

# **The Michigan Mandate**



## **A Strategic Linking of Excellence and Diversity**

**Version 2.2 November 1, 1988**

## Looking to the Future: Themes of 21st Century America

- America will become a truly **multicultural** society, with a cultural, racial, and ethnic diversity that will be greater than we have ever known before...
- America will become "internationalized" such that every one of our activities must be viewed from the broader context of interdependence in the global community, as the United States becomes a "**world nation**" with ethnic ties to every part of the globe...
- We will rapidly evolve from a resource- and labor-intensive society to a **knowledge-intensive** society in which intellectual capital--educated people and their ideas--become the keys to our prosperity, security, and well-being...

## Imperatives for the Michigan Mandate

1. **Social Responsibility**: Our commitment to equity and social justice...
2. **Excellence**: In an increasingly pluralistic society, Michigan's distinction will be determined, in part, by the diversity of its people and its activities.
3. **A National Imperative**: Our nation's future will be determined by its ability to draw strength from the diversity of its peoples.
4. **Human Resources**: America simply cannot afford to waste the human talents of its minority populations--one-third of our nation.



### America is changing rapidly...

- **By 2000, one of three Americans will be a person of color.**
- **By 2000, 47% of our school children (K-12) will be Black or Hispanic.**
- **Today America has 26.5 million Blacks and 14.6 million Hispanics; by 2020 America will have 44 million Blacks and 47 M Hispanics.**
- **By the late 21st Century, Hispanics will become the largest population group in America.**

## **Some implications**

- **During the 1990s, less than 15% of the people entering the labor force will be white males.**
- **In 1992 there will be 3 workers for each retiree...and one of three will be minority.**
- **Because of the demographic decline in the college age population, America will face a shortfall of almost one million scientists and engineers by 2010.**



### A national imperative

- **America of the 21st Century will be the most pluralistic, multicultural nation on earth.**
- **Full participation of underrepresented minorities will continue to be a matter of equity and social justice.**
- **It will also be the key to the future strength and prosperity of America since we cannot afford to waste this human talent.**
- **America cannot afford the loss of this human potential, cultural richness, and leadership.**



## The Challenges Before Us

1. The challenge of **racism**...
2. The challenge of **pluralism**...
3. The challenge of **change**...

# The Michigan Mandate

**A plan to make the University of Michigan a model of the pluralistic, multicultural university necessary to serve our state and nation in the 21st Century.**



## Premise

**Fundamental Premise:** Diversity is a necessary condition for the achievement of excellence in an increasingly pluralistic world.

### Rationale:

**Excellence:** Our ability to achieve excellence in teaching, research, and service in a future increasingly characterized by its pluralism will be determined by the diversity of our campus community.

**A National Imperative:** Pluralism will be an increasingly important characteristic of American society, and universities have a particular responsibility to develop models of multicultural communities essential to the future of our nation.

**Responsibility:** As a public institution in a democratic society, the University has a responsibility to increase the participation of underrepresented racial, ethnic, and cultural groups.

### Some Facts of Life

Institutions do not change quickly and easily any more than do the societies of which they are a part. We are addressing the most urgent and difficult issue confronting our nation. To make progress we need both a commitment and a plan.

We must:

1. Move away from our present reactive, numerous, and uncoordinated efforts toward a more **strategic** approach designed to achieve long-term systemic change of the institution.
2. Take the **long view** that will require both patient and persistent leadership.
3. Remain vigilant even as we provide the necessary **help and support**.
4. Develop a **clearly focused leadership agenda** that can be kept before the institution at all times.

### Some Facts of Life (Continued)

5. Create a very **simple leadership structure**, involving a relatively small number of people who will be asked to assume responsibility and who will be held accountable for our success in key areas.
6. Remember that while a small, identifiable leadership group is necessary to implement the plan, it is also certain that we will only succeed with the **commitment and involvement** of the broader University community--a commitment and involvement we have yet to achieve...
7. Remind ourselves, too, that while diversity must be among our highest priorities, it is not our only priority. Hence, it is essential that we seek diversity in conjunction with our other **institutional goals**.

## Year of Transition (1987-88)

1. Honored commitments to March, 1987 "Six Point Plan".
2. Demonstrated progress in program development and initiated key strategic actions.
3. *Development of a broad strategic plan.*
4. Committed the resources (financial, human, leadership) necessary to move forward with the plan.
5. Communicated openly and often about progress and found new ways to listen and learn from our minority communities.

## **"Six Point Plan" (March, 1987)**

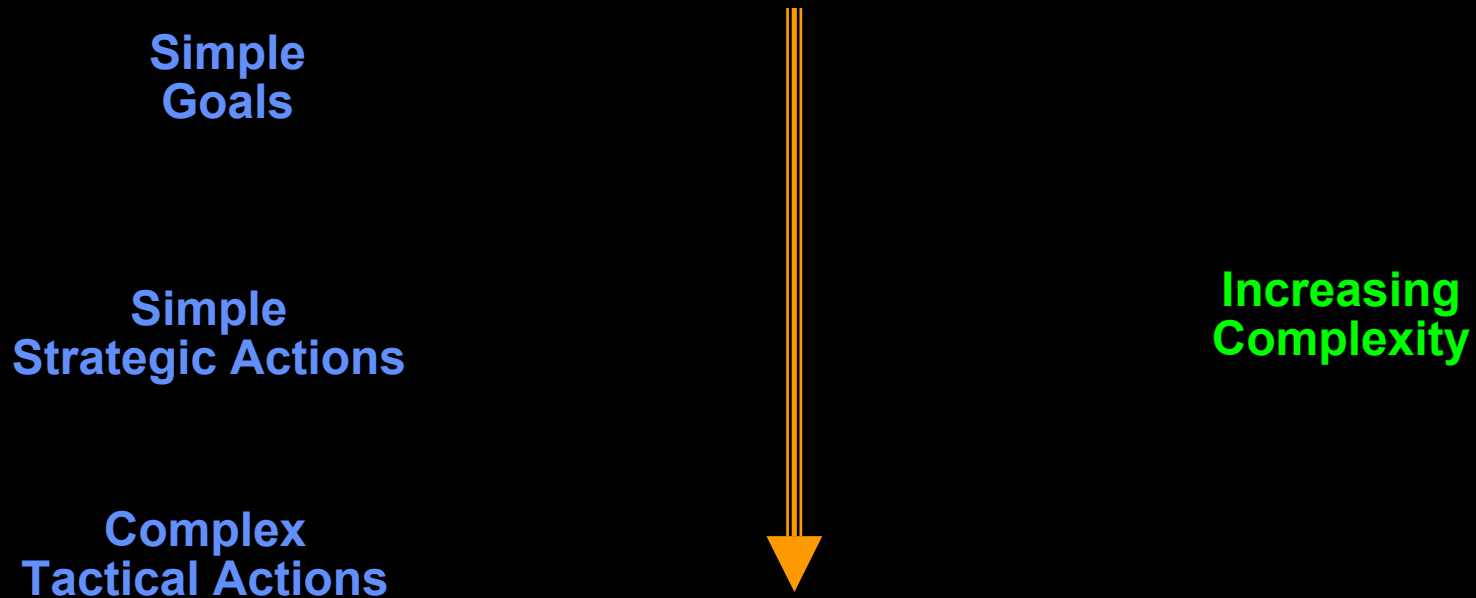
- 1. **Appointment of a vice provost with responsibility for minority affairs**
- 2. **Funding for the Black Student Union**
- 3. **Grievance procedure for racial harassment, Black administrator in Affirmative Action Office**
- 4. **Budget support for attracting and retaining Black faculty**
- 5. **Unit goals a component of annual reviews, elimination of salary inequities**
- 6. **Standing Presidential Advisory Commission**



## **The Strategic Planning Process**

- 1. Mission and Goals**
- 2. Environmental Assessment**
- 3. Operational Objectives**
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- 5. Tactical Implementation**
- 6. Evaluation and Assessment**

# **Simple Goals and Actions for Complex Problems...**



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## Fundamental Goals

### 1. *Commitment:*

To recognize that diversity and excellence are complementary and compelling goals for the University and to make a firm commitment to their achievement.

### 2. *Representation:*

To commit to the recruitment, support, and success of underrepresented minority groups among our students, faculty, staff, and leadership.

### 3. *Environment:*

To build on our campus an environment which seeks, nourishes, and sustains diversity and pluralism. We must insist that the dignity and worth of every individual is valued and respected.

