-13

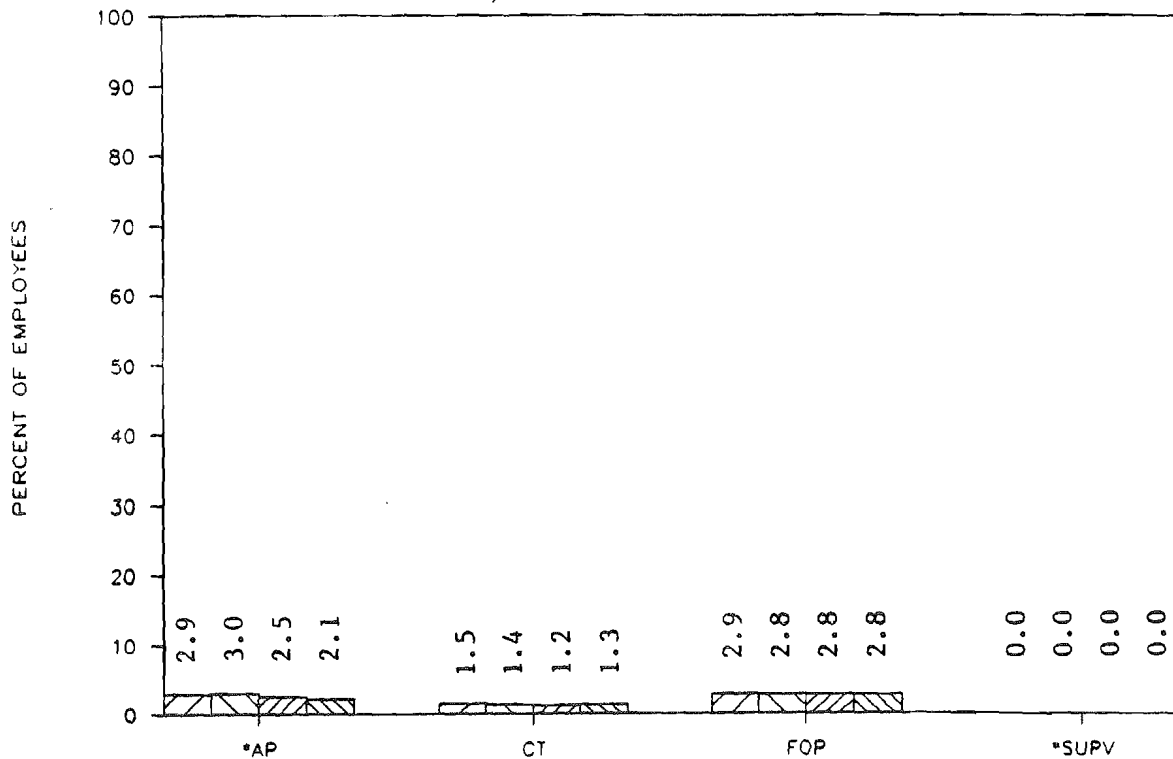
UNIVERSITY SUPPORT STAFF WORKFORCE

ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-14

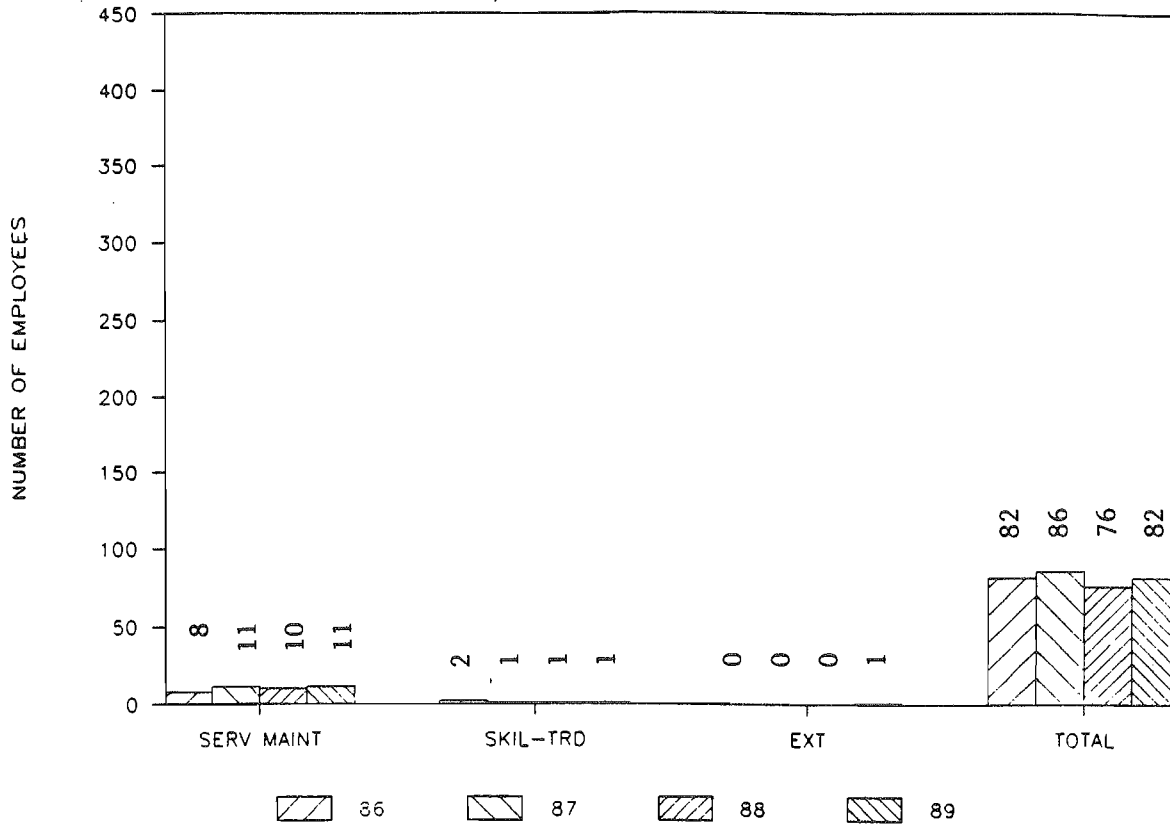
ASIAN/PACIFIC ISLANDER EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

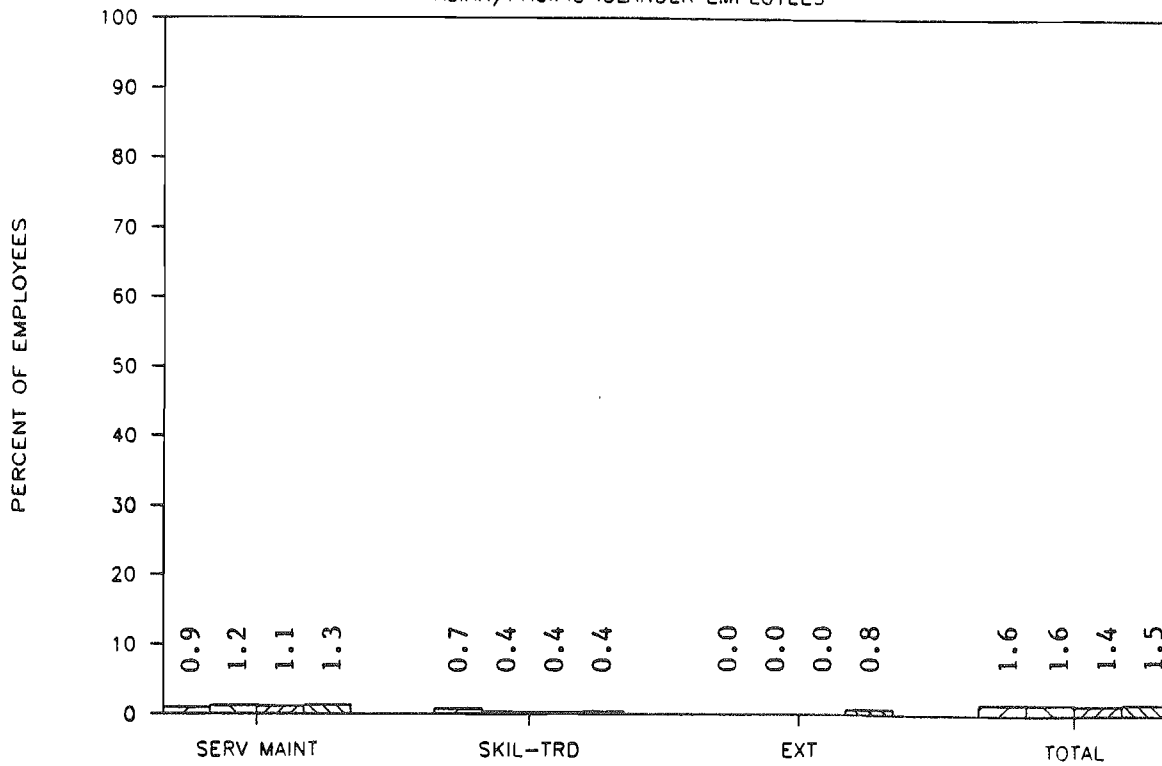
UNIVERSITY SUPPORT STAFF WORKFORCE

ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-16

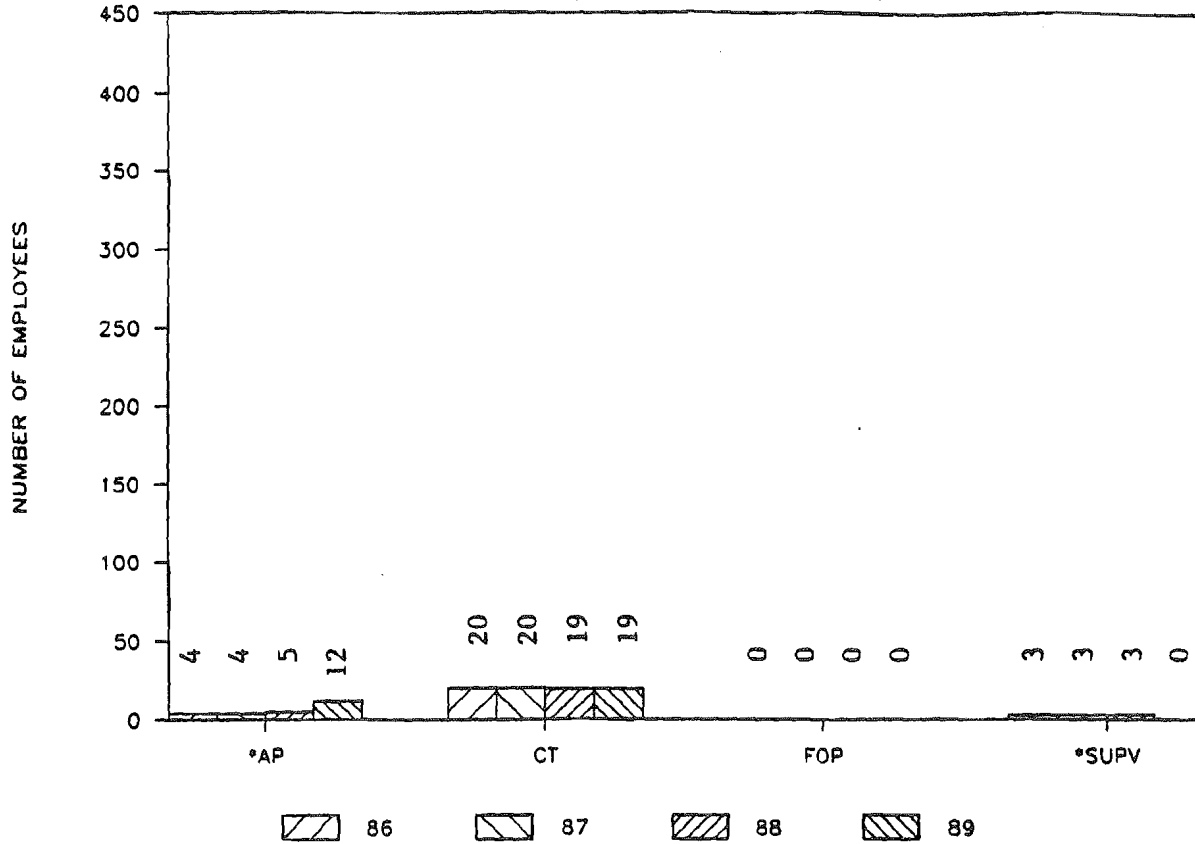
ASIAN/PACIFIC ISLANDER EMPLOYEES



Graph IV-17

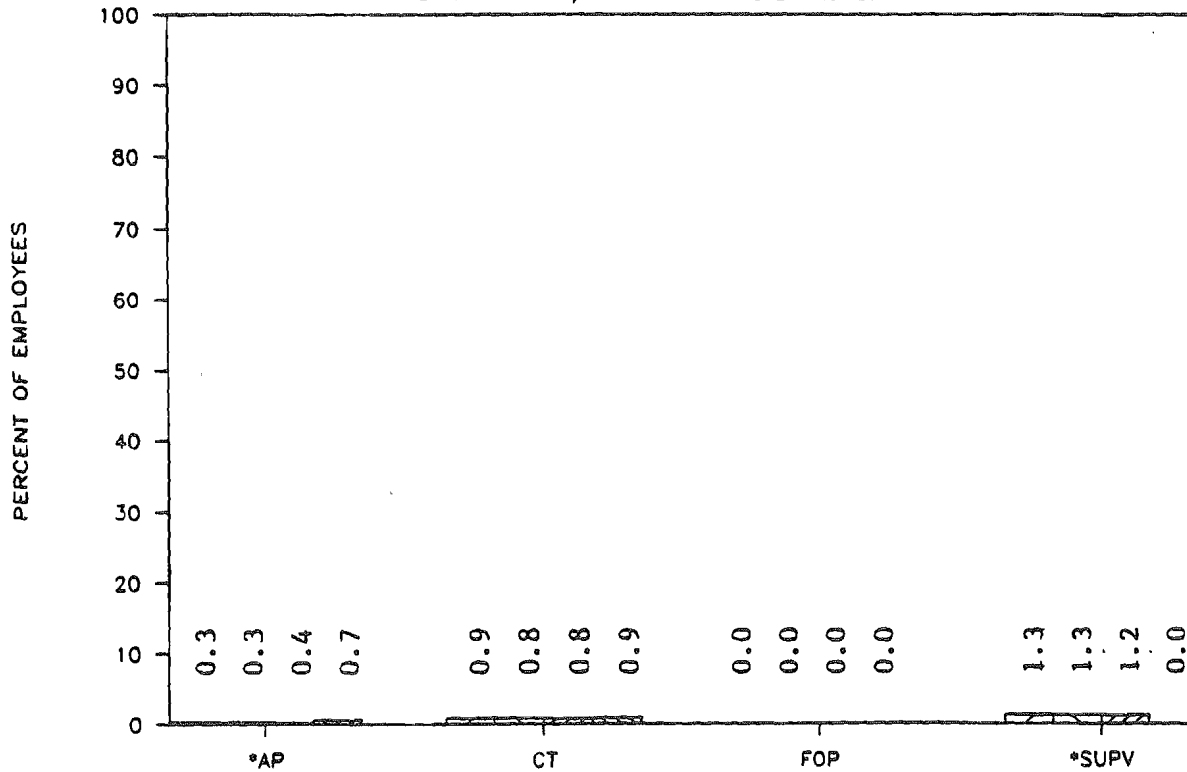
UNIVERSITY SUPPORT STAFF WORKFORCE

AMERICAN INDIAN/ALASKAN NATIVE EMPLOYEES



Graph IV-18

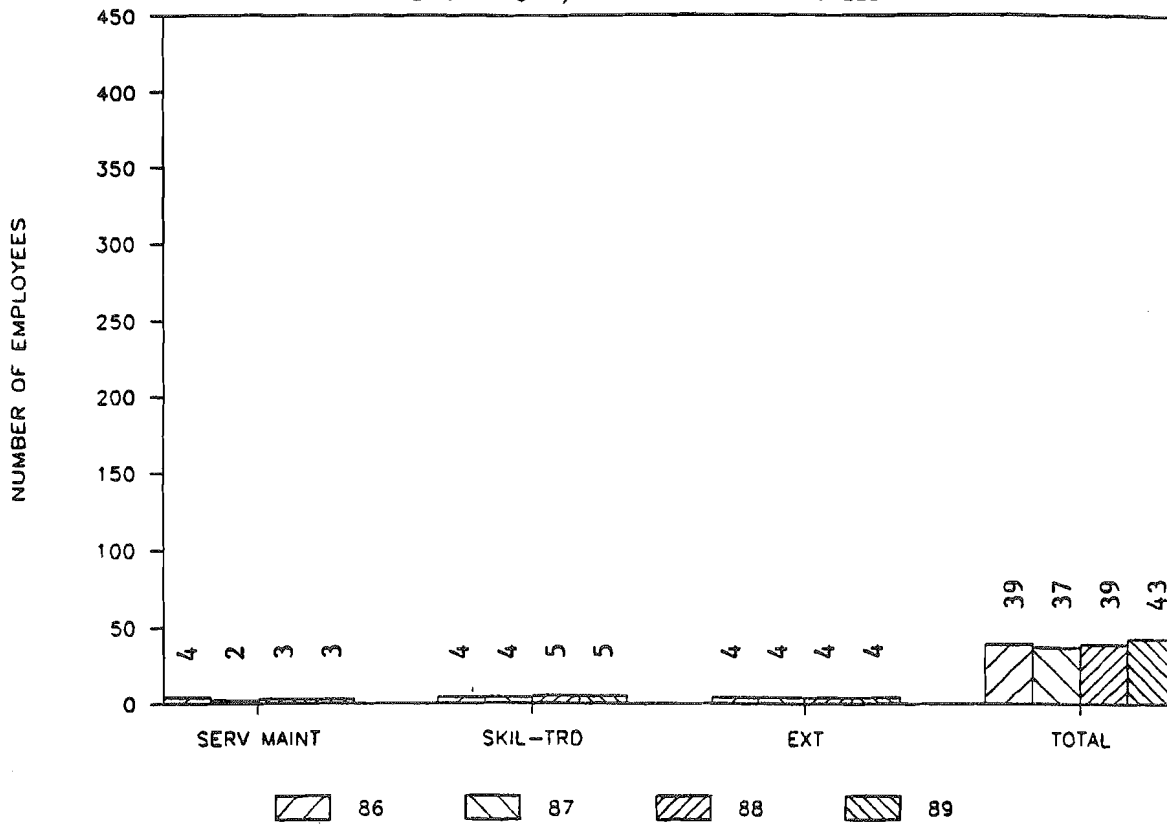
AMERICAN INDIAN/ALASKAN NATIVE EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

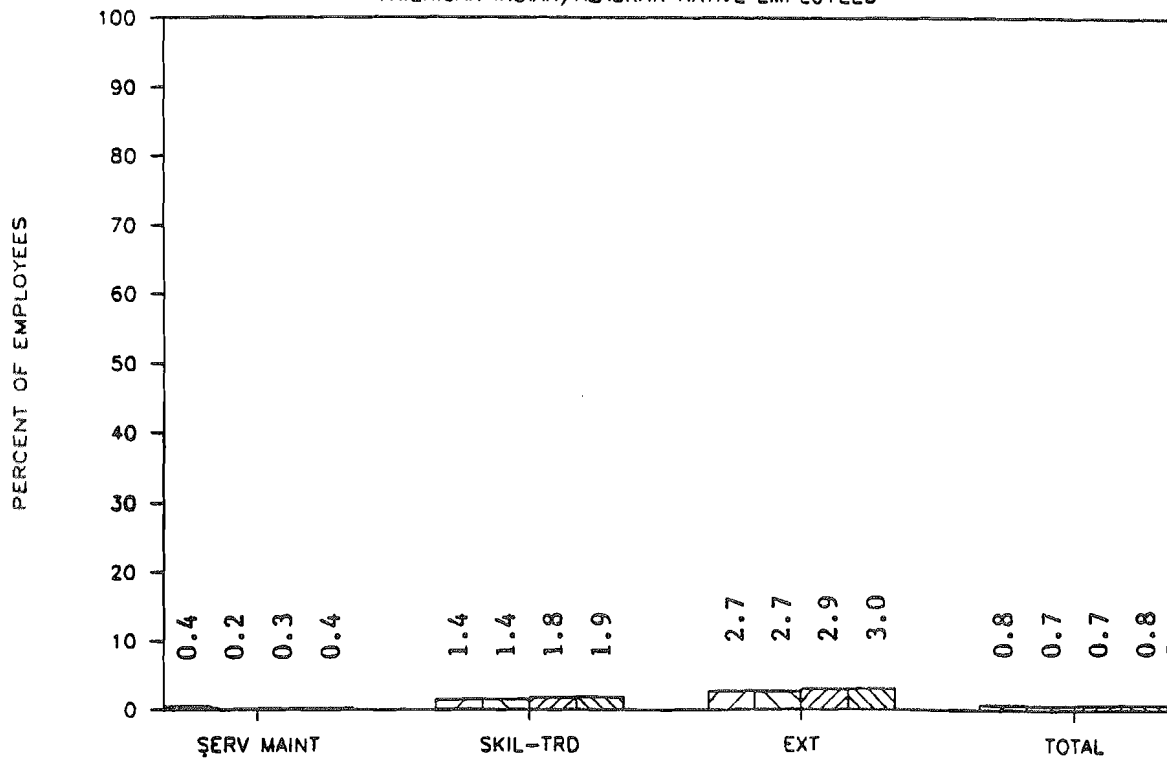
UNIVERSITY SUPPORT STAFF WORKFORCE

AMERICAN INDIAN/ALASKAN NATIVE EMPLOYEES



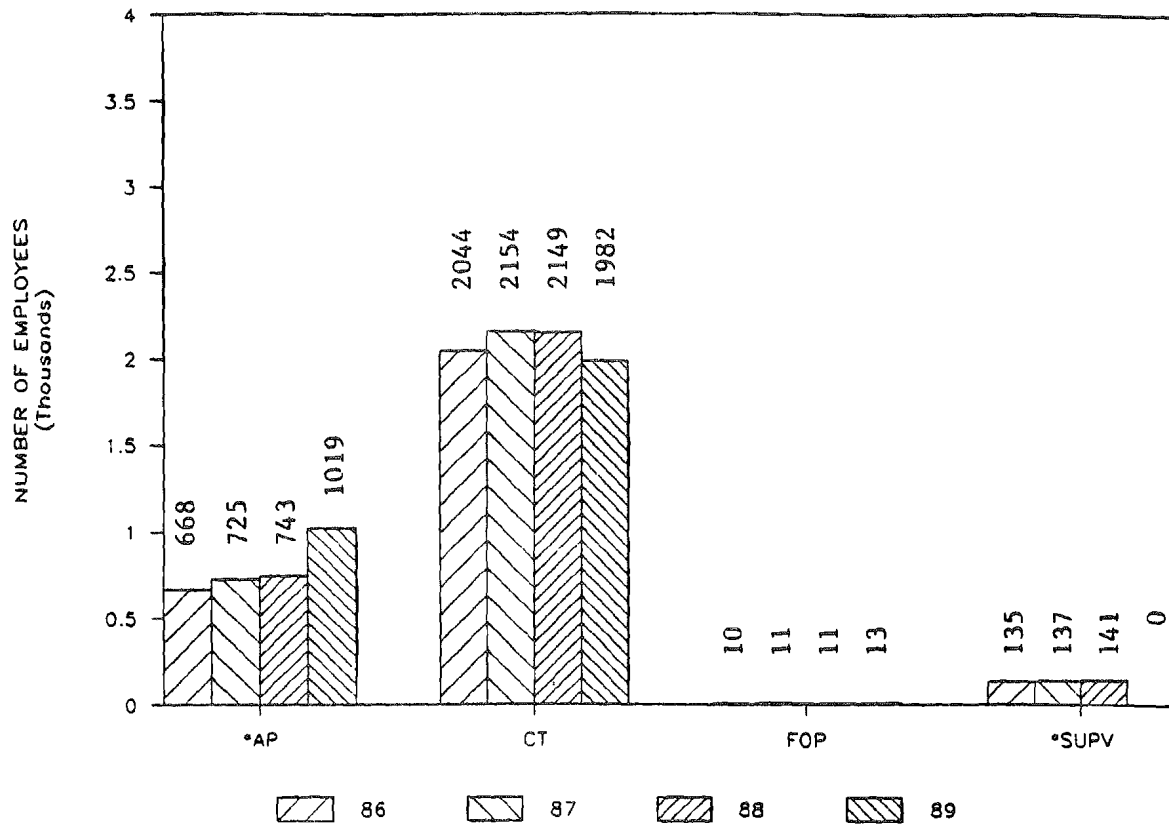
Graph IV-20

AMERICAN INDIAN/ALASKAN NATIVE EMPLOYEES



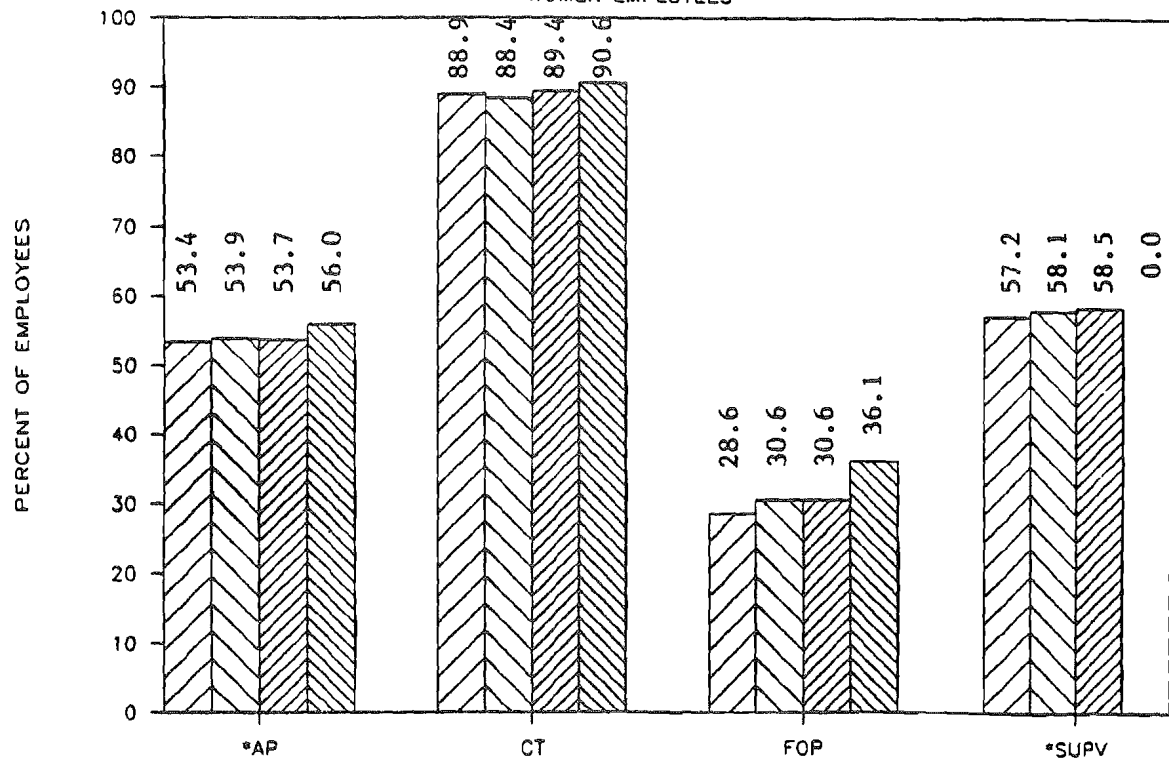
UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN EMPLOYEES



Graph IV-22

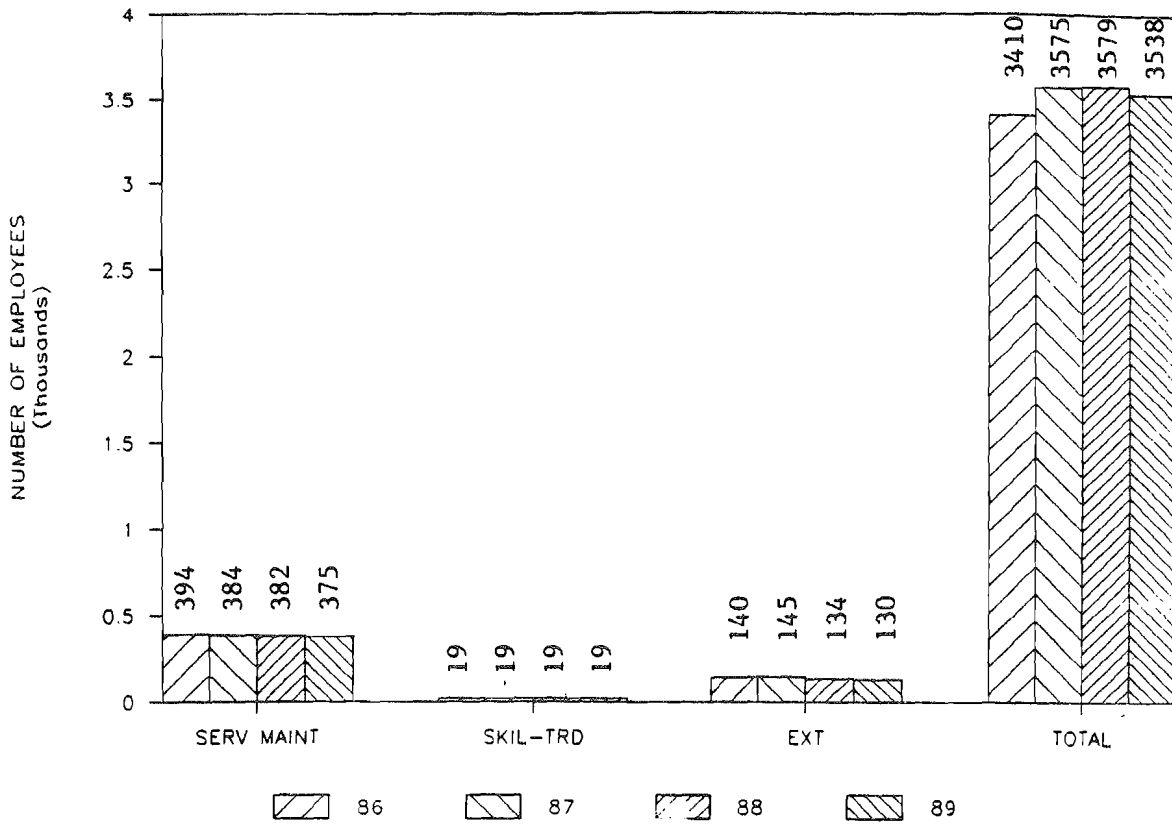
WOMEN EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

