



THE
MICHIGAN MANDATE

A Four-Year Progress Report
1988 - 1991

OFFICE OF THE PRESIDENT
University of Michigan

September, 1992



THE UNIVERSITY OF MICHIGAN

OFFICE OF THE PRESIDENT

2074 FLEMING ADMINISTRATION BUILDING
ANN ARBOR, MICHIGAN 48109-1340
313 764-6270 FAX: 936-0775

Dear Colleagues and Friends:

This report shows how far the University of Michigan has come since 1987--and how far we have to go in making our University more diverse. New initiatives have sprung up, and old programs have flourished at all levels of the campus. Every division has drawn on its own diverse strengths and unique vision in meeting the challenges of diversity. This document stands as a record of our successes and continuing challenges. It is also a re-affirmation of our commitment to the goals of the Michigan Mandate.

We have known from the beginning that the Mandate would not change our University overnight. Increasing the numbers of faculty, students, and staff of color is only the first step in a long journey. Success will demand great effort and a considerable investment of resources--but we do have the most important thing we need to succeed: we have the determination. By following the guidance of the Mandate and by listening closely to the myriad voices of our community, we will make the indivisible goals of diversity and excellence a reality.

Dean Rhetaugh Dumas of the School of Nursing comments that "although there is yet much work to be done, I believe that this report demonstrates our capabilities to increase the potential for building a type of community in which: people of different races and cultures are genuinely respected and appreciated; their efforts are rewarded; and obstacles to their advancement to more significant positions of authority and leadership within the University are eliminated."

This is truly a historic challenge to Michigan. But facing such challenges is not new to us: it is a part of our history. Michigan was the first major institution in the nation to admit women, and one of the first to admit an African American. We opened wide our doors to the non-traditional students who were veterans after World War II. All these commitments, initiated in the face of opposition, brought major changes to Michigan. Yet, by any standard, the university is a better place because we were willing to change, willing to become more inclusive. The Mandate is only the latest chapter in our historic development as a world university.

Nonetheless we should not underestimate the challenges ahead. There are few models to guide us, either in our own society or others. The fact is that we are trying to overcome one of the most persistent and damaging flaws of human character: the need to define oneself by rejecting others. Professor

Frederick Neidhardt points out that "this (search for a multicultural community) will be scary for some people, requiring new ways of thinking, new styles of thought and expression. People never thought about this before, because the American ideal was about 'them' joining, not the dominant culture being molded by all. This is easily viewed as 'giving something up,' and it is important that this challenge not be hidden. There will be a lot of sadness and resistance to this change." No one has been here before. We must draw our own map of the territory.

Too often our students (and perhaps our faculty and staff) come here from their homes inadequately prepared to deal with the diverse environment they find at Michigan. In their analysis of US census data, Professors Reynolds Farley and Walter Allen have shown that segregation in the twenty-five largest metropolitan areas across America has decreased slightly since the 1970s, even increasing in some cities, despite widespread popular belief to the contrary. They note that most students will "complete their (elementary and secondary) education without ever having attended a school which enrolled students of the other race and without living in a neighborhood where the other race was well represented." Not surprisingly, new students arrive on campus with little experience of "difference." Ximena Zúñiga, Director of the UM Intergroup Relations and Conflict Program, faces these challenges every day as she organizes intergroup dialogues and coordinates the program's diversity classes and mini-courses. "It's a nationwide, not just a campus problem. People are clearly not used to talking about racial and multicultural issues with members of other groups," she says. "We are dealing with a lot of misinformation and issues that are often very emotional and uncomfortable to talk about. . . there aren't any simple answers or quick solutions and that is often a major challenge for students."

Despite the historic and structural roots of segregation and prejudice in our society and the world, and the challenges resident even in our own campus community, there are grounds for optimism about the possibilities for change. Increasing international interdependence is creating powerful forces favoring multiculturalism over the long term. Here at home there is a growing realization that if we hope to have a prosperous and fulfilling future, we must eliminate the remaining vestiges of discrimination and prejudice and the growing national pattern of residential and educational segregation.

America's universities cannot sit by and wait for others to bring social change. On the contrary, we have an obligation to lead and to provide models for others to follow. We are tied ever more irrevocably into the problems and possibilities of our society. As the speed of change increases, higher education has become central to planning the future, to creating community. All the power of the natural sciences is brought to bear on issues ranging from AIDS to computers. The social sciences struggle with urban blight in our central cities and the plight of the small farmer on the plains. The humanities help us re-examine our place in this world, asking "who is silenced, who is allowed to speak?" As Erich Bloch, former Director of the National Science

Foundation once said, "The solution of virtually all the problems with which government is concerned: health, education, environment, energy, urban development, international relationships, space, economic competitiveness, and defense and national security, all depend on creating new knowledge--and hence upon the health of America's research universities."

Professor Gayl Ness notes that "increasing representation on campus forces us to face the problem of building a world community that accepts diversity. It challenges us to figure out how to build better communities--not just gluing people together into a line but forming a community that allows us to work effectively with conflict and allows us to recognize the value of difference." Universities cannot hope to deal with the vast demographic and social changes that face our nation if we seal ourselves off.