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## **Environmental Assessment**

- **Minority Representation**
- **Program Inventory**
- **Investments**
- **Environment for Diversity**

**Environmental  
Assessment**

## **Representation**

### **Areas (by unit):**

- **Student recruitment**
- **Student development**
- **Faculty recruitment**
- **Faculty development**
- **Staff recruitment**
- **Staff development**

### **Comparisons:**

- **Michigan colleges and universities**
- **Big Ten institutions**
- **National peers**

**Environmental  
Assessment**

## UM Ann Arbor Enrollments - Fall, 1988

	<u>Nation</u>	<u>State</u>	<u>UM</u>
<b>Black</b>	<b>12.0%</b>	<b>12.9%</b>	<b>6.2%</b>
<b>Hispanic</b>	<b>9.0%</b>	<b>1.8%</b>	<b>2.5%</b>
<b>Native American</b>	<b>0.6%</b>	<b>0.5%</b>	<b>0.5%</b>
<b>Asian American</b>	<b>2.0%</b>	<b>0.7%</b>	<b>6.2%</b>
<b>Total Minority</b>	<b>23.6%</b>	<b>15.9%</b>	<b>15.4%</b>

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**Environmental  
Assessment**

## **Program Inventory**

- **School and College Programs**
- **University Programs**
- **Comparisons with Other Institutions**

**Environmental  
Assessment**

## **One Year Later: Some Examples of 1987-88 Activities**

- 1. The Battle Against Racism: EO/Deans Retreats; School and College Efforts; Freshmen Orientation Programs; Residential Housing Programs; Tell Someone Program; Racial Harrassment Discipline Policy; Multicultural Celebrations**
- 2. Faculty programs: Target of Opportunity; Faculty Development Funds; Postdoctoral Programs; MLK Visiting Faculty program; CAAS Support**
- 3. Student Recruitment and Achievement: Major funding increase for recruiting efforts; major expansions of financial aid (at both UG and grad level); Alumni networking; CSP expansion; Community College relations; programs with Historically Black Colleges; K-12 outreach programs**
- 4. Schools and Colleges: literally hundreds of programs**

**Environmental  
Assessment**

## **Investments**

- **Program Support**
- **Student Financial Aid**
- **Faculty Support**
- **Staff Development**
- **Peer Comparisons**

**Environmental  
Assessment**

**Estimated Budget Commitments for  
Minority Affairs 1987-88**

**Office of the Provost and Vice President for Academic Affairs**

<b>Office of Minority Affairs</b>	<b>\$1.8 M</b>
<b>Target of Opportunity Faculty Hiring</b>	<b>\$1 M</b>
<b>Other</b>	<b>\$600 K</b>

**Financial Aid**

<b>Rackham Graduate School</b>	<b>\$3.8 M</b>
<b>Office of Financial Aid</b>	<b>\$10.45 M</b>
<b>Minority Affairs KCP Fellowships &amp; Alumni Assoc.</b>	<b>\$115 K</b>
<b>Academic Units</b>	<b>\$3.71 M</b>

**Estimated Budget Commitments for  
Minority Affairs 1987-88 (Cont'd.)**

<b>Student Recruitment and Retention</b>	<b>\$3.51M</b>
<b>Faculty Development and Research</b>	<b>\$1.68M</b>
<b>Approximate Total</b>	<b><u>\$26.7 M</u></b>

**Environmental  
Assessment**

## **The Environment for Diversity**

- **Policy statements by leadership**
- **Implementation procedures**
- **Response to racial incidents**
- **Awareness and sensitivity training**
- **Surveys and institutional studies**
- **Pluralistic cultural and intellectual life**

**Environmental  
Assessment**



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## **Defining Operational Objectives**

### **Key features:**

- **Clear, focused objectives**
- **Capable of measurement and evaluation**
- **Capable of expansion and adjustment**

## **Strategic Objectives**

- 1. Faculty Recruiting and Development**
- 2. Student Recruiting, Achievement, and Outreach**
- 3. Outreach**
- 4. Staff Recruiting and Development**
- 5. The Environment for Diversity and Excellence**

**Objective 1:  
Faculty Recruiting and Development**

- **Substantially increase the number of tenure-track faculty in each underrepresented minority group over the next five years.**
- **Increase the success rate of minority faculty in the achievement of promotion and tenure.**
- **Increase the number of underrepresented minority faculty in leadership positions over the next five years.**



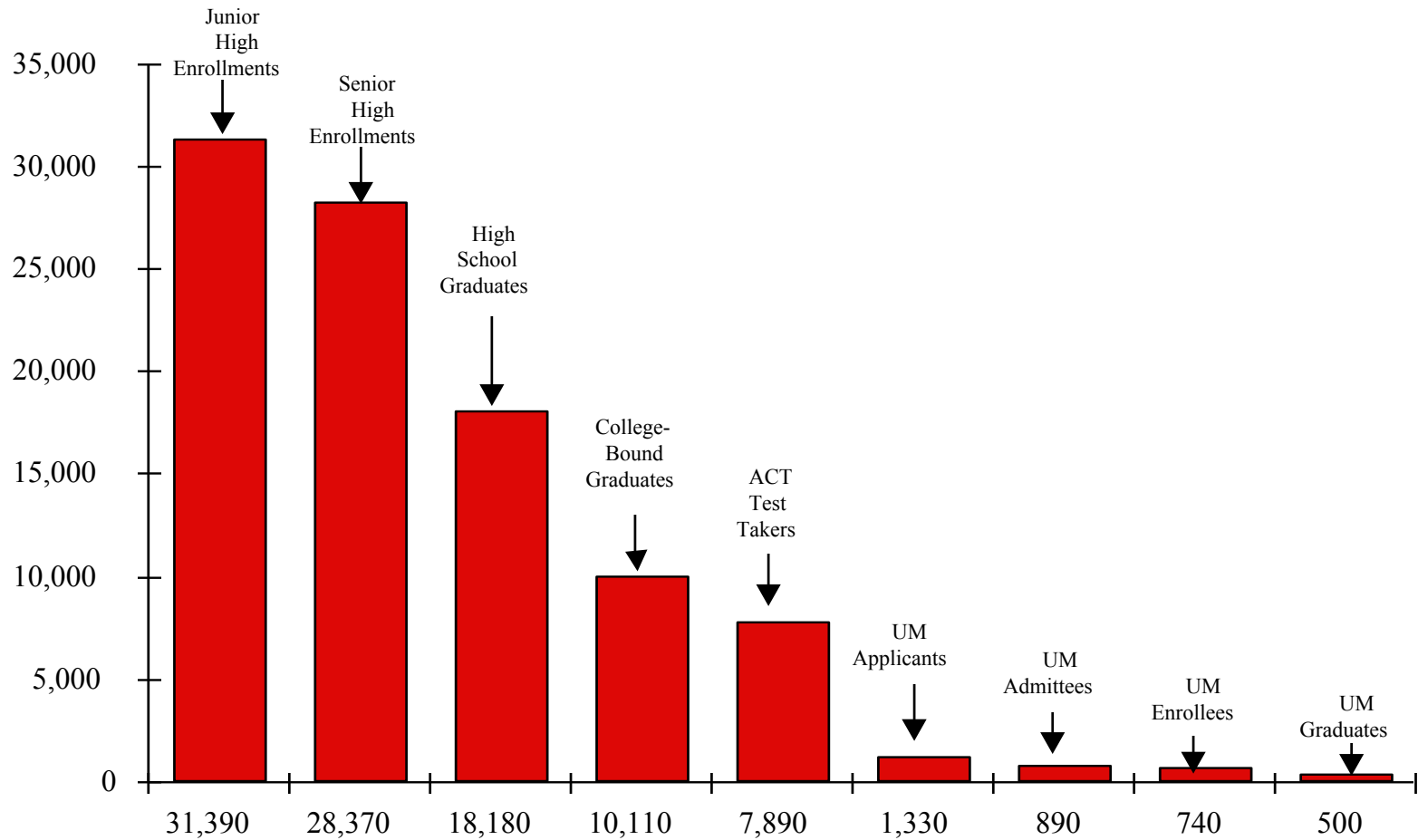
## **Objective 2: Student Recruiting and Achievement**

- **In each of the next five years, achieve increases in the number of entering underrepresented minority students, as well as in our total underrepresented minority enrollment.**
- **Establish and achieve specific minority enrollment targets in all schools and colleges.**
- **Increase minority graduation rates.**
- **Develop new programs to attract back to campus ("reclaim") minority students who have withdrawn from our academic programs.**

## **Objective 3: Outreach**

- **Design new and strengthen existing outreach programs to increase the pool of minority applicants to undergraduate, graduate and professional schools**
- **K - 12 Systems (with a particular focus on Detroit)**
- **Community Colleges**
- **Historically Black Colleges and Universities**
- **Schools and Colleges with predominantly Hispanic and Black enrollments**

## The Reality: Michigan's Pipeline of Minority College Students





## **Objective 4: Staff Recruiting and Development**

- **Focus on the achievement of affirmative action goals in all job categories during next five years.**
- **Increase the number of underrepresented minorities in key University leadership positions.**
- **Design new and strengthen existing systems and networks to support professional development**



## **Objective 5: The Environment for Diversity**

- **Foster a culturally pluralistic environment.**
- **Significantly reduce the number of racist incidents on campus.**
- **Increase community-wide commitment to diversity and involvement in diversity initiatives among students, faculty, and staff.**
- **Broaden the base of diversity initiatives, e.g., by including global perspectives.**
- **Ensure the compatibility of University policies, procedures, and practice with the goal of a multicultural community.**
- **Improve communications among all groups.**
- **Provide more opportunities for minorities to communicate their experiences and participate directly in the change process.**

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## Strategic Actions

### Key Features:

- Long term perspective
- Sustained, persistent commitments
- Focused leadership agenda
- Clear assignment of responsibility for actions and success

Strategic  
Actions



## Strategic Action #1

# Target of Opportunity Faculty Recruiting Program

**General Goal:** In order to improve the quality and diversity of our faculty as a whole, we will develop strong incentives for minority faculty recruiting while trying to identify and eliminate any existing disincentives.

**Action:** Through a joint program between the central administration and the units, we will agree to meet full base and startup funding requirements for tenure-track minority faculty candidates proposed by academic units in consultation with the Administration.

**Responsibility:** President, Provost, Deans

## Strategic Action #2 Minority Faculty Development

**General Goal:** To identify and remove institutional barriers to minority faculty success and to ensure equitable access to opportunities for development.