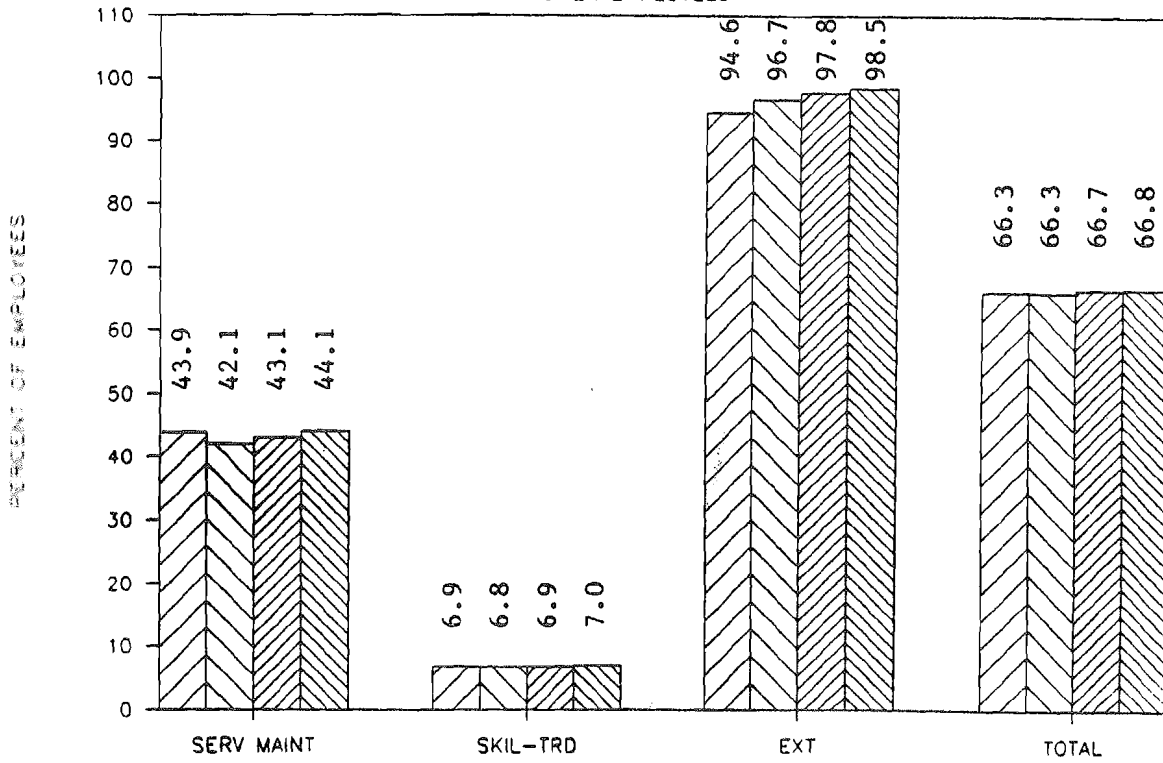
UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN EMPLOYEES



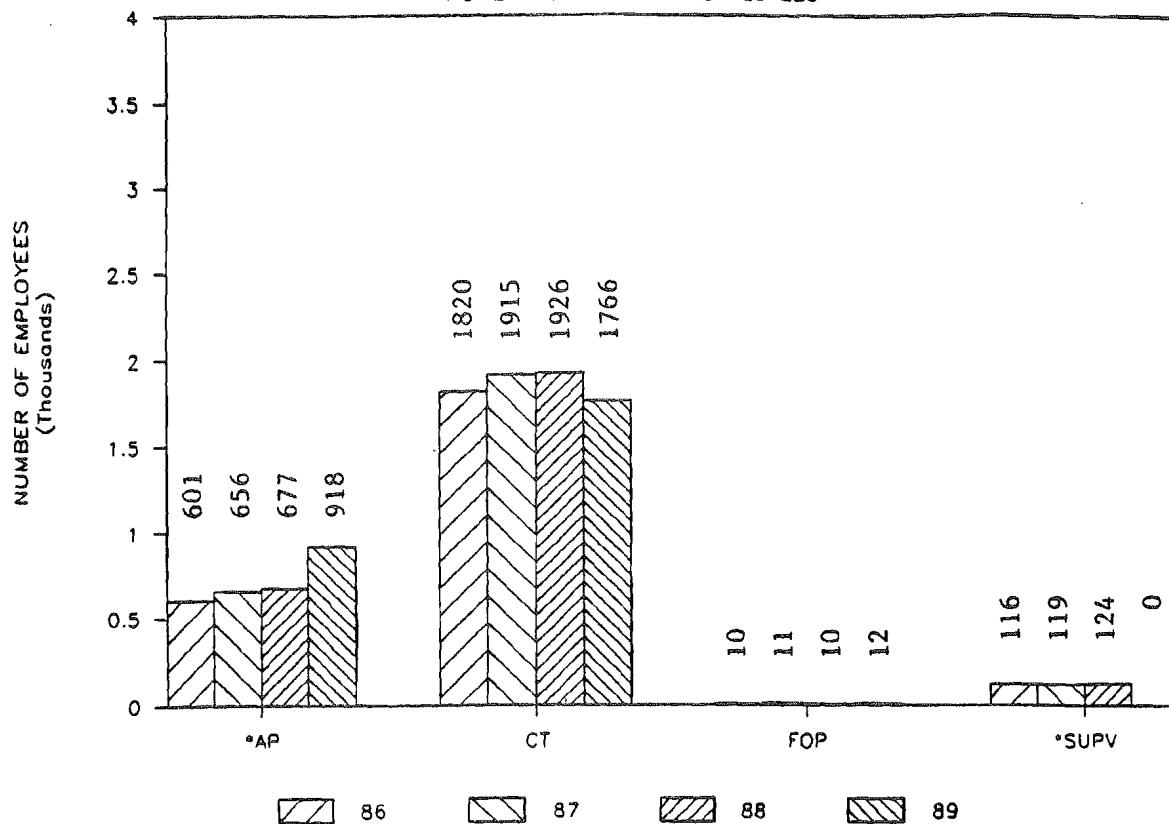
Graph IV-24

WOMEN EMPLOYEES



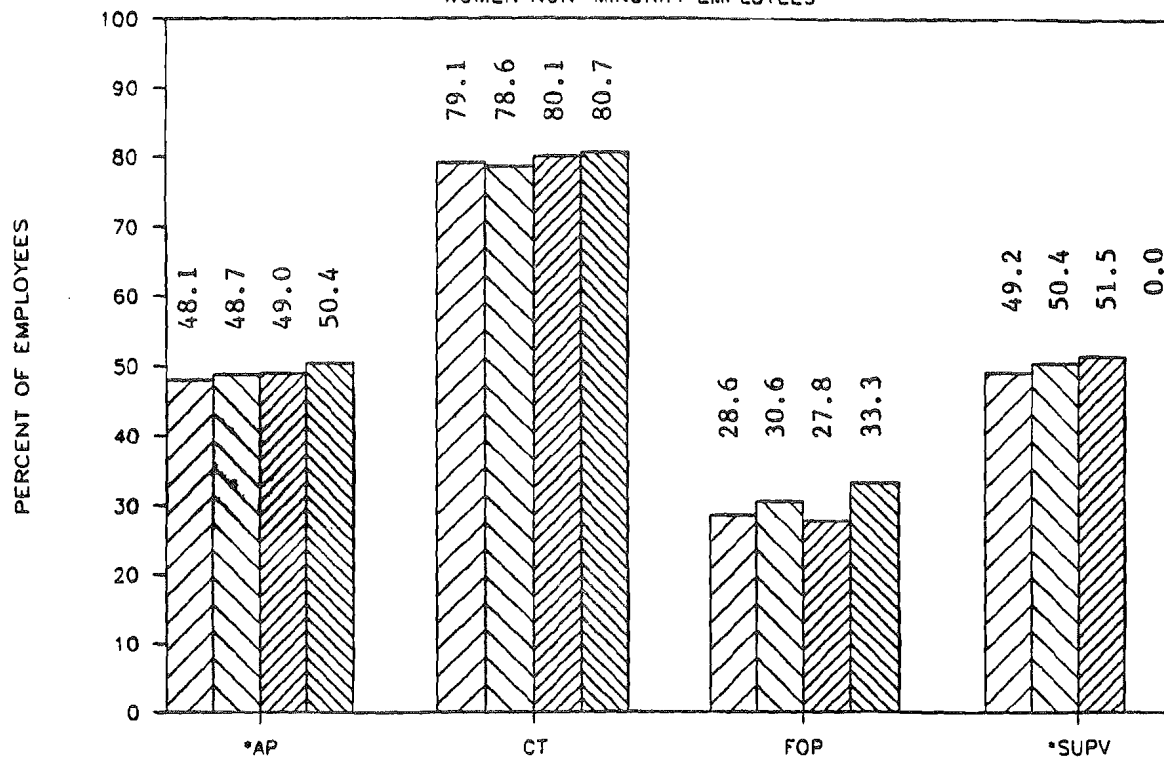
Graph IV-25
UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN NON-MINORITY EMPLOYEES



Graph IV-26

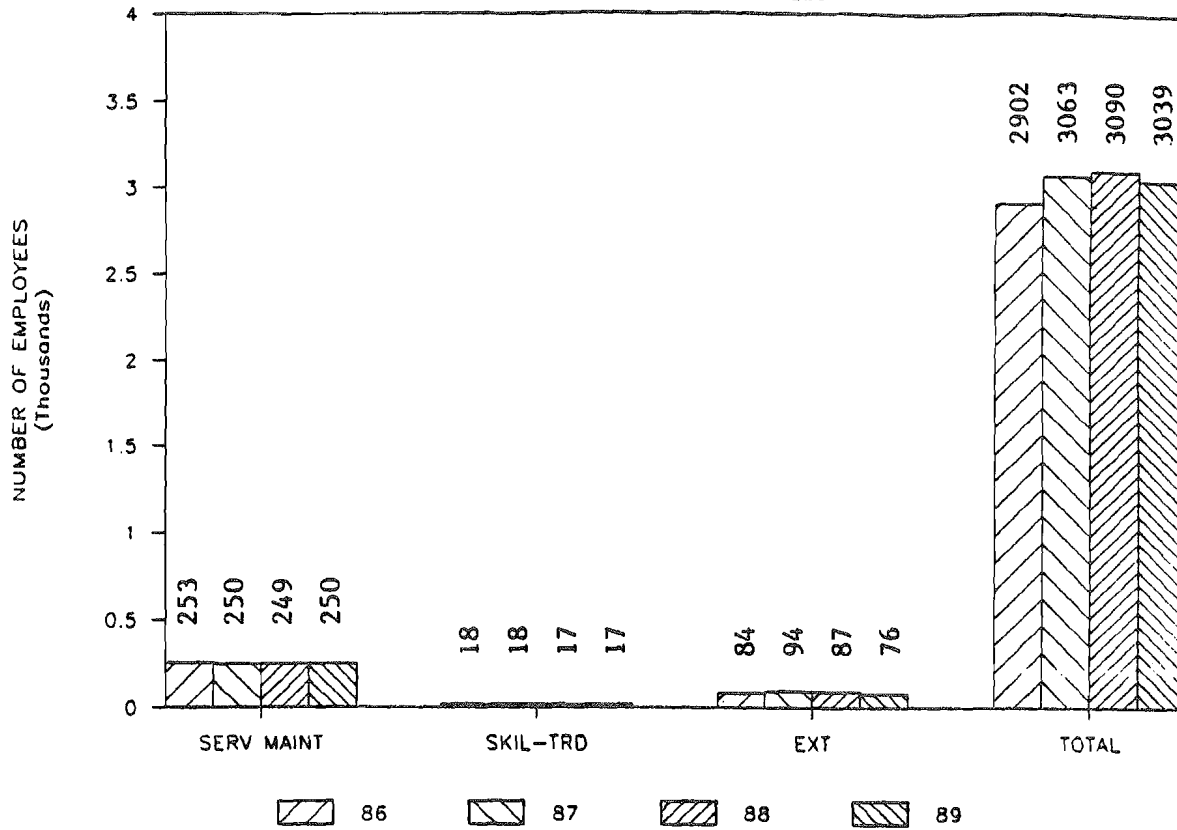
WOMEN NON-MINORITY EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

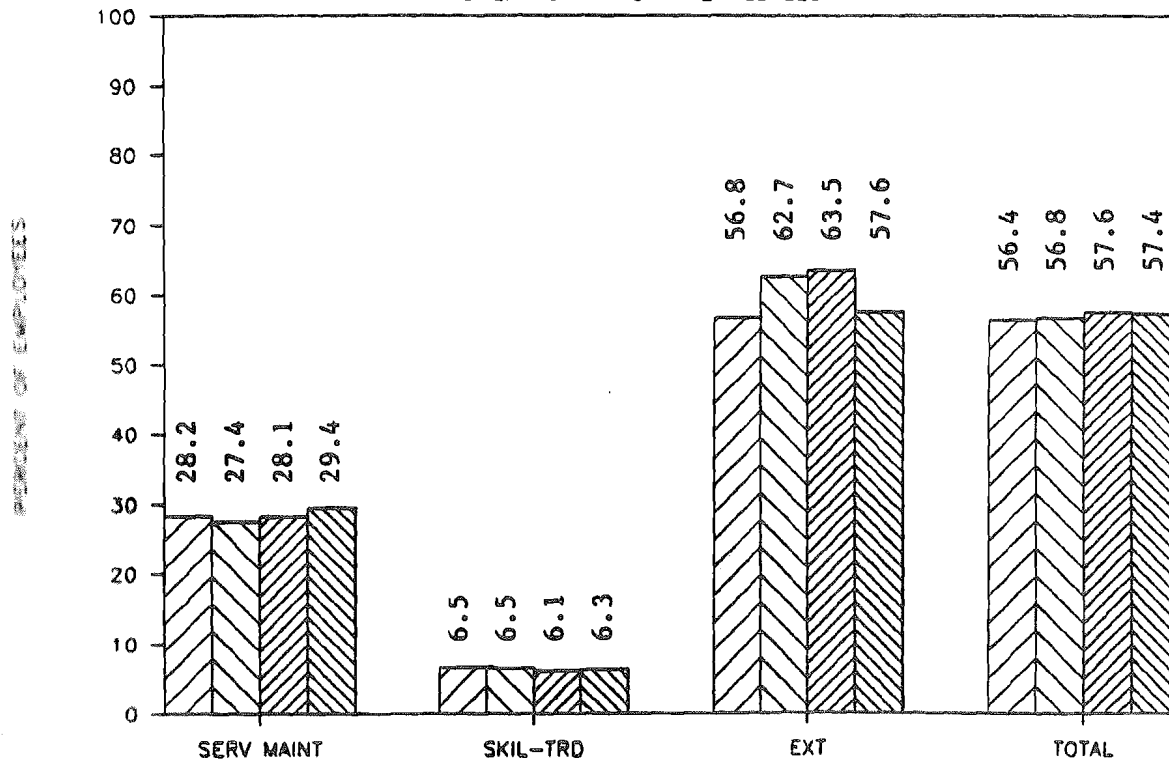
UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN NON-MINORITY EMPLOYEES



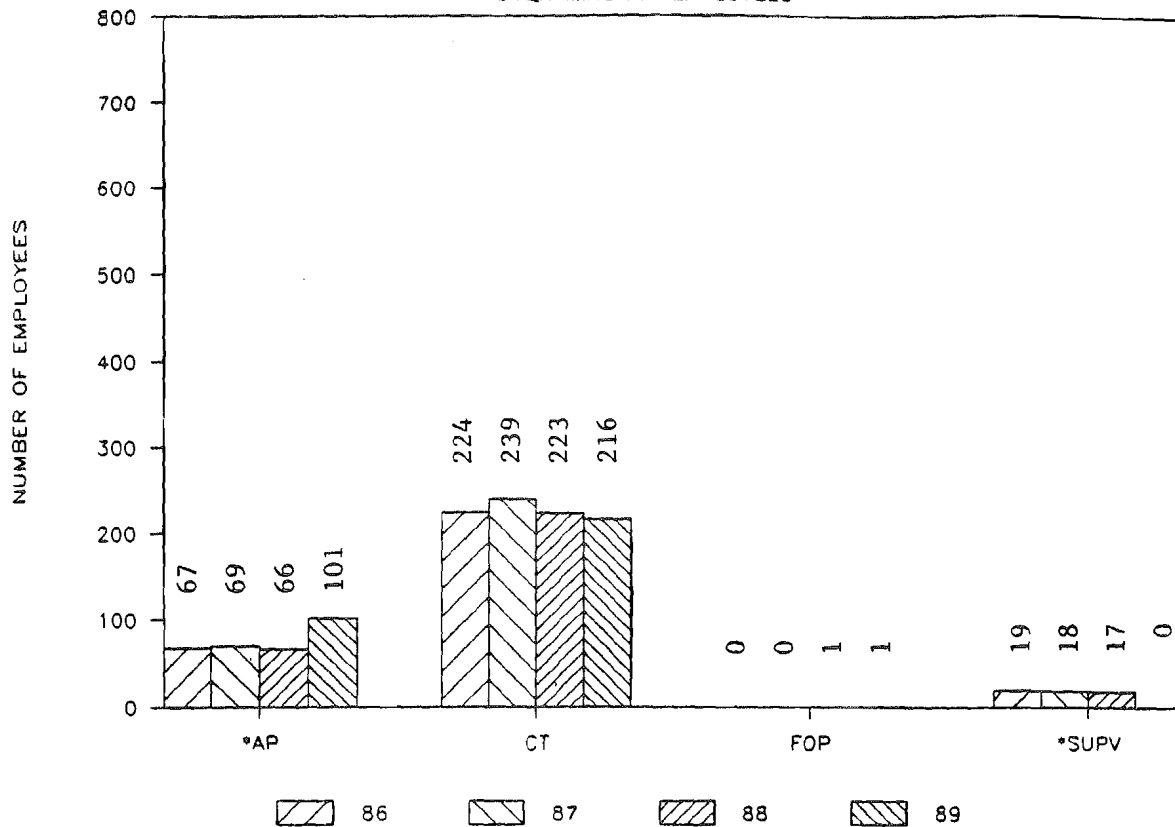
Graph IV-28

WOMEN NON-MINORITY EMPLOYEES



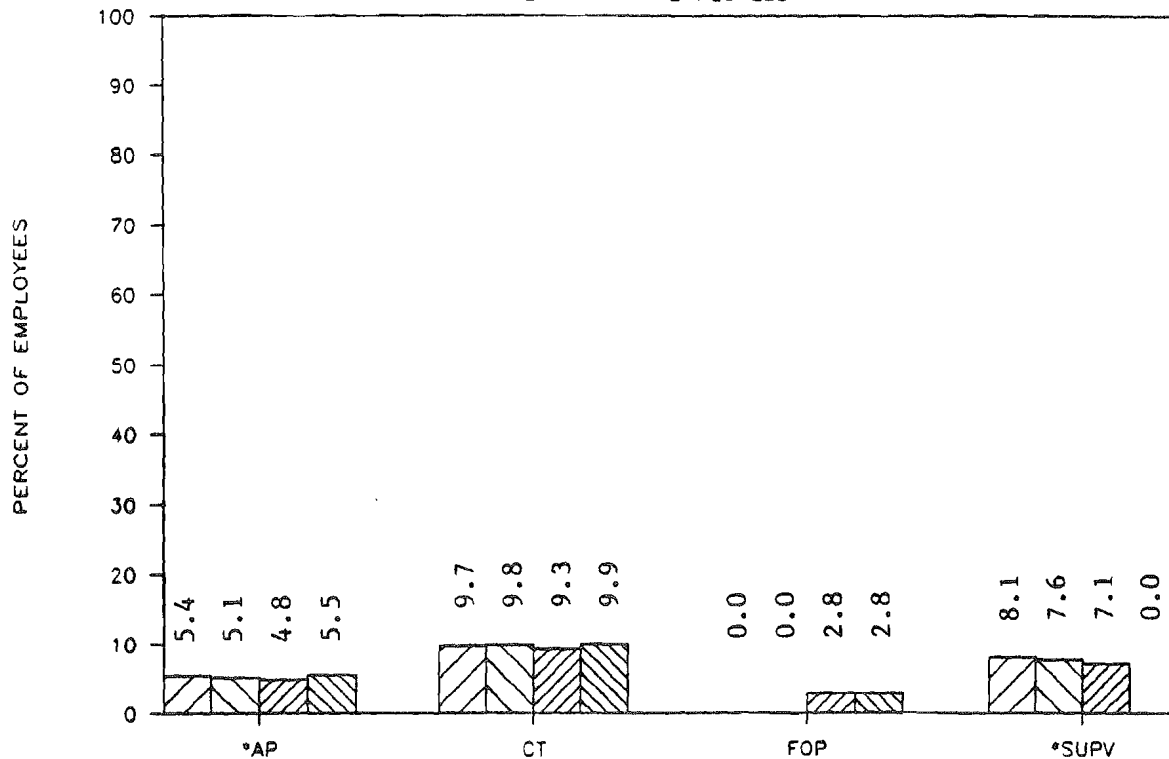
UNIVERSITY SUPPORT STAFF WORKFORCE

WOMEN MINORITY EMPLOYEES



Graph IV-30

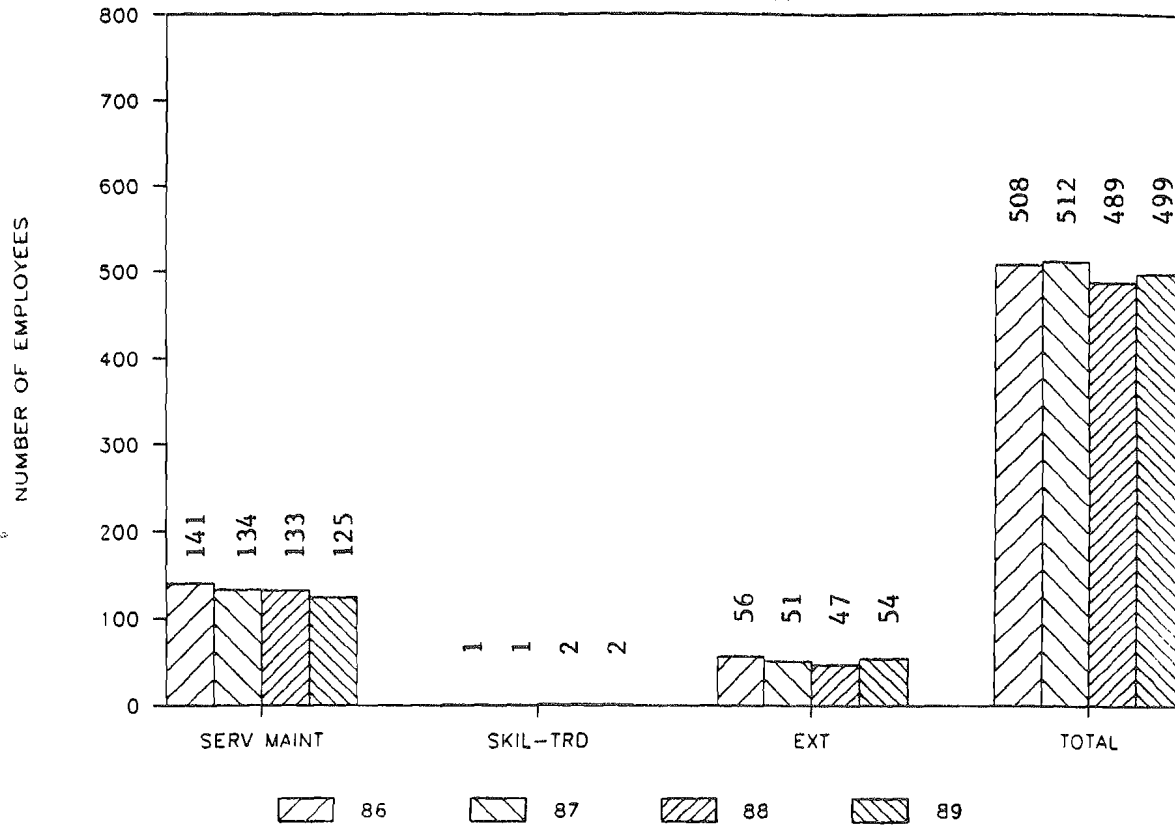
WOMEN MINORITY EMPLOYEES



*THE 1989 SUPV STATISTICS ARE NOW INCLUDED UNDER AP. REFER TO THE CLASSIFICATION STUDY SECTION.

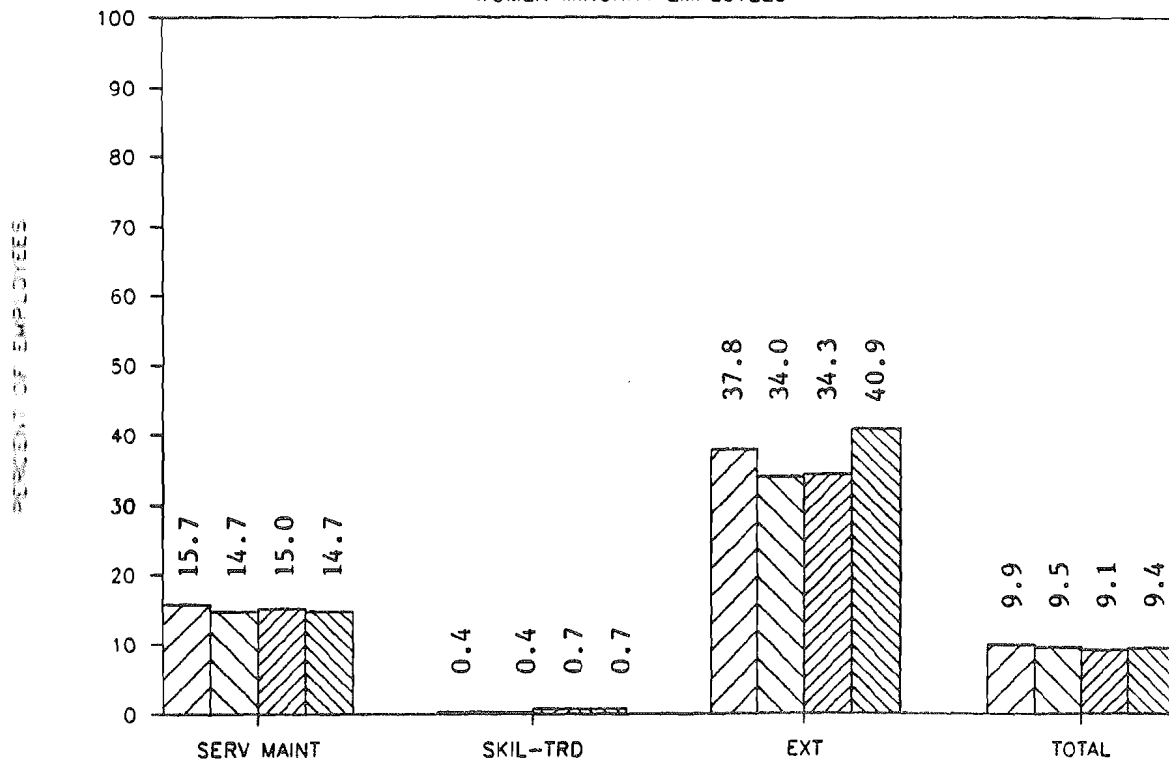
UNIVERSITY SUPPORT STAFF WORKFORCE

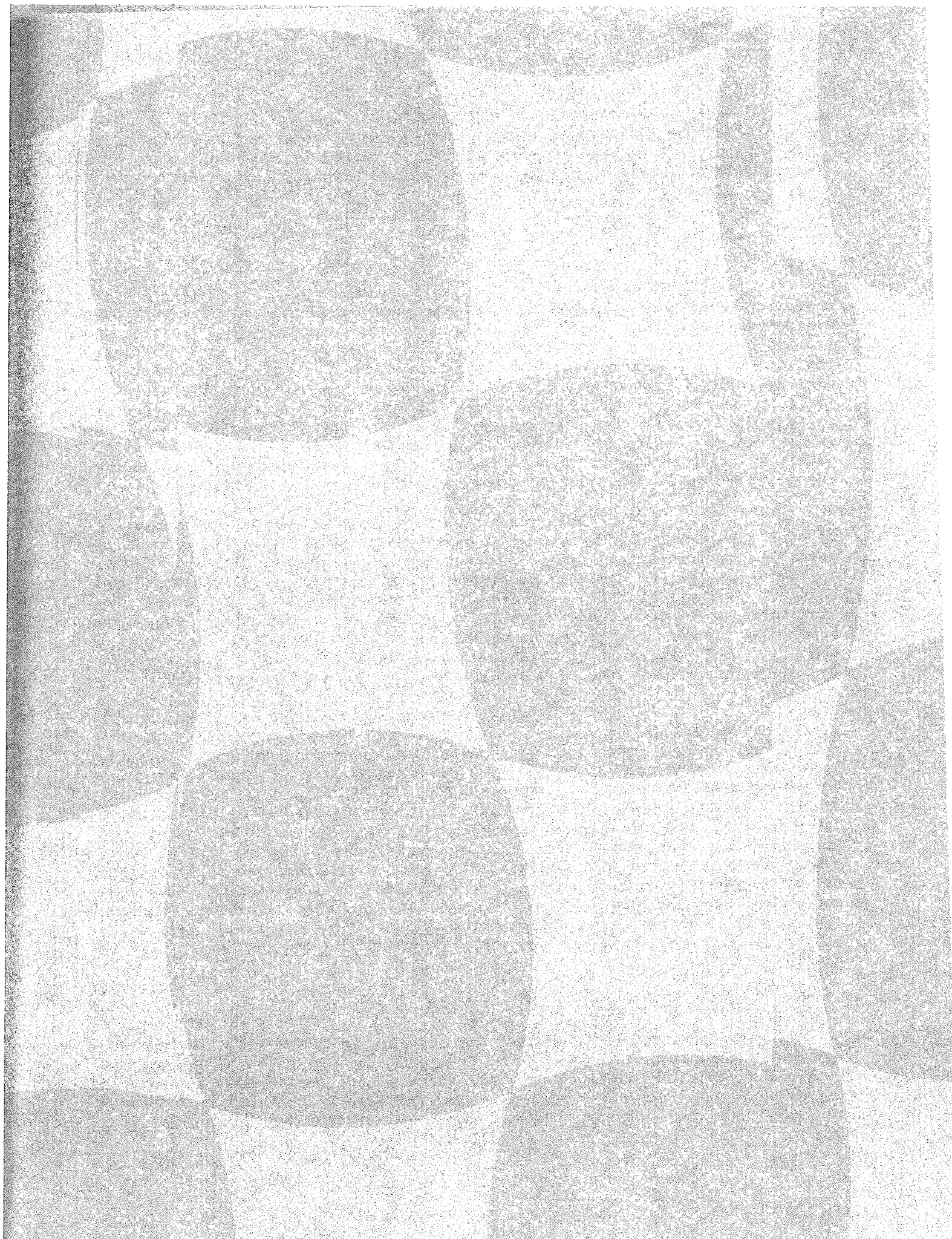
WOMEN MINORITY EMPLOYEES



Graph IV-32

WOMEN MINORITY EMPLOYEES





V. STUDENTS

This section of the Affirmative Action Report addresses the major areas of student participation at Michigan State University. The following narrative provides a status report on student enrollment, recruitment and supportive activities. Tables V-1 through V-13 are contained in Section V of the Appendices. (All graphs referred to are contained in this section.)

A. Enrollment

As one of the leading land grant institutions in the nation, 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 enroll at MSU. Enrollment data for Fall term 1989, for example, indicates a significant increase in the enrollment of minority and women students on the East Lansing campus. Minority student enrollment of 4,544 represents 11.2% of the on campus affirmative action total enrollment of 40,552 (Tables V-1 and V-2).^{*} Women students represent 51.1% of the University total enrollment during the Fall term of the 1989-90 academic year (Table V-3). These enrollment increases represent new levels of attainment for minority and women students.

As illustrated in Graphs V-1 and V-2, minority enrollment increased numerically and in percentage from 4,257 (10.5%) in Fall 1988 to 4,544 (11.2%) in Fall 1989. The undergraduate minority student enrollment increased from 3,617 (10.5%) of the affirmative action undergraduate enrollment in Fall 1988 to 3,862 (11.2%) in Fall 1989. At the postbaccalaureate level, enrollment increased from 640 (10.4%) in Fall 1988 to 682 (11.0%) in Fall 1989 (Table V-5). Both the masters and doctoral program levels experienced increases which accounted for the overall gain in postbaccalaureate level minority student enrollment.

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 Graphs V-3 and V-4 illustrate, Black enrollment has increased numerically from 2,703 (6.68%) in Fall 1988 to 2,865 (7.07%). The persistent growth in Black student enrollment makes this year's enrollment the largest since 1970 when the University began to record enrollment figures by race. At the college level, all of the colleges, with the exception of Agriculture and Natural Resources, Communication Arts and Sciences, Human Medicine, Osteopathic Medicine, and Veterinary Medicine showed numeric and/or percentage increases (Table V-6).