Professor Billy Joe Evans, in examining the challenge of diversity, explains that "the value of biodiversity is well established on fundamental scientific grounds. Remarkably, however, biodiversity research provides few paradigms for exploring cultural/ethnic diversity. The crisis in biodiversity is one of a decreasing pool of genealogies while in cultural diversity the crisis we face is one of incorporating increasing cultural and ethnic genealogies into our society. Biodiversity can be preserved by isolating it, but the benefit and value of cultural and ethnic diversity can only be reaped by bringing different cultures and ethnicities into contact. The challenge before us is to find ways to bring the benefits and values of cultural and ethnic diversity to our societies without compromising the unique qualities of this diversity."

In fact, we have some special advantages. Higher education is one of the few places, in the segregated metropolitan world that Farley and Allen describe, that is open to all. We have a foundation of values, academic as well as civic. In academia, we understand well that we do not all have to agree or be alike to subscribe to certain fundamental scholarly values and principles. In fact, the very structure of the university is built on the idea that we can work together, judge people and ideas on their merits, thrive on debate, and at the same time protect people's rights to hold a wide range of views and approaches. We are held together by a shared commitment to apply reason to human affairs--surely one of our greatest strengths in working towards diversity.

We have the scholarly knowledge and skills already on campus to guide the creation of our new community. At Michigan, in particular, we can draw upon the strongest social and management sciences in the world as we strive for a new vision of our community. We are teachers; we know how to nurture talent, how to recognize different kinds of genius, and how to support many ways to learn and new modes of expertise. Universities have become truly universal institutions, giving all of us extensive experience in scholarly discourse that bridges continents and struggles with differences of cultures, languages, and beliefs.

Most importantly, as scholars, we have had to learn how to incorporate new perspectives, experiences, and talents into our discourse. And we can go farther. We have everything to gain from increasing diversity that helps us to overcome parochialism and transcend the limits of our own backgrounds. According to Professor Carl Berger, "The research university has historically developed single modes, weeding out those that are not successful. It's a self-fulfilling paradigm of knowledge, but the history of science shows that a single paradigm doesn't work." Professor Terrence McDonald goes further: "The (Michigan Mandate) project is like the space program, creating uncounted spin-off benefits for everyone. Along the way we are finding out a lot of new ways to go about our teaching and research." Diversity forces change in our vision of the university. It resists the single paradigm approach, and it keeps open many different avenues to learning at the same time. It's often a painful experience; but it spills over into other areas, interrupts routine, makes achievement possible.

To harvest the benefits of plurality, we must all be open to new ideas. We must be more trusting and caring of one another. Can we learn? Can we retain academic excellence, nurture creativity, and increase diversity at the same time? I am convinced we can.

The basic question before us is what kind of university community we want to be. What shall we pass on to our children and they to their children? I hope all of us will become part of this vital debate in the months and years ahead.

Growth and change can be painful, and we are sure to make mistakes, to take wrong turns, to disagree. But I hope that our experience so far has taught us that we can discuss these difficult questions candidly. The steps we have already taken in building diversity will be shown in the following, more detailed report on the progress of the Mandate's first four years. I hope you will share my pride in what our faculty, students, staff, and alumni have accomplished. It is an auspicious beginning, exemplifying the best of the Michigan spirit and our high ideals. The University will forever be indebted to all who have contributed in this difficult and exciting time of progress and change.

James J. Duderstadt
President

September 1992

**Michigan Mandate:
A Four Year Progress Report**

TABLE OF CONTENTS

Executive Summary.....6

Faculty Recruiting and Development.....9

Student Recruiting, Achievement, and Outreach.....14

 Total Student Enrollments.....14

 Undergraduate Student of Color Enrollments.....15

 Graduation Rates17

 Student of Color Enrollment in Graduate/Professional Schools18

 Projected Future Enrollments.....22

Staff Recruiting and Development.....25

Improving the Environment for Diversity27

Appendices.....29

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UNIVERSITY OF MICHIGAN
Office of the President

The Michigan Mandate: Four-Year Progress Report
Executive Summary

The Michigan Mandate is a commitment to make the University of Michigan a national and world academic leader in the racial and ethnic diversity of its faculty, students, and staff. First set forth in 1988, the Mandate presents a vision, a strategy, and a series of concrete actions. It is designed to build a multicultural academic community that will be a model for higher education and society at large.

The Michigan Mandate breaks new ground, drawing on the best available research and experience for promoting significant social change. It provides the framework for a dynamic and inclusive reassessment of our future, based on the University's best academic traditions and values. It calls on the entire community to join in a commitment to change. Unique solutions, experiments, and creative approaches are encouraged; and resources are committed to them. Special incentives reward progress in the strategic areas of faculty hiring and graduate recruitment.

Why a Michigan Mandate for Diversity?