**Action:**

- i) Assess and where necessary adjust workloads of minority faculty
- ii) Ensure equity of compensation within units
- iii) Within schools and colleges, provide equitable access to human, financial, and technical resources which contribute to success and achievement.

**Responsibility:** President, Provost, Deans, Grad Dean, VPR



## Strategic Action #3

# Minority Student Financial Aid Programs

**General Goal:** To meet the full financial needs of all underrepresented minority students who are Michigan residents and to expand significantly the financial aid resources available to nonresident underrepresented minority students.

**Actions:**

- i) Assess effectiveness of all financial aid programs
- ii) Optimize packaging of financial aid
- iii) Launch major efforts to increase both public and private support of minority financial aid programs
- iv) Launch "target of opportunity" programs which match central resources against those of units

**Responsibility:** President, Provost, Deans

## Strategic Action #4 Minority Student Recruiting

**General Goal:** To develop and implement a comprehensive plan for minority student recruitment

**Actions:**

- i) Assess effectiveness of all current recruiting programs
- ii) Restructure and expand minority recruiting function in Office of Admissions and coordinate with units
- iii) Develop alumni recruiting network through joint efforts with Alumni Association
- iv) Strengthen research capability in areas such as longitudinal studies, pool identification, and program design and evaluation

**Responsibility:** President, Provost, Deans

## Strategic Action #5 Minority Student Achievement

**General Goal:** To develop and implement a comprehensive plan to enhance minority student success.

**Actions:**

- i) Assess effectiveness of all current retention programs
- ii) Develop strong retention programs within each college
- iii) Develop strong support of retention programs at both the central and unit level

**Responsibility:** President, Provost, Dean, Faculty



## Strategic Action #6 Staff Recruitment and Development

**General Goal:** To expand efforts to recruit and develop minority staff.

**Actions:**

- i) Work with units to achieve affirmative action goals in all job categories
- ii) Design and implement career development programs aimed at advancing minority staff into leadership positions

**Responsibility:** President, Executive Officers, Deans, and Directors

## Strategic Action #7 Research Thrusts

**General Goal:** To launch key research thrusts responding to the needs and experience of underrepresented minorities.

**Actions:**

- i) Stimulate major initiatives in the basic and applied social sciences which support scholarship in areas of special interest to minorities
- ii) Coordinate the capacities of key University units such as Education, Social Work, ISR, and IPPS to address the underlying issues that limit the opportunities for underrepresented minorities with special focus on Southeastern Michigan.
- iii) Develop the nation's leading program in Multicultural Studies

**Responsibility:** President, Provost, Grad Dean, OVPR, Deans, Faculty

## Strategic Action #8 Role of the Office of Minority Affairs

**General Goal:** Provide guidance, assistance, and coordination for University efforts to achieve diversity.

**Roles:**

- i) Strategic planning
- ii) Policy leadership
- iii) Evaluation
- iv) Strategic funding
- v) Infrastructure to sustain and facilitate progress
- vi) Internal and external communication and liaison

**Responsibility:** President, Provost, Vice Provost



## Strategic Action #9 Identification and Support of "Change Agents"

**General Goal:** To identify and mobilize key leadership among faculty, students, and staff

**Actions:**

- i) Develop small action teams of deans
- ii) Develop action teams of key faculty opinion leaders
- iii) Strengthen Affirmative Action Coordinator appointments
- iv) Student leadership
- v) Staff leadership

**Responsibility:** President, Provost, Deans, Vice Provost  
Executive Officers



## Strategic Action #10 Multicultural Education Programs

**General Goal:** To implement efforts to achieve better understanding of multicultural communities

**Actions:**

- i) Launch trial programs to encourage faculty to consider the integration of multicultural material into the curriculum
- ii) Identify, retain, and fund the use of both internal and external consultants in race relations and organizational change
- iii) Strengthen existing and launch new programs for student, faculty, and staff education (e.g., Orientation, Housing, In-Service Staff Training)

**Responsibility:** President, Provost, Deans, Faculty, Vice Provost



## Strategic Action #11

# Student, Faculty, and Staff Discipline Policies

**General Goal:** To develop clear policies for handling incidents of racial harassment and discrimination

**Actions:**

- i) Clarify faculty and staff policies
- ii) Develop and implement student policies

**Responsibility:** President, Provost, Vice President for Student Services, Vice President for Finance, Deans and Directors

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## **Tactical Implementation**

### **(0. Leadership and Organizational Structure)**

- 1. Faculty Recruiting and Development**
- 2. Student Recruiting, Achievement, and Outreach**
- 3. Staff Recruiting and Development**
- 4. The Environment for Diversity**



## Leadership and Organizational Structure

### In Place:

President, Executive Officers, Deans  
Vice-Provost for Minority Affairs  
Office of Minority Affairs  
Associate Dean of Graduate Studies  
Faculty Director, Comprehensive Studies Program  
Director of Admissions  
Dean of School of Education

### Searches Underway:

Director of Affirmative Action

### Other Possible Appointments:

Strengthen Minority Leadership in Units

## Leadership and Organization Structure (cont)

### Advisory and Steering Groups:

- AAAC/EOs
- Presidential Commission
- Advisory Council on Minority Affairs
- Change Group
- SACUA and Senate Assembly
- Faculty Groups
- Student Groups
- Staff Groups
- Alumni Groups

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## **Evaluation and Assessment**

### **Formation of Steering Committees**

- **Structure AAAC Team**
- **Involvement of EO's**
- **Coordination with**
  - Presidential Advisory Commission**
  - Advisory Commission on Academic Affairs**
  - SACUA**
  - Student Groups**

### **Assessment of Ongoing Programs, Policies, and Procedures**

### **Assessment of Activities at Other Institutions**

### **Inclusion of Evaluation Mechanisms into Design of of New Programs**

**Evaluation**

## Total Minority Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Enrollments:	6.2%	(up 16%)	(2,011)
• Hispanic Enrollments:	2.6%	(up 22%)	(677)
• Native American Enrollments:	0.4%	(up 3%)	(132)
• Asian-American Enrollments:	6.1%	(up 12%)	(1,803)
• Total Minority Enrollments:	15.4%	(up 15%)	(4,991)

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## Minority Freshman Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Enrollments:	6.6%	(up 18%)	(290)
• Hispanic Enrollments:	3.9%	(up 51%)	(171)
• Native American Enrollments:	0.6%	(up 94%)	(31)
• Asian-American Enrollments:	9.2%	(up 12%)	(407)
• Total Minority Enrollments:	20.5%	(up 22%)	(899)



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	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Enrollments:	6.6%	(up 18%)	(290)
• Hispanic Enrollments:	3.9%	(up 51%)	(171)
• Native American Enrollments:	0.6%	(up 94%)	(31)
• Asian-American Enrollments:	9.2%	(up 12%)	(407)
• Total Minority Enrollments:	20.5%	(up 22%)	(899)

## Minority Graduate Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Enrollments:	5.0%	(up 19%)	(223)
• Hispanic Enrollments:	2.8%	(up 12%)	(127)
• Native American Enrollments:	0.3%	(dn 21%)	(15)
• Asian-American Enrollments:	4.9%	(up 7%)	(222)
• Total Minority Enrollments:	13.0%	(up 11%)	(587)

## Minority Graduate Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• <b>Black Enrollments:</b>	<b>5.0%</b>	<b>(up 19%)</b>	<b>(223)</b>
• <b>Hispanic Enrollments:</b>	<b>2.8%</b>	<b>(up 12%)</b>	<b>(127)</b>
• <b>Native American Enrollments:</b>	<b>0.3%</b>	<b>(dn 21%)</b>	<b>(15)</b>
• <b>Asian-American Enrollments:</b>	<b>4.9%</b>	<b>(up 7%)</b>	<b>(222)</b>
• <b>Total Minority Enrollments:</b>	<b>13.0%</b>	<b>(up 11%)</b>	<b>(587)</b>



## Minority Graduate Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Enrollments:	5.0%	(up 19%)	(223)
• Hispanic Enrollments:	2.8%	(up 12%)	(127)
• Native American Enrollments:	0.3%	(dn 21%)	(15)
• Asian-American Enrollments:	4.9%	(up 7%)	(222)
• Total Minority Enrollments:	13.0%	(up 11%)	(587)



## Minority Professional School Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Enrollments:	8.5%	(up 32%)	(457)
• Hispanic Enrollments:	3.0%	(up 6%)	(164)
• Native American Enrollments:	0.4%	(up 0%)	(21)
• Asian-American Enrollments:	5.1%	(up 9%)	(273)
• Total Minority Enrollments:	17.0%	(up 18%)	(915)



## Minority Professional School Enrollments for Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• <b>Black Enrollments:</b>	8.5%	(up 32%)	(457)
• <b>Hispanic Enrollments:</b>	3.0%	(up 6%)	(164)
• <b>Native American Enrollments:</b>	0.4%	(up 0%)	(21)
• <b>Asian-American Enrollments:</b>	5.1%	(up 9%)	(273)
• <b>Total Minority Enrollments:</b>	17.0%	(up 18%)	(915)



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	<u>%</u>	<u>%Gain</u>	<u>Number</u>
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• Hispanic Enrollments:	3.0%	(up 6%)	(164)
• Native American Enrollments:	0.4%	(up 0%)	(21)
• Asian-American Enrollments:	5.1%	(up 9%)	(273)
• Total Minority Enrollments:	17.0%	(up 18%)	(915)