^{*}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".

At the graduate level, Black student enrollment increased numerically from 294 students in Fall 1988 to 323 students in Fall of 1989. Increases were at the masters and doctoral levels offsetting a slight decrease at the graduate-professional level (Table V-4).

In the past decade Asian/Pacific Islanders' enrollment has increased from 345 in Fall 1979 to 858 (2.1%) in Fall 1989 (Graphs V-5 and V-6). This represents by far the largest increase of any minority group on campus. Almost all of the colleges exhibited a one year increase in Asian/Pacific Islander enrollment, with the exception of the Colleges of Arts and Letters, James Madison College, Natural Science, and Osteopathic Medicine (Table V-7). Asian/Pacific Islanders also showed a slight increase at the graduate level (see Table V-4).

A sustained growth of Hispanic students from 612 for Fall 1988 to 661 for Fall 1989 resulted in an increase of 49 (8.0%) students above the previous year (Graphs V-7 and V-8). An enrollment of 507 on campus students resulted in Hispanic undergraduate figures reaching their highest level yet. The largest increases were in the Colleges of Business, Natural Science, and Social Science (Table V-8). At the graduate level, however, Hispanic enrollment, 153 (2.5%) for Fall 1988 and 154 (2.5%) for Fall 1989, did not experience any significant growth. With both undergraduate and graduate enrollments combined, Hispanic students represent 1.63% of the affirmative action total student enrollment.

The total number of American Indian/Alaskan Native students enrolled at the University increased numerically from 145 (.36%) in Fall 1988 to 160 (.39%) in Fall 1989 (Graphs V-9 and V-10). Notable increases occurred in the Colleges of Business, Engineering, Human Ecology, James Madison, and Social Science. As indicated in Table V-9, American Indian/Alaskan Native enrollment declined in the colleges of Agriculture and Natural Resources, Communication Arts and Sciences, and Nursing.

Women students represent 51.1% of the total student enrollment at Michigan State University. The number of women increased from 21,694 in Fall 1988 to 21,895 in Fall 1989 (Graphs V-11 and V-12). Minority women are also increasing in number; there are currently 2,625, comprising 12.0% of the total number of women enrolled at the University (Table V-1). Numerical increases for minority women occurred in all racial/ethnic groups with Hispanic women showing the largest increase of 11.7% over the previous year. The Colleges of Human Ecology, Human Medicine, Nursing, and Veterinary Medicine were the only colleges showing a numeric and/or percentage decline in women student enrollment for Fall 1989 (Table V-3). At the graduate level, enrollment of women rose slightly after a decline in the previous year. Enrollment varied from 3,131 in Fall 1987, to 3,073 in Fall 1988, and finally to 3,091 for Fall 1989. Nonetheless, minority women enrollment sustained a 50.2% total affirmative action group enrollment throughout this period.

When compared to 1988, overall Freshman admissions applications in 1989 declined for every ethnic category except Hispanic and Asian. In spite of this change, offers of admission declined only among Black students. A significant decline was registered in the number of entering Black freshman. With a very small contrasting decline in the number of entering Hispanic

freshman. These comparative figures should be examined in relation to the largest record year minority freshman enrollment in 1988. Furthermore, while the overall freshman class declined in size in 1989, the proportion of the class represented by students of minority background remained basically constant. Transfer student application numbers increased for every ethnic category except American Indian, while actual enrollment figures remained constant or improved slightly in every category except for American Indians. Overall minority graduate student enrollment made modest gains except for the graduate professional category where the number declined by 10 students since 1986.

Michigan State University continues to experience a modest annual increase in the number of students from minority backgrounds. This enrollment pattern contrasts sharply with state and national trends that show declining enrollment in varying degrees.

Persistence Rates

Michigan State University is vitally interested in the persistence-attrition rates of all of its students. On-going monitoring over the past 10 years has revealed that persistence rates at Michigan State University are increasing for all groups including women and minorities. However, while students are remaining in school, the traditional four year graduation rate is being replaced by a five year or more graduation cycle. Many students appear to be stretching out their academic career preparation period from four to five or more years. Averages taken over the past ten years show that only 32% of an entering class will graduate after four years with the remaining 68% taking five or more years. Cause for this change relate to the rising costs of tuition, lengthier academic programs and students balancing their work commitments with education.

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 University's Office of Admissions and Scholarships demonstrates strong support for the affirmative action commitments. Within this context, the Office of Admissions and Scholarships has intensified its recruitment activities for racial and ethnic minorities. Selected activities include special campus visit programs for minority high school youth, specially targeted mailings, and off campus meetings with students and parents. A special annual scholarship initiative is directed at attracting outstanding minority students to Michigan State. The University also annually earmarks 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 high achieving freshmen Chicano students. Most recently the University has increased it's participation and support of the National Hispanic Scholarship Program. Of major significance is the Minority Distinguished Freshman Scholarship competition initiated in recent years which provides up to twenty full tuition scholarships to

students enrolling at Michigan State. Selection to the scholarship program is determined on a competitive basis. This program has been instrumental in attracting additional numbers of high achieving minority students to Michigan State University. Additionally, within the last three years, the University has committed significant scholarship resources to Spartan Scholarships targeted at minority students. Adoption of this program to include a minority initiative has resulted in a doubling of yield during the last recruitment cycle. For several years, Michigan State University has participated with the Detroit Public Schools in the Wade H. McCree Incentive Scholarship Program. The success of this collaborative effort has encouraged commitment and support to this program during the past two years.

The University's inclusive philosophy which exemplifies the land-grant tradition, best illustrates 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 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.

C. Campus Life for Students

Introduction

It has become increasingly evident that the quality of campus life is a significant factor in student satisfaction and success, and thus retention. Ernest Boyer, in College, The Undergraduate Experience in America, stated: "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."

Renewed attention is being given to better understanding those factors which contribute to, or detract from, a campus environment that is conducive to teaching and learning for all students. Such an environment requires that the University better represent, not only accommodate, the interests and needs of a diverse population. Our challenge is to recruit and retain a student population that reflects the changing demographics of our nation and demonstrates our commitment to developing multiculturally competent individuals to assume leadership roles within a changing society.

To improve the quality of life for all students requires attention to many different dimensions of campus life. Reducing discrimination, valuing diversity, enhancing cultural identity, and expanding educational opportunity are the four areas that provide the framework for this discussion of the activities and approaches undertaken.

Reducing Racism

A concerted assault against invidious discrimination is essential to improve the campus climate for all students. While the University's position on discrimination is clear, reports of discrimination based on race, ethnic origin, and gender persist. On a national level numerous reports indicate

Table A

STUDENT ADMISSIONS TRENDS, 1987-1988, 1988-1989

	1987	<u>APPLICATIONS</u>			% of Change	1987	<u>ADMISSIONS</u>			% of Change	1987	<u>ENROLLMENTS</u>			% of Change
		1988	1989				1988	1989				1988	1989		
FRESHMEN	Number					Number						Number			
Caucasian	16881	18383	17261	-6.1%		11717	11750	12854	9.4%		5827	5917	5443	-8.0%	
Black	1670	1888	1657	-12.2%		1086	1352	1208	-10.6%		526	628	539	-14.2%	
Hispanic	283	366	411	12.3%		140	307	340	10.7%		80	124	122	-1.6%	
American Indian	63	77	75	-2.6%		44	59	60	1.7%		24	26	32	23.1%	
Asian/Pacific Islander	518	614	652	6.2%		380	407	477	17.2%		132	137	146	6.6%	
Other/No Resp./Foreign	831	901	731	-18.9%		408	426	332	-22.1%		209	75	77	2.7%	
TOTAL	20246	22229	20787	- 6.5%		13775	14301	15271	6.8%		6798	6907	6359	-7.9%	
TRANSFER STUDENTS															
Caucasian	4308	4597	4851	5.5%		2224	2263	2357	4.1%		1681	1720	1759	2.3%	
Black	216	233	249	6.9%		48	62	69	11.3%		29	46	46	0.0%	
Hispanic	64	86	103	19.8%		25	33	43	30.3%		15	24	28	16.7%	
American Indian	19	24	23	-4.2%		8	10	9	-10.0%		4	8	4	-50.0%	
Asian/Pacific Islander	78	99	120	21.2%		25	47	38	-19.1%		14	27	31	14.6%	
Other/No Resp./Foreign	462	509	572	12.4%		140	188	142	-24.5%		98	125	86	-31.2%	
TOTAL	5147	5548	5918	6.7%		2470	2603	2658	2.1%		1841	1950	1954	.2%	
GRADUATE STUDENTS															
Caucasian	2994	2847	2900	1.9%		1723	1630	1673	2.6%		906	918	1066	16.1%	
Black	140	164	197	20.1%		59	71	99	39.4%		34	57	69	21.0%	
Hispanic	80	81	70	-13.6%		38	43	31	-27.9%		26	24	16	-33.3%	
American Indian	11	13	8	-38.5%		7	6	6	0.0%		6	3	5	66.7%	
Asian/Pacific Islander	100	112	116	3.6%		38	46	44	- 4.3%		24	26	30	15.4%	
Other/No. Resp./Foreign	3945	3979	3944	- .9%		882	841	818	-2.7%		493	559	513	-8.2%	
TOTAL	7270	7196	7235	.5%		2687	2637	2671	1.3%		1489	1587	1699	7.0%	

that discriminatory behaviors have increased on college campuses. Student Affairs and Services staff observations at Michigan State University support this trend. Minority students also expressed this concern by conducting a "study-in" May of 1989 in the Administration Building. Students reported on what they perceived was a lack of cultural and race sensitivity in the study and living environment. After a ten day student protest, the Administration and the students met to discuss a list of concerns. These concerns were translated into recommendations and when possible were being implemented. The University Administration continues to dialogue with minority students in efforts to improve the climate at Michigan State University.

Plans are underway to develop a better defined process through which students can report, and seek assistance, when discrimination is experienced or observed. With such a process in place, students should be more knowledgeable about the avenues for seeking redress and better information will be available about the number and nature of discriminatory acts that occur. In turn, this information should assist in developing new strategies to address problem areas.

Valuing Diversity

Coupled with the need to respond to discrimination, is the overriding responsibility to promote better understanding and greater appreciation among individuals of differing backgrounds, interests and beliefs. Failure to do so is a disservice to both students and the University. Through better understanding of differences and recognition of values and interests held in common, respect for individuals can be enhanced, conflict and confrontation minimized, and discriminatory behaviors reduced.

An important first step in assisting students to become more multiculturally competent is the selection and training of a staff that can work effectively with students in this important area. The Division of Student Affairs and Services has consistently emphasized the importance of having a diverse staff at all levels of the organization--from undergraduate assistants to executive managers. The results of these efforts are reflected in the following profile of staff for Fall Term 1989. (Percentages may not equal 100 because of position vacancies.)

Of the total faculty and staff positions (220) within the Division of Student Affairs and Services, 150.5 (68.4%) were held by women and 61.5 (28%) were held by men. Minorities held 58 (26.4%) of the positions--3 (1.4%) Asian/Pacific Islanders, 38 (17.3%) Blacks, 14 (6.4%) Hispanics and 3 (1.4%) American Indians/Alaskan Natives.

Of the professional staff positions (140.5), 77 (54.8%) were held by women and 59.5 (42.4%) by men. Minorities held 37 (26.4%) of the positions--Asian/Pacific Islanders 3 (2.1%), Blacks 26 (9.3%), Hispanics 6 (2.7%), and American Indians/Alaskan Natives 2 (1.4%). While women hold a higher percentage of professional positions, the appointment of women to the higher level positions remains an important consideration.

In clerical-technical positions (79.5), there were 73.5 (92.4%) women and 2 men (2.6%). Minorities held 21 (26.4%) of these positions--Blacks 12 (15%), Hispanics 8 (10.1%), and American Indians/Alaskan Natives 1 (1.3%).

Particular attention has been given to the recruitment of minorities for the 82 graduate assistant positions within the division. The numbers increased this year to 15 (18.1%). Thirty-seven (44.6%) of the assistantships were awarded to men and 46 (55.4%) to women. While an exact number of handicappers is not known, two new appointees have mobility limiting characteristics.

Among the undergraduate resident assistants (321), there were 172 (53.6%) women and 149 (46.4%) men. Minorities held 70 (21.9%) of these positions-- Asian/Pacific Islanders 6 (1.9%), Blacks 53 (16.6%), Hispanics 7 (2.2%) and American Indians/Alaskan Natives 4 (1.2%). Of the minority aides (43), 24 (55.8%) were women and 19 (44.2%) men. The group included: Asian/Pacific Islanders 4 (9.3%), Blacks 32 (74.4%), Hispanics 6 (14%), and American Indians/Alaskan Natives 1 (2.3%).

In addition to these undergraduate assistantships, considerable effort has been made to increase the number of leadership positions for minority students in the areas of Intramural Sports and Recreative Services and Service Learning programs. Intramural Sports and Recreative Services was also successful in hiring three handicappers as student employees.

Diversity within staff not only contributes to student development but to staff development as well. By working together, staff learn to better understand the value of diversity and the importance of working together to meet common goals.

In addition to hiring a diverse staff, much emphasis is placed on training and development for all levels of Student Affairs and Services staff. Many Divisional staff have also been actively involved in providing educational programs for staff and faculty across campus. For example: the Vice President was instrumental in developing the "Valuing Ethnic Diversity" program for the University Administrative Council; Minority Student Affairs staff have presented programs to different groups on topics such as "Value and Need for Diversity" and "Ways to Address Racial Harassment Encountered by Students"; and Counseling Center staff have presented on topics such as "Racial Discrimination and Cultural Sensitivity," a program offered for Clerical-Technical Union representatives and their Executive Board.

All Student Affairs and Services staff have been encouraged to participate in Divisional programs focusing on topics such as: "Communicating Across Cultures," "Managing Diversity," and a "Forum on Racial Issues on Campus." Additionally, departments throughout the Division have emphasized the importance of cultural understanding and appreciation in their staff development programs. Examples of departmental programs this past year include "Diversity Issues and Sensitivity to Cultural Differences" (Career Development and Placement Services), "Majority-Minority Relations" (Student Life), "Affirmative Action Expectations" (University Housing Programs), and "Minority-Majority Interaction" (Office of Minority Student Affairs).

To strengthen and expand this educational priority, many new materials have been added to the Divisional resource center. Included, for example, are eight new videotapes which specifically focus on the promotion of multi-cultural understanding. A video fair was held to help introduce some of these materials and greater attention is being given to how, and with whom,

they can be most effectively used. This investment in training and development activities is believed necessary to better prepare staff to work with students.

The students' living environment is recognized as an important variable in their satisfaction and success and provides an important laboratory for teaching and learning about the value of diversity. University Housing Programs staff have systematically and aggressively promoted "human awareness" programs for all residence hall students. Nearly one thousand programs on racial, gender and handicapper issues and interests were presented this past year. Your Ticket to an Adventure in Understanding, a brochure on the value of diversity, protection of rights and celebration of differences, was also prepared by University Housing Programs staff and distributed to all residents. Additionally, expanded collaboration between Minority Student Affairs and University Housing Programs has promoted majority-minority understanding within residence halls.

Within the Department of Student Life, particular attention has been given to working with student organizations and student governing groups to diversify their membership and promote cross-cultural understanding among members. Leadership training opportunities have been expanded with particular attention given to women and minorities. Orientation programs for new students and parents have placed increased emphasis on the value of diversity and the University's expectation that students become better prepared to live and work in a pluralistic society. Special workshops for students on topics such as "understanding of racism" have also been presented by Counseling Center staff.

In addition to presenting educational programs, it is vitally important to promote those activities that encourage interaction among students of differing backgrounds in order to facilitate their learning from each other. New ways to encourage interaction and dialogue are consistently sought.

To sharpen the focus on opportunities and issues related to diversity, the Vice President for Student Affairs and Services constituted a special Diversity Awareness Committee with representation from the Counseling Center, Student Life, University Housing Programs, Minority Student Affairs, Financial Aids, Intramural Sports and Recreative Services, Career Development and Placement Services, and Educational and Support Services. Through collective effort, new strategies and programs have been recommended and greater coordination of existing programs and services achieved. Plans are underway to develop new training and development programs to further assist both staff and students to examine and confront their values and behaviors.

Enhancing Cultural Identity

In conjunction with the emphasis on promoting understanding among individuals of differing backgrounds is the need to provide opportunities for students to enhance their own sense of identity and heritage. Because of the great diversity within the population this requires sensitivity to differences not only between minority and majority students, but among and within minority groups themselves.

Identity is promoted in a number of ways. During fall orientation, receptions are held for each of the racial/ethnic groups and handicappers. Cultural/heritage rooms are maintained within residence halls and minority groups. Women and handicappers have special councils under the ASMSU Programming Board to support their group interests and needs. Many different registered student organizations also serve to further group identity.

The "Icebreaker" dance planned for fall term is a new activity sponsored by Student Affairs and Services in response to minority student interests and to promote unity among groups. Additional support to help promote and secure similar student sponsored activities will be forthcoming.

A redefinition of the role and responsibilities of the Office of Minority Student Affairs (formerly Coordinated Minority Student Programs Office) has provided additional support to individuals and groups within the minority student population. With the hiring of a full-time Native American Coordinator, the office now has full-time staff from each of the four minority groups. Particular attention is given to working with students to promote campus and community events that further opportunities to celebrate and share their cultures. Celebrations of Black history and Chicano history, the Native American PowWow, Cinco de Mayo festivities, and the Asian American weekend conference are all examples of such events. University support and recognition of this type of activity serve to foster both group pride and multicultural understanding. To enable and empower students to engage fully in the life of the University is critical if they are to gain the most from what the University has to offer.

Beyond such campus efforts, the first annual state-wide conference on the Black male was presented by the Office of Minority Student Affairs and the Multi-Ethnic Counseling Center Alliance. This first conference was enthusiastically received and plans are underway to hold a second conference on this topic. While the regional conference on "Black Greeks on Predominantly White Campuses" was not presented again this past year, the proceedings of that conference were published and widely distributed because of extensive interest in the topic.

Expanding Educational Opportunities

Concern for access and opportunity must be demonstrated beyond the admissions process. A variety of support services and programs are often needed to help insure that students can successfully pursue their interests and utilize their potential.

For handicappers, the University's recognition of a transition plan for barrier removal moves the University toward greater program accessibility. Beyond the variety of essential services provided by the Office of Programs for Handicapper Students, other initiatives have extended opportunities for handicappers to engage more fully in campus life. Expanded housing options in Holmes Hall, the acquisition of specialized fitness equipment in Intramural Sports and Recreative Services, and expanded services within Career Development and Placement Services are examples of such initiatives. A brochure, Strategies for MSU Handicappers: An Accessible Future through

Career Planning and Placement, has been developed and the simple practice of opening doors one-half hour earlier for handicappers to enter career fairs has provided them with better access.

The following programs are other examples of efforts to expand educational opportunities. The annual Minority Career Fair provides an important opportunity for minority students to pursue job opportunities with prospective employers. This past year the fair attracted more students and employers than at any other time in its ten-year history. "Workshops for Excellence" continue to be sponsored each term by the Office of Minority Student Affairs to challenge and encourage minority students to further develop their potential and pursue their dreams. Through special workshops and groups offered by Counseling Center staff on issues of particular interest to women and minorities, students can often find needed support and can develop new skills that will enable them to benefit more fully from opportunities available.

Important to the success of all such programs is the ability to attract those students who can receive the greatest benefit. In addition to effective communication of information, the encouragement and support students receive from their peers, as well as from faculty and staff, is key to student participation. The importance of peer influence should not be underestimated in the planning and marketing of programs.

While special programs such as those identified can expand educational opportunity, basic support services must continue as a priority. For example, academic support services for the educationally disadvantaged and financial aid for those economically disadvantaged, may determine whether a student can even remain at the University. The University's commitment to retain, as well as to admit, students who can benefit from what the University has to offer is reflected in the services it provides.

D. Support Services

The Office of Supportive Services (OSS) was established in the 1960's in order to provide higher educational opportunities to students experiencing disadvantage due to institutional and environmental factors. Today Michigan State University continues in it's commitment of providing equal access to students who have the potential for academic success. Without the availability of a wide range of support services (i.e., academic guidance, personal and peer counseling, workshops, tutorial instruction, skill enrichment, freshman orientation seminars, summer research opportunities, career assistance, Summer University Program Encouraging Retention, MICUP and graduate placement) the possibility of these student's success at the University is limited. Supportive Services staff focus on increasing the persistence and graduation rates of students through special academic and nonacademic support progress. As a result of the many programs and cadre of excellent professionals, the graduation rates of minority students participating in the Support Services programs increased 27% over last year. A total of 162 students graduated compared to 118 last year. The ethnic composition of these students includes: 5 Hispanic, 2 Asian, 3 Native American, 1 Chicano, 9 White and 142 Black students. The 27% increase in graduates is certainly notable and goes a long way towards validating

retention and graduation efforts. Following are examples of academic support programs:

Tutorial Component

For the 1988-89 year 1700 tutorial requests were processed by the Support Services office, an increase of 16.4% over last years' 1461 requests. The number of students who requested tutoring in various courses also increased from 776 students last year to 907 students (14.4% increase). Of all students requesting tutoring, 92% were assigned tutors within the first two and one half weeks of the term (an increase of approximately (5%). An average of 74% of all requests for tutors came from program students.

Orientation Seminars

The OSS Orientation Seminar is an extended study skills and orientation course for College Achievement Admission Program students. An increased number of students availed themselves of the seminar during the past year.

Student Assistants Ambassador Program

Student Assistants hired by the Office of Supportive Services continue to perform a vital role in the adjustment and success of disadvantaged students served by the program. As ambassadors from OSS to students, SA's are natural role models of personal adjustment and academic success. Some of the ongoing activities of SA's include: 1) moral support, rapport, and 2) acting as a resource person for services and opportunities on campus and in the community.

Graduate School Support

A special grant to the OSS has made it possible for the unit to provide personal adjustment counseling and career exploration for disadvantaged students. Last year the Graduate School Component researched and published the Graduate Professional School Guide & Checklist. The Guide was funded by a Career Planning and Placement Counsel model grant.

McNair Program

The Ronald E. McNair Post-baccalaureate Achievement Program, focuses on increasing the enrollment of first-generation and low-income students and students from underrepresented groups in doctoral programs. Students participating in the program receive advise and support which prepares them for doctoral study. Summer term activities include research opportunities with selected faculty mentors.

Summer Research Opportunity Program (SROP)

The Summer Research Opportunity Program (SROP), jointly sponsored by MSU and the Committee on Institutional Cooperation (CIC), a consortium of Big Ten Schools and the University of Chicago, administered by the Office of Supportive Services, assists students in science and mathematic related subjects.

Graduate and Professional School

The Office of Supportive Services co-sponsored, for the second year, the annual MSU Career Development and Placement Services Graduate and Professional School Recruitment Day. The Recruitment Day Program sessions prepare undergraduate students with actual interviewing skills, and develop interest in continuing education.

Career Development

To assist students in career exploration the OSS replaced the computerized career instrument DISCOVER with the Michigan Occupational Interest Services (MOIS). Other instruments utilized with the students' need/request for career guidance were the Self Directed Search, and Vocational Interest Preference.

Michigan College/University Partnership Program (MICUP)

A new program has the goal of increasing the underrepresented minority student transfer rate from Lansing Community College to MSU by 50 to 100 percent by the summer of 1990. Underrepresented minorities include: Black, Hispanic and Native American students are the targeted groups to be affected by the program.

Summer University Program Encouraging Retention (SUPER)

SUPER is a special summer program directed at improving recruitment and retention of minority and disadvantaged students. Faculty and staff are carefully recruited and selected based on their skills, interest and commitment to teaching special students in a special setting. A special curriculum designed during the past year was implemented in Natural Science, American Thought and Language, Mathematics, Chemistry and Freshman Seminar.

Honors and Appreciation Reception

On May 24, the Office of Supportive Services hosted the Eleventh Annual Honors and Appreciation Reception in the Student Union. Plaques, gifts and certificates were awarded to graduating seniors and outstanding students, faculty and staff members.

Programs for Handicapper Students

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

In 1988-89 OPHS provided services to 366 self-identified handicapper students. This was a significant increase from last year's 329. There were also 566 documented inquiries during the year including 205 from prospective students.

The largest group in our diverse population remains students with mobility characteristics (189), followed by students with learning (79), visual (30), hearing (23), and other (45) characteristics. Of 285 non-temporary handicappers, sixty-two (22 percent) were enrolled at the graduate level during 1988-89. Fourteen percent reflected ethnic minority characteristics (an increase of five percent from last year). The 1988-89 population was 50% male and 50% female. Thirty-eight handicappers achieved graduation in 1988-89. Ninety-two percent of handicappers enrolled earned a GPA of 2.0 or above, and 40% earned 3.0 or above.

As the enrollment of mobility handicappers continues to increase, design accommodations in the build environment remain a critical need. A number of curricular programs remain inaccessible. An annual budget of at least one million dollars is needed to effectively implement the federally mandated Transition Plan.

OPHS Transportation services provided 26,547 rides for 141 students during the past year. OPHS continues to receive many requests for transport beyond our on-campus student capacity. It continues to be recommended that these unmet needs be addressed by appropriate units, including the purchase of accommodating vehicles by motor pool, DPS, Olin Health Center, etc.

Over 72,975 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 more than \$66,066.

There were over 1200 hours of interpreting services provided to deaf students during the year. OPHS continues to advocate that MSU recognize American Sign Language as a legitimate language and expand its limited sign language curriculum to a comprehensive interpreter training curriculum.

OPHS also urges that the university's commitment to handicapper students be translated into increased resources sufficient to not only assure services necessary for the retention of handicapper students admitted to MSU, but that the affirmative quality of such services and accommodations be assured and publicized in order to recruit handicapper academic achievers.

Upward Bound Program

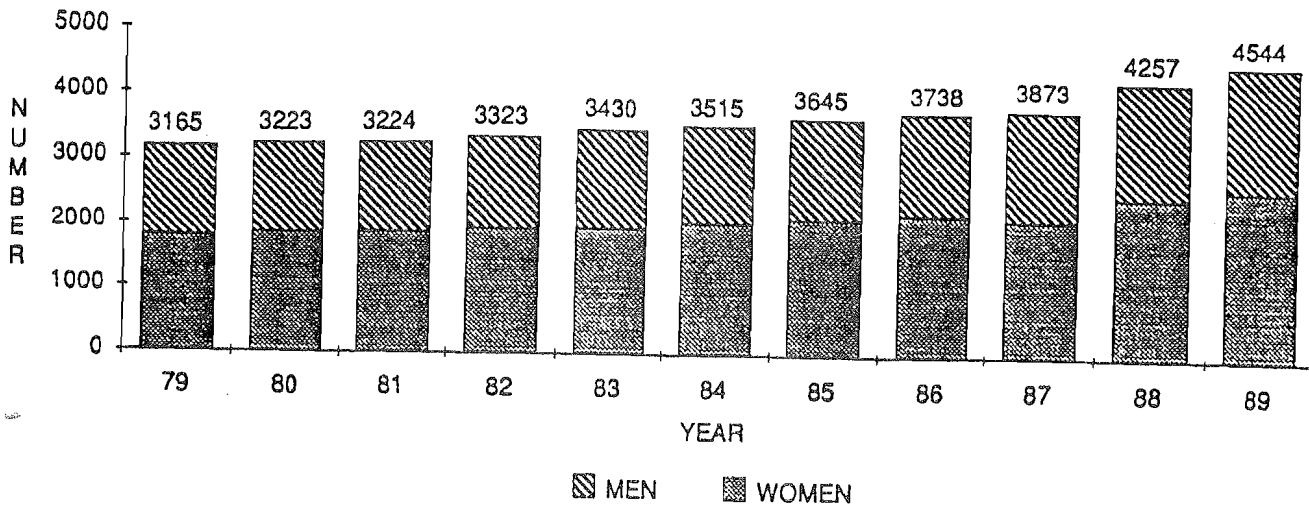
Upward Bound (UB) is a federally funded, pre-college program designed to serve low income, potential first generation college students from Lansing Area high schools. Upward Bound's mission is to motivate disadvantaged young people who have academic potential and to assist them in developing skills necessary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

During the 1988-89 academic year Upward Bound provided a viable support for 70 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 career underrepresented by the disadvantaged population. Well-trained, experienced, and committed personnel were engaged

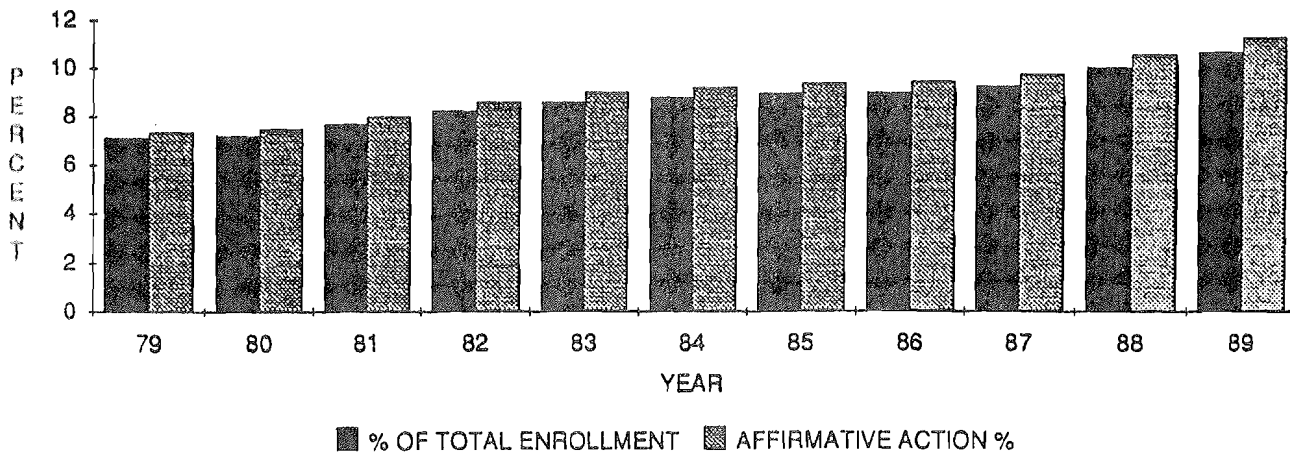
to work with the summer and academic year programs. Program goals and objectives were achieved.

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 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.