The Michigan Mandate grows out of the University's historic role as a leader of American higher education. It recognizes that the University's most basic goal of academic excellence cannot be achieved without intellectual and social diversity. Why is this so? The reasons are fundamental to our teaching, research, and service mission:

- First, a diversity of talents, perspectives, and experiences is essential to intellectual strength in our increasingly pluralistic and interdependent world. The challenge of new ideas, energies, and vigorous debate generates powerful new fields of inquiry, stimulates debate about accepted ideas and standards, shifts paradigms, and improves professional practice.
- Second, America's future depends on our response to this nation's increasing diversity. Universities must accept responsibility for providing the educated people and ideas needed by this society to build unity out of diversity.
- Third, Michigan and America require a highly skilled and competitive workforce--a workforce drawn increasingly from groups currently underrepresented in higher education and at the University of Michigan.
- Fourth and most important, it fulfills our commitment as a public university to serve all of the people of our state and nation.

Our challenge is to create community and excellence while preserving and respecting difference. We have only to look at the daily headlines to grasp the urgency of our

task. Societies around the world are being ripped apart by ethnic, racial, and religious strife that threatens world peace, causes untold suffering, and stands in the way of progress in addressing the most pressing problems facing humankind.

The University of Michigan cannot turn its back and lay the crisis of an increasingly polarized and fragmented society at the feet of other institutions. Even though we in higher education cannot hope to carry the burden alone, we can and must reaffirm the mission of all institutions of higher learning: to lead, not follow. We must help our country seize these great changes in our population as occasions for possibility and progress. It is vital that, as a premier university, Michigan continue to be at the forefront of this struggle. And we bring many strengths to the challenge: chief among them our bedrock civic and academic values and our commitment to individual intellectual freedom.

What has the Mandate Accomplished?

- Our Fall 1991 statistics showed that we have the largest number of African American, Hispanic/Latino, Native American and Asian American students--graduate and undergraduate--in our history: 6,636, corresponding to 20.1 percent of our total enrollment. This represents a 53 percent increase in student-of-color enrollments in the first four years of the Michigan Mandate.
- Moreover, we now enroll the largest number of Hispanic/Latino, Native American, and Asian students at all levels--undergraduate, graduate, and professional--in our history. We have now exceeded as well the largest number of African American students in our history (2,456 in 1976). African American enrollments have increased by 45 percent over the past four years to 2,510 students, representing 7.6 percent of our student body. Hispanic/Latino students have increased 83 percent to 1,240 or 3.8 percent of our student body. Asian students have increased 50 percent to 2,697 (8.2 percent), while Native American students have increased 47 percent to 189 (0.6 percent).
- The past recruiting year, Fall 1991, was among the most successful in our history. Twenty-five percent of the 1991 freshman class were students of color. Of these students of color, 31.1 percent are African American, 18.9 percent are Hispanic/Latino, 3.2 percent are Native American students and 46.9 percent are Asian Americans.
- We have also seen remarkable progress at the graduate and professional level in fall 1991: a 66 percent increase in graduate students of color since 1987 (an 80 percent increase in African American), and a 43 percent increase in professional students of color (a 47 percent increase in African Americans). For example, our entering Fall 1991 full-time MBA class is 25 percent students of color (15 percent African American).

- Our graduation rates among students of color are among the best in the nation.
 - 68 percent for African Americans
 - 64 percent for Hispanic/Latinos
- During the first four years of the Michigan Mandate we have added 159 new faculty of color to the University's tenure track ranks, including 79 African American faculty. We are ahead of schedule in achieving our objective to double the number of faculty of color on our campus within the first five years of the Michigan Mandate.
- As Vice-Provost Charles D. Moody, Sr., points out, we need to improve our representation at the highest levels of the University, especially after the recent departure of a Vice President and a Chancellor. There are also areas on campus where we need to show more improvement in the recruitment and success of faculty and students. We have faced great challenges in the sciences and mathematics and have not made the progress we had hoped for.

One way to illustrate the University's progress to date is to compare 1991 person of color representations in a number of student, faculty, and staff categories with 1990 census data:

	<u>Persons of Color</u>	<u>African American</u>	<u>Hispanic/Latino</u>	<u>Nat Am</u>	<u>Asian</u>
US*	24.8%	12.1%	9.0%	0.8%	2.9%
Michigan*	17.8%	13.9%	2.2%	0.6%	1.1%
		- 6%	+ 2%	-	+ 7.7%
Students †	20.1%	7.6%	3.8%	0.6%	8.2%
.....UG †	20.5%	7.3%	3.7%	0.6%	8.8%
.....Grad †	17.3%	6.7%	3.8%	0.3%	6.5%
.....Prof †	21.3%	9.8%	3.8%	0.6%	7.1%
Faculty †	11.7%	4.1%	1.3%	0.1%	6.2%
Mgt †	7.3%	5.1%	1.0%	0.1%	1.0%
P&A †	14.4%	6.5%	1.3%	0.3%	6.4%