# Minority Enrollments in Selected Professional Programs

	<u>New</u>	<u>Total</u>
<b>Bus Ad (MBA)</b>		
• Black	13.5%	8.0%
• Hispanic	5.2%	3.4%
• Minority	20.8%	14.8%
<b>Law</b>		
• Black	8.5%	8.5%
• Hispanic	4.4%	4.5%
• Minority	17.1%	15.9%
<b>Medicine</b>		
• Black	13.7%	9.7%
• Hispanic	4.8%	3.9%
• Minority	30.5%	30.6%
<b>Public Health</b>		
• Black	10.0%	9.1%
• Hispanic	2.4%	2.3%
• Minority	18.0%	16.6%



# Minority Enrollments in Selected Professional Programs

	<u>New</u>	<u>Total</u>
<b>Bus Ad (MBA)</b>		
• Black	13.5%	8.0%
• Hispanic	5.2%	3.4%
• Minority	20.8%	14.8%
<b>Law</b>		
• Black	8.5%	8.5%
• Hispanic	4.4%	4.5%
• Minority	17.1%	15.9%
<b>Medicine</b>		
• Black	13.7%	9.7%
• Hispanic	4.8%	3.9%
• Minority	30.5%	30.6%
<b>Public Health</b>		
• Black	10.0%	9.1%
• Hispanic	2.4%	2.3%
• Minority	18.0%	16.6%

Evaluation



# Minority Enrollments in Selected Professional Programs

	<u>New</u>	<u>Total</u>
<b>Bus Ad (MBA)</b>		
• Black	13.5%	8.0%
• Hispanic	5.2%	3.4%
• Minority	20.8%	14.8%
<b>Law</b>		
• Black	8.5%	8.5%
• Hispanic	4.4%	4.5%
• Minority	17.1%	15.9%
<b>Medicine</b>		
• Black	13.7%	9.7%
• Hispanic	4.8%	3.9%
• Minority	30.5%	30.6%
<b>Public Health</b>		
• Black	10.0%	9.1%
• Hispanic	2.4%	2.3%
• Minority	18.0%	16.6%

Evaluation

## Undergraduate Minority Enrollments for Fall-1988

	<u>Freshmen</u>	<u>Total UG</u>
<b>LS&amp;A</b>		
Black	7.3% (up 21%)	6.3% (up 10%)
Hispanic	4.4% (up 57%)	2.6% (up 27%)
Native American	0.6% (up 50%)	0.4% (up 0%)
Asian American	9.2% (up 13%)	6.8% (up 12%)
Total Minority	21.6% (up 24%)	16.1% (up 13%)
<b>Engineering</b>		
Black	5.3% (up 11%)	4.7% (up 10%)
Hispanic	3.2% (up 32%)	2.0% (up 31%)
Native American	1.2% (up 270%)	0.4% (up 55%)
Asian American	10.2% (dn 5%)	9.3% (up 18%)
Total American	19.9% (up 9%)	16.4% (up 17%)



## Undergraduate Minority Enrollments for Fall-1988

	<u>Freshmen</u>	<u>Total UG</u>
<b>LS&amp;A</b>		
Black	7.3% (up 21%)	6.3% (up 10%)
Hispanic	4.4% (up 57%)	2.6% (up 27%)
Native American	0.6% (up 50%)	0.4% (up 0%)
Asian American	9.2% (up 13%)	6.8% (up 12%)
Total Minority	21.6% (up 24%)	16.1% (up 13%)
<b>Engineering</b>		
Black	5.3% (up 11%)	4.7% (up 10%)
Hispanic	3.2% (up 32%)	2.0% (up 31%)
Native American	1.2% (up 270%)	0.4% (up 55%)
Asian American	10.2% (dn 5%)	9.3% (up 18%)
Total American	19.9% (up 9%)	16.4% (up 17%)

## Undergraduate Minority Enrollments for Fall-1988

	<u>Freshmen</u>	<u>Total UG</u>
<b>LS&amp;A</b>		
Black	7.3% (up 21%)	6.3% (up 10%)
Hispanic	4.4% (up 57%)	2.6% (up 27%)
Native American	0.6% (up 50%)	0.4% (up 0%)
Asian American	9.2% (up 13%)	6.8% (up 12%)
Total Minority	21.6% (up 24%)	16.1% (up 13%)
<b>Engineering</b>		
Black	5.3% (up 11%)	4.7% (up 10%)
Hispanic	3.2% (up 32%)	2.0% (up 31%)
Native American	1.2% (up 270%)	0.4% (up 55%)
Asian American	10.2% (dn 5%)	9.3% (up 18%)
Total American	19.9% (up 9%)	16.4% (up 17%)

## Black Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Freshmen Enrollments:	6.6%	(up 18%)	(290)
• Black UG Enrollments:	5.9%	(up 11%)	(1,331)
• Black Graduate Enrollments:	5.0%	(up 19%)	(223)
• Black Professional Enrollments:	8.5%	(up 32%)	(457)
• Bus Ad	8.0%		
• Law	8.5%		
• Medicine	9.7%		
• Public Health	9.1%		
• Total Black Enrollments:	6.2%	(up 16%)	(2,011)

Evaluation

## Black Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Black Freshmen Enrollments:	6.6%	(up 18%)	(290)
• Black UG Enrollments:	5.9%	(up 11%)	(1,331)
• Black Graduate Enrollments:	5.0%	(up 19%)	(223)
• Black Professional Enrollments:	8.5%	(up 32%)	(457)
• Bus Ad	8.0%		
• Law	8.5%		
• Medicine	9.7%		
• Public Health	9.1%		
• Total Black Enrollments:	6.2%	(up 16%)	(2,011)

Evaluation

## Hispanic Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Hispanic Freshmen Enrollments:	3.9%	(up 51%)	(171)
• Hispanic UG Enrollments:	2.3%	(up 30%)	(523)
• Hispanic Graduate Enrollments:	2.8%	(up 12%)	(127)
• Hispanic Profes Enrollments:	3.0%	(up 6%)	(164)
• Bus Ad	3.4%		
• Law	4.5%		
• Medicine	3.9%		
• Public Health	2.3%		
• Total Hispanic Enrollments:	2.5%	(up 22%)	(824)

Evaluation



## Hispanic Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Hispanic Freshmen Enrollments:	3.9%	(up 51%)	(171)
• Hispanic UG Enrollments:	2.3%	(up 30%)	(523)
• Hispanic Graduate Enrollments:	2.8%	(up 12%)	(127)
• Hispanic Profes Enrollments:	3.0%	(up 6%)	(164)
• Bus Ad	3.4%		
• Law	4.5%		
• Medicine	3.9%		
• Public Health	2.3%		
• Total Hispanic Enrollments:	2.5%	(up 22%)	(824)

Evaluation

## Native American Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Nat Am Freshmen Enrollments:	0.6%	(up 94%)	(31)
• Nat Am UG Enrollments:	0.4%	(Up 8%)	(96)
• Nat Am Graduate Enrollments:	0.3%	(dn 21%)	(15)
• Nat Am Profes Enrollments:	0.4%	(up 0%)	(21)
• Total Nat Am Enrollments:	0.4%	(up 3%)	(132)

## Native American Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Nat Am Freshmen Enrollments:	0.6%	(up 94%)	(31)
• Nat Am UG Enrollments:	0.4%	(Up 8%)	(96)
• Nat Am Graduate Enrollments:	0.3%	(dn 21%)	(15)
• Nat Am Profes Enrollments:	0.4%	(up 0%)	(21)
• Total Nat Am Enrollments:	0.4%	(up 3%)	(132)



## Asian American Enrollment Statistics--Fall-1988

	<u>%</u>	<u>%Gain</u>	<u>Number</u>
• Asian Am Freshmen Enrollments:	9.2%	(up 12%)	(407)
• Asian Am UG Enrollments:	6.8%	(up 14%)	(1,529)
• Asian Am Graduate Enrollments:	4.9%	(up 7%)	(222)
• Asian Am Profes Enrollments:	5.1%	(up 9%)	(273)
• Total Asian Am Enrollments:	6.0%	(up 15%)	(2,024)

## **Minority Faculty Recruiting-Fall-1988**

- **We have had the best minority faculty recruiting year in our history:**
  - **19 Black faculty (3 times the best we have done before)**
  - **11 Asian Americans**
  - **0 Hispanics (although 3 offers)**
  - **10 outstanding offers**
- **We lost 3 minority faculty during the past year (roughly half the normal attrition rate)**

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## **Other Preliminary Results**

- **While retention numbers are not as good as we would like (60% for Blacks and Hispanics, as compared to 70% for majority students), they nevertheless are the highest among our peers...and moving upwards.**
- **A racial harassment policy has been put into place for students, faculty, and staff.**
- **The University moved in October to divest its remaining stock holdings in companies with interests in South Africa.**
- **We have made key new appointments of individuals with deep commitments to the new diversity agenda:**
  - **Director of Admissions**
  - **Director of Comprehensive Studies Program**
  - **Dean of the School of Education**
  - **Director of Affirmative Action (search underway)**

**Evaluation**

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  - Director of Admissions
  - Director of Comprehensive Studies Program
  - Dean of the School of Education
  - Director of Affirmative Action (search underway)



## **A Change in Attitude...**

**Most important of all, we are beginning to get people's attention that our commitment to this new agenda is both intense and unwavering...**

**As more and more students, faculty, staff, alumni, and friends come on board, we sense the momentum beginning to build...**