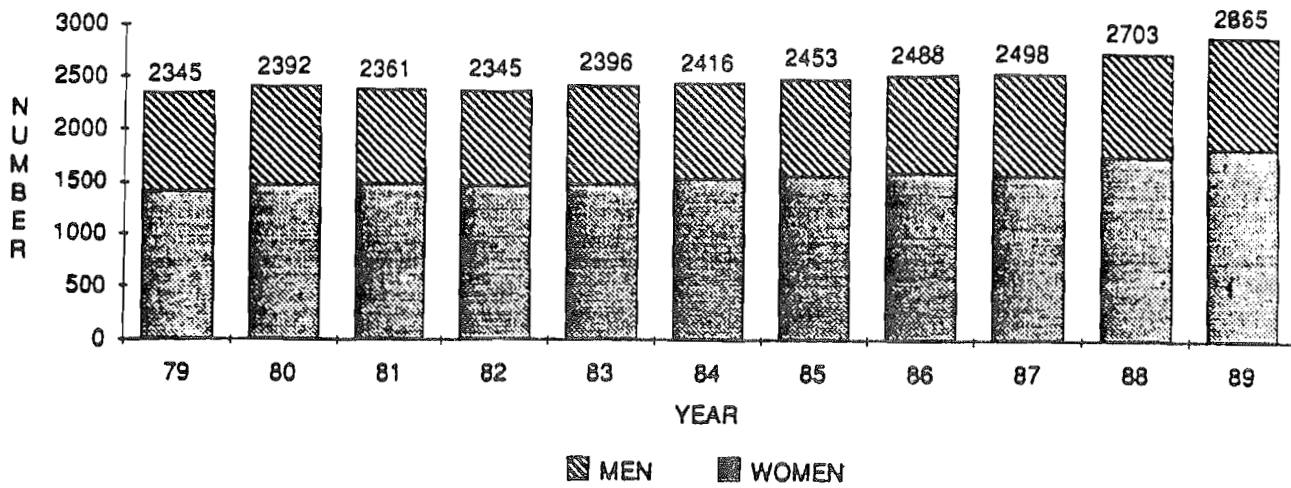
Graph V-1
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT
FALL TERMS
1979-89



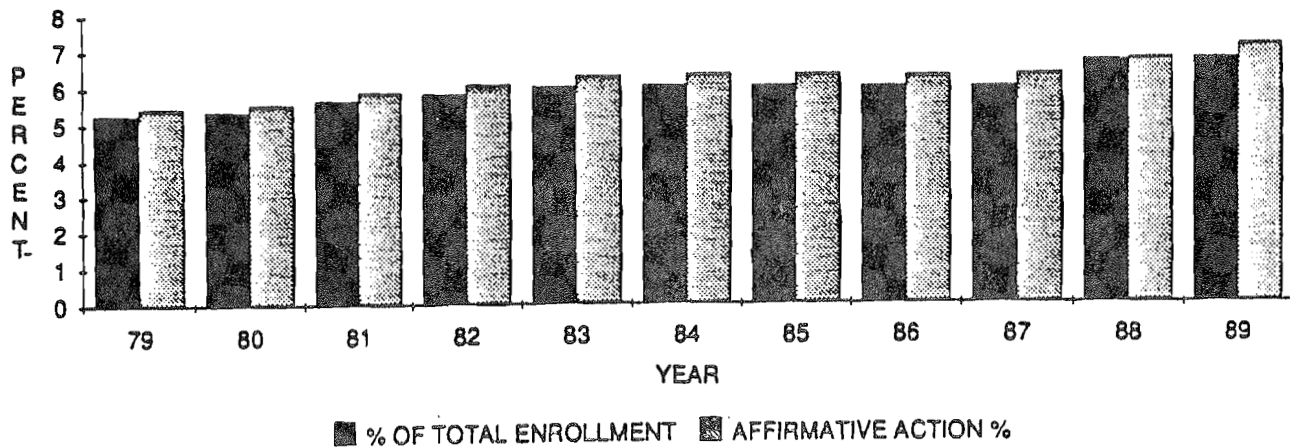
Graph V-2
MICHIGAN STATE UNIVERSITY
MINORITY ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1979-89



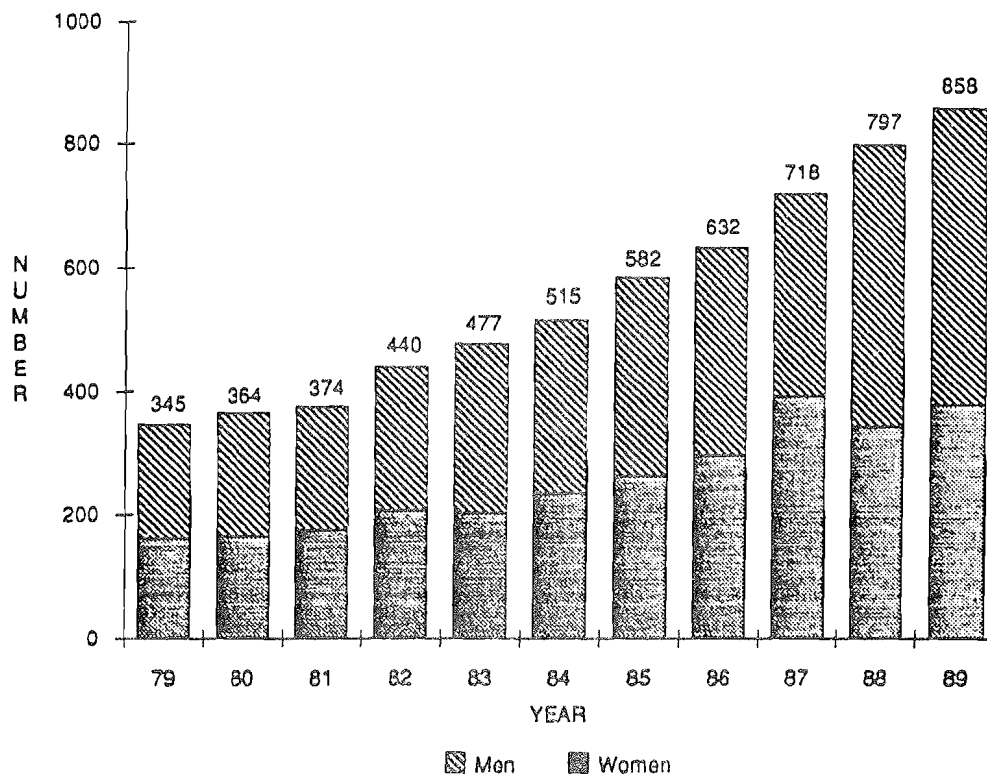
Graph V-3
MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENTS
FALL TERMS
1979-89



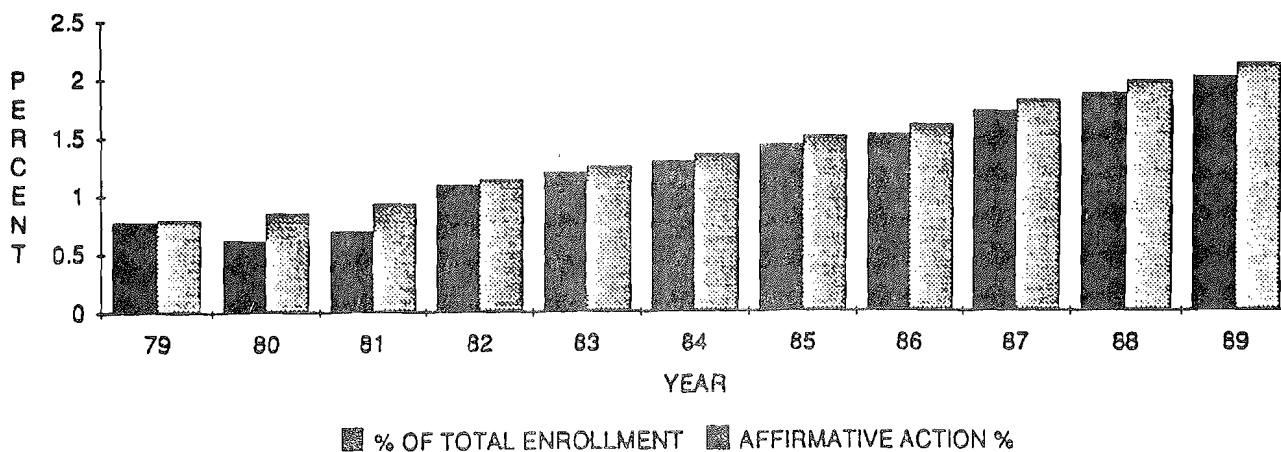
Graph V-4
MICHIGAN STATE UNIVERSITY
BLACK ENROLLMENTS AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1979-89



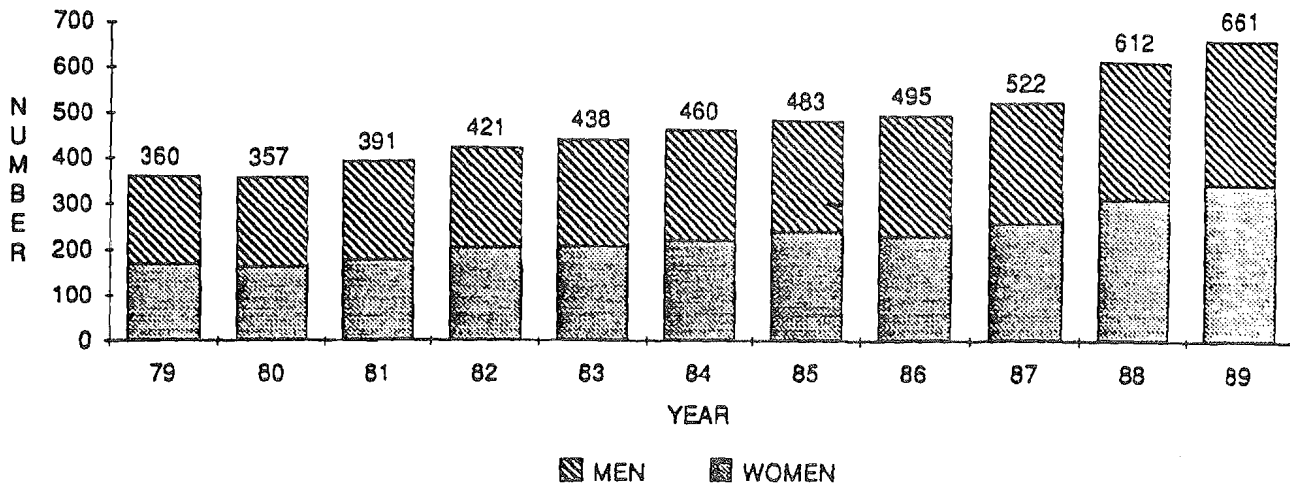
Graph V-5
MICHIGAN STATE UNIVERSITY
OFFICE OF PLANNING AND BUDGETS
ASIAN/PACIFIC ISLANDER ENROLLMENTS
FALL TERMS
1979-89



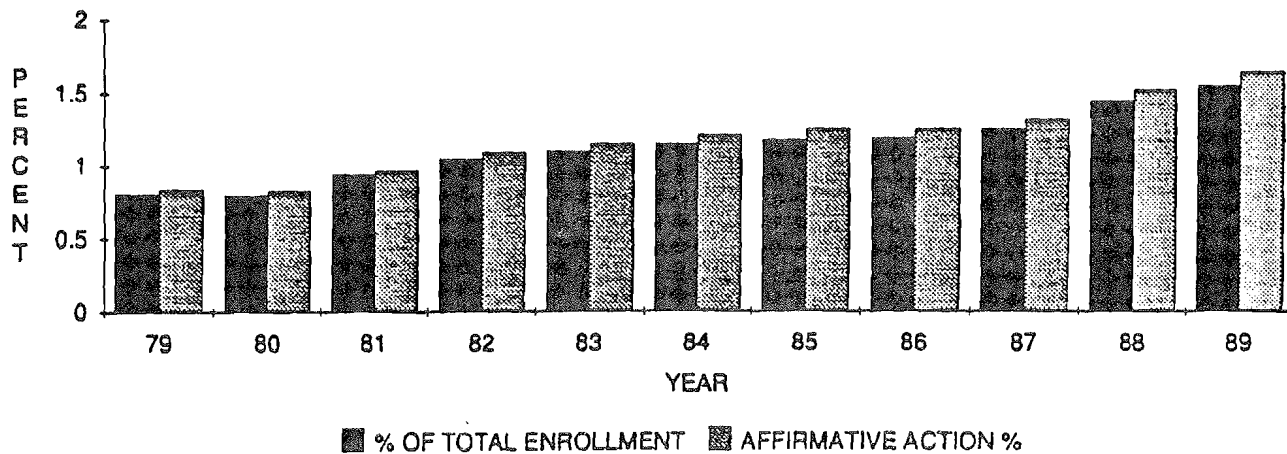
Graph V-6
MICHIGAN STATE UNIVERSITY
ASIAN/PI ENROLLMENTS AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1979-89



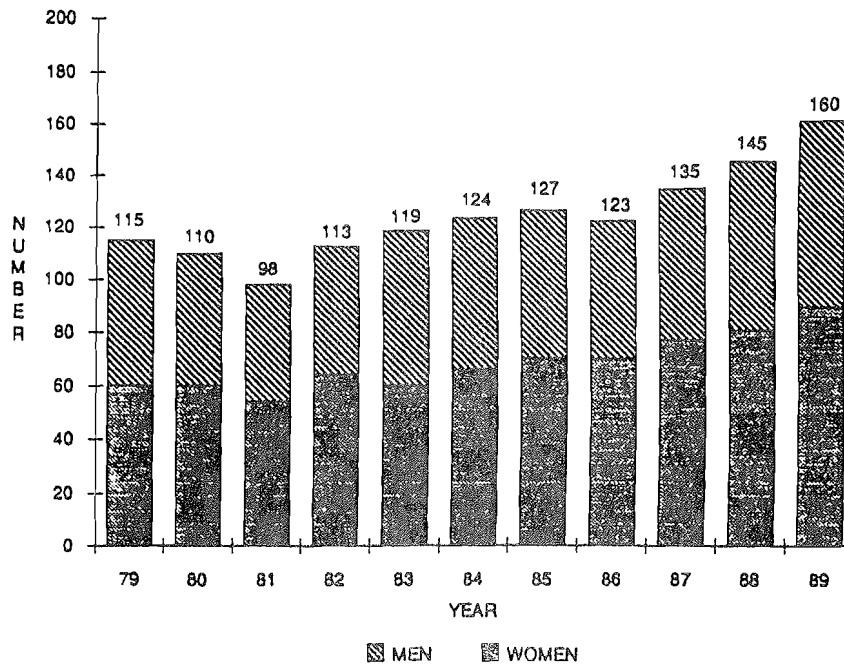
Graph V-7
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENTS
FALL TERMS
1979-89



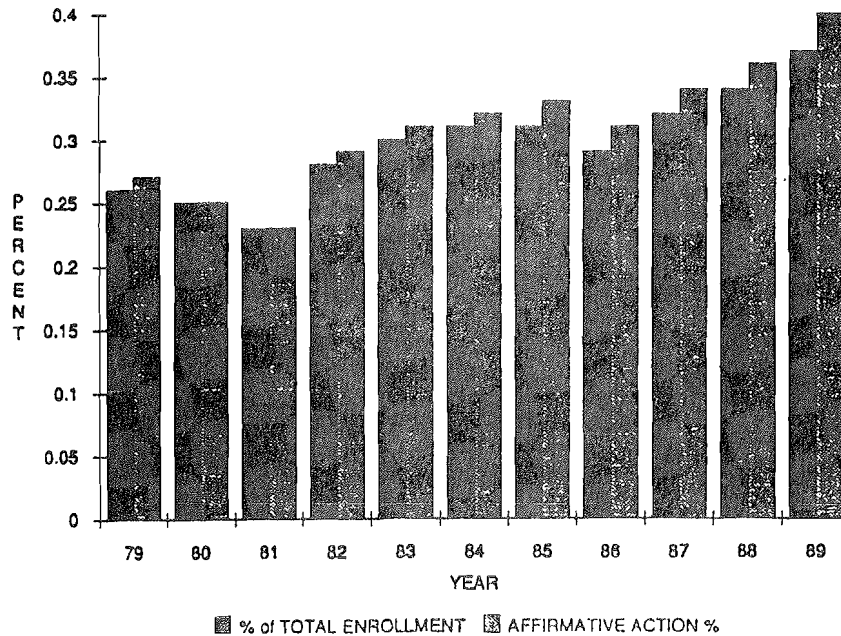
Graph V-8
MICHIGAN STATE UNIVERSITY
HISPANIC ENROLLMENTS AS A PERCENT OF TOTAL ENROLLMENT
AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1979-89



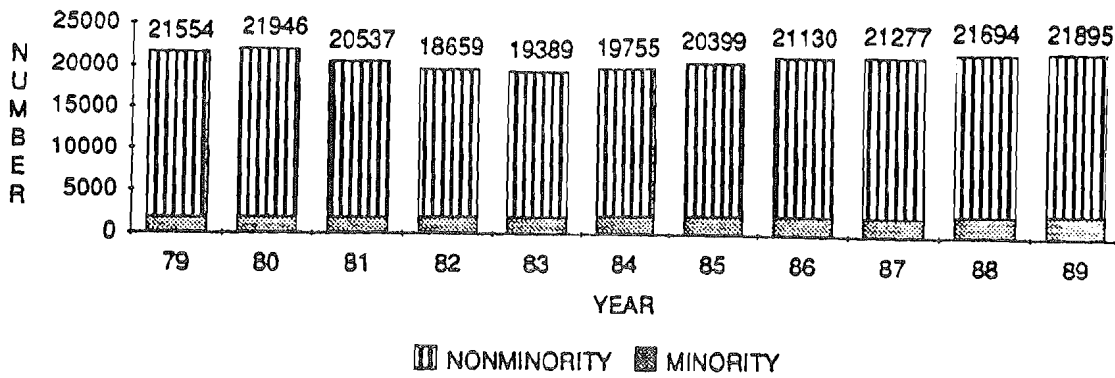
Graph V-9
MICHIGAN STATE UNIVERSITY
OFFICE OF PLANNING AND BUDGETS
AMERICAN INDIAN/ALASKAN NATIVE ENROLLMENTS
FALL TERMS
1979-89



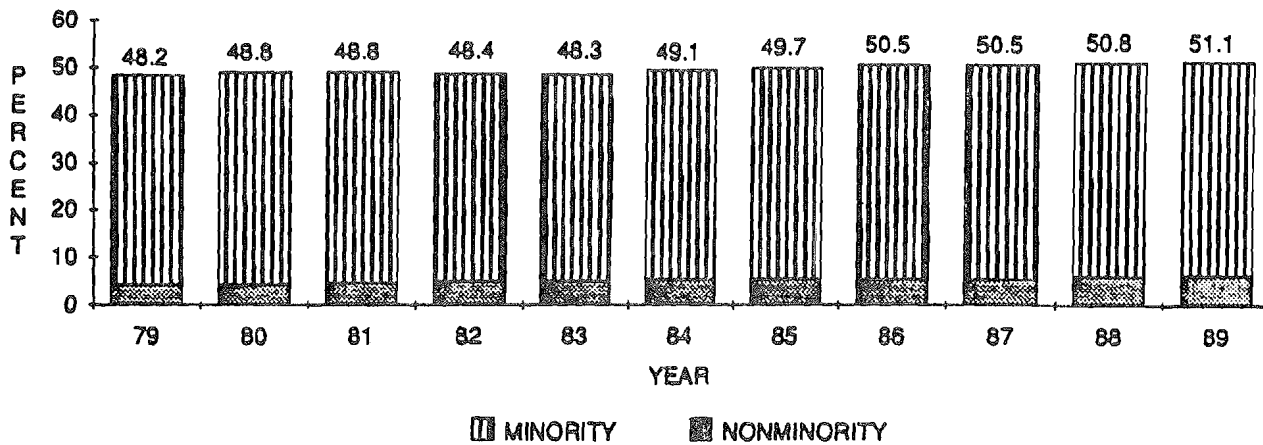
Graph V-10
MICHIGAN STATE UNIVERSITY
OFFICE OF PLANNING AND BUDGETS
AMERICAN INDIAN/ALASKAN NATIVE ENROLLMENT AS A PERCENT OF TOTAL
ENROLLMENT AND AFFIRMATIVE ACTION TOTALS
FALL TERMS
1979-89



Graph V-11
MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENTS
(INCLUDING FOREIGN)
FALL TERMS
1979-89

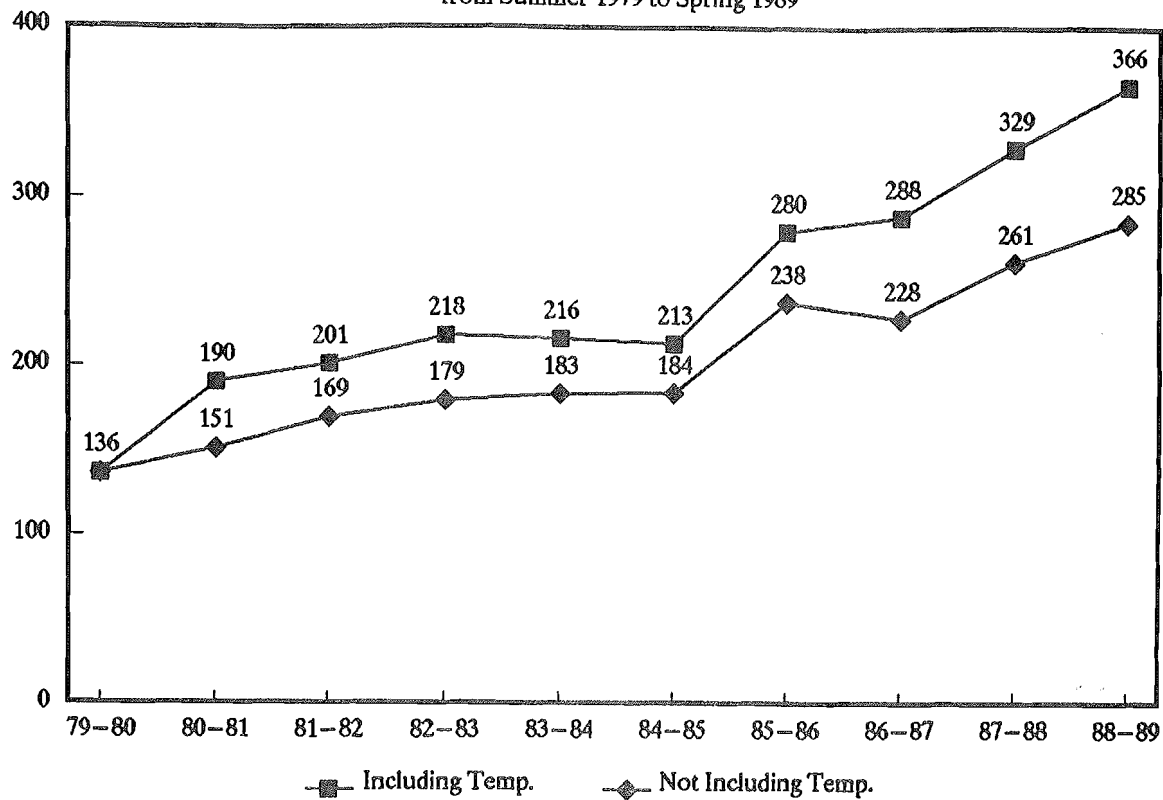


Graph V-12
MICHIGAN STATE UNIVERSITY
FEMALE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT
(INCLUDING FOREIGN)
FALL TERMS
1979-89



MSU OPHS Program Users

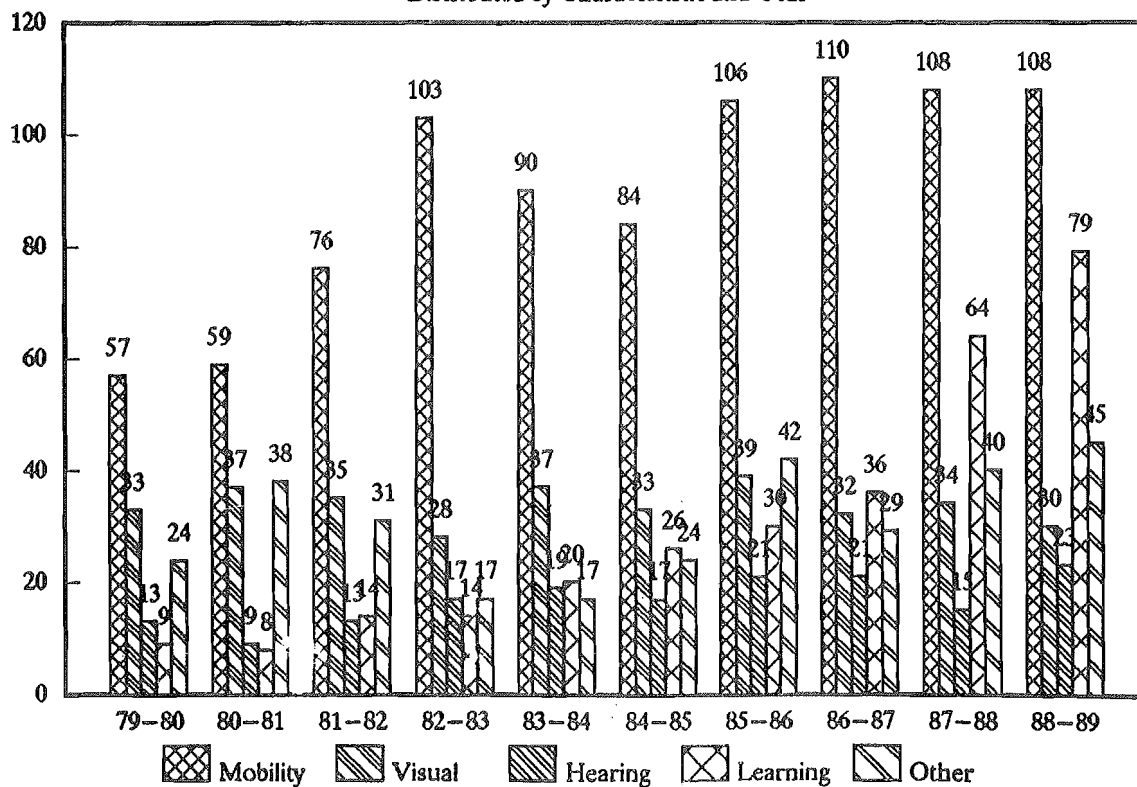
from Summer 1979 to Spring 1989



Graph V-14

MSU OPHS Program Users

Distributed by Characteristic and Year



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 this commitment since it is often a determining factor in the recruitment of underrepresented students, as well as in their retention and degree completion. Three main categories of graduate financial support are covered under the graduate affirmative action plan: 1) departmental/school teaching and research assistantships, 2) fellowships and scholarships, and 3) funds administered by the Affirmative Action Graduate Financial Assistance Program and specifically targeted for women and minorities.

The 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. To be considered for financial support under the AAGFAP program, all recipients must be U.S. citizens or permanent residents. A brief description of each of the AAGFAP-administered programs follows.

Equal Opportunity Program (EOP) Fellowships

Equal Opportunity Graduate Fellowships for Disadvantaged and Minority Students were initiated in 1970-71. This program provides fellowship awards based on a needs analysis done by the Office of Financial Aids, with the exact award varying (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 \$12,000 plus compensation for out-of-state tuition charges the first year, and the difference between \$12,000 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, so as to increase the total available financial resources

targeted for minority graduate students. Currently, the participating units include the School of Labor and Industrial Relations, the Department of Marketing and Transportation Administration, 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 1988-89, fellowships were provided for graduate students in the Departments of Accounting, Audiology and Speech Pathology, 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.

AACFA 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 1988-89, AAGFAP total expenditures increased by more than one million dollars (from \$334,869 to \$1,515,330), an increase of 352.5 percent. For specific AAGFAP programs, EOP expenditures increased from \$221,806 in 1977-78 to \$741,895 in 1988-89, or by 234.5 percent; AAGA expenditures increased from \$113,063 in 1977-78 to \$489,175 in 1988-89, or by 332.7 percent; MCDF expenditures increased from \$43,941 in 1979-80 to \$233,816 in 1988-89, or by 432.1 percent; and PF expenditures declined from \$89,022 in 1979-80 to \$50,444 in 1988-89, or by -43.3 percent.

Expenditure increases have been far greater for the MCDF and AAGA programs than for the need-based EOP program. From 1977-78 to 1988-89, 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 49.0 percent in 1988-89. 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. In 1988-89, however, the number of EOP fellowships awarded increased to 204. This increase was primarily due to the allocation of partial summer awards in order to meet the needs of the growing number of EOP applicants. 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.

AAGFAP Tables and Figures

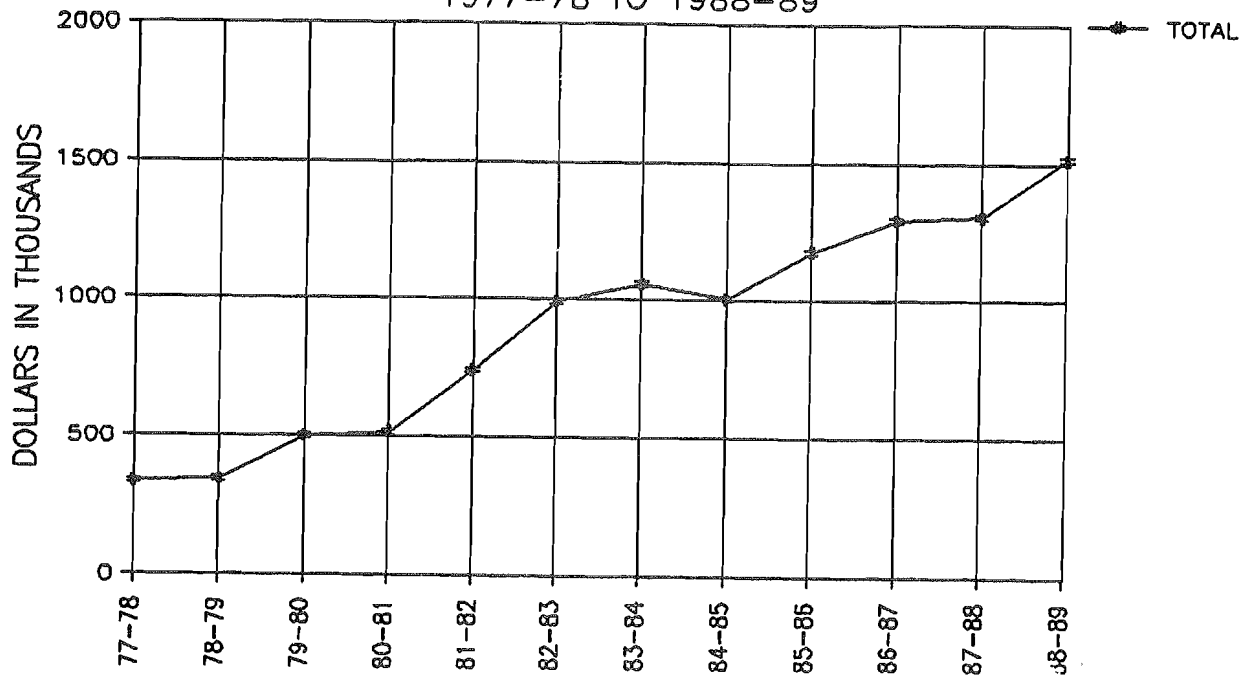
The descriptions and discussion of the various AAGFAP programs show the range of support for women and racial/ethnic minority graduate students at Michigan State University.

Figures showing the expenditures for those AAGFAP programs funded by the University from 1977-78 to 1988-89 are presented in Graphs 15 and 16. Tables 16 through 17 include actual yearly expenditures for those programs, the number of awards each year, and the racial/ethnic and gender breakdowns of those awards. Tables are located in Section V of the Appendices. Graphs follow this section.