*1990 Census Data

† 1991 University Data

The following report shows how far the University has come over the last four years. We take pride in this progress and are grateful to all of the thousands of people whose efforts have helped make it possible. But the University faces tremendous challenges as we move forward. Only by discovering better ways of working and living together, by accepting our moral and intellectual responsibility to a changing world, will we fulfill the promise of democracy and learning that inspired the University of Michigan's founding by the people of Michigan eight generations ago.

$$9 + 7 + 4 + 1$$

16

201

21%

17.8%

The Michigan Mandate: A Four-Year Progress Report

Progress on the Four Principal Objectives of the Michigan Mandate

Objective 1: Faculty Recruiting and Development

Goals:

- *Substantially increase the number of tenure-track faculty in each underrepresented group.*
- *Increase the success of faculty of color in the achievement of professional fulfillment, promotion, and tenure.*
- *Increase the number of underrepresented faculty and staff of color in leadership positions over the next five years.*

Results to Date:

The Target of Opportunity program, combined with aggressive recruiting efforts through regular mechanisms, has significantly increased representation of faculty of color over the past four years:

- The University has added 159 new faculty of color to its tenure-track ranks
 - A 67.1 percent increase from 1987
- 321 tenure or tenure-track faculty of color
 - 11.7 percent of total faculty
- 79 new African American faculty have been added to tenure or tenure-track positions
 - A 92.4 percent increase since 1987
- The current African-American faculty now totals 113
 - 4.1 percent of total faculty
- 21 new Hispanic/Latino tenure-track faculty have been hired during this period
 - An 87.5 percent increase over 1987
- There are now 35 Hispanic/Latino faculty
 - 1.3 percent of total faculty

- Asian and Asian American faculty tenure and tenure-track representation has risen by 64
 - A 49.2 percent increase in four years
- Asian and Asian American faculty now totals 170
 - 6.2 percent of total faculty
- However, only one new Native American faculty member has been added to the faculty, bringing the total to three. Clearly this is an area in need of greater attention.

(Note: All cited faculty numbers consist of tenure and tenure-track faculty only. Lecturers and supplementary faculty were eliminated from the figures.)

Recruitment Highlight:
The Target of Opportunity Program

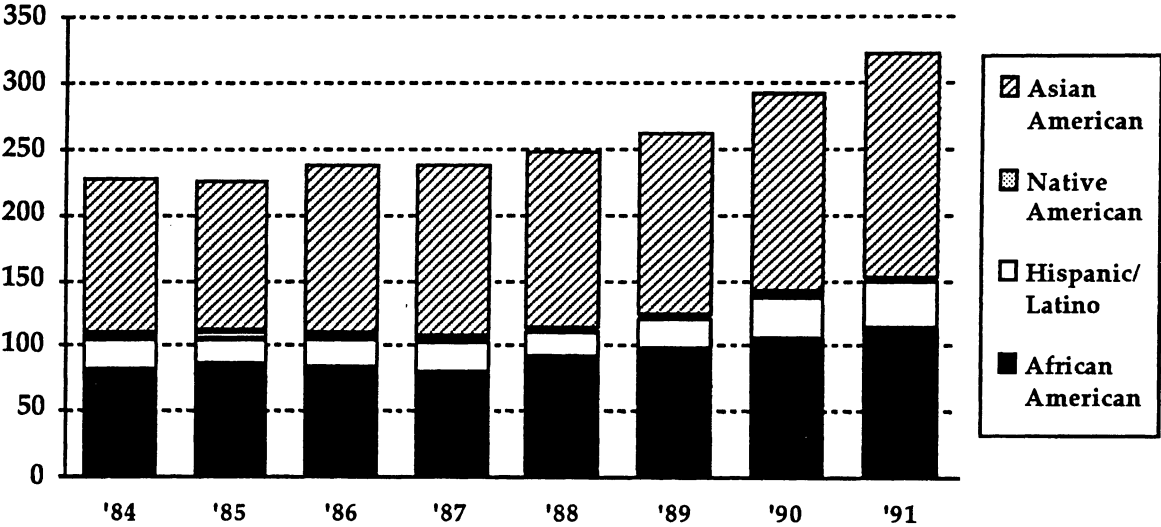
Traditionally, university faculty hiring has been driven by a concern for academic specializations within a department's discipline. While this has fostered exceptional specialized academic strength in universities across the nation, it can also be constraining. Too often, faculty searches are "replacement" rather than "enhancement" searches.

To achieve our broader academic and diversity goals at Michigan, we cannot be constrained by this perspective, and the Target of Opportunity Program was created as our response. The central administration agreed to provide financial support to departments for both non-tenured and tenured faculty of color hires. This has created strong incentives for faculty of color recruitment at the department level. Moreover, the fact that the program's funds are reallocated from the base budget of the entire University makes it increasingly difficult for Schools and Colleges to continue "business as usual." Departments that don't compete for this funding will lose out.