## **The Commitment**

- **We are setting before the University a compelling new agenda that addresses perhaps the greatest challenge before America today.**
- **We expect to be held accountable for our actions.**
- **At the same time, we are in this for the long haul and must not be diverted from our objectives by temporary setbacks, crises or shifts in public mood.**
- **To succeed, we need the understanding and support of alumni and friends, public officials and the campus community.**

## **Next Steps**

- **The Michigan Mandate is a roadmap indicating our destination.**
- **However, the plan will continue to evolve as a result of interactions with our community as we gain experience in how to improve or expand it.**
- **What cannot change is our determination to achieve our goals of diversity.**

### Next Steps

- The Michigan Mandate is a roadmap indicating our destination.
- However, the plan will continue to evolve as a result of interactions with our community as we gain experience in how to improve or expand it.
- **What cannot change is our determination to achieve our goals of diversity and pluralism.**

## **Appendix A: A Status Report**

### **Data on Minority Representation**

- **Student Enrollments**
- **Faculty Composition**

### **Comparisons:**

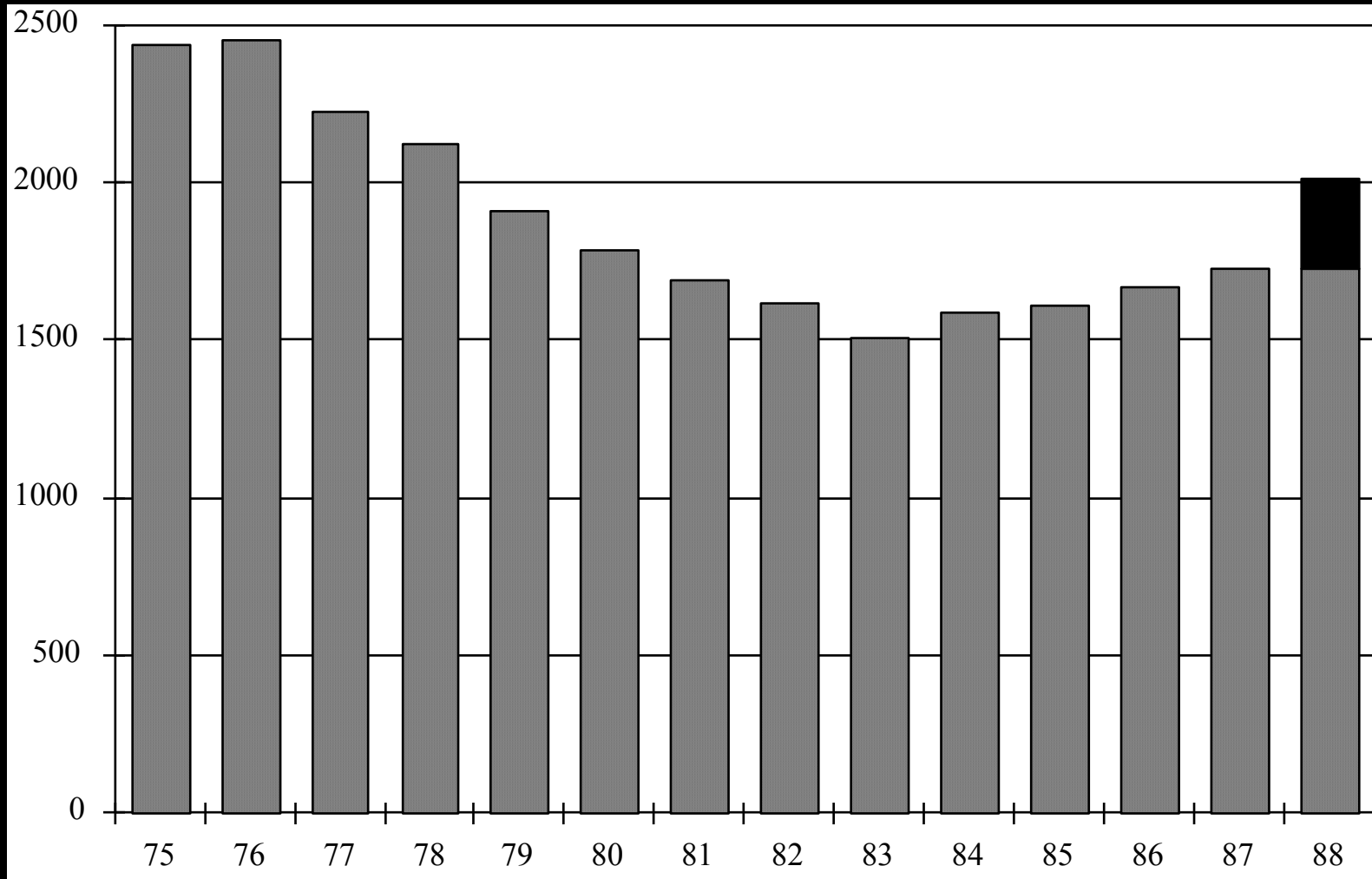
- **Michigan Colleges and Universities**
- **Big Ten Institutions**
- **National Peer Institutions**

## UM Ann Arbor Enrollments - Fall, 1988

	<b>Nation</b>	<b>State</b>	<b>UM</b>
<b>Black</b>	<b>12.0%</b>	<b>12.9%</b>	<b>6.2%</b>
<b>Hispanic</b>	<b>9.0%</b>	<b>1.8%</b>	<b>2.5%</b>
<b>Native American</b>	<b>0.6%</b>	<b>0.5%</b>	<b>0.5%</b>
<b>Asian American</b>	<b>2.0%</b>	<b>0.7%</b>	<b>6.2%</b>
<b>Total Minority</b>	<b>23.6%</b>	<b>15.9%</b>	<b>15.4%</b>