Graph V-15

AAGFAP TOTAL EXPENDITURES

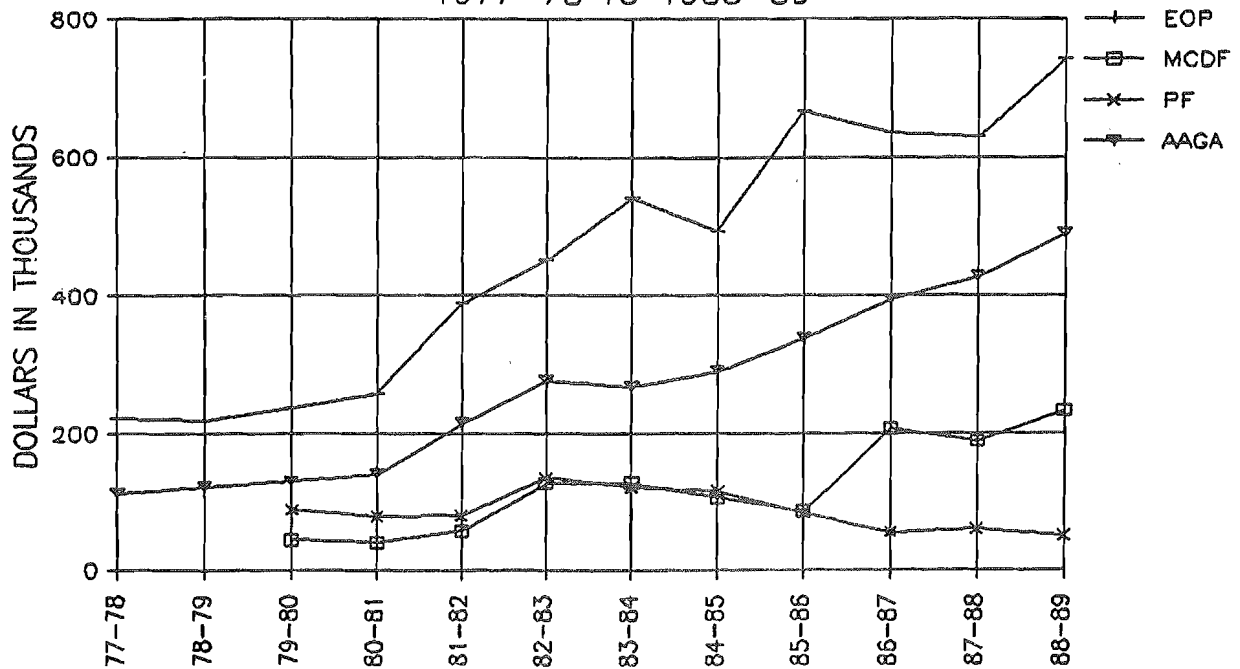
1977-78 TO 1988-89



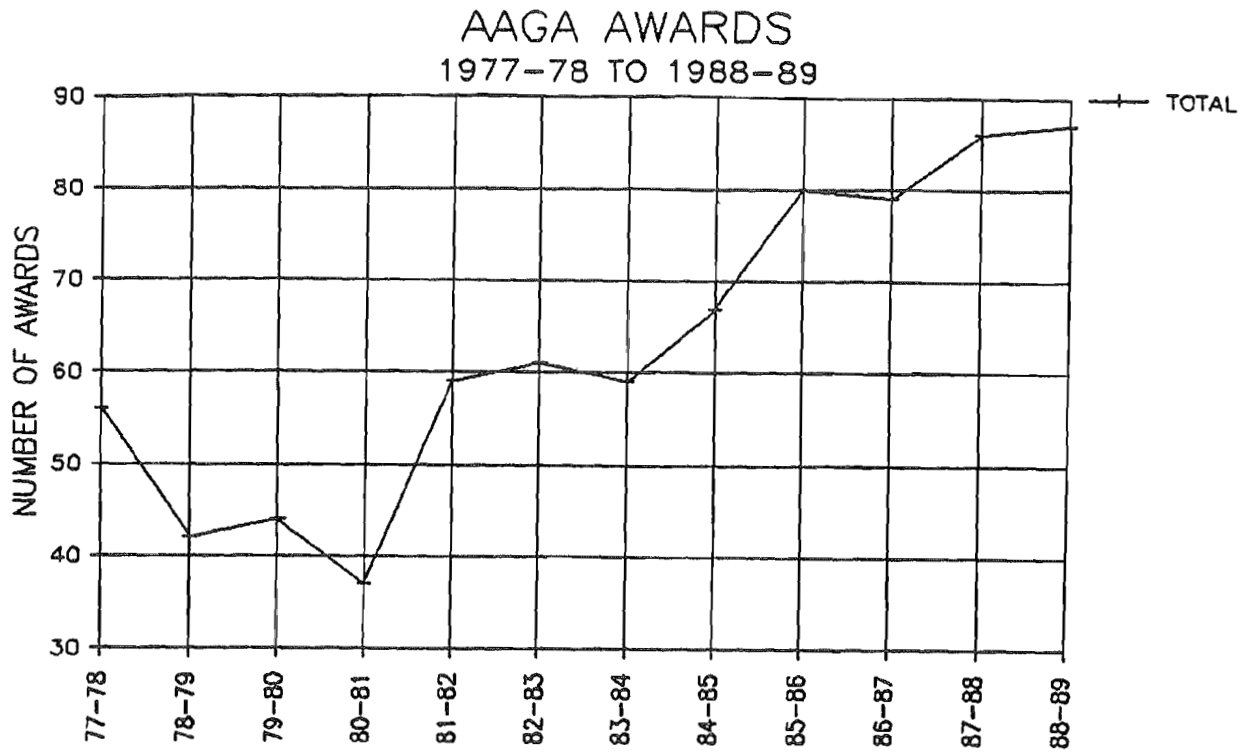
Graph V-16

AAGFAP EXPENDITURES

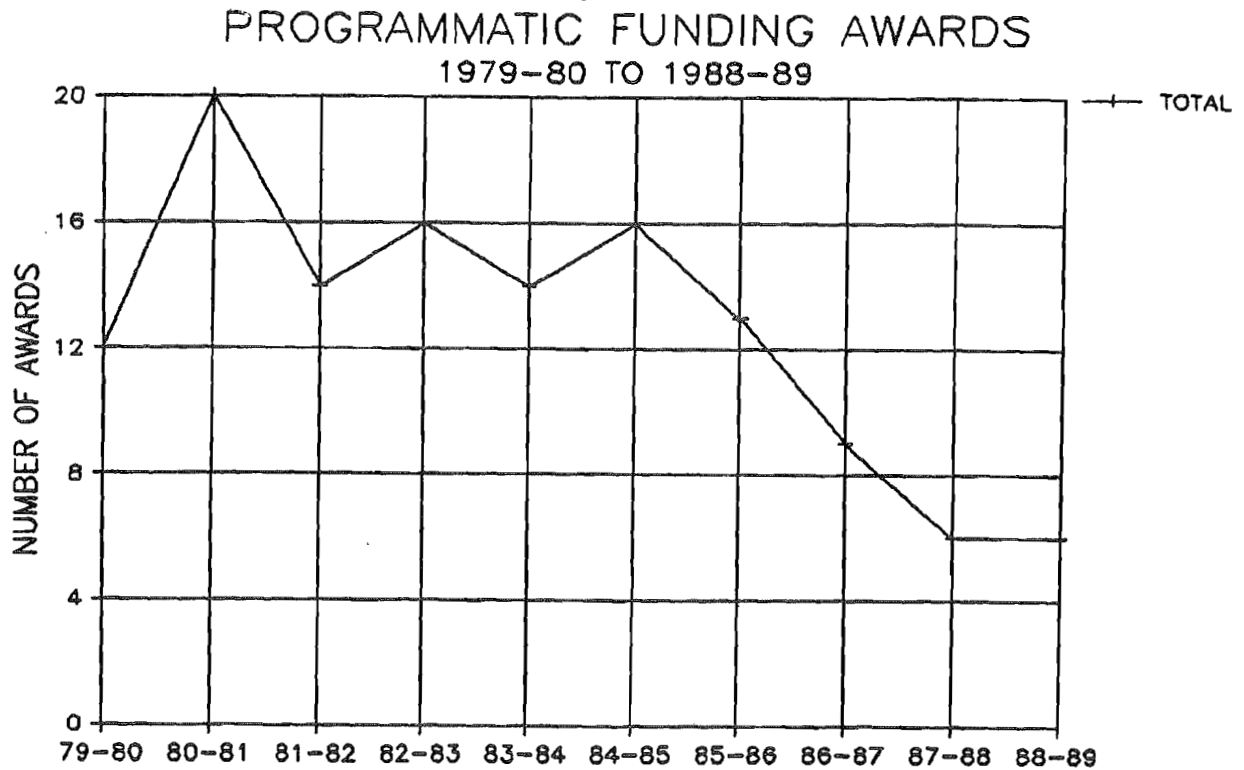
1977-78 TO 1988-89



Graph V-17



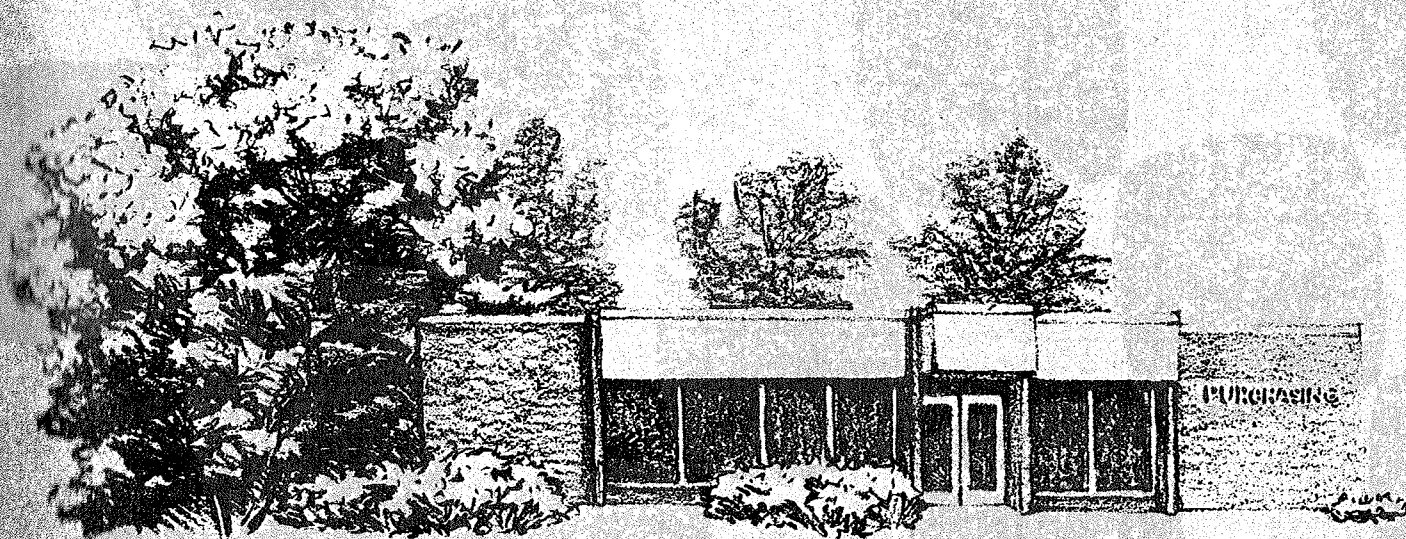
Graph V-18

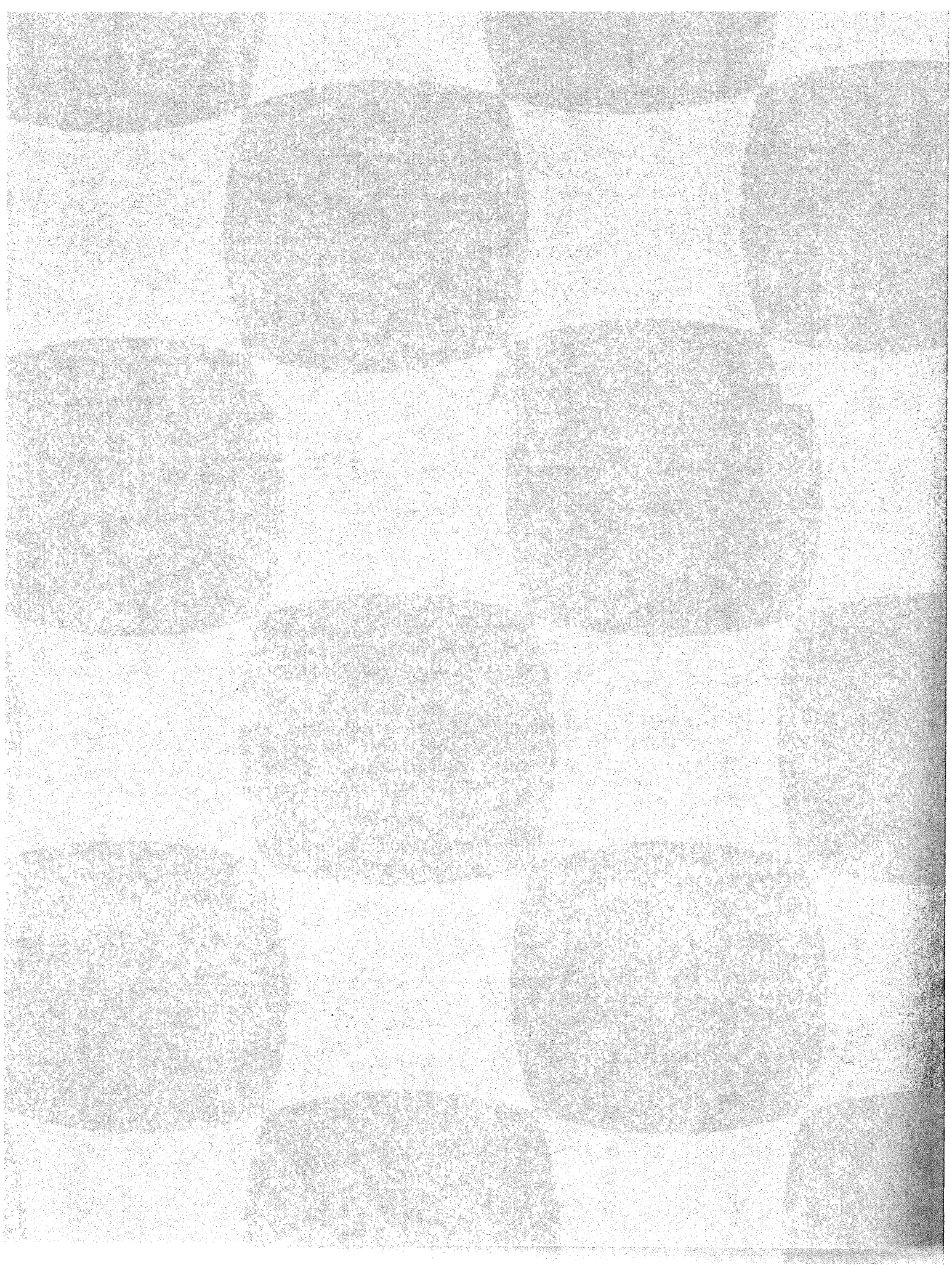


Affirmative Action in Procurement Program

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VI. AFFIRMATIVE ACTION IN PROCUREMENT PROGRAM

Michigan State University continues, in all phases of its operations, to be committed to providing equal opportunity in the procurement of goods, services and construction to all segments of our society. The Affirmative Action in Procurement Program pursues this ideal, and the activities and programs outlined below reaffirm the University's commitment to an effective program, specifically directed at protected classes.

Because of fewer construction projects started during fiscal 1988-89, the actual/potential dollars were not as high as the previous year when potential dollars available were over 92 million. This particularly high number of potential dollars in 1988, is related to a special appropriation for construction of the Breslin Arena and the Engineering Building. Table VI-1 represents a four year trend of the activities minority-owned businesses experienced a growth from 7.3% to 17.8% of total potential dollars available while women contractors saw their percentage increase from 15.0% to 28.1%. For women contributors, this represents the highest percentage of potential dollars of total dollars available, awarded during the past four years.

Personnel, Procedures, and Outreach represent the three major components of the Procurement Program and are delineated below.

Personnel

In 1979 a staff member was assigned the responsibility of establishing, developing and monitoring the affirmative action procurement program. Two years later, in 1981, the program officer was given the title of Minority Procurement Coordinator.

The Coordinator meets routinely with personnel from the Bookstore, Food Stores, Cyclotron and the Library, who have been delegated the responsibility of handling all matters concerning procurement of goods and services from businesses of protected groups. Meetings with other University personnel are convened when appropriate.

Improved communication between buying groups and the Minority Procurement Coordinator has been established as the major objective for the 1989-90 reporting period.

Procedures

The University's Minority Procurement Coordinator and purchasing personnel regularly review and modify buying procedures to increase protected class potential to bid, and to be awarded contracts.

Michigan State University continues to advertise construction bids through all known minority agencies. These include the Detroit Minority Business

Development Center, Flint Business Development Center, Greater Lansing Minority Business Association, and the Michigan Minority Business Development Council. The Minority Procurement Coordinator continues to search out other organizations where opportunities for the minority community can be advertised.

Outreach

The Affirmative Action in Procurement Program not only functions as a procurement office but has as a primary goal the development of Protected Class businesses. Utilizing University expertise, programs have been established to assist minority businesses in the Greater Lansing Area and across the state, in addition to that provided at national programs and trade shows.

During the past year, the Affirmative Action Procurement Program office assisted the Industrial Development Institute (I.D.I.), under the Vice President for Research and Graduate Studies, in establishing a Minority Business Development Division (M.B.D.D.). The Minority Procurement Coordinator functions as the Chairperson of the program's Advisory Committee and is also a member of a task force working closely with the Directors of I.D.I. and M.B.D.D. in assisting minority businesses obtain funds required to continue the program.

Recently, the Lansing Chamber of Commerce received a grant from the Michigan Department of Commerce to assist in the development of Minority Businesses in the Lansing Area. The Chamber of Commerce has subcontracted Michigan State University and Lansing Community College for their expertise in developing and implementing this program. The Minority Procurement Coordinator worked closely with the Department of Commerce and Lansing Chamber of Commerce to secure this grant and to develop the program, currently serves as a member of the Advisory Committee to the project.

In an effort to aid economically depressed communities in Western Michigan, the Coordinator has met with personnel from Michigan State University's Lifelong Education, Community Development, Center of Urban Affairs, and Cooperative Extension to explore how all segments of Michigan State University can work together in the area of community and minority business development.

Other special programs in which the Affirmative Action in Procurement Program participated included the Trade Show and/or Dialogue Sessions at Wayne State University and the University of Michigan, the Grand Rapids Chamber of Commerce Minority Week Program, and the Handicapper Small Business Association Trade Show held at the Detroit Metropolitan Airport. The Minority Procurement Coordinator also actively participated in national programs held in Dallas, Texas and Chicago, Illinois.

The Minority Procurement Coordinator serves on the Lansing Chamber of Commerce Minority Advisory Committee, the Board of Directors of the Michigan Minority Business Development Council, the Minority Technology Council of Michigan and the Handicapper Small Business Association. Other professional involvement includes membership on the Chamber's Board of Director's Planning

Committee and the Membership Committee of the Michigan Minority Business Development Council.

This past year the Minority Procurement Coordinator served as the Corporate Vice-Chair for the 8th Annual Michigan Minority Procurement Conference held in Lansing, Michigan and was elected to serve as the Corporate Chairperson for the 1990 9th Annual Michigan Minority Procurement Conference, to be hosted by Michigan State University. The Coordinator will also chair other Department of Commerce Minority Business Enterprise functions to be held during the 1990 year.

As a way of expressing appreciation for the Office of Procurement's efforts in assisting minority/women/handicapper owned businesses, the Greater Lansing Minority Business Association awarded the Coordinator the First Annual Charles H. Mitchner Award. Motor Wheel Corporation and the Lansing Chamber of Commerce likewise acknowledged the Program Coordinator's efforts in this area through the granting of a special "Tireless" award.

Table VI-1

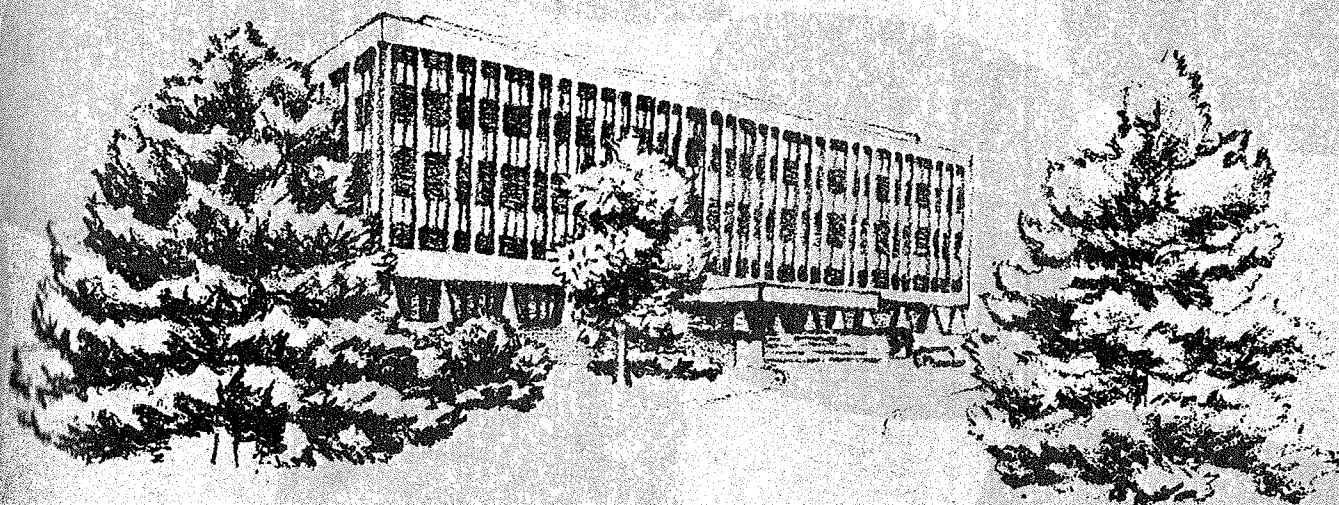
Affirmative Action in Procurement Program Four Year Trend

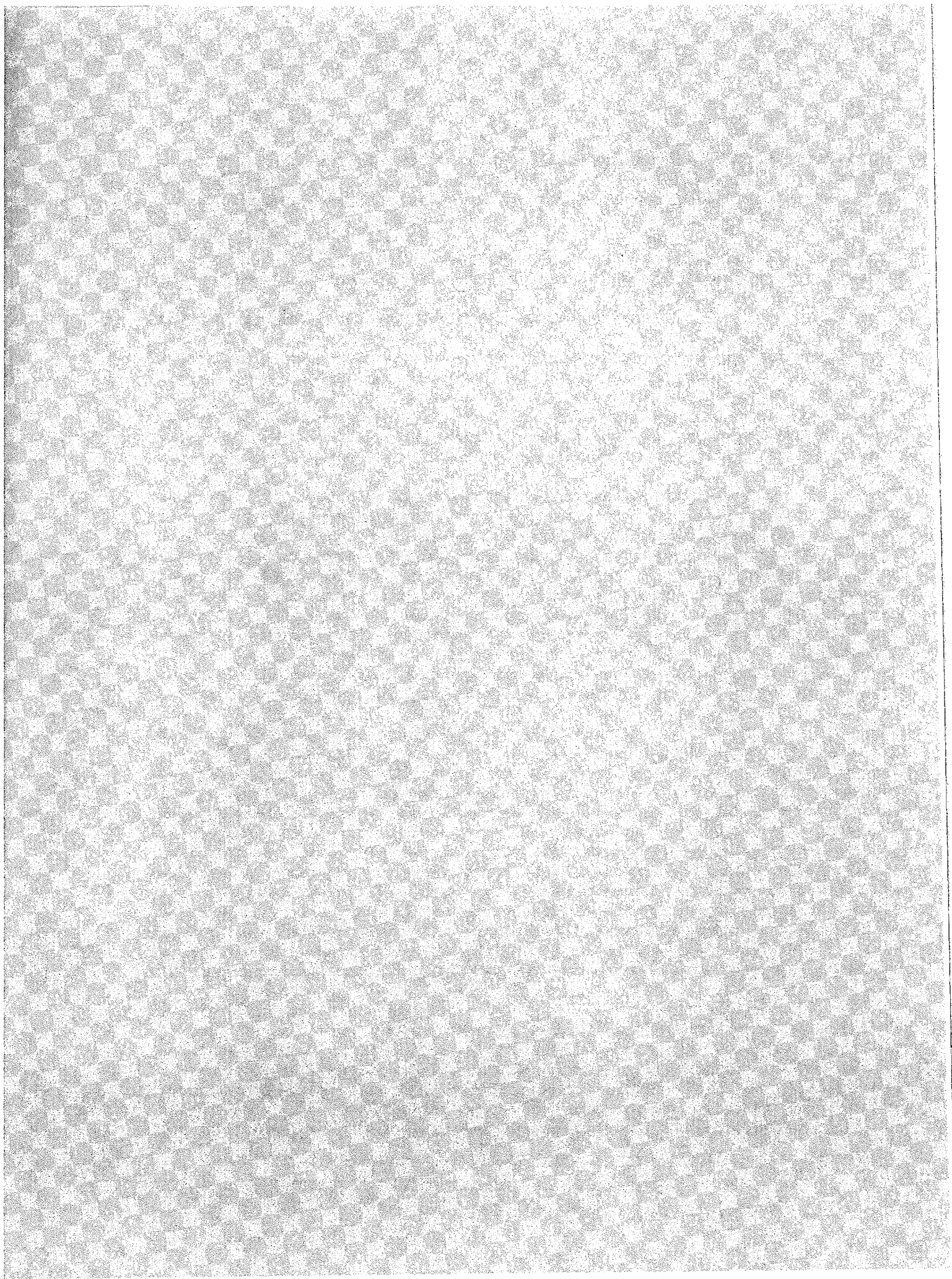
12 Months Ended June 30	1986	1987	1988	1989
Minority-owned Business				
Potential Dollars	21,897,391	22,729,427	92,000,230	19,892,749
Actual Dollars Awarded	4,336,408	2,991,859	6,696,458	3,515,850
Percent Actual of Potential Dollars	19.8%	13.2%	7.3%	17.8%
Women-owned Business				
Potential Dollars	19,180,625	21,100,206	88,051,712	15,144,749
Actual Dollars	4,450,060	4,429,871	13,174,145	4,260,946
Percent Actual of Potential Dollars	23.2%	21.0%	15.0%	28.1%

Department of Human Relations

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VII. DEPARTMENT OF HUMAN RELATIONS

The Department of Human Relations administers and monitors University equal opportunity, non-discrimination and affirmative action policies on minorities, women, handicappers and other groups protected by federal, state and university regulations. Through a variety of monitoring and programmatic activities the Department provides assurance to the University that its hiring, promotion and treatment of employees complies with Michigan and federal guidelines and procedures.

In the personnel area, all employment decisions are reviewed by Department staff for agreement with affirmative action procedures prior to any hiring. Constituent groups seeking to enter the MSU workforce are assisted by the Department either directly or through workshops or consultation on ability and equity. A special unit in the department provides counseling and adjustment programs for staff experiencing personal problems affecting work performance. Workshops and seminars are convened to address areas relevant to the workplace such as communication skills and interpersonal relations. A major activity carried out by the Department in the personnel area involves the co-sponsorship of an annual breakfast with the Assistant Vice President for Personnel and Employee Relations with community agency staff to discuss and review concerns and issues regarding the hiring of individuals from constituent groups in the Greater Lansing area.

Programmatic efforts by the Department during the 1988-89 academic year, focused on presentations made at workshops, seminars, and conferences in the areas of diversity, affirmative action, equal opportunity, non-discrimination and employee assistance to academic and support staff. Additional efforts included presentations made to students in classroom settings or by invitation of associations and Student Affairs offices at both the graduate and undergraduate levels. Special presentations to academic departments addressed strategies on recruiting and hiring minority, veteran, handicapper, and women faculty, in addition to sensitizing current faculty to minority students in the classroom. Assistance was provided to academic departments in the graduate school recruitment areas.

Many changes taking place throughout the University, impact the Department in several ways, but specifically in the area of discrimination. As a result of a report issued to the Provost by the Women's Advisory Committee to the Provost regarding a study of sex discrimination and sexual harassment within the University community, an interdepartmental committee was appointed in Human Relations to review and respond to the recommendations put forth in this report. The committee will submit to the director its ideas on the implementation of the recommendations.

In addition, the Anti-Discrimination Judicial Board is in the final stages of review by University officials for the purpose of refining its procedures.

The Department, working with the Office of the Provost, assisted in the development of the MSU IDEA and continues to assist in its implementation. Human Relations staff also assisted in the coordination of the University's

United Way campaign and was responsible for coordinating the training sessions for over 450 people.

Human Relations staff received and sought resolution to informal discrimination complaints brought by faculty, support staff and students. Generally, the Department provided consultations in the areas of:

1. general employment and adjustment
2. student referrals to broader University services

Discrimination complaints were handled by the Anti-Discrimination Judicial Board which is housed in the Department and staffed by Department personnel. Staff support was also provided to groups including the Minority Advisory Council (MAC), Employee Assistance Advisory Committee, (EAAC), Women's Advisory Committee for Finance, Personnel, and Operations (WACFPO), President's Handicapper Advisory Committee (PHAC), and the Women's Advisory Committee to the Provost (WACP). Staff also serve as chairpersons of the MAC and the PHAC committee. Other staff functions included serving as liaison with the many minority, women and handicapper groups on campus.

In its intermediary role, Department of Human Relations staff continued serving as the University's liaison to federal and state civil rights agencies. Other liaison activities were carried out with state and local associations, agencies, and educational institutions in human rights, minorities, women, and handicapper areas.

In previous years, the personal safety project was coordinated by a graduate assistant. In the latter part of the 1988-89 academic year, the position was changed to specialist. Thirty-three (33) "Personal Safety" programs were conducted for a wide variety of campus and community groups with over 1000 participants. Program focus was on sexual and physical assault and prevention and resolving conflict. The MSU Woman newsletter, with a circulation of 4,000, was published bimonthly as was A Minority Presence published monthly with a circulation of over 2000.

With the Office of Personnel Resource Systems and Academic Personnel Records, the Human Relation's staff revised the Veteran and Handicapper employee self-identification survey form. This instrument was sent to all employees requesting changes in veteran or handicapper identity and whether any requests were being anticipated for reasonable accommodations. Consequently, the totals for veteran and handicapper employees are now 1229/211, as opposed to 1,260/176 last year. These changes are almost entirely due to the improved survey instrument. Sixteen (16) requests were received for reasonable accommodation, of which 7 have been approved and provided, 4 were referred, 3 were withdrawn, and 2 were denied. 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, h) job restructuring. Future efforts for veterans and handicappers will 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.

In addition the unit also facilitated structural changes at Baker Hall and elsewhere on campus in it's role to coordinate the MSU Transition Plan.

The Division of Minority Programs during 1988-89 provided a series of specific programs directed at improving and enhancing understanding between the MSU majority and minority communities. More than 50 presentations on cross cultural communication and diversity were made to over 1000 faculty, student and support staff. Most activities were carried out through co-sponsorship with other units on and off campus and addressed Black, Hispanic, Native American, and Asian-Pacific American heritage. The Division played a major role as a member of the University-wide committee responsible in planning and hosting two programs in commemoration of Dr. Martin Luther King, Jr. in January and seven programs for Black History Month in February.

During the academic year staff received more than 1400 telephone contacts with persons seeking information or direction on minority related issues and concerns. More than 183 individuals were assisted in some degree by the Division's staff.

Presentations on minority issues in higher education were made at four national conferences and three state conferences. Requests from several Michigan post-secondary education institutions to speak on minority issues or as an advisor on recruitment and hiring were honored. Staff also served on various university committees in the areas of recruitment, hiring and other affirmative action issues.

DMP staff also provided public service by serving in a liaison capacity for the University with several minority community based organizations which included the Urban League, The Lansing NAACP, The Black Child and Family Institute, Cristo Rey, the Hispanic Scholarship Fund, and the Michigan Spanish Speaking Commission as well as serving on the annual conference planning committee for two statewide minority-oriented education conferences. Professional development of staff involved participation in ten state and MSU based seminars and conferences.

In February 1989, the director of Women's Programs position became vacant. The department is working toward filling the position by Fall term 1990. The Division of Women's Programs designed/supervised and/or presented 102 training programs for approximately 3865 faculty, students, staff, and the community-at-large. Staff also made numerous presentations to classes, workshops and seminars on issues facing women in higher education and in the workplace. Other forms of assistance included more than 3000 telephone contacts with persons seeking information or direction on women's related issues and concerns. More than 164 individuals were advised or assisted in some capacity by the Division's staff.