The results of the Program are extremely encouraging. Many units have become much more vigorous and creative in identifying teachers/scholars of color. Departments have become less limited by concerns about narrow specialization and more attentive to whether an individual will enhance the department in general. Some of the barriers to the recruitment of faculty of color have been removed, as the larger report shows.

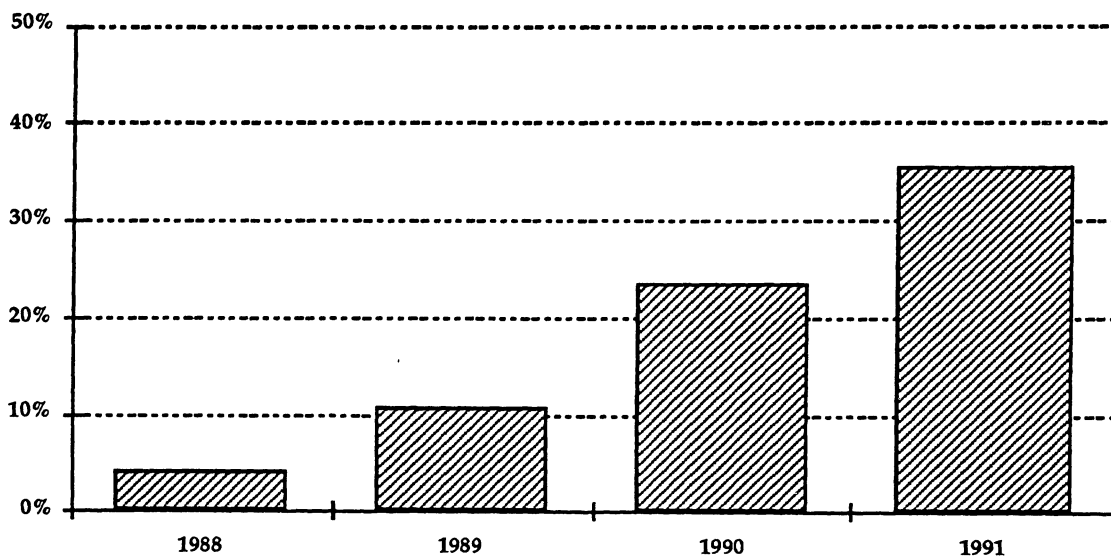
The following chart summarizes the progress made in faculty of color representation during the past four years:

**Faculty of Color (UM-AA)
Tenured and Tenure-Track**

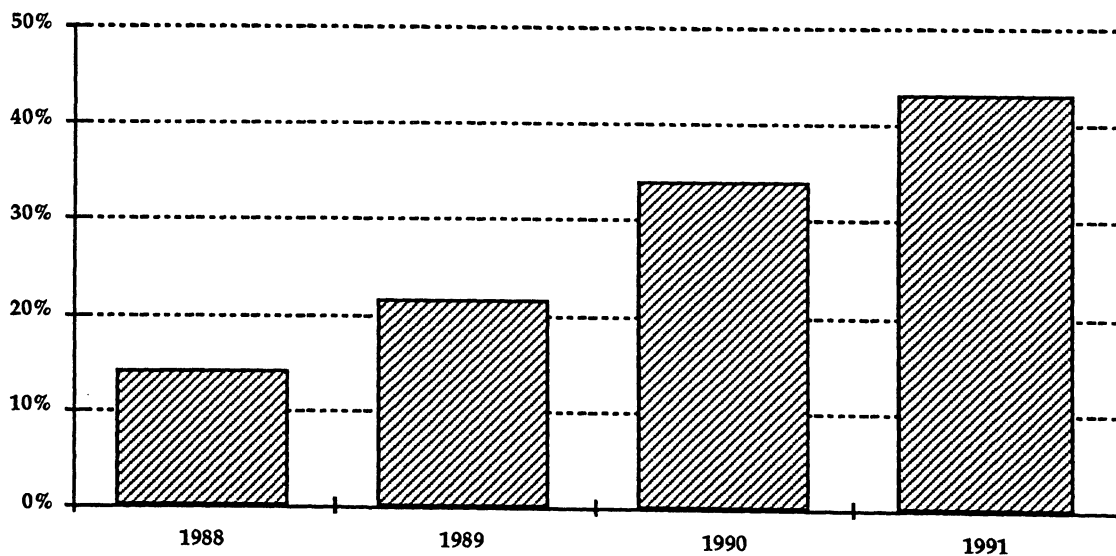


The next two charts show the cumulative progress Michigan has made since the beginning of the Mandate in increasing the representation of persons of color on the tenure and tenure-track faculty.