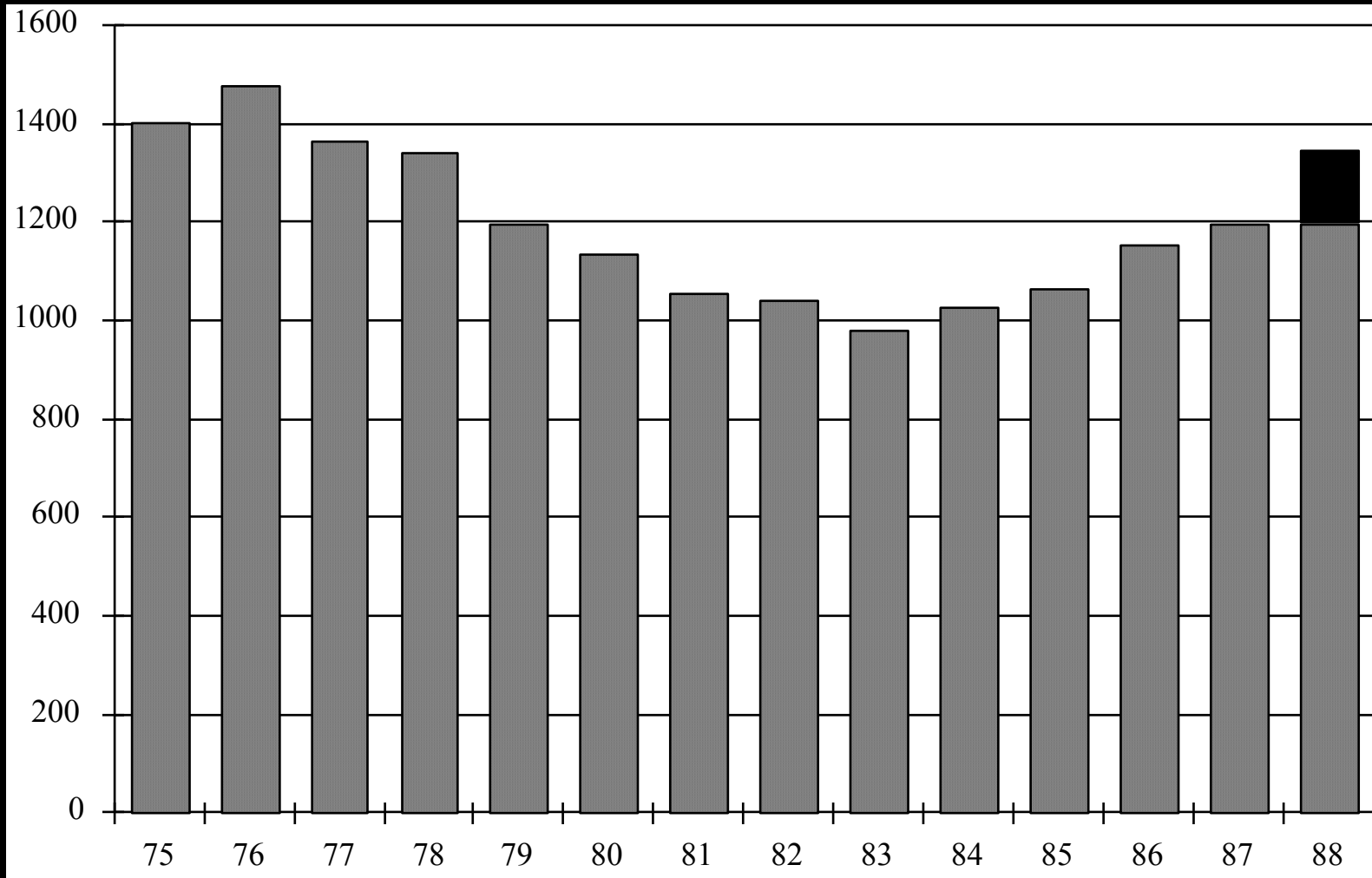


## Total Black Enrollments





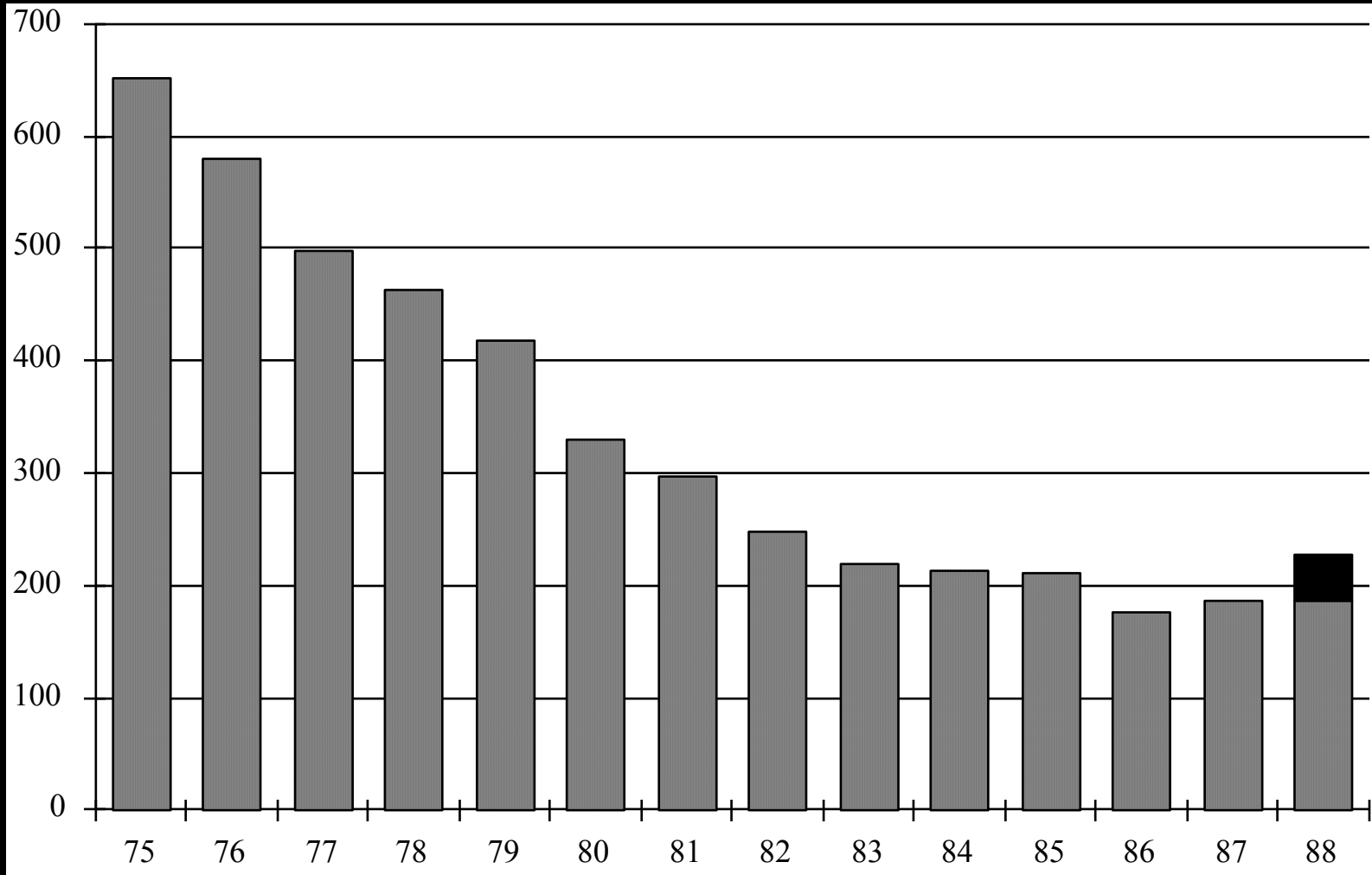
## Black Undergraduate Enrollments



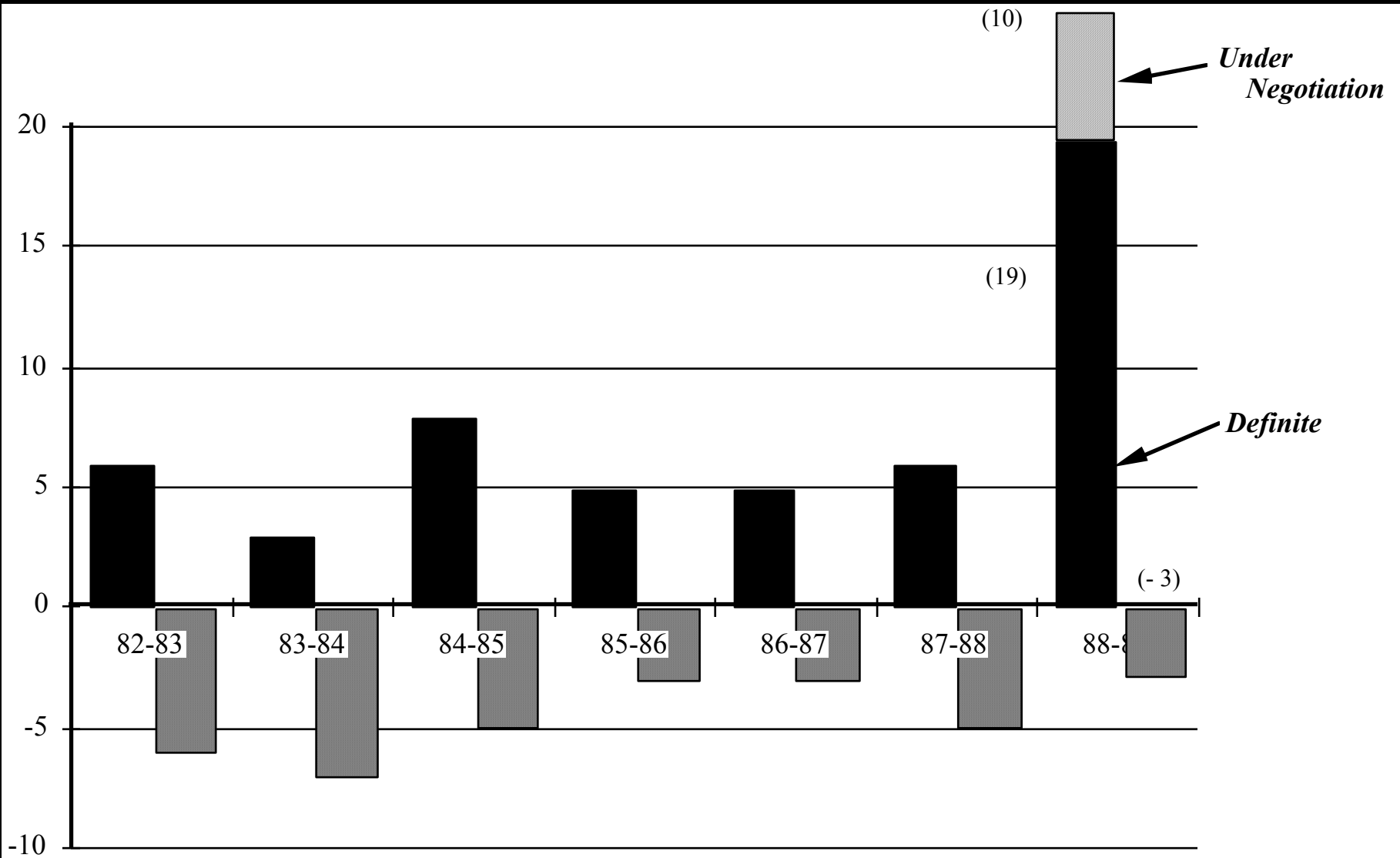




## Black Graduate Enrollments



# The Michigan Mandate

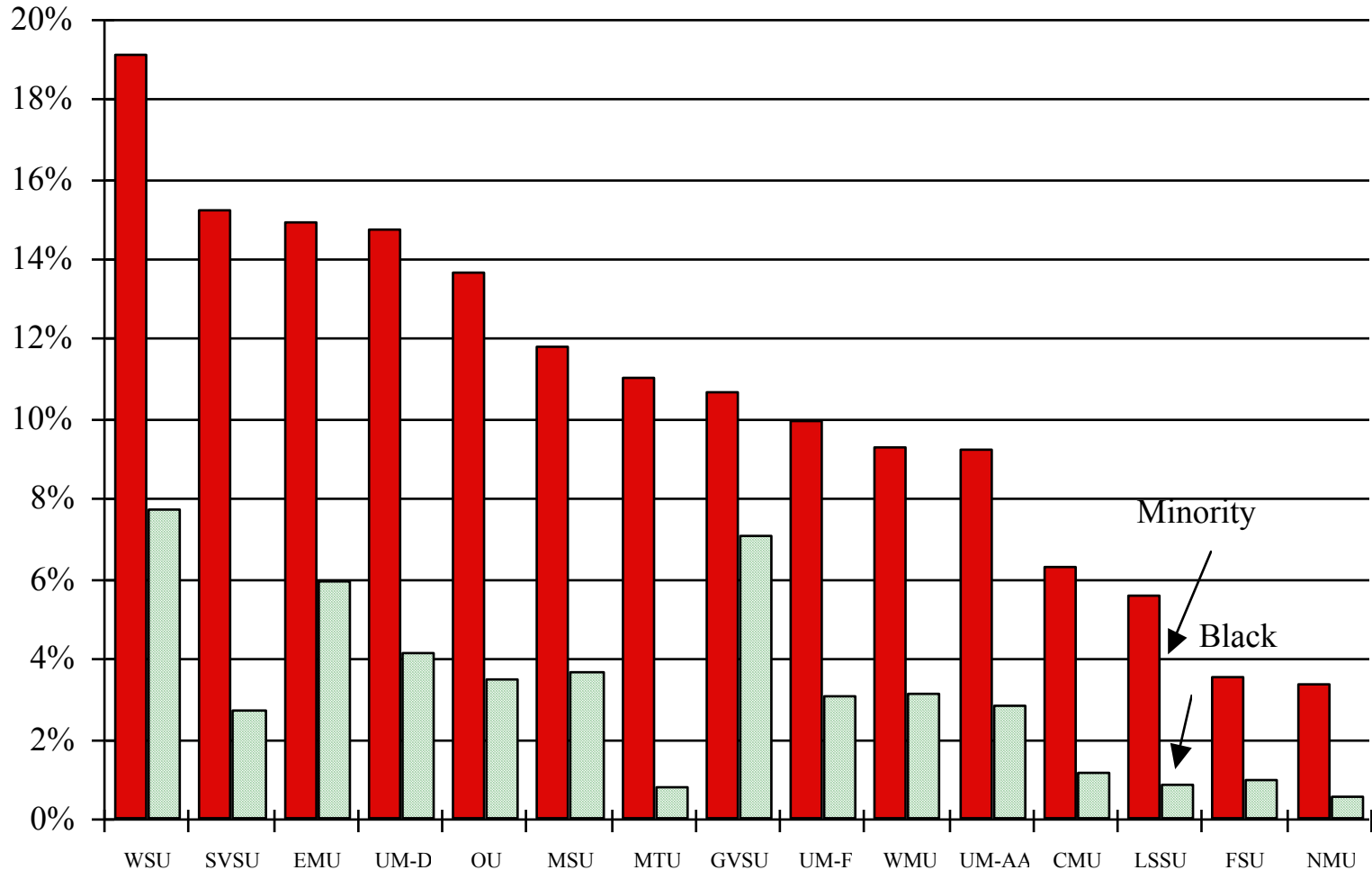


## **How We Compare to Michigan, Big Ten, and Peer Institutions**

**It is helpful to see The University of Michigan record on minority faculty and student recruitment in comparison to other state and national institutions. The University of Michigan stands up well but this is not a cause for complacency. Competition is increasing. We will need to do our homework to achieve and maintain national leadership.**