On a continuing basis the Division updates and makes available to the university community more than 18 separate Fact sheets on a variety of women's related topics. Fact sheets are requested and sent to institutions of higher learning, MSU classes, academic and support staff departments along with special requests from off-campus businesses and individuals. About 228 sexual harassment booklets were distributed to various groups, individuals and organizations. In conjunction with the Office of Supportive

Services, the Division designed and developed the MSU Graduate School Guide and Checklist.

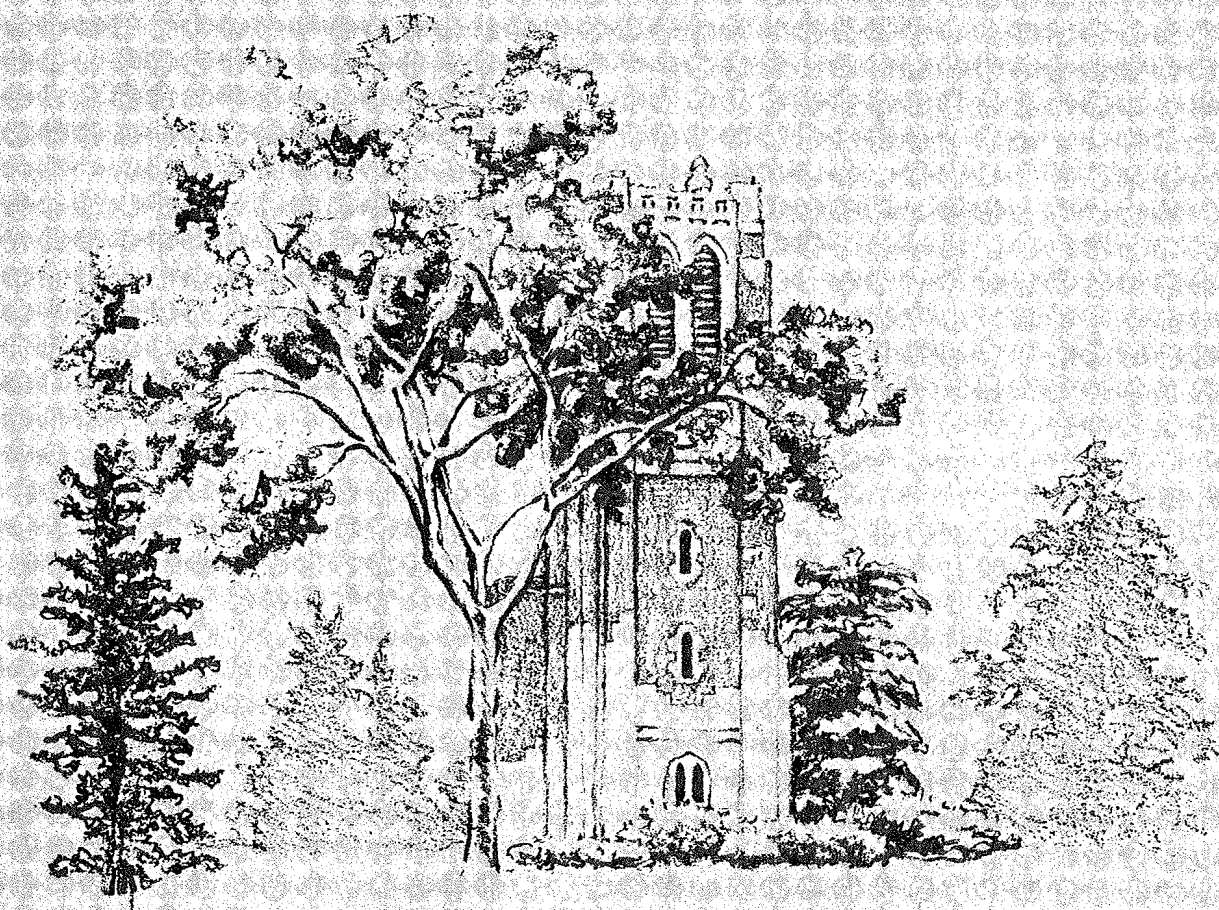
In addition, the Division provided liaison staff support to three university-wide women's advisory committees, and facilitated the operation of campus-wide Women's Coordinating Council. Off-campus the Division maintained liaison with several women's groups which included, the Michigan Women's Commission, The Tri-County Women's Council, and the Ingham County Women's Commission.

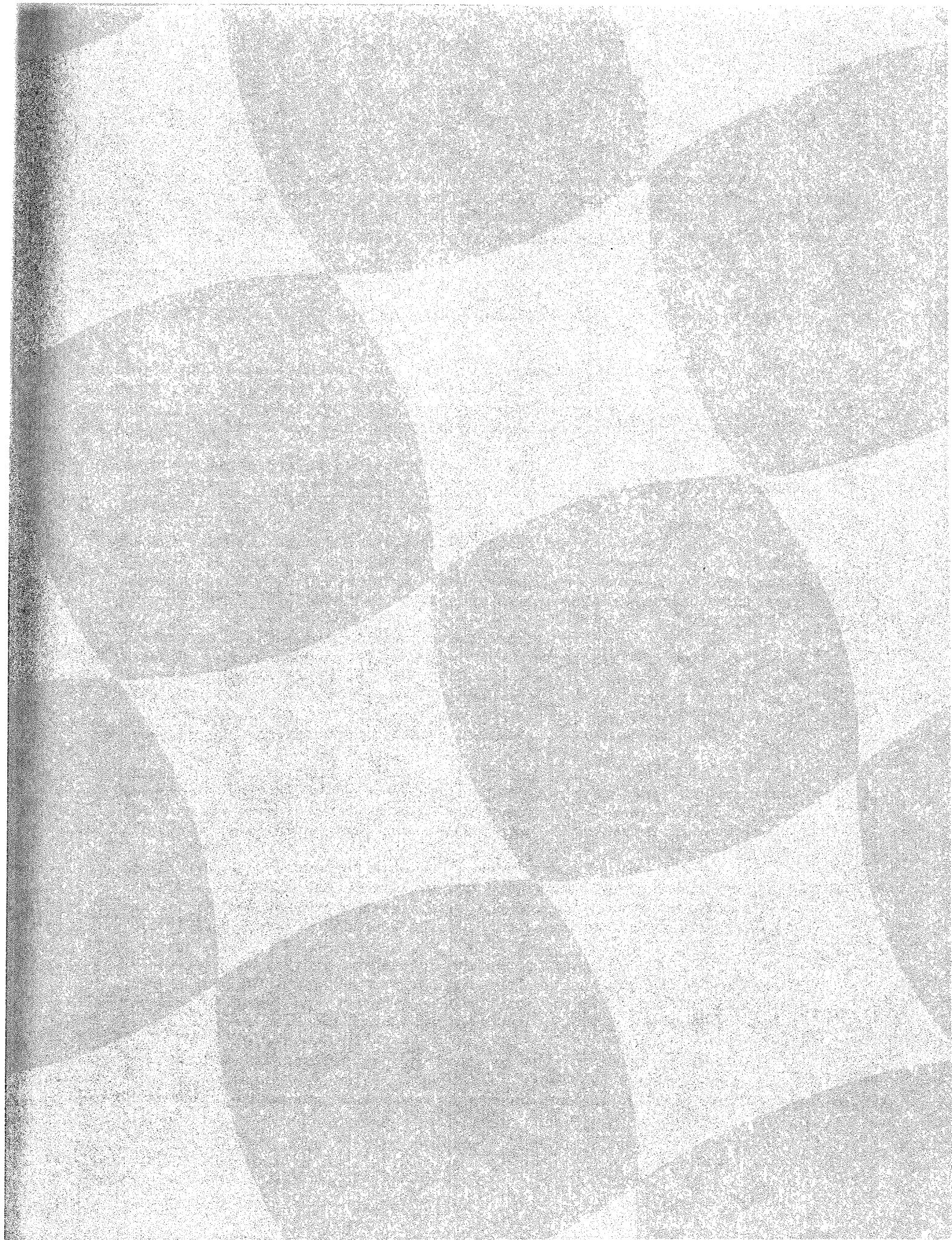
The Department's Employee Assistance Program provides confidential counseling services for MSU employees and members of their immediate families regarding personal, family, substance abuse, emotional, psychological, medical, legal or financial problems that may impact employee work performance. During the academic year more than 696 individuals received counseling. In addition, 1,699 individuals participated in one or more of 83 educational programs offered.

Overall the Department of Human Relations provided the institution with a valuable system for assisting individual units in fulfilling the overall university affirmative action and equal opportunity commitment. Through its monitoring structure and authority, the Department has also been able to ensure that protected class members have been assured of equal treatment and opportunity.

Special Affirmative Action Activities

SPECIAL
ACTIVITIES





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 are not presented here in their entirety (consult Appendix Section VIII for a detailed list of these activities). The following examples, extracted from each area, providesome conception of the many special initiatives undertaken by the various colleges and other administrative units.

ACADEMIC STAFF DEVELOPMENT

THE OFFICE OF THE PROVOST

THE OFFICE OF THE ASSISTANT PROVOST FOR UNDERGRADUATE EDUCATION provided financial support as well as administrative coordination with Instructional TV for viewing and participating in a national videoconference entitled, "Racism on Campus: Toward an Agenda for Action -- Beyond the Dream."

THE OFFICE OF THE VICE PROVOST FOR HUMAN HEALTH PROGRAMS, IHH sponsored a series of colloquia for faculty concerning sensitivity and awareness of the problems of protected groups.

ACADEMIC HUMAN RESOURCES produced a Handbook for Faculty Searches with Special Reference to Affirmative Action. It was distributed in September, 1989 and made available to all search committee members.

THE OFFICE OF THE PROVOST provided \$60,000 for the King-Chavez-Parks Visiting Professor Program in 1988-89.

THE DEPARTMENT OF AEROSPACE STUDIES successfully recruited two new instructors for their program. One was a woman and the other a minority male.

THE COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

THE COOPERATIVE EXTENSION SERVICE hired 27 women and 1 minority in CES academic positions. Fourteen women and 6 minority staff were promoted to higher level CES academic positions.

A professor in PARKS AND RECREATION RESOURCES spent six months in Mexico studying the elderly and disabled so he could integrate the materials of his courses and his writing with the Cristo Rey Center of Lansing.

COLLEGE OF ARTS AND LETTERS

THE DEPARTMENT OF AMERICAN THOUGHT AND LANGUAGE devoted two faculty seminars to the topics of minority experiences and feminist concerns. Both seminars were given with the goal of raising the consciousness of the faculty about issues relating to minorities and women.

Several departments in the college offered Colloquia on topics related to minorities and women. Some included the following:

THE DEPARTMENT OF ENGLISH - "Minority Literatures in the Majority Classroom";

THE DEPARTMENT OF PHILOSOPHY - "What's Wrong with Racism: Individualist and Communicatarian Views".

WOMEN'S STUDIES offered their own colloquia series which included topics related not only to feminism but feminism's relationship to race, cross-cultural concerns, and class.

THE COLLEGE OF BUSINESS & GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

THE FINANCE AND MANAGEMENT DEPARTMENTS both conducted workshops to discuss implementation of the MSU IDEA.

THE COLLEGE OF COMMUNICATION ARTS AND SCIENCES

The college hired a minority woman for THE COLLEGE ADVISING CENTER.

THE COLLEGE OF EDUCATION

THE DEPARTMENT OF TEACHER EDUCATION, in conjunction with the King-Chavez-Parks Committee, recruited an Hispanic consultant to work with an undergraduate teacher education program at a local high school with a high percentage of Hispanics as well as with the JULIAN SAMORA RESEARCH INSTITUTE. Additionally, the Literacy Search Committee made special efforts to contact and recruit minority candidates. Those efforts resulted in the hiring of two minority female faculty members.

HEALTH EDUCATION, COUNSELING PSYCHOLOGY AND HUMAN PERFORMANCE conducted an extensive recruitment effort to bring more minority faculty into that department. Through those efforts, one minority woman will be joining the department. There were numerous seminars held throughout the college dealing with minorities, sexual harassment, and equity issues in the classroom.

THE COLLEGE OF HUMAN ECOLOGY

The college's fall seminar featured a keynote speaker, Dr. Harold Hodgkinson, who addressed issues of diversity and pluralism. The college also sponsored Indian Visiting Scholar seminars for faculty to learn more about child development and nutrition in India.

THE COLLEGE OF HUMAN MEDICINE

The college instituted a new faculty networking program so as to remove the barriers that many women experience in the field of medicine as they work to attain individual professional career goals.

Regular discussions (at least quarterly) were held with faculty discussing the needs for diversity in the medical school's enrollment with qualified minorities.

Faculty, staff, residents and students attended an assembly on sexual harassment and sexual discrimination.

THE COLLEGE OF NATURAL SCIENCE

A minority female was hired as a Clinical Microbiologist and one female faculty member was promoted from a temporary faculty to the tenure stream on affirmative action bypass.

The college co-sponsored travel for two faculty members to go to Africa to present at an International Conference on Hypertension in Blacks.

THE COLLEGE OF NURSING

A brown bag presentation for the college was conducted by Consuelo Marin, RN entitled, "Cultural Beliefs of the Hispanic Patient."

THE COLLEGE OF OSTEOPATHIC MEDICINE

The college co-sponsored travel for two faculty members to go to Africa to present at an International Conference on Hypertension in Blacks.

A workshop for adjunct faculty dealt with the Sexual Abuse of Children.

THE COLLEGE OF SOCIAL SCIENCE

The ANTHROPOLOGY DEPARTMENT hosted a Native American visiting scholar through the support of King-Chavez-Parks.

THE DEPARTMENT OF GEOGRAPHY hired a minority woman to a tenure track faculty position. Additionally, the new chairperson of that department is a woman.

THE COLLEGE OF VETERINARY MEDICINE

A program for women faculty was instituted that will be expanded over the next several years. The intent of the new program is to support women as they work for tenure and promotion.

INTERNATIONAL STUDIES AND PROGRAMS

THE ASIAN STUDIES CENTER worked with THE DEPARTMENT OF LINGUISTICS AND LANGUAGES to obtain a grant for hiring Mutsudo Simon, a Japanese language instructor.

WOMEN IN INTERNATIONAL DEVELOPMENT published a volume on women and international development with editors from MSU and authors from MSU.

LIBRARIES

During the Spring term, the DEPARTMENT OF HUMAN RELATIONS conducted affirmative action workshops for all academic and support staff.

INSTRUCTION

THE OFFICE OF THE PROVOST

THE OFFICE OF THE ASSOCIATE PROVOST provided funding assistance for the recruitment of three minority faculty members in different colleges across the university. Additionally, that office was able to provide salary support for a minority faculty member from the College of Social Science and the Julian Samora Research Institute.

THE OFFICE OF THE ASSISTANT PROVOST FOR LIFELONG EDUCATION sponsored two different lecture series. One was entitled, "Health Issues for Women," and "Black History Today."

THE VICE PROVOST FOR HUMAN HEALTH PROGRAMS participated in several different non-credit instructional programs. They included "AIDS in the Black Community," for the Butterfield Minority Caucus and an "AIDS Overview," for the English Language Center.

THE OFFICE OF THE ASSISTANT PROVOST FOR ACADEMIC SERVICES monitored all proposed changes for both the Description of Courses and Academic Programs sections of the University catalog to ensure that gender specific language was used only for non-generic references and that gender neutral language was used for all generic references.

THE OFFICE OF PROGRAMS FOR HANDICAPPER STUDENTS conducted numerous lectures and presentations for various classes in response to faculty requests. The office also provided consultation and instructional information to faculty and students regarding handicapper issues when requested.

VICE PRESIDENT FOR FINANCE AND OPERATIONS

The DEPARTMENT OF PUBLIC SAFETY provided a seminar for the MSU Student Chapter of NAACP on the Michigan Ethnic Intimidation Statute and access to the department by minority students.

VICE PRESIDENT FOR STUDENT AFFAIRS AND SERVICES

STUDENT AFFAIRS AND SERVICES provided a number of student life and minority student affairs instructional programs during the last year. Some of those instructional programs included the following:

A special section on alcohol and drug abuse issues for minorities and women was incorporated into the curriculum of the INSTITUTE FOR ALCOHOL AND OTHER DRUG EDUCATORS.

The Seasoned Leader Seminars discussed racism on campus and the presence of diverse lifestyles and perspectives.

In collaboration with the Black History Celebration Committee, MINORITY STUDENT AFFAIRS sponsored five different lectures on various topics.

THE COUNSELING CENTER staff made a number of instructional presentations for different classes on campus. Two are highlighted: A psychology class presentation concerning the treatment of women in group therapy; and a seminar on Native American counseling issues for an intern class of the Counseling Center.

THE COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

ANIMAL SCIENCE initiated a new course on practical small clock poultry production for minorities, women, and international students.

The faculty of PARKS AND RECREATION RESOURCES agreed to integrate examples of all populations, especially physically challenged and minorities in all classes.

THE COLLEGE OF ARTS AND LETTERS

THE DEPARTMENT OF HISTORY prepared a brochure that describes all of the courses available in the fields of African American and African History. This brochure should help students in non-College of Arts and Letters majors

to incorporate African and African American cultural materials into their programs.

THE DEPARTMENT OF THEATRE formed a committee to enhance their curricular offerings in Black Theatre.

COLLEGE OF BUSINESS AND GRADUATE SCHOOL OF BUSINESS

THE ACCOUNTING DEPARTMENT added a third special section of accounting principles reserved for minorities (ACC 201, section 17). The goal of these sections is to provide an alternative to the standard mass lecture/CCTV usual delivery of ACC 201 and ACC 202.

GENERAL BUSINESS-BUSINESS LAW developed the course "Women and the Law." The department cooperated with the WOMEN'S STUDIES DEPARTMENT by "loaning" a female faculty member to teach the course during Winter term, 1989.

Many of the courses being taught in THE HOTEL SCHOOL are being revised to bring increased attention to cultural diversity regarding working in a foreign country, working for a foreign-owned company, and working with people from many cultures.

THE COLLEGE OF COMMUNICATION ARTS AND SCIENCES

THE DEPARTMENT OF ADVERTISING encouraged class projects that were related to children at risk as well as the MSU IDEA.

THE COLLEGE OF EDUCATION

The COLLEGE OF EDUCATION TASK FORCE FOR REFORM OF TEACHER EDUCATION completed its report and stated as its goal of reform to recognize equity issues and to prepare teachers to work with at-risk youth.

HEALTH EDUCATION, COUNSELING PSYCHOLOGY AND HUMAN PERFORMANCE sponsored a series of lectures for faculty, staff, and students on Sports Leadership and Youth at Risk.

THE COLLEGE OF HUMAN MEDICINE

One faculty member was involved in giving lectures in a class on cross-cultural issues in childbirth that emphasizes the importance of understanding diversity in the health care setting. This lecture looked at cross-cultural and ethnographic perspectives and childbearing customs within this country and the importance of understanding and being tolerant of different perspectives on this issue.

JAMES MADISON COLLEGE

The College placed students in a variety of field experiences. Those placements included the following: Capitol Area Literacy Coalition, Michigan Commission on Handicapper Concerns, and Ingham County Probate and Juvenile Court.

THE COLLEGE OF NATURAL SCIENCE

A panel of women scientists and physicians spoke to members of the LBS community regarding women's issues in science and medicine in a program entitled, "Women in Science."

THE COLLEGE OF NURSING

The college worked this past year to integrate aspects of cultural diversity in courses dealing with health care needs of the elderly as well as family health care. A non-credit workshop concerning "Substance Abuse and the Pregnant Woman," as one of several non-credit workshops that the college sponsored.

THE COLLEGE OF OSTEOPATHIC MEDICINE

FAMILY MEDICINE provided an ambulatory pilot clerkship on sexual abuse/sexual history taking.

Within HUMAN HEALTH PROGRAMS, HM 514, a credit course, has been revised to increase its AIDS related content.

THE COLLEGE OF SOCIAL SCIENCE

THE DEPARTMENT OF ANTHROPOLOGY revised its senior capstone seminar, ANP 479, to include new units on ethical behavior and minority-majority relationships.

The CENTER FOR ADVANCED STUDY OF INTERNATIONAL DEVELOPMENT, ISP OFFICE OF WOMEN IN INTERNATIONAL DEVELOPMENT collaborated with several faculty members and a graduate student to modify the course, "Women and Work: Issues and Policy Analysis," (PAM/EC 453) so that it now incorporates issues of Third World women as well as First World Women. An undergraduate specialization was also developed in WOMEN IN INTERNATIONAL DEVELOPMENT.

THE SCHOOL OF CRIMINAL JUSTICE co-sponsored a seminar focusing on the mentally ill and their families in the criminal justice system.

THE SCHOOL OF LABOR AND INDUSTRIAL RELATIONS provided many non-credit instructional seminars through its Labor Program Service. Several of those seminars are highlighted: "Blacks and the Political Process," "History of Women in the Labor Process," "Building Leadership Skills for Hispanic Unionists."

THE SCHOOL OF SOCIAL WORK received a grant to develop training materials to assist mental health personnel to engage in ethnic sensitive practice with Black, Native American, Hispanic and Arab/Chaldean client populations.

THE DEPARTMENT OF SOCIOLOGY, in collaboration with LEP, offered an experimental course on the topic Women and Violence (SOC 490).

INTERNATIONAL STUDIES AND PROGRAMS

THE AFRICAN STUDIES CENTER established a brown bag seminar series relating to historical and contemporary Africa.

THE CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES sponsored 12 "Charla" seminars on black and social change in Latin America.

SUPPORT STAFF DEVELOPMENT

OFFICE OF THE PROVOST

THE DEPARTMENT OF HUMAN RELATIONS utilized the videotape "Minorities in the College Classroom" for numerous presentations on Diversity and Excellence on-campus, in the community, and at conferences.

THE OFFICE OF PROGRAMS FOR HANDICAPPED STUDENTS provided a library of books, periodicals, films, videos, and other educational/awareness information for support staff and students.

VICE PRESIDENT FOR FINANCE, PERSONNEL AND OPERATIONS

PERSONNEL AND EMPLOYEE RELATIONS implemented the Joint Labor Management Classification Study.

ADMINISTRATIVE INFORMATION SERVICES sponsored staff attendance at numerous and varied forums and seminars dealing with issues of Diversity and Pluralism.

THE CONTROLLER'S OFFICE paid half of the registration fee for staff persons who attended the MSU Business Women's Association's Business Institute.

PHYSICAL PLANT sponsored the attendance of approximately 250 employees at two-hour seminars about sexual harassment in the workplace. Supervisors attended several sessions designed for their specific work groups.

UNIVERSITY SERVICES buyers attended their first Handicappers/Small Business Association Trade Fair at Detroit Metro Airport.

HOUSING AND FOOD SERVICES upper-management personnel attended a training session entitled "Program on Valuing Racial and Ethnic Diversity: Commitments and Strategies."

THE DEPARTMENT OF PUBLIC SAFETY sponsored a presentation on Diversity in the workplace. The DEPARTMENT OF HUMAN RELATIONS provided the training.

OFFICE OF THE GENERAL COUNSEL

Staff of the OFFICE FOR GENERAL COUNSEL attended numerous workshops, seminars and conferences dealing with issues of Affirmative Action laws, as well as on diversity and/or pluralism.

VICE PROVOST FOR HUMAN HEALTH PROGRAMS

The Office of the VICE PROVOST FOR HUMAN HEALTH PROGRAMS scheduled staff development videotape sessions for each unit, on topics including Affirmative Action and sensitization to minority employees. The videotapes are being viewed by all units on a rotating basis.

VICE PRESIDENT FOR STUDENT AFFAIRS AND SERVICES

MINORITY STUDENT AFFAIRS conducted a presentation on "Ways to Address Racial Harassment Issues Encountered by Students."

The first annual statewide conference on the Black Male was initiated, in collaboration with THE COUNSELING CENTER.

EDUCATIONAL SUPPORT SERVICES provided numerous programs on Self Defense, Racial Issues, Minorities, and Diversity.

IM SPORTS employed two visually-challenged and one quadraplegic students.

UNIVERSITY HOUSING PROGRAMS sponsored numerous programs on racial, cultural, gender, and handicapper awareness, and on diversity, pluralism and sexuality.

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

THE FOOD SCIENCE AND HUMAN NUTRITION DEPARTMENT provided financial support and release-time for their clerical staff to attend the MSU Business Women's Association Institute.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

THE DEPARTMENT OF TELECOMMUNICATION encourages women and minority staff members to participate in University-offered training programs, as well as degree-related courses, and off-campus seminars.

COLLEGE OF EDUCATION

COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION sponsored support staff seminars on staff management and assertiveness training.

COLLEGE OF SOCIAL SCIENCE

THE DEPARTMENT OF ANTHROPOLOGY initiated regular staff meetings with the Chairperson during which issues of Affirmative Action progress are part of the agenda.

PUBLIC SERVICE ACTIVITY

OFFICE OF THE PROVOST

THE OFFICE OF THE PROVOST provided funding assistance for the American Medical Women's Association's "Sexual Assault: Understanding the Crisis" workshop, for the 1989 Michigan Hispanic Education Conference, and for the Hispanic Heritage Month booklet.

THE ASSISTANT PROVOST FOR UNDERGRADUATE EDUCATION provided financial assistance to Kresge Art Museum for their photo exhibit "Blacks in America: A Photographic Portrait."

OFFICE OF THE PROVOST/ACADEMIC COMPUTING AND TECHNOLOGY produced the signage for the Special Olympics events. They also attempted production of and continued investigation of signage production techniques for the visually impaired.

THE OFFICE OF PROGRAMS FOR HANDICAPPER STUDENTS received several awards for their OPHS newsletter, "The Harbinger."

OFFICE OF THE VICE PRESIDENT FOR DEVELOPMENT

The OFFICE OF THE VICE PRESIDENT FOR DEVELOPMENT provided funding for numerous minority programs, scholarships, and projects, including minority apprenticeships, Hispanics in Journalism Project, and minority engineering programs.

VICE PRESIDENT FOR FINANCE, PERSONNEL AND OPERATIONS

CAMPUS PARKS AND PLANNING played an important role in improving the mobility of handicappers within the campus infrastructure, and accessibility to its facilities, by new accessibility construction, monitoring, and future proposed project designs.

HOUSING AND FOOD SERVICES purchased over \$200,000 of resale merchandise from several minority businesses. They also donated merchandise to support a variety of women's groups.

THE DEPARTMENT OF PUBLIC SAFETY developed a presentation by Dr. Bruce Benson and Darius Peyton, a minority student leader, entitled "Black Student, White Police Chief--Things We Need to Know About Each Other."

VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

TECHNOLOGY TRANSFER CENTER was very active in public service activities. They supported the start-up and early operation of the Minority Development Division of the MSU Industrial Development Institute, with use of equipment, facilities, and supplies. They offered support/information/technical assistance to numerous women, minorities and handicappers on business development, testing, packaging and/or market-entry issues.

INDUSTRIAL DEVELOPMENT INSTITUTE conducted assessments, developed job descriptions, conducted marketing research and completed evaluations for a number of minority organizations.

THE MSU MUSEUM offered countless exhibits devoted to contributions of minorities in the arts. Included were exhibits and/or lectures by African-Americans, Native Americans, and Hispanic.

VICE PRESIDENT FOR STUDENT AFFAIRS AND SERVICES

IM SPORTS hosted the Central Athletic Association for the Deaf Volleyball Tournament.

STUDENT LIFE piloted two new programs pertaining to national issues of poverty, economic development, and "youth at risk."

CAREER DEVELOPMENT AND PLACEMENT gave presentations to Inner-City Youth Corporation's minority students, outlining career options conducted minority and women's career fairs.

UNIVERSITY RELATIONS

THE MSU NEWS BUREAU AND NEWS BULLETIN published numerous items on women, minorities, handicappers, diversity, and pluralism. They showed consistent sensitivity to the use of non-sexist and non-stereotypical language in all endeavors. They exerted special efforts to include "still" photos with minorities and women, in appropriate publications.

COLLEGE OF ARTS AND LETTERS

THE DEPARTMENT OF AMERICAN THOUGHT AND LANGUAGE contributed to the North American Indian Student Organization of MSU, to further community education about Native American Culture. They also co-sponsored the 1989 International Conference on Ethiopia, "Peace and Stability in the Horn of Africa."

KRESGE ART MUSEUM hosted an exhibition called "Expressions of Africa." The exhibition included materials from the Kresge Art Museum, MSU Museum, and the African Studies Center. The art museum exhibit also purchased vintage photographs by black photographer James Van Der Zee for the Kresge permanent collection.

THE WOMEN'S STUDIES CENTER Director presented programs on "Choices for Tomorrow's Women," "Breaking the Myth of the Jewish-American Princess," and numerous others on related topics.

COLLEGE OF BUSINESS & GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

THE COLLEGE OF BUSINESS Hotel School is working with Fairweather Lodge Program (community homes for the disabled) to help develop a marketing plan.

THE COLLEGE OF BUSINESS Dean's office participated in two symposiums directed toward recruitment of minority students and training managers for multicultural organizations.

COLLEGE OF EDUCATION

A TEACHER EDUCATION faculty member recruited MSU students to do volunteer work for the Capital Area Literacy Coalition, as well as in the Migrant Opportunity for Reading English pilot program.

COLLEGE OF HUMAN ECOLOGY

THE COLLEGE OF HUMAN ECOLOGY is developing a Fall, 1990 conference on Youth-at-Risk." They also worked with 150 school principals and many school staffs, sharing information about minority children's needs, particularly male minorities.

COLLEGE OF HUMAN MEDICINE

THE COLLEGE OF HUMAN MEDICINE committed all of its Butler Foundation Memorial Trust monies for two years to the funding of the newly-established Breast Cancer on campus.

COLLEGE OF NURSING

COLLEGE OF NURSING presented programs on hormone replacement therapy to several area women's professional organizations, as well as to the MSU Faculty-Professional Women's Association.

COLLEGE OF OSTEOPATHIC MEDICINE

THE COLLEGE OF OSTEOPATHIC MEDICINE assists with faculty time in the maintenance of a clinic for handicapped children supported by the Clinical Center at Edward W. Sparrow Hospital. They provide several specialty care initiatives for the underserved.

Three faculty members from HUMAN HEALTH PROGRAMS have been active in the AIDS Speaker's Bureau, which is administered by the Michigan State Medical Society and funded from the Michigan Department of Public Health. Staff has participated in many public seminars. They revised course HM514 to increase AIDS-related content. (AIDS disproportionately affects Blacks and Hispanics, particularly among the drug-using populations, and therefore has important minority implications.) The Center developed a detailed proposal for a special minority recruitment effort to attract graduate students in medical ethics, which will be forwarded for possible funding. The proposal was developed because of the extremely small number of students presently being trained in medical ethics and humanities across the nation.

COLLEGE OF SOCIAL SCIENCE

THE SCHOOL OF CRIMINAL JUSTICE supported time of two faculty members to participate in the police Executive Research Forum, which is doing a nation-wide study of women and minorities in police agencies.

INTERNATIONAL STUDIES AND PROGRAMS

THE AFRICAN STUDIES CENTER presented an African Awareness workshop for students who participated in a King-Chavez-Parks field-trip to MSU.

URBAN AFFAIRS PROGRAMS

URBAN AFFAIRS PROGRAMS published numerous newsletters and publications directed toward minorities. They also provided funding for many grants and endowments of benefit to minorities. The Native American Institute wrote a \$100,000 EPA grant application for the Bay Mills Indian community, to implement a sewage treatment system for the reservation. During the year they co-sponsored several programs and receptions for minority populations.

STUDENT SUPPORT SERVICE

OFFICE OF THE PROVOST

THE ASSISTANT PROVOST FOR UNDERGRADUATE EDUCATION participated in the panel discussion sponsored by the Black Student Caucus, on issues arising from the Spring, 1989 student "sit-in" on campus. They also sponsored a campus visit by Norbert Hill, Jr., Executive Director of the American Indian Science and Engineering Society, to address participants in the first Indian Youth Retreat. While on campus, Mr. Hill was instrumental in the establishment of a student chapter of the American Indian Science and Engineering Society (AISES) on the MSU campus. They helped develop and plan for the inclusion of the diversity and pluralism theme into college-level and university-wide academic orientation programs.