Percentage Increase of Tenured and Tenure-Track Faculty of Color

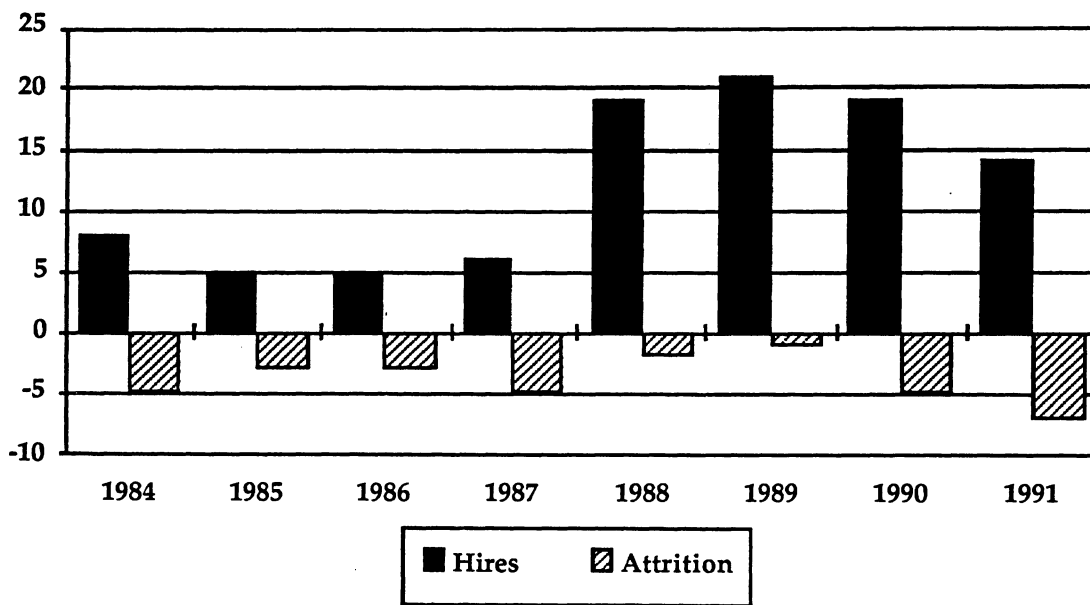


Percentage Increase in African American Tenured and Tenure-Track Faculty



The chart below compares the hiring of African American faculty with attrition since 1984. It highlights the impact of the Michigan Mandate. It also reflects the competitive market conditions under which faculty of color are recruited.

**African American Tenured and Tenure-Track Faculty
Hires and Attrition**



Objective 2: Student Recruiting, Achievement, and Outreach

Goals:

- X* • *In each of the next five years, achieve an increase in the number of entering students from underrepresented groups, as well as in our total underrepresented group enrollment.*
- *Establish and achieve specific enrollment targets for students of color in all schools and colleges.*
- X* • *Increase graduation rates of students of color.*
- *Develop new programs to attract back to campus students of color who have withdrawn from our academic programs.*
- *Design new and strengthen existing outreach programs which have demonstrable impact on the pool of applicants of color to undergraduate, graduate, and professional programs.*

Results to date:

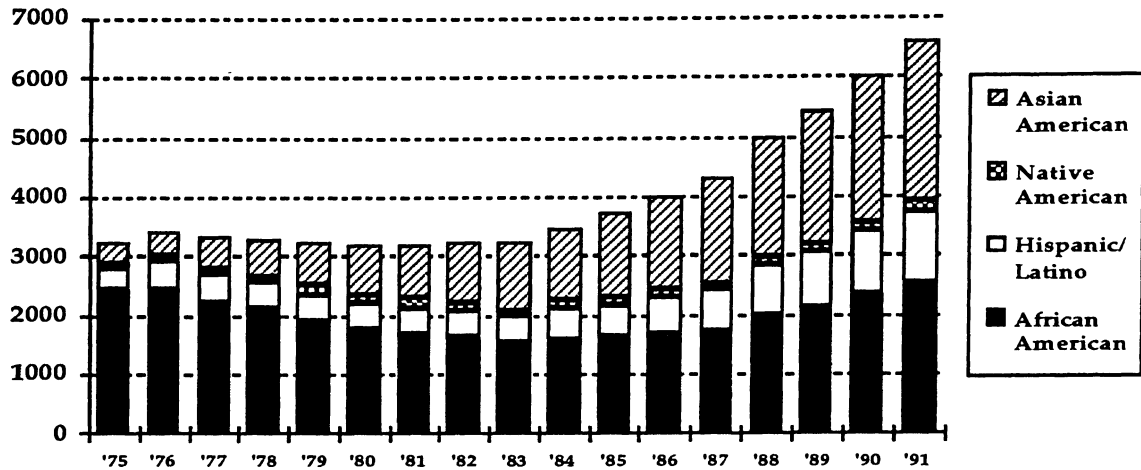
Total Enrollment of Students of Color

The following shows growth in total enrollments of students of color over the past four years:

African American:	44.8% increase to 2,510 students (7.6% of total)
Hispanic/Latino:	83.2% increase to 1,240 students (3.8% of total)
Native American:	46.5% increase to 189 students (0.6% of total)
Asian American:	49.6% increase to 2,697 students (8.2% of total)
All Students of Color:	52.8% increase to 6,636 students (20.1% of total)

The chart below shows changes in UM enrollment of students of color from 1975 to 1991.