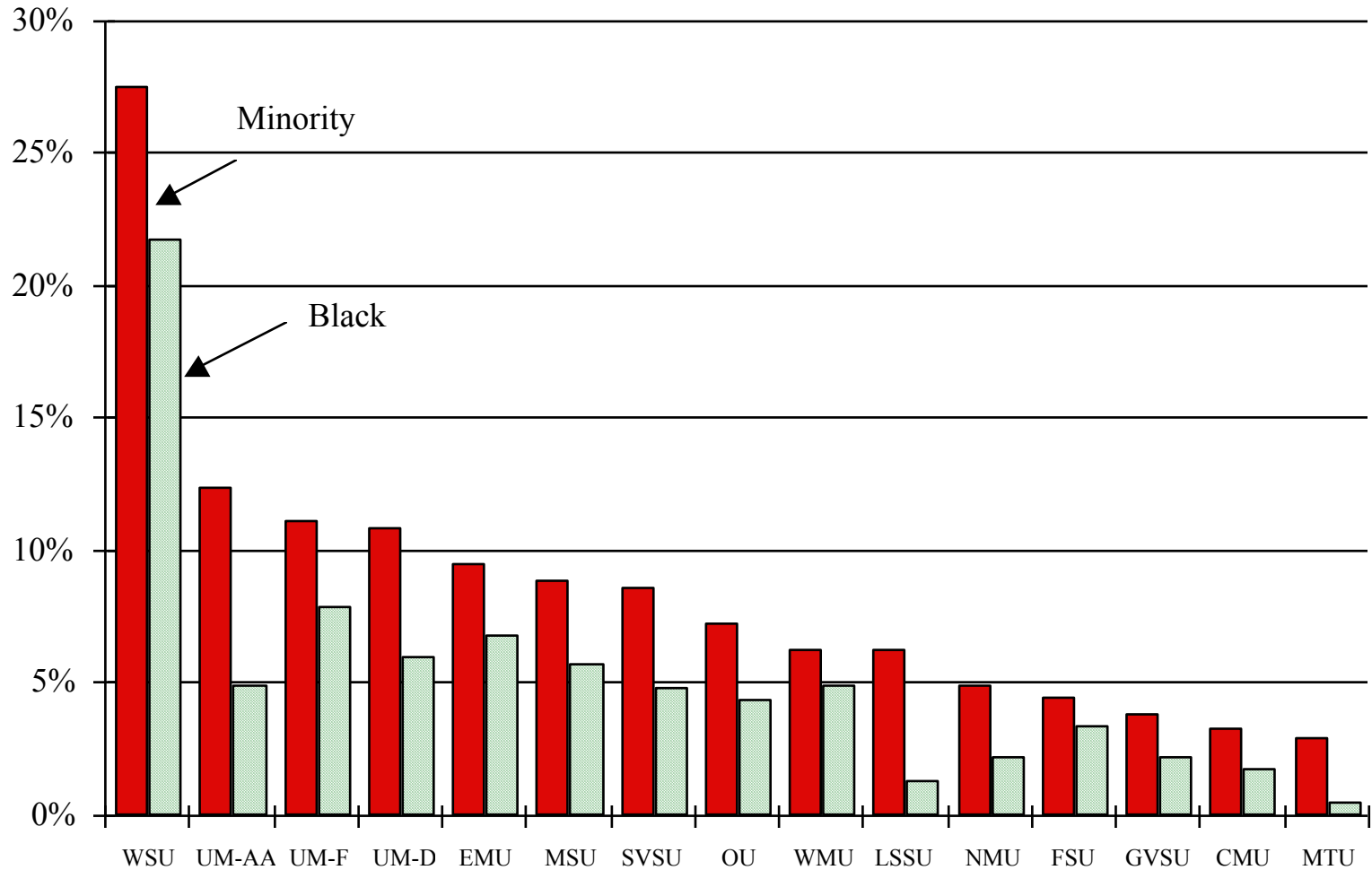
# The Michigan Mandate

## Percentage Minority Faculty Michigan Public Universities, 1987



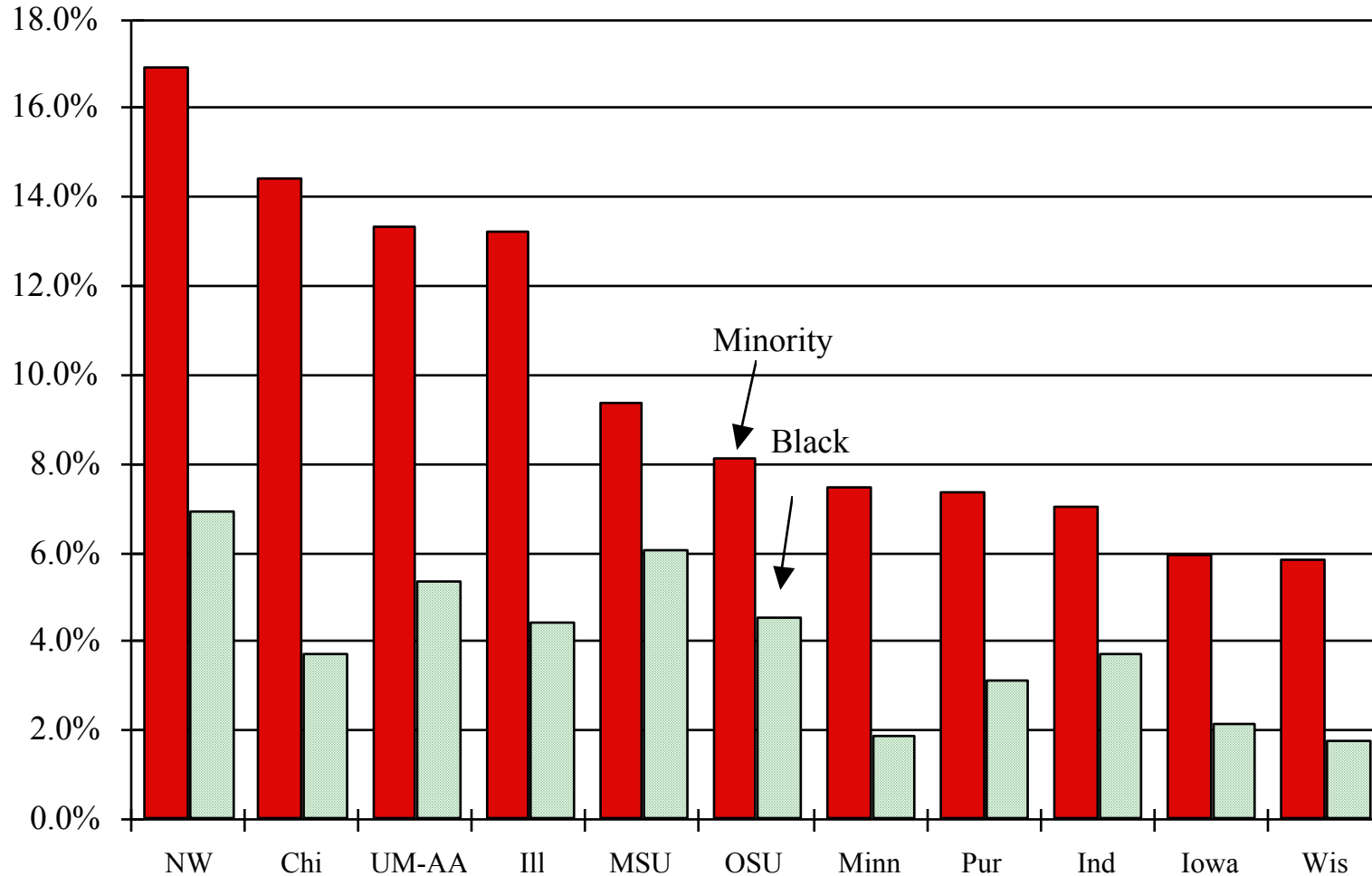
# The Michigan Mandate

## Percentage Minority Enrollments Michigan Public Universities, 1987



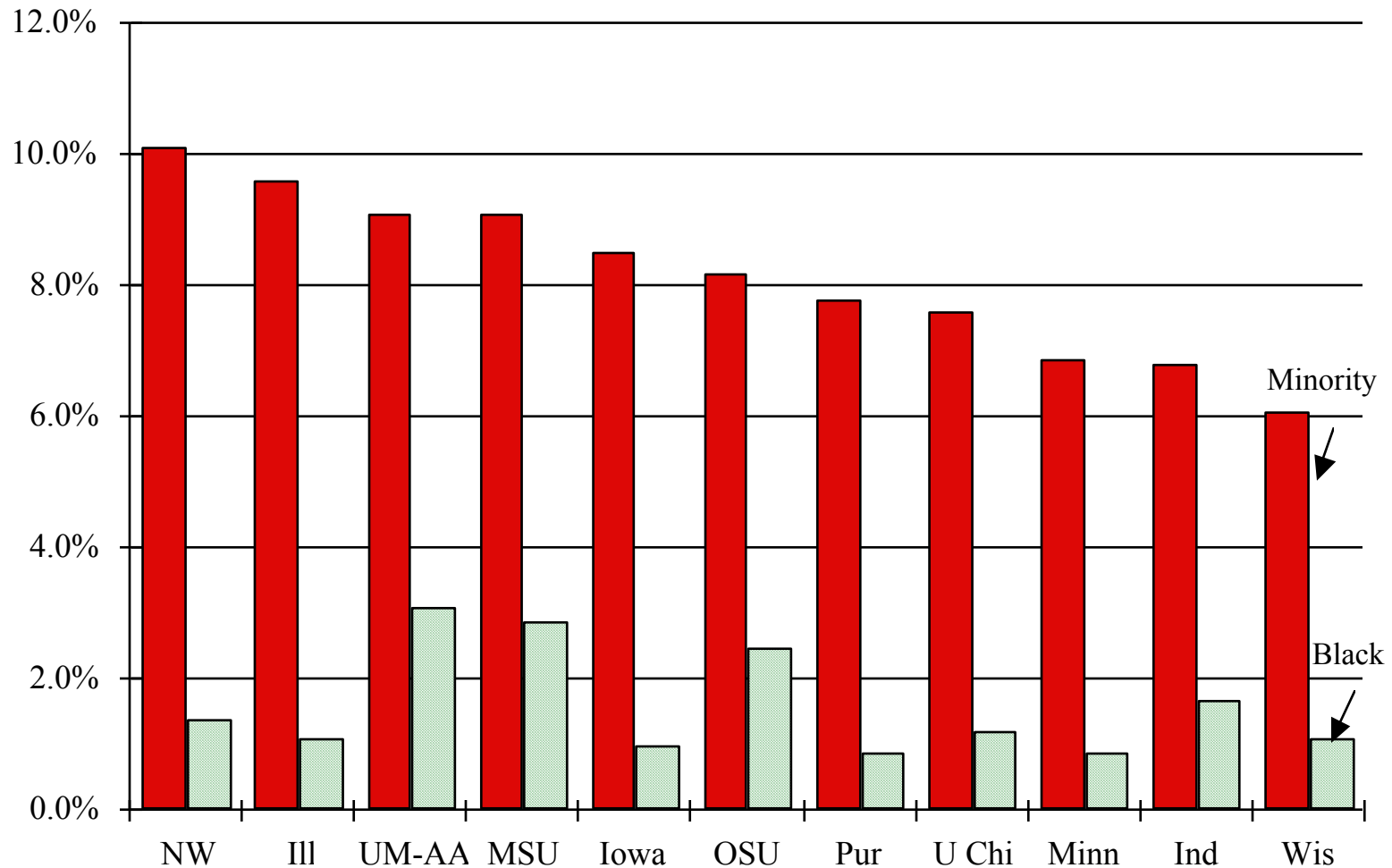
# The Michigan Mandate

Percentage Minority Enrollments in CIC Institutions  
(Big 10 and the U of Chicago), 1987