MILITARY SCIENCE developed presentations for minority groups relative to the Department of Army Science and Engineering Cooperative Program, and enrolled several minority students into the program.

THE OFFICE OF ADMISSIONS AND SCHOLARSHIPS greatly increased their minority scholarship offerings, newsletters, orientations, admission programs, retreats, visitations, and recruitment efforts.

THE PROVOST/REGISTRAR'S OFFICE reaffirmed their commitment to handicappers by assisting in arrangements for registration materials to be available at an accessible location.

UNIVERSITY UNDERGRADUATE DIVISION

UUD LEARNING RESOURCES CENTER sponsored numerous programs and workshops for minorities, specifically for Hispanic students, Upward Bound, and minority resident assistants.

THE KING-CHAVEZ-PARKS COLLEGE DAY PROGRAMS provided facilitators and training on risk factors and strategies relating to minorities in education, as well as career development training, at their College Day. They provided on-site visitation and outreach activities to schools with heavy minority populations; and they provided support to a parent advisory group in relation to programming activities for the KCP College Day.

THE OFFICE OF PROGRAMS FOR HANDICAPPED STUDENTS recorded over 72,000 pages of classroom materials into an alternative format useable by visual learning and/or other handicappers. Assistance was given by members of Tower Guard, and volunteers, at a cost-savings of \$66,000.

UPWARD BOUND presented several minority "role models" at their Career Fair.

VICE PRESIDENT FOR FINANCE, PERSONNEL AND OPERATIONS

HOUSING AND FOOD SERVICES added a two-hour segment on "Cultural Diversity in the Workplace" to their fall Student Supervisor Training Program.

VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

THE GRADUATE SCHOOL worked on the Alliance for Success task force for providing information to the CIC Alliance for Success Program, in order to make more beneficial the relationship between CIC and six historically Black colleges/universities.

VICE PRESIDENT FOR STUDENT AFFAIRS AND SERVICES

MINORITY STUDENT AFFAIRS added a full-time position of Coordinator of Native American student affairs.

THE COUNSELING CENTER presented numerous workshops to majority students on "Understanding Racism."

IM SPORTS sponsored Friendship Games, a new day-long program for International students from 50 different countries. They also added a Toro Isopower machine to the Exercise Fitness Room, designed specifically for the physically challenged.

STUDENT LIFE presented Alcohol Awareness Programs to sororities and Black caucuses.

CAREER DEVELOPMENT AND PLACEMENT SERVICES developed a tri-fold brochure entitled "Strategies for MSU Handicappers: An Accessible Future Through Career Planning and Placement."

THE COUNSELING CENTER conducted a workshop on developing assertiveness skills for the visually-impaired.

THE OFFICE OF MINORITY STUDENT AFFAIRS assisted in the support of five Hispanic Minority Aides and other selected students to attend the Hispanic Leadership Conference.

UNIVERSITY HOUSING PROGRAMS supported one Residence Hall's sponsorship of an essay contest entitled "How Can I Improve Myself and My Race."

COLLEGE OF ARTS AND LETTERS

THE DEPARTMENT OF ROMANCE LANGUAGES sponsored lectures on "The Black Writer in Spanish America" and "Afro-Hispanic Literature and the Canon" by Professor Lorna Williams, King/Parks/Chavez Visiting Scholar.

COLLEGE OF BUSINESS & GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

THE COLLEGE OF BUSINESS Economics Department did extensive "reach-out" to women and minority students regarding fellowships, scholarships, applications and hiring.

THE COLLEGE OF BUSINESS Minority Education Program sponsored their first holiday reception for minority students, faculty, administrators and corporate representatives. The MEP also identified and recruited six students into the College.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

COLLEGE OF COMMUNICATION ARTS AND SCIENCES sponsored six Minority Communications Forums for interactions with minority students. They also assisted in the reorganization of "Focal Points" and "Black Notes," two minority student organizations which meet weekly.

THE SCHOOL OF JOURNALISM received a \$100,000 award to recruit and retain Hispanic students.

THE DEPARTMENT OF TELECOMMUNICATION added a minority female radio station owner to their Professional Advisory Board.

COLLEGE OF EDUCATION

HEALTH, EDUCATION, COUNSELING PSYCHOLOGY AND HUMAN PERFORMANCE sent staff to attend the "Enhance Your Future" conference for prospective minority graduate students, and also made additional contact to minority candidates for graduate study.

TEACHER EDUCATION created an All-College Task Force to share information and improve the ability to recruit minority students. Recruiters traveled to Alaska. A network of Black colleges is being organized.

THE HONORS COLLEGE

THE HONORS COLLEGE completed its analysis of data pertaining to effective recruitment of high-ability minority undergraduates, and has submitted a major planning document to the Office of the Provost.

COLLEGE OF HUMAN ECOLOGY

THE COLLEGE OF HUMAN ECOLOGY provided college funding in support of several ethnic student organizations and activities. They sponsored their first minority student reception to recognize undergraduate and graduate minority students.

COLLEGE OF HUMAN MEDICINE

THE COLLEGE OF HUMAN MEDICINE faculty assisted a group of lesbian students who are organizing a support group. The College sponsored a fall retreat on "Diversity in Medicine, considering major issues of culture, race, socio-economic class, sexual orientation, and able-bodiedness. They co-sponsored (with the Association of American Medical Colleges) a Minority Student Orientation for 200 minority high school students throughout Michigan. The four-hour program included presentations on academic preparation, relevant volunteer and work experiences, role models, and application processes. The College's Dean organized both a Women's Advisory Committee, and a Minority Faculty Advisory Committee.

JAMES MADISON COLLEGE

JAMES MADISON COLLEGE'S Freshman Convocation Address focused on issues of diversity. As a follow-up to later classes, the College showed the "Frontline" documentary on racial issues on University campuses, providing an opportunity for faculty/student discussions.

COLLEGE OF NATURAL SCIENCE

THE COLLEGE OF NATURAL SCIENCE invited over 200 incoming women and minorities to participate in their new "Mentor Program for Women and Minorities in Science." They also offered 25 seminars and programs on Diversity, and sponsored a "Sit-In Forum with Dr. Lou Anna Simon." They have worked vigorously to recruit minority students into their programs.

COLLEGE OF OSTEOPATHIC MEDICINE

THE COLLEGE OF OSTEOPATHIC MEDICINE sent personal letters and selected brochures, and worked on recruiting students from the 1989 Conference for

Prospective Minority Graduate and Professional Students for Graduate Programs in the College.

THE MEDICAL SCIENTIST TRAINING PROGRAM actively recruited women, Blacks, and Asian minorities, several of which were admitted. The College sent personal invitations to each minority undergraduate for academic advising, and phoned each one, encouraging completion of applications, and offering prematriculation counseling.

THE DEPARTMENT OF PHARMACOLOGY made a concerted effort to incorporate minorities into their faculty and student population. They succeeded in hiring a Hispanic woman faculty member; and numerous minority students worked in departmental laboratories.

THE COLLEGE OF OSTEOPATHIC MEDICINE featured several lectures on diversity at their Orientation/Welcome Week activities.

COLLEGE OF SOCIAL SCIENCE

THE SCHOOL OF LABOR AND INDUSTRIAL RELATIONS is a member of the GOALS consortium, whose chief objective is the encouragement of minorities to enter this profession. MSU's Director of SLIR is Chairperson of the consortium.

THE DEPARTMENT OF ANTHROPOLOGY has developed a strategy for recruiting within urban universities to expand minority options in education.

THE SCHOOL OF SOCIAL WORK scheduled numerous faculty and minority student meetings designed to increase cultural awareness and sensitivity.

INTERNATIONAL STUDIES

THE CENTER FOR LATIN AMERICAN & CARIBBEAN STUDIES awarded two scholarships to MSU minority students to study Portuguese, and obtained a study grant for minority participation at MSU for language training.

LIBRARIES

THE LIBRARIES expanded their collection development effort in African and Asian art to support new curriculum areas.

URBAN AFFAIRS PROGRAMS

URBAN AFFAIRS PROGRAMS provided funding support for numerous minority programs, seminars and special events. They also proposed and facilitated cooperative efforts between the graduate school and the Affirmative Action Graduate Financial Assistance program, for minority recruitment.

RESEARCH

THE OFFICE OF THE PROVOST

THE OFFICE OF THE ASSOCIATE PROVOST provided funding assistance for the Julian Samora Research Institute.

THE OFFICE OF THE VICE PROVOST FOR HUMAN HEALTH PROGRAMS prepared information sheets concerning health promotion for all international students in 11 different languages to assist the students and their families with a variety of medical topics.

THE OFFICE OF THE VICE PROVOST FOR HUMAN HEALTH PROGRAMS in conjunction with THE COOPERATIVE EXTENSION EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM provides education to lower-income families about nutrition, food management and lifestyle factors. The employees of that program developed their own wellness program involving the Health style and Worksite Wellness subprojects.

THE OFFICE OF SUPPORTIVE SERVICES coordinates the Ronald E. McNair Post-baccalaureate Achievement Program. The focus of this program is to increase the enrollment of first-generation and low-income students and students from underrepresented groups in doctoral programs. McNair prepares students for future graduate study through academic year and summer term research participation with selected faculty mentors.

THE OFFICE OF THE VICE PRESIDENT FOR FINANCE AND OPERATIONS

THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS is participating in a Big Ten sponsored study to determine the quality of life that minority student-athletes experience on Big Ten campuses. The university is also participating in a NCAA study to determine the effects of Proposition 48 on minorities and the effect of athletic participation on students.

THE OFFICE OF THE VICE PRESIDENT FOR GOVERNMENTAL AFFAIRS

This office was part of the development of the partnership between the URBAN AFFAIRS PROGRAM and Senator David Holmes and Representative Morris Hood, Jr. The partners have developed a panel to advise state policymakers on the implementation of recommendations contained in the report State of Black Michigan.

OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

The MSU MUSEUM was part of the archaeological excavations of Native American sites in Port Huron and Sault Ste. Marie. The MUSEUM also identified traditional Michigan folk artists for apprenticeship grants given to Native American, Asian American and Black folk artists.

THE OFFICE FOR RESEARCH DEVELOPMENT supported three women and one minority through its funding support of the Biomedical Research Support Grant Program. Additionally, All-University Research Support Grants, administered

by the OFFICE FOR RESEARCH DEVELOPMENT, were given to six women and two whom were minorities.

THE CENTER FOR ENVIRONMENTAL TOXICOLOGY provided salary and travel support for several minorities and/or women involved in research projects.

STUDENT AFFAIRS AND SERVICES DIVISIONS

CAREER DEVELOPMENT AND PLACEMENT SERVICES was involved in the research concerning the career development and employment placement of Black, American Indian, Asian/Pacific Islander, Handicapper, Hispanic, and Women Graduates.

Additionally, one faculty member presented a paper entitled: "Are You Serious? Women in Engineering." and two faculty members are currently engaged in research concerning the Persistence of Minorities in Engineering.

THE COUNSELING CENTER is currently collecting data on women with eating disorders.

THE COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

THE INSTITUTE OF INTERNATIONAL AGRICULTURE provided five women graduate students with graduate research assistantships to conduct research on Third World countries.

THE COLLEGE OF ARTS AND LETTERS

Several faculty members within the college conducted research that focused on minority and/or women. Those scholars represented THE DEPARTMENT OF ENGLISH, ROMANCE AND CLASSICAL LANGUAGES, THEATRE, AND WOMEN'S STUDIES. Several examples of such research are presented: "Feminist Fantasy and Open Structure in Monique Wittig's Les Guerilleres", "Chicanas in Popular Culture", and "Feminism and the New Historicism: A Tale of Difference or the Same old Story?"

THE COLLEGE OF BUSINESS & GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

THE ACCOUNTING DEPARTMENT provided a research assistant and dollar support for the efforts of two faculty members to study the success/outcomes of the Department's offering of minority sections of the Accounting principles courses.

A faculty member in THE ECONOMICS DEPARTMENT began a new research project entitled, "Differential Mortality of Non-Whites by Economic Status." The project is being funded by the Institute for Research on Poverty.

THE HOTEL SCHOOL is conducting preliminary research to develop a survey to identify the specific factors of comfort and needs of senior citizens regarding the hotel industry.

THE COLLEGE OF COMMUNICATION ARTS AND SCIENCES

THE DEPARTMENT OF ADVERTISING is involved in research on "Educational Resources for Deaf Students."

THE DEPARTMENT OF COMMUNICATION did research to improve the early identification of breast cancer in minority women.

THE DEPARTMENT OF AUDIOLOGY AND SPEECH SCIENCES is conducting research on the evaluation and treatment of the hearing impaired.

THE SCHOOL OF JOURNALISM is involved in research on the perception of handicappers in the news media.

THE COLLEGE OF EDUCATION

THE DEPARTMENT OF TEACHER EDUCATION initiated the Flint Homes Middle School/Michigan State University Professional Development School Program during the summer of 1989. The middle school has a predominantly Black enrollment. MSU faculty work closely with teaching team in studies of subject matter including science, social studies, language arts, and mathematics, and teaching strategies. A particular emphasis has been placed on integrating special education students with regular education students.

Research efforts for the first year at the Homes School revolves around at risk students. The College of Education plans a long term involvement with the Flint schools working toward the goals of improving K-12 teaching, learning, and the equitable access to knowledge to all learners.

COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION is involved in two research projects concerning handicappers. One study involves the use of interactive video disk and associated instructional materials to teach the deaf. The other project focuses on transforming learning disabled into self-regulated learners.

THE COLLEGE OF ENGINEERING

THE DEPARTMENT OF CIVIL ENVIRONMENTAL ENGINEERING prepared a joint proposal with the COLLEGE OF HUMAN MEDICINE to study rehabilitation skills required to obtain a drivers license following a disabling injury.

THE DEPARTMENT OF COMPUTER SCIENCE is one of four non-minority institutions that will work with North Carolina A&T in the development of their new research facility. It is expected that faculty from COMPUTER SCIENCE at MSU will interact in research with faculty from North Carolina A&T and that students from North Carolina A&T may come to MSU to pursue graduate study in computer science.

THE COLLEGE OF HUMAN ECOLOGY

A faculty member within the college of collaborating with a scholar from Howard University to study the factors relating to the attainment and adjustment of Black children in the early elementary grades.

The same faculty member is also collaborating with a scholar from the Mott Children's Health Center in Flint and they are conducting a study that compares the experiences and the attainments of Black males born to teenage mothers with those of White males born to teenage mothers.

Preparation is currently underway for a chapter in a forthcoming book on family theory and research. The chapter will incorporate a feminist perspective and is designed to help increase social equity for women.

THE COLLEGE OF HUMAN MEDICINE

Faculty are involved in research mainly in adolescent health problems and in development of adolescent health education materials. The focus is primarily on minority and underserved groups. Much of the material involves sexuality education, AIDS education, and preventive health care.

THE BREAST CANCER CENTER on MSU's campus is receiving funding through the college. The Center has been established to assist in research and treatment of breast cancer. The newly appointed director is a woman and a number of women researchers will be working with the Center.

THE COLLEGE OF NURSING

The College was involved in a recently completed study of "Women's Judgments Regarding Estrogen Replacement Therapy."

THE COLLEGE OF OSTEOPATHIC MEDICINE

THE DEPARTMENT OF FAMILY MEDICINE recently published an article entitled: "The Importance of Recognizing a History of Sexual Abuse in Female Adolescents." Another faculty member published an article entitled "Social Work Students; Clinical Assessments: Are They Affected by Stereotypes?"

THE DEPARTMENT OF OSTEOPATHIC MEDICINE hired a minority research graduate assistant.

THE COLLEGE OF SOCIAL SCIENCE

THE DEPARTMENT OF ANTHROPOLOGY was instrumental in establishing the Julian Samora Institute.

Faculty and graduate students in DEPARTMENT OF ANTHROPOLOGY will be involved in research examining the health of women in migrant worker communities in

Michigan. The department obtained a grant for this research from the Social Science Research Bureau.

THE SOCIAL SCIENCE RESEARCH BUREAU, CENTER FOR SURVEY RESEARCH carried out two surveys for the University the past year that were of particular relevance to minority groups. Those two surveys were the Provost's Affirmative Action Survey with MSU. The other was for International Programs on Health Insurance Among Foreign Students.

URBAN AFFAIRS PROGRAMS

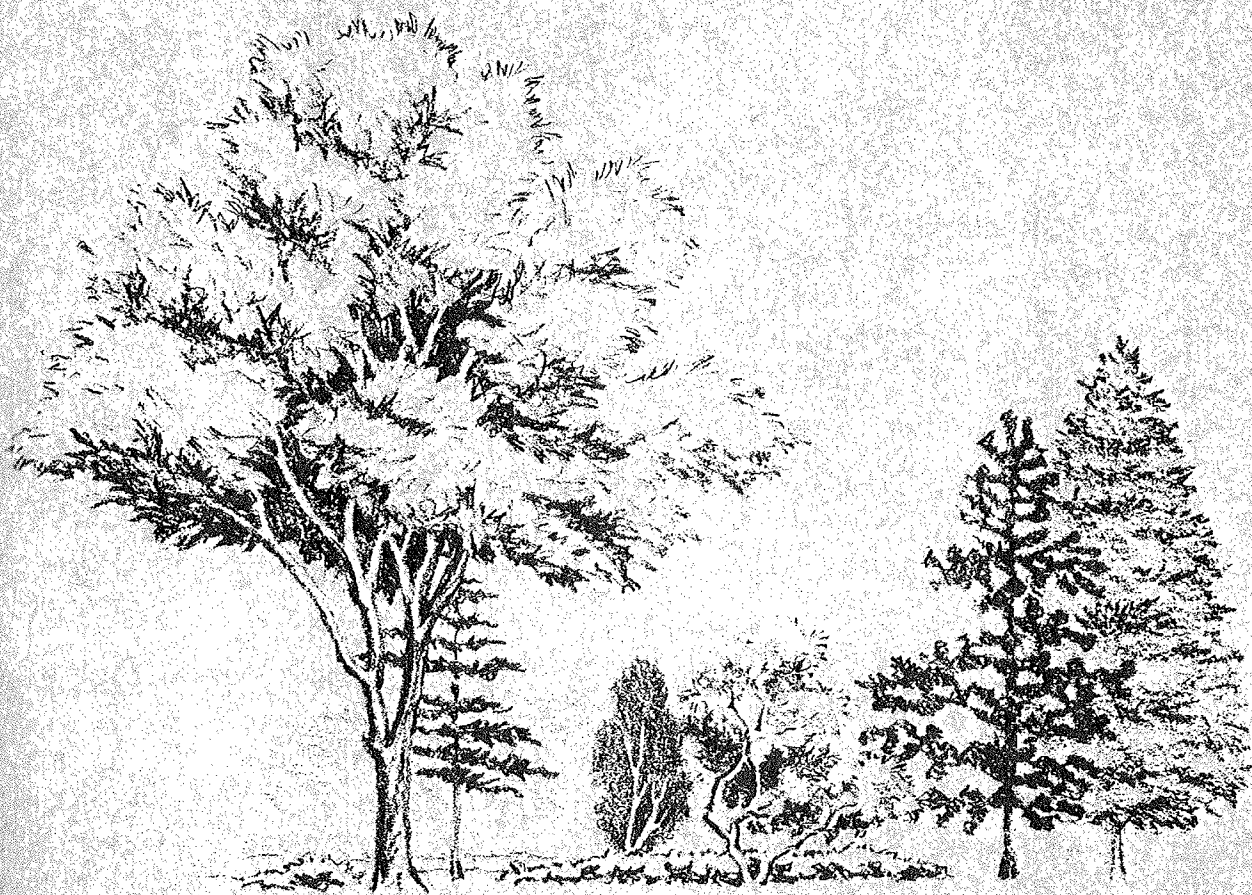
The DEAN'S OFFICE produced a videotape on "The State of Black Michigan."

The AFFIRMATIVE ACTION GRADUATE FINANCIAL ASSISTANCE PROGRAM developed a proposal on a health campaign for urban populations.

Workforce Summaries

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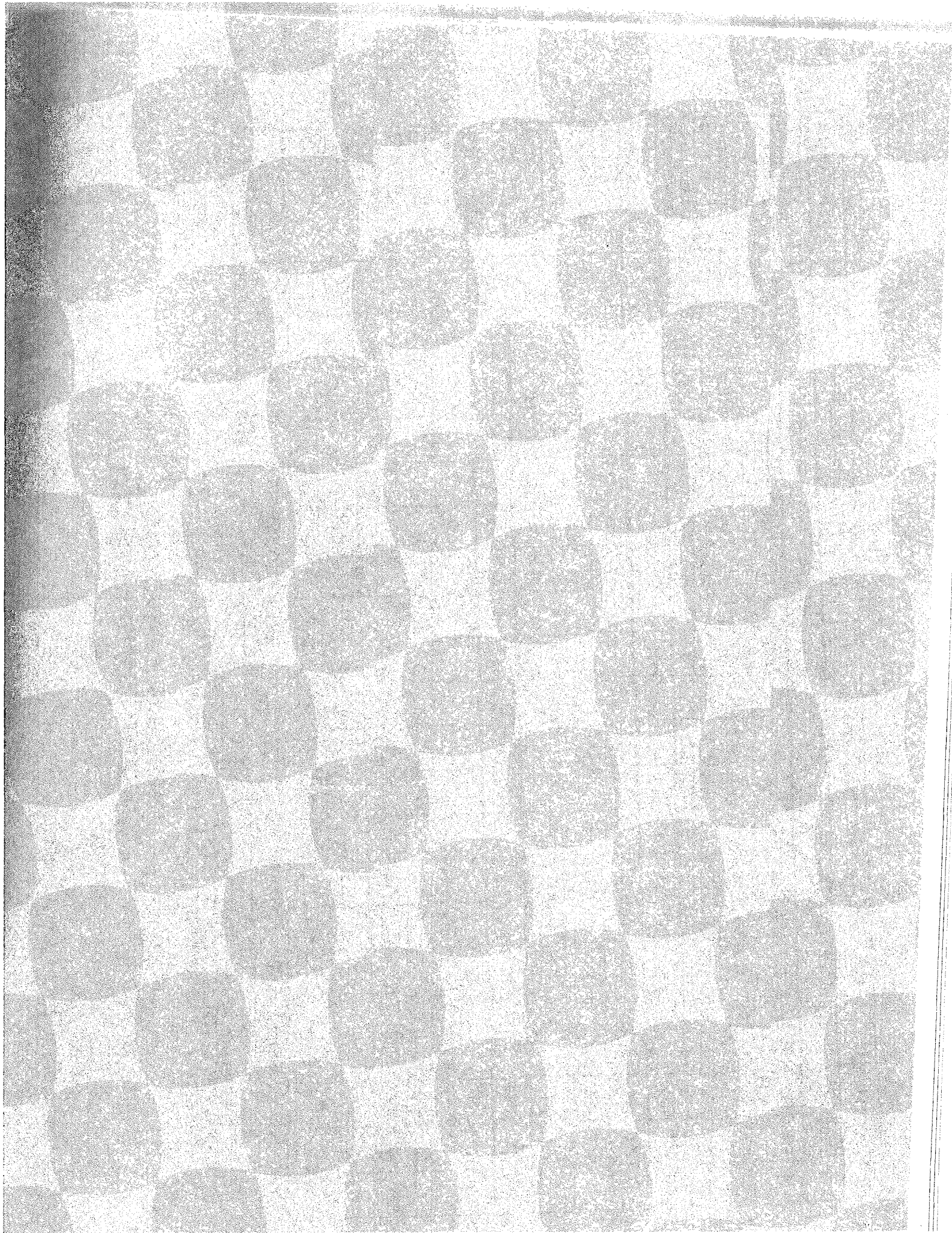


TABLE 1

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

UNIVERSITY TOTALS
NUMBERS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1063	136	1199	76	12	88	21	8	29	50	1	51	4	3	7	1		1	987	124	1111
Associate Professor	432	147	579	49	22	71	21	12	33	21	9	30	6	1	7	1		1	383	125	508
Assistant Professor	205	128	333	26	16	42	7	10	17	15	5	20	3	1	4	1		1	179	112	291
Instructor		1	1																	1	1
Tenure System Total	1700	412	2112	151	50	201	49	30	79	86	15	101	13	5	18	3		3	1549	362	1911
Continuing Staff	350	282	632	27	32	59	16	20	36	8	8	16	3	2	5		2	2	323	250	573
Temporary Faculty	382	226	608	57	27	84	15	6	21	35	16	51	6	5	11	1		1	325	199	524
Temporary Staff	427	322	749	82	57	139	24	23	47	48	24	72	7	7	14	3	3	6	345	265	610
Other Academic Appts. Total	1159	830	1989	166	116	282	55	49	104	91	48	139	16	14	30	4	5	9	993	714	1707
Administrative Professional	802	1019	1821	64	101	165	30	56	86	17	22	39	16	12	28	1	11	12	738	918	1656
Clerical Technical	205	1982	2187	25	216	241	13	114	127	4	25	29	7	59	66	1	18	19	180	1766	1946
Labor	751	537	1288	96	182	278	45	122	167	9	5	14	36	49	85	6	6	12	655	355	1010
Support Staff Total	1758	3538	5296	185	499	684	88	292	380	30	52	82	59	120	179	8	35	43	1573	3039	4612
GRAND TOTAL	4617	4780	9397	502	665	1167	192	371	563	207	115	322	88	139	227	15	40	55	4115	4115	8230

TABLE 2

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

UNIVERSITY TOTALS
PERCENTAGES

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN OTHERS	
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W
Professor	88.7	11.3	100.0	6.3	1.0	7.3	1.8	.7	2.4	4.2	.1	4.3	.3	.3	.6	.1		.1	82.3	10.3
Associate Professor	74.6	25.4	100.0	8.5	3.8	12.3	3.6	2.1	5.7	3.6	1.6	5.2	1.0	.2	1.2	.2		.2	66.1	21.6
Assistant Professor	61.6	38.4	100.0	7.8	4.8	12.6	2.1	3.0	5.1	4.5	1.5	6.0	.9	.3	1.2	.3		.3	53.8	33.6
Instructor		100.0	100.0																	100
Tenure System Total	80.5	19.5	100.0	7.1	2.4	9.5	2.3	1.4	3.7	4.1	.7	4.8	.6	.2	.9	.1		.1	73.3	17.1
Continuing Staff	55.4	44.6	100.0	4.3	5.1	9.3	2.5	3.2	5.7	1.3	1.3	2.5	.5	.3	.8		.3	.3	51.1	39.6
Temporary Faculty	62.8	37.2	100.0	9.4	4.4	13.8	2.5	1.0	3.5	5.8	2.6	8.4	1.0	.8	1.8	.2		.2	53.5	32.7
Temporary Staff	57.0	43.0	100.0	10.9	7.6	18.6	3.2	3.1	6.3	6.4	3.2	9.6	.9	.9	1.9	.4	.4	.8	46.1	35.4
Other Academic Apts. Total	58.3	41.7	100.0	8.3	5.8	14.2	2.8	2.5	5.2	4.6	2.4	7.0	.8	.7	1.5	.2	.3	.5	49.9	35.9
Administrative Professional	44.0	56.0	100.0	3.5	5.5	9.1	1.6	3.1	4.7	.9	1.2	2.1	.9	.7	1.5	.1	.6	.7	40.5	50.4
Clerical Technical	9.4	90.6	100.0	1.1	9.9	11.0	.6	5.2	5.8	.2	1.1	1.3	.3	2.7	3.0		.8	.9	8.2	80.7
Labor	58.3	41.7	100.0	7.5	14.1	21.6	3.5	9.5	13.0	.7	.4	1.1	2.8	3.8	6.6	.5	.5	.9	50.9	27.6
Support Staff Total	33.2	66.8	100.0	3.5	9.4	12.9	1.7	5.5	7.2	.6	1.0	1.5	1.1	2.3	3.4	.2	.7	.8	29.7	57.4
GRAND TOTAL	49.1	50.9	100.0	5.3	7.1	12.4	2.0	3.9	6.0	2.2	1.2	3.4	.9	1.5	2.4	.2	.4	.6	43.8	43.8

TABLE 3

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

OFFICE OF THE PROVOST

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	5	2	7	1		1	1		1										4	2	6
Associate Professor		1	1																	1	1
Assistant Professor																					
Instructor																					
Tenure System Total	5	3	8	1		1	1		1										4	3	7
Continuing Staff	24	45	69	1	8	9	1	3	4		3	3		2	2				23	37	60
Temporary Faculty	1		1																1		1
Temporary Staff		6	6																	6	6
Other Academic Appts. Total	25	51	76	1	8	9	1	3	4		3	3		2	2				24	43	67
Administrative Professional	11	30	41	1	3	4	1	2	3					1	1				10	27	37
Clerical Technical	20	103	123		14	14		6	6		3	3		5	5				20	89	109
Labor		2	2		1	1		1	1											1	1
Support Staff Total	31	135	166	1	18	19	1	9	10		3	3		6	6				30	117	147
GRAND TOTAL	61	189	250	3	26	29	3	12	15		6	6		8	8				58	163	221

TABLE 4

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

ACADEMIC PERSONNEL
ADMINISTRATION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ ALASKAN NAT			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	1		1	1		1												
Temporary Faculty																					
Temporary Staff		1	1																	1	1
Other Academic Appts. Total	1	1	2	1		1	1		1											1	1
Administrative Professional	4	5	9	2	1	3	1	1	2				1		1				2	4	6
Clerical Technical		7	7		3	3		2	2					1	1					4	4
Labor																					
Support Staff Total	4	12	16	2	4	6	1	3	4				1	1	2				2	8	10
GRAND TOTAL	6	13	19	3	4	7	2	3	5				1	1	2				3	9	12

TABLE 5

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

CYCLOTRON LABORATORY

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	3		3																3		3
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	3		3																3		3
Continuing Staff	32	2	34	2	1	3				2	1	3							30	1	31
Temporary Faculty																					
Temporary Staff	19		19	4		4				3		3	1		1				15		15
Other Academic Appts. Total	51	2	53	6	1	7				5	1	6	1		1				45	1	46
Administrative Professional	29	11	40	2		2	1		1				1		1				27	11	38
Clerical Technical		8	8		1	1											1	1		7	7
Labor	20		20	1		1							1		1				19		19
Support Staff Total	49	19	68	3	1	4	1		1				2		2		1	1	46	18	64
GRAND TOTAL	103	21	124	9	2	11	1		1	5	1	6	3		3		1	1	94	19	113

TABLE 6

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

GENERAL ACADEMIC
ADMINISTRATION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1		1																1		1
Associate Professor		1	1																	1	1
Assistant Professor																					
Instructor																					
Tenure System Total	1	1	2																1	1	2
Continuing Staff	1		1																1		1
Temporary Faculty	1		1																1		1
Temporary Staff		1	1		1	1								1	1						
Other Academic Appts. Total	2	1	3		1	1								1	1				2		2
Administrative Professional	12	22	34	2	4	6	2	2	4					1	1		1	1	10	18	28
Clerical Technical	2	109	111	1	17	18	1	10	11		2	2		3	3		2	2	1	92	93
Labor																					
Support Staff Total	14	131	145	3	21	24	3	12	15		2	2		4	4		3	3	11	110	121
GRAND TOTAL	17	133	150	3	22	25	3	12	15		2	2		5	5		3	3	14	111	125