Enrollments of Students of Color (UM-AA)



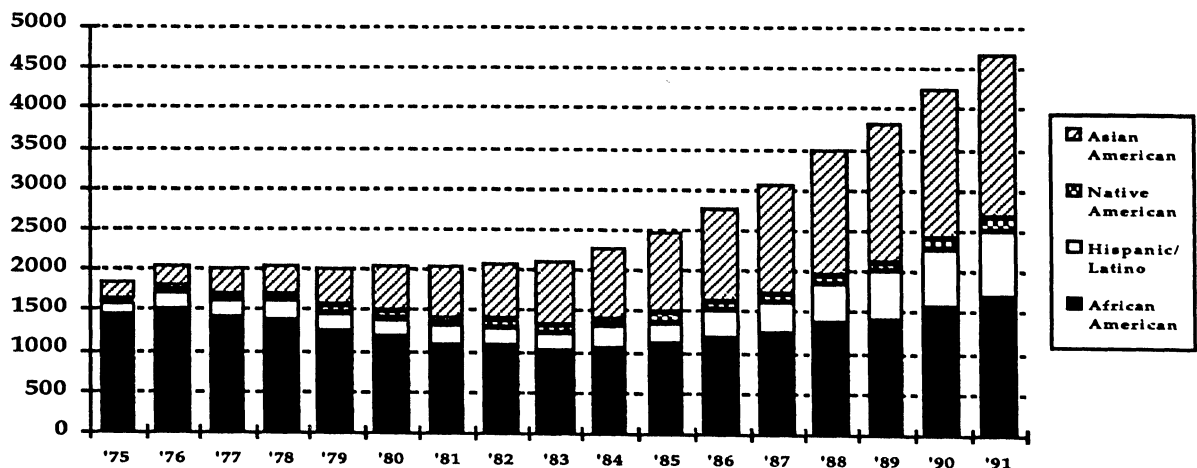
(Note: Enrollments for each ethnic group, showing the breakout among undergraduate, graduate, and professional schools are shown in [Appendix A](#). Michigan's recruitment efforts also compare well with those of other institutions. See [Appendix B](#) for comparisons with other Michigan universities and [Appendix C](#) for comparisons with CIC institutions.

Undergraduate Enrollment of Students of Color

- Twenty-five percent of the 1991 freshman class are students of color. Of these students:
 - 31.1 percent are African American
 - 18.9 percent are Hispanic/Latino
 - 3.2 percent are Native American

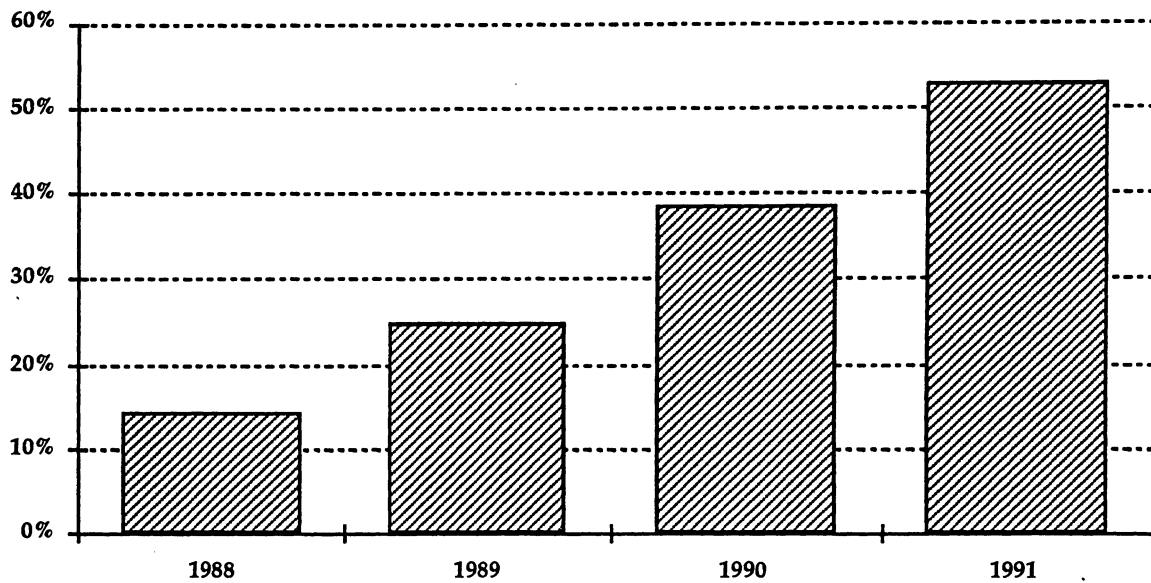
The next chart tracks undergraduate enrollment of students of color over time.