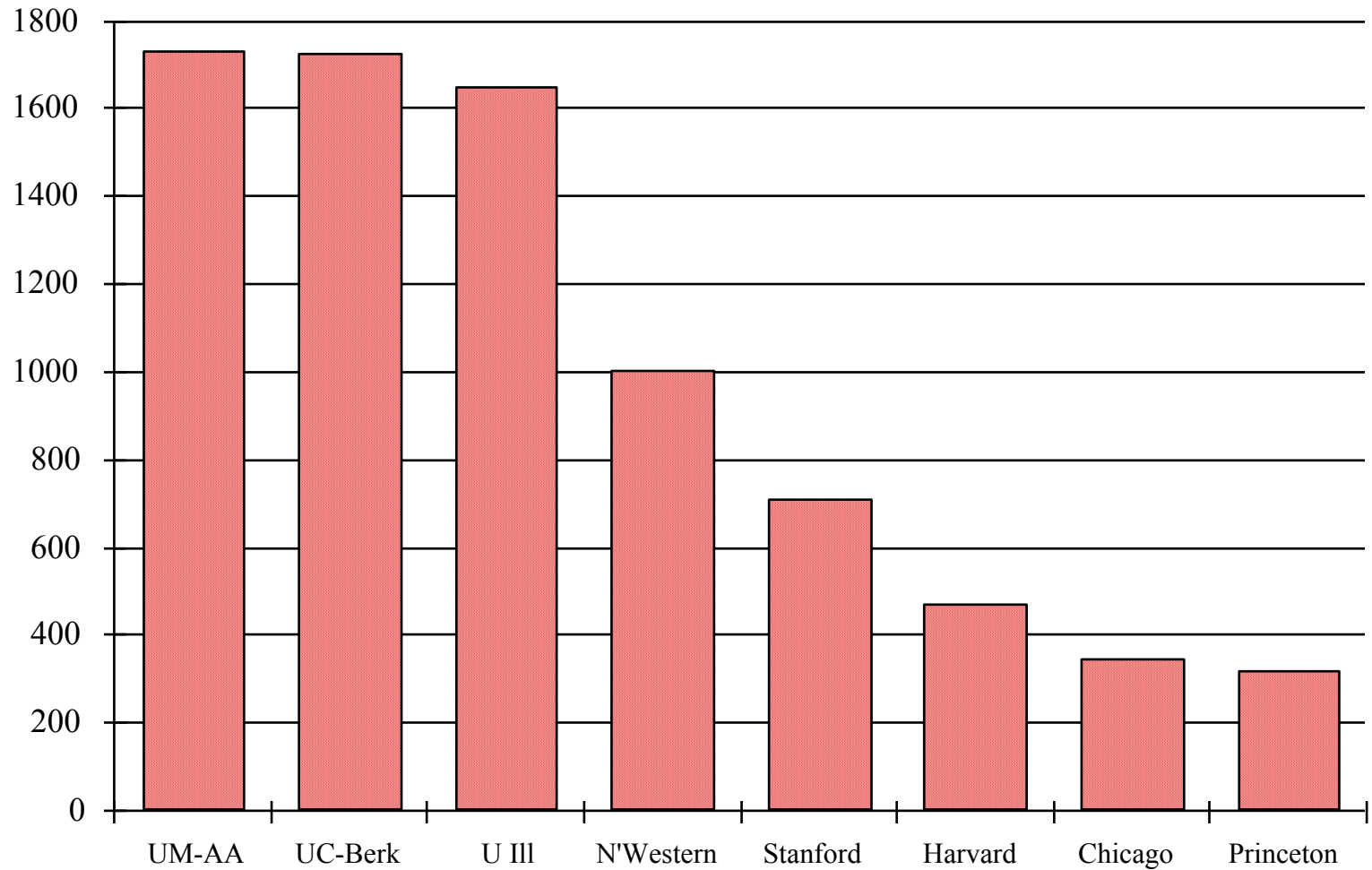
# The Michigan Mandate

Percentage Minority Faculty in CIC Institutions  
(Big 10 and the U of Chicago), 1987



# The Michigan Mandate

Black Enrollments in Peer Institutions, 1987  
(U.S. Citizens and Permanent Residents)





# The Michigan Mandate

Percentage Black Enrollment in Peer Institutions, 1987  
(U.S. Citizens and Permanent Residents)