TABLE 7

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

INTERNATIONAL STUDIES
AND PROGRAMS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	4		4	1		1	1		1										3		3
Temporary Staff	3	1	4	1		1				1		1							2	1	3
Other Academic Appts. Total	9	2	11	3		3	1		1	2		2							6	2	8
Administrative Professional	2	11	13		3	3		2	2		1	1							2	8	10
Clerical Technical		16	16		3	3		3	3											13	13
Labor																					
Support Staff Total	2	27	29		6	6		5	5		1	1							2	21	23
GRAND TOTAL	15	29	44	4	6	10	1	5	6	2	1	3	1		1				11	23	34

TABLE 8

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

LIFELONG EDUCATION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	2	10																8	2	10
Associate Professor	2		2	1		1	1		1										1		1
Assistant Professor																					
Instructor																					
Tenure System Total	10	2	12	1		1	1		1										9	2	11
Continuing Staff	2		2	1		1				1		1							1		1
Temporary Faculty																					
Temporary Staff	5	4	9																5	4	9
Other Academic Appts. Total	7	4	11	1		1				1		1							6	4	10
Administrative Professional	5	13	18																5	13	18
Clerical Technical		22	22		2	2		2	2											20	20
Labor	4		4																4		4
Support Staff Total	9	35	44		2	2		2	2										9	33	42
GRAND TOTAL	26	41	67	2	2	4	1	2	3	1		1							24	39	63

TABLE 9

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

**OCTOBER
1989**

**UNDERGRADUATE UNIVERSITY
DIVISION**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	5	2	7	2		2	2		2										3	2	5
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total	5	2	7	2		2	2		2										3	2	5
Continuing Staff	4	14	18	1	6	7		4	4		1	1	1		1		1	1	3	8	11
Temporary Faculty																					
Temporary Staff	8	22	30	6	8	14	5	4	9		1	1	1	2	3		1	1	2	14	16
Other Academic Appts. Total	12	36	48	7	14	21	5	8	13		2	2	2	2	4		2	2	5	22	27
Administrative Professional	1	3	4		1	1		1	1										1	2	3
Clerical Technical		21	21		7	7		5	5					2	2					14	14
Labor	3		3	1		1	1		1										2		2
Support Staff Total	4	24	28	1	8	9	1	6	7					2	2				3	16	19
GRAND TOTAL	21	62	83	10	22	32	8	14	22		2	2	2	4	6		2	2	11	40	51

TABLE 10

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

AGRICULTURE AND
NATURAL RESOURCES

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	154	6	160	5	1	6	1	1	2	4		4							149	5	154
Associate Professor	64	5	69	5	1	6	2	1	3	3		3							59	4	63
Assistant Professor	30	7	37	1		1				1		1							29	7	36
Instructor																					
Tenure System Total	248	18	266	11	2	13	3	2	5	8		8							237	16	253
Continuing Staff	15	6	21	1		1				1		1							14	6	20
Temporary Faculty	32	7	39	5	2	7	2		2	2	2	4	1		1				27	5	32
Temporary Staff	87	33	120	14	1	15	4		4	10	1	11							73	32	105
Other Academic Appts. Total	134	46	180	20	3	23	6		6	13	3	16	1		1				114	43	157
Administrative Professional	92	77	169	2	3	5		1	1	1		1	1	1	2		1	1	90	74	164
Clerical Technical	17	155	172		14	14		5	5		2	2		5	5		2	2	17	141	158
Labor	47	2	49	2		2				1		1	1		1				45	2	47
Support Staff Total	156	234	390	4	17	21		6	6	2	2	4	2	6	8		3	3	152	217	369
GRAND TOTAL	538	298	836	35	22	57	9	8	17	23	5	28	3	6	9		3	3	503	276	779

TABLE 11

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

AGRICULTURE EXPERIMENT
STATION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ ALASKAN NAT			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		4	4																	4	4
Clerical Technical		5	5		1	1					1	1								4	4
Labor																					
Support Staff Total		9	9		1	1					1	1								8	8
GRAND TOTAL	2	9	11		1	1					1	1							2	8	10

TABLE 12

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

COOPERATIVE EXTENSION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	182	141	323	8	7	15	7	7	14				1		1				174	134	308
Temporary Faculty		1	1																	1	1
Temporary Staff	6	18	24		1	1		1	1										6	17	23
Other Academic Appts. Total	188	160	348	8	8	16	7	8	15				1		1				180	152	332
Administrative Professional		6	6																	6	6
Clerical Technical	1	44	45		6	6		4	4					1	1		1	1	1	38	39
Labor	2	130	132	1	54	55		44	44	1		1		6	6		4	4	1	76	77
Support Staff Total	3	180	183	1	60	61		48	48	1		1		7	7		5	5	2	120	122
GRAND TOTAL	191	342	533	9	68	77	7	56	63	1		1	1	7	8		5	5	182	274	456

TABLE 13

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

ARTS AND LETTERS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ ALASKAN NAT			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	168	33	201	4	3	7	1	2	3	3		3		1	1				164	30	194
Associate Professor	52	28	80	9	3	12	3	2	5	3		3	2	1	3	1		1	43	25	68
Assistant Professor	17	21	38	2	3	5		1	1	1	2	3				1		1	15	18	33
Instructor																					
Tenure System Total	237	82	319	15	9	24	4	5	9	7	2	9	2	2	4	2		2	222	73	295
Continuing Staff		2	2																	2	2
Temporary Faculty	37	25	62	4	3	7				4	3	7							33	22	55
Temporary Staff	2	6	8		2	2					2	2							2	4	6
Other Academic Appts. Total	39	33	72	4	5	9				4	5	9							35	28	63
Administrative Professional	4	12	16		3	3		3	3										4	9	13
Clerical Technical	3	47	50	1	6	7		4	4				1	2	3				2	41	43
Labor																					
Support Staff Total	7	59	66	1	9	10		7	7				1	2	3				6	50	56
GRAND TOTAL	283	174	457	20	23	43	4	12	16	11	7	18	3	4	7	2		2	263	151	414

TABLE 14

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

BUSINESS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	59		59	2		2				2		2							57		57
Associate Professor	37	7	44	5		5	4		4	1		1							32	7	39
Assistant Professor	20	10	30	6	1	7				6	1	7							14	9	23
Instructor		1	1																	1	1
Tenure System Total	116	18	134	13	1	14	4		4	9	1	10							103	17	120
Continuing Staff	5	4	9	1		1	1		1										4	4	8
Temporary Faculty	6	2	8	2		2	1		1	1		1							4	2	6
Temporary Staff	17	3	20	1	2	3	1	1	2								1	1	16	1	17
Other Academic Appts. Total	28	9	37	4	2	6	3	1	4	1		1					1	1	24	7	31
Administrative Professional	3	17	20		2	2		1	1								1	1	3	15	18
Clerical Technical	3	40	43		2	2								2	2				3	38	41
Labor																					
Support Staff Total	6	57	63		4	4		1	1					2	2		1	1	6	53	59
GRAND TOTAL	150	84	234	17	7	24	7	2	9	10	1	11		2	2		2	2	133	77	210

TABLE 15

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

**OCTOBER
1989**

**COMMUNICATION ARTS
AND SCIENCES**

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	17	2	19	1		1	1		1										16	2	18
Associate Professor	18	5	23	2	1	3	2	1	3										16	4	20
Assistant Professor	9	4	13	1	1	2	1	1	2										8	3	11
Instructor																					
Tenure System Total	44	11	55	4	2	6	4	2	6										40	9	49
Continuing Staff	3	6	9	1	1	2	1	1	2										2	5	7
Temporary Faculty	12	10	22	1	1	2				1	1	2							11	9	20
Temporary Staff	13	9	22		2	2		1	1		1	1							13	7	20
Other Academic Appts. Total	28	25	53	2	4	6	1	2	3	1	2	3							26	21	47
Administrative Professional	1	7	8																1	7	8
Clerical Technical	1	19	20		2	2		1	1								1	1	1	17	18
Labor																					
Support Staff Total	2	26	28		2	2		1	1								1	1	2	24	26
GRAND TOTAL	74	62	136	6	8	14	5	5	10	1	2	3					1	1	68	54	122

TABLE 16

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

EDUCATION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	66	19	85	2	1	3	2	1	3										64	18	82
Associate Professor	29	24	53	3	5	8		3	3	1	2	3	2		2				26	19	45
Assistant Professor	6	9	15		2	2		2	2										6	7	13
Instructor																					
Tenure System Total	101	52	153	5	8	13	2	6	8	1	2	3	2		2				96	44	140
Continuing Staff	5	4	9	1		1				1		1							4	4	8
Temporary Faculty	16	19	35	2	4	6							2	4	6				14	15	29
Temporary Staff	25	55	80	1	1	2	1	1	2										24	54	78
Other Academic Appts. Total	46	78	124	4	5	9	1	1	2	1		1	2	4	6				42	73	115
Administrative Professional		8	8																	8	8
Clerical Technical		70	70		5	5		2	2					2	2		1	1		65	65
Labor		2	2																	2	2
Support Staff Total		80	80		5	5		2	2					2	2		1	1		75	75
GRAND TOTAL	147	210	357	9	18	27	3	9	12	2	2	4	4	6	10		1	1	138	192	330

TABLE 17

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

ENGINEERING

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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		57	9		9				9		9							48		48
Associate Professor	36	1	37	9		9				9		9							27	1	28
Assistant Professor	27	2	29	7		7				5		5	2		2				20	2	22
Instructor																					
Tenure System Total	120	3	123	25		25				23		23	2		2				95	3	98
Continuing Staff	10	6	16	1	2	3	1	2	3										9	4	13
Temporary Faculty	15	1	16	5		5				5		5							10	1	11
Temporary Staff	20	6	26	7	1	8				5	1	6	1		1	1		1	13	5	18
Other Academic Appts. Total	45	13	58	13	3	16	1	2	3	10	1	11	1		1	1		1	32	10	42
Administrative Professional	10	16	26	1	3	4		3	3	1		1							9	13	22
Clerical Technical	2	42	44		2	2		1	1								1	1	2	40	42
Labor	6		6																6		6
Support Staff Total	18	58	76	1	5	6		4	4	1		1					1	1	17	53	70
GRAND TOTAL	183	74	257	39	8	47	1	6	7	34	1	35	3		3	1	1	2	144	66	210

TABLE 18

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

HUMAN ECOLOGY

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	14	21		1	1		1	1										7	13	20
Associate Professor	3	18	21		2	2					2	2							3	16	19
Assistant Professor	2	10	12		1	1					1	1							2	9	11
Instructor																					
Tenure System Total	12	42	54		4	4		1	1		3	3							12	38	50
Continuing Staff		8	8		1	1					1	1								7	7
Temporary Faculty	3	12	15		1	1					1	1							3	11	14
Temporary Staff	2	8	10		3	3		1	1		1	1					1	1	2	5	7
Other Academic Appts. Total	5	28	33		5	5		1	1		3	3					1	1	5	23	28
Administrative Professional	1	9	10																1	9	10
Clerical Technical		28	28		1	1		1	1											27	27
Labor		2	2																	2	2
Support Staff Total	1	39	40		1	1		1	1										1	38	39
GRAND TOTAL	18	109	127		10	10		3	3		6	6					1	1	18	99	117

TABLE 19

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

HUMAN MEDICINE

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	61	8	69	8	1	9	2	1	3	6		6							53	7	60
Associate Professor	29	15	44	2	5	7	1	1	2	1	4	5							27	10	37
Assistant Professor	5	3	8		1	1								1	1				5	2	7
Instructor																					
Tenure System Total	95	26	121	10	7	17	3	2	5	7	4	11		1	1				85	19	104
Continuing Staff	2	2	4																2	2	4
Temporary Faculty	115	57	172	15	7	22	6	1	7	8	6	14	1		1				100	50	150
Temporary Staff	21	20	41	7	7	14		3	3	6	4	10	1		1				14	13	27
Other Academic Appts. Total	138	79	217	22	14	36	6	4	10	14	10	24	2		2				116	65	181
Administrative Professional	19	73	92	2	6	8	2	2	4		1	1		2	2		1	1	17	67	84
Clerical Technical	12	140	152	1	5	6		1	1	1	3	4		1	1				11	135	146
Labor		1	1		1	1		1	1												
Support Staff Total	31	214	245	3	12	15	2	4	6	1	4	5		3	3		1	1	28	202	230
GRAND TOTAL	264	319	583	35	33	68	11	10	21	22	18	40	2	4	6		1	1	229	286	515

TABLE 20

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

**OCTOBER
1989**

JAMES MADISON

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	3	1	4																3	1	4
Associate Professor	4	1	5																4	1	5
Assistant Professor	6	2	8	1		1	1		1										5	2	7
Instructor																					
Tenure System Total	13	4	17	1		1	1		1										12	4	16
Continuing Staff		2	2																	2	2
Temporary Faculty	6	1	7	2		2	1		1				1		1				4	1	5
Temporary Staff		1	1																	1	1
Other Academic Appts. Total	6	4	10	2		2	1		1				1		1				4	4	8
Administrative Professional		2	2		1	1											1	1		1	1
Clerical Technical		4	4																	4	4
Labor																					
Support Staff Total		6	6		1	1											1	1		5	5
GRAND TOTAL	19	14	33	3	1	4	2		2				1		1		1	1	16	13	29

TABLE 21

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

NATURAL SCIENCE

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	226	18	244	26	2	28	3		3	22	1	23		1	1	1		1	200	16	216
Associate Professor	46	10	56	2	1	3	1	1	2	1		1							44	9	53
Assistant Professor	40	12	52	3	1	4	1	1	2	2		2							37	11	48
Instructor																					
Tenure System Total	312	40	352	31	4	35	5	2	7	25	1	26		1	1	1		1	281	36	317
Continuing Staff	17	9	26	1	1	2				1	1	2							16	8	24
Temporary Faculty	35	16	51	9	1	10	1		1	8	1	9							26	15	41
Temporary Staff	102	46	148	24	10	34	4	3	7	20	7	27							78	36	114
Other Academic Appts. Total	154	71	225	34	12	46	5	3	8	29	9	38							120	59	179
Administrative Professional	57	43	100	3	1	4				2		2	1	1	2				54	42	96
Clerical Technical	28	120	148	6	13	19	3	8	11	1	1	2	2	4	6				22	107	129
Labor	28	9	37	1	1	2	1	1	2										27	8	35
Support Staff Total	113	172	285	10	15	25	4	9	13	3	1	4	3	5	8				103	157	260
GRAND TOTAL	579	283	862	75	31	106	14	14	28	57	11	68	3	6	9	1		1	504	252	756

TABLE 22

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

NURSING

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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		8	8																	8	8
Assistant Professor	1	14	15		1	1		1	1										1	13	14
Instructor																					
Tenure System Total	1	26	27		1	1		1	1										1	25	26
Continuing Staff																					
Temporary Faculty		17	17		2	2		1	1					1	1					15	15
Temporary Staff	1	5	6																1	5	6
Other Academic Appts. Total	1	22	23		2	2		1	1					1	1				1	20	21
Administrative Professional		5	5																	5	5
Clerical Technical		12	12																	12	12
Labor																					
Support Staff Total		17	17																	17	17
GRAND TOTAL	2	65	67		3	3		2	2					1	1				2	62	64

TABLE 23

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

OSTEOPATHIC MEDICINE

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	3	1	4	1	1	2	1		1	1		1				45	5	50
Associate Professor	26	7	33		1	1		1	1										26	6	32
Assistant Professor	4	6	10	1		1							1		1				3	6	9
Instructor																					
Tenure System Total	78	19	97	4	2	6	1	2	3	1		1	2		2				74	17	91
Continuing Staff		3	3		1	1					1	1								2	2
Temporary Faculty	49	18	67	3	1	4		1	1	3		3							46	17	63
Temporary Staff	22	12	34	3	4	7		1	1	2	1	3	1	2	3				19	8	27
Other Academic Appts. Total	71	33	104	6	6	12		2	2	5	2	7	1	2	3				65	27	92
Administrative Professional	12	27	39		1	1					1	1							12	26	38
Clerical Technical	10	85	95	1	5	6	1	3	4		1	1					1	1	9	80	89
Labor		1	1																	1	1
Support Staff Total	22	113	135	1	6	7	1	3	4		2	2					1	1	21	107	128
GRAND TOTAL	171	165	336	11	14	25	2	7	9	6	4	10	3	2	5		1	1	160	151	311

TABLE 24

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

SOCIAL SCIENCE

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	109	14	123	5	2	7	2	1	3	1		1	2	1	3				104	12	116
Associate Professor	43	11	54	3	1	4	2	1	3				1		1				40	10	50
Assistant Professor	17	18	35	2	2	4	2	1	3		1	1							15	16	31
Instructor																					
Tenure System Total	169	43	212	10	5	15	6	3	9	1	1	2	3	1	4				159	38	197
Continuing Staff	3	13	16		2	2		1	1								1	1	3	11	14
Temporary Faculty	19	14	33	6	3	9	2	1	3	3	2	5	1		1				13	11	24
Temporary Staff	10	27	37	1	4	5		2	2		2	2	1		1				9	23	32
Other Academic Appts. Total	32	54	86	7	9	16	2	4	6	3	4	7	2		2		1	1	25	45	70
Administrative Professional	5	20	25		1	1					1	1							5	19	24
Clerical Technical		71	71		5	5		3	3					2	2					66	66
Labor																					
Support Staff Total	5	91	96		6	6		3	3		1	1		2	2				5	85	90
GRAND TOTAL	206	188	394	17	20	37	8	10	18	4	6	10	5	3	8		1	1	189	168	357

TABLE 25

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

URBAN AFFAIRS PROGRAM

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	2																1	1	2
Temporary Faculty	1	1	2	1		1										1		1		1	1
Temporary Staff	8	3	11	2	3	5	1	3	4							1		1	6		6
Other Academic Appts. Total	10	5	15	3	3	6	1	3	4							2		2	7	2	9
Administrative Professional		3	3		2	2		1	1		1	1								1	1
Clerical Technical		9	9		3	3		2	2								1	1		6	6
Labor																					
Support Staff Total		12	12		5	5		3	3		1	1					1	1		7	7
GRAND TOTAL	16	19	35	8	10	18	6	7	13		2	2				2	1	3	8	9	17

TABLE 26

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VETERINARY MEDICINE

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	30	3	33	3		3	1		1	2		2							27	3	30
Assistant Professor	16	7	23	1	2	3	1	2	3										15	5	20
Instructor																					
Tenure System Total	84	11	95	7	2	9	3	2	5	4		4							77	9	86
Continuing Staff	2	2	4		1	1		1	1										2	1	3
Temporary Faculty	26	23	49	1	2	3	1	2	3										25	21	46
Temporary Staff	13	14	27	3	5	8	2	1	3	1	3	4		1	1				10	9	19
Other Academic Appts. Total	41	39	80	4	8	12	3	4	7	1	3	4		1	1				37	31	68
Administrative Professional	17	50	67	1	4	5		1	1	1	3	4							16	46	62
Clerical Technical	6	105	111		4	4					1	1		2	2		1	1	6	101	107
Labor	8	7	15		1	1		1	1										8	6	14
Support Staff Total	31	162	193	1	9	10		2	2	1	4	5		2	2		1	1	30	153	183
GRAND TOTAL	156	212	368	12	19	31	6	8	14	6	7	13		3	3		1	1	144	193	337

TABLE 27

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR FINANCE,
OPERATIONS AND PERSONNEL

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	4		4																4		4
Assistant Professor	3		3	1		1	1		1										2		2
Instructor																					
Tenure System Total	7		7	1		1	1		1										6		6
Continuing Staff	7	2	9	1		1	1		1										6	2	8
Temporary Faculty																					
Temporary Staff	36	15	51	7	2	9	5	1	6				1	1	2	1		1	29	13	42
Other Academic Appts. Total	43	17	60	8	2	10	6	1	7				1	1	2	1		1	35	15	50
Administrative Professional	59	46	105	5	1	6	2		2	1		1	2	1	3				54	45	99
Clerical Technical	9	62	71	1	7	8	1	2	3		1	1		4	4				8	55	63
Labor	80	21	101	11	2	13	2	2	4	1		1	8		8				69	19	88
Support Staff Total	148	129	277	17	10	27	5	4	9	2	1	3	10	5	15				131	119	250
GRAND TOTAL	198	146	344	26	12	38	12	5	17	2	1	3	11	6	17	1		1	172	134	306

TABLE 28

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

FINANCIAL OPERATIONS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	5		5																5		5
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	5		5																5		5
Administrative Professional	83	66	149	4	2	6	2	1	3	1	1	2	1		1				79	64	143
Clerical Technical	27	149	176	5	19	24	2	7	9	1	6	7	2	6	8				22	130	152
Labor	39	9	48	5	1	6	3		3				2		2		1	1	34	8	42
Support Staff Total	149	224	373	14	22	36	7	8	15	2	7	9	5	6	11		1	1	135	202	337
GRAND TOTAL	154	224	378	14	22	36	7	8	15	2	7	9	5	6	11		1	1	140	202	342

TABLE 29

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

HOUSING AND FOOD SERVICE

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	128	98	226	11	16	27	4	13	17	3	3	6	4		4				117	82	199
Clerical Technical	9	129	138	1	15	16	1	11	12		1	1		2	2		1	1	8	114	122
Labor	203	256	459	36	87	123	22	57	79	3	5	8	9	24	33	2	1	3	167	169	336
Support Staff Total	340	483	823	48	118	166	27	81	108	6	9	15	13	26	39	2	2	4	292	365	657
GRAND TOTAL	342	483	825	48	118	166	27	81	108	6	9	15	13	26	39	2	2	4	294	365	659

TABLE 30

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

PHYSICAL PLANT

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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		3
Administrative Professional	63	19	82	4	3	7	2	2	4	1		1		1	1	1		1	59	16	75
Clerical Technical		18	18		1	1								1	1					17	17
Labor	298	87	385	37	32	69	16	14	30	3		3	14	18	32	4		4	261	55	316
Support Staff Total	361	124	485	41	36	77	18	16	34	4		4	14	20	34	5		5	320	88	408
GRAND TOTAL	364	124	488	41	36	77	18	16	34	4		4	14	20	34	5		5	323	88	411

TABLE 31

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR HEALTH
SERVICES AND FACILITIES

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor	1		1																1		1
Associate Professor	1		1																1		1
Assistant Professor																					
Instructor																					
Tenure System Total	2		2																2		2
Continuing Staff	2		2	1		1							1		1				1		1
Temporary Faculty	3		3																3		3
Temporary Staff	1	1	2																1	1	2
Other Academic Appts. Total	6	1	7	1		1							1		1				5	1	6
Administrative Professional	21	106	127	2	11	13	1	3	4	1	4	5		1	1		3	3	19	95	114
Clerical Technical	1	148	149		23	23		13	13		1	1		5	5		4	4	1	125	126
Labor		2	2		1	1								1	1					1	1
Support Staff Total	22	256	278	2	35	37	1	16	17	1	5	6		7	7		7	7	20	221	241
GRAND TOTAL	30	257	287	3	35	38	1	16	17	1	5	6	1	7	8		7	7	27	222	249

TABLE 32

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR
LEGAL SERVICES

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	5	6																1	5	6
Clerical Technical																					
Labor																					
Support Staff Total	1	5	6																1	5	6
GRAND TOTAL	3	7	10	1		1	1		1										2	7	9

TABLE 33

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR RESEARCH
AND GRADUATE STUDIES

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	2																1	1	2
Temporary Staff	2	4	6																2	4	6
Other Academic Appts. Total	5	5	10																5	5	10
Administrative Professional	11	20	31		1	1		1	1										11	19	30
Clerical Technical	3	17	20		1	1		1	1										3	16	19
Labor	9	6	15	1	1	2		1	1				1		1				8	5	13
Support Staff Total	23	43	66	1	3	4		3	3				1		1				22	40	62
GRAND TOTAL	37	50	87	2	3	5	1	3	4				1		1				35	47	82

TABLE 34

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR
STUDENT AFFAIRS AND SERVICES

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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		6	2		2	2		2										4		4
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	9	2	11	3	1	4	2	1	3				1		1				6	1	7
Continuing Staff	3	2	5	1		1	1		1										2	2	4
Temporary Faculty		1	1																	1	1
Temporary Staff	4	1	5	1		1	1		1										3	1	4
Other Academic Appts. Total	7	4	11	2		2	2		2										5	4	9
Administrative Professional	43	72	115	14	18	32	9	11	20	1	3	4	4	2	6		2	2	29	54	83
Clerical Technical	2	76	78	1	20	21		12	12				1	7	8		1	1	1	56	57
Labor																					
Support Staff Total	45	148	193	15	38	53	9	23	32	1	3	4	5	9	14		3	3	30	110	140
GRAND TOTAL	61	154	215	20	39	59	13	24	37	1	3	4	6	9	15		3	3	41	115	156

TABLE 35

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR
UNIVERSITY DEVELOPMENT

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ ALASKAN NAT			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	5	3	8																5	3	8
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	5	3	8																5	3	8
Administrative Professional	14	33	47		3	3		2	2								1	1	14	30	44
Clerical Technical	1	40	41		5	5		3	3		2	2							1	35	36
Labor																					
Support Staff Total	15	73	88		8	8		5	5		2	2					1	1	15	65	80
GRAND TOTAL	20	76	96		8	8		5	5		2	2					1	1	20	68	88

TABLE 36

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR
UNIVERSITY RELATIONS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	9	13	22	1		1	1		1										8	13	21
Clerical Technical	1	7	8																1	7	8
Labor																					
Support Staff Total	10	20	30	1		1	1		1										9	20	29
GRAND TOTAL	11	20	31	1		1	1		1										10	20	30

TABLE 37

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

MSU ALUMNI ASSOCIATION

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	2	6	8	1	1	2		1	1	1		1							1	5	6
Clerical Technical		8	8																	8	8
Labor																					
Support Staff Total	2	14	16	1	1	2		1	1	1		1							1	13	14
GRAND TOTAL	4	14	18	2	1	3	1	1	2	1		1							2	13	15

TABLE 38

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

OFFICE OF THE PRESIDENT

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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		2	2		1	1					1	1					4	4
Clerical Technical		1	1																	1	1
Labor																					
Support Staff Total		7	7		2	2		1	1					1	1					5	5
GRAND TOTAL	1	9	10		2	2		1	1					1	1				1	7	8

TABLE 39

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

VICE PRESIDENT FOR
GOVERNMENTAL AFFAIRS

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			CAUCASIAN/OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff	2	1	3		1	1		1	1										2		2
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total	2	1	3		1	1		1	1										2		2
Administrative Professional		2	2																	2	2
Clerical Technical																					
Labor																					
Support Staff Total		2	2																	2	2
GRAND TOTAL	2	3	5		1	1		1	1										2	2	4

TABLE 40

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

ASSISTANT PROVOST FOR
ACADEMIC COMPUTING

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ALASKAN NAT			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	1		1																1		1
Assistant Professor	1		1																1		1
Instructor																					
Tenure System Total	6		6																6		6
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	78	50	128	6	4	10	2	1	3	3	3	6	1		1				72	46	118
Clerical Technical	46	42	88	7	3	10	4	1	5	1		1	1	2	3	1		1	39	39	78
Labor	1		1																1		1
Support Staff Total	125	92	217	13	7	20	6	2	8	4	3	7	2	2	4	1		1	112	85	197
GRAND TOTAL	133	92	225	14	7	21	6	2	8	5	3	8	2	2	4	1		1	119	85	204

TABLE 41

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

OCTOBER
1989

GENERAL UNIVERSITY ITEMS

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

TABLE 42

MICHIGAN STATE UNIVERSITY WORKFORCE SUMMARY

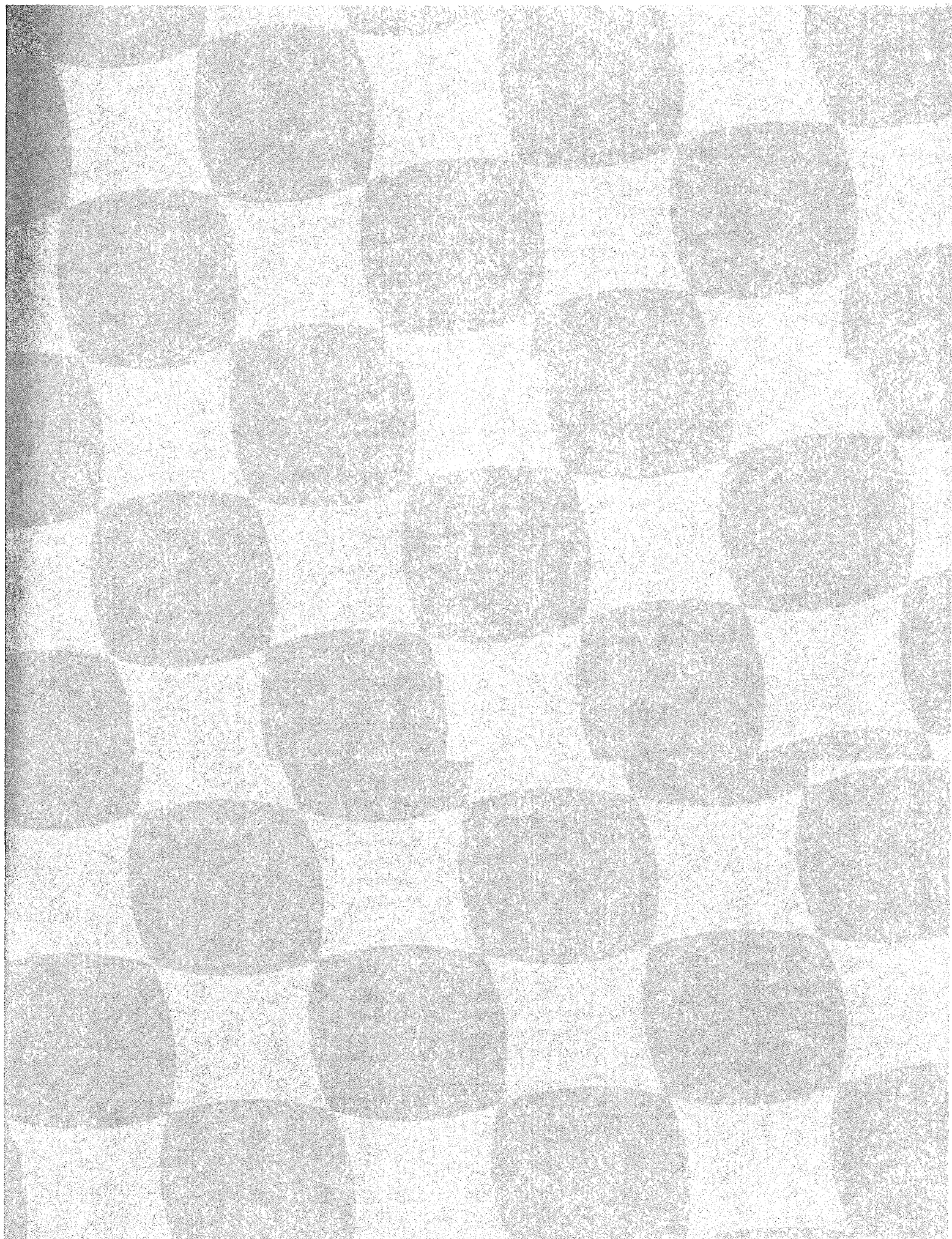
**OCTOBER
1989**

OTHER

EMPLOYEE CATEGORIES	TOTAL EMPLOYEES			TOTAL MINORITIES			BLACK			ASIAN/PACIFIC ISLANDER			HISPANIC			AMER INDIAN/ ALASKAN NAT			CAUCASIAN/ OTHERS		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Professor																					
Associate Professor																					
Assistant Professor																					
Instructor																					
Tenure System Total																					
Continuing Staff																					
Temporary Faculty																					
Temporary Staff																					
Other Academic Appts. Total																					
Administrative Professional	5	2	7																5	2	7
Clerical Technical	1	1	2																1	1	2
Labor	3		3																3		3
Support Staff Total	9	3	12																9	3	12
GRAND TOTAL	9	3	12																9	3	12

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