Undergraduate Students of Color (UM-AA)

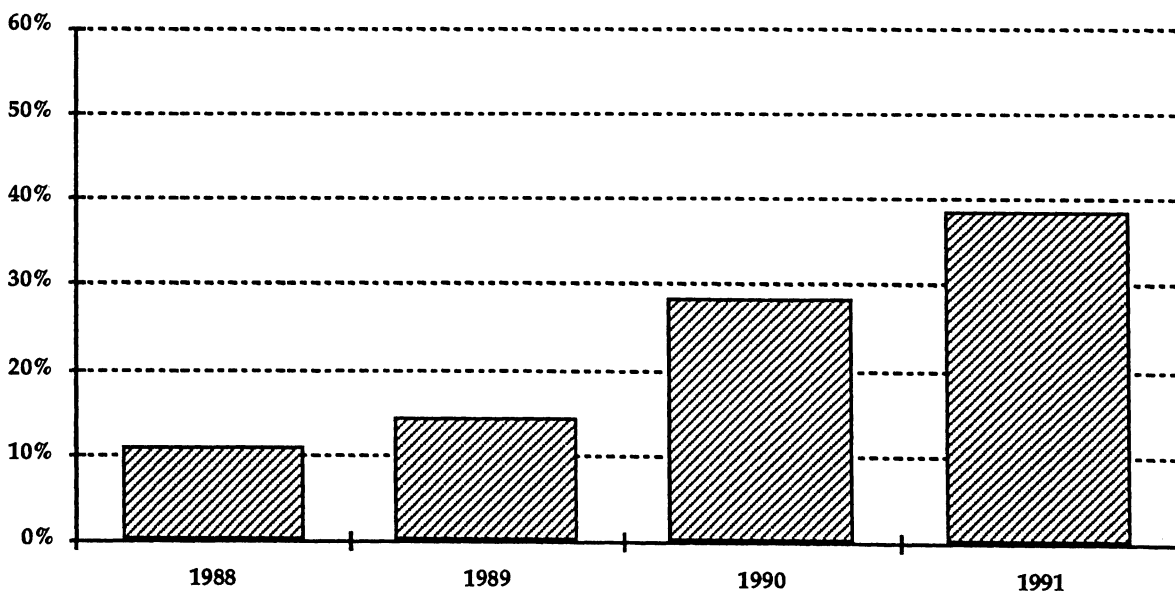


The following two charts indicate the cumulative percentage increase in undergraduate students of color since the beginning of the Michigan Mandate.

Percent Increase of Undergraduate Students of Color



Percent Increase of African American Undergraduate Enrollment



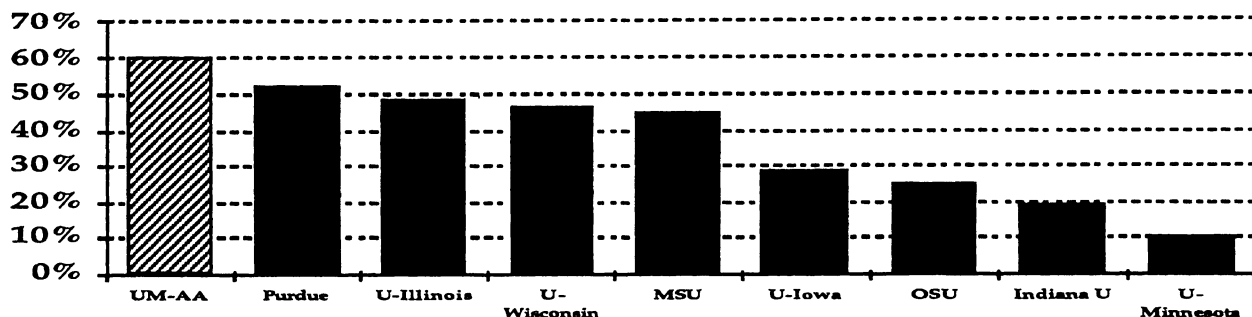
Graduation Rates

Yet another critical measure of success is undergraduate graduation rates.

- UM 1991 six-year graduation rates for underrepresented groups compare favorably to those of peers though they still lag behind those for whites.
 - 68% for African Americans
 - 64% for Hispanic/Latinos
 - 64% for Native Americans
 - 84% for Asian Americans
 - 85% for white students

The following chart shows UM's 1990 six-year graduation rate for African American students compared with other institutions. Data available from other schools is a year older than that cited above for Michigan's 1991 progress.

**African American 1990 Six-Year Graduation Rate
U of Michigan—Ann Arbor and CIC Institutions***



Source: The Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern, or U of Chicago

Retention Highlights

Improving the Performance of All, Teaching Biology

Professor Lewis Kleinsmith's research on biology is discovering new methods for teaching in the sciences. He has found that these new methods improve the achievement of all students, and students of color achieve at the class average.

One of the most basic findings of this study is that the more ways students have to learn, the better all will do. This response of the University to diversity, then, has opened us up to students with ability or even brilliance in areas where we might have lost them before.

Professor Carl Berger points out that, "Much of our work has been geared towards making students take more responsibility for their own learning." What this study, and others, show us is that students of all ethnicities and backgrounds that do not fit the "majority" paradigm, including many white students, may be failing because the institution is unable to respond to their needs, or more importantly, their individual potentials.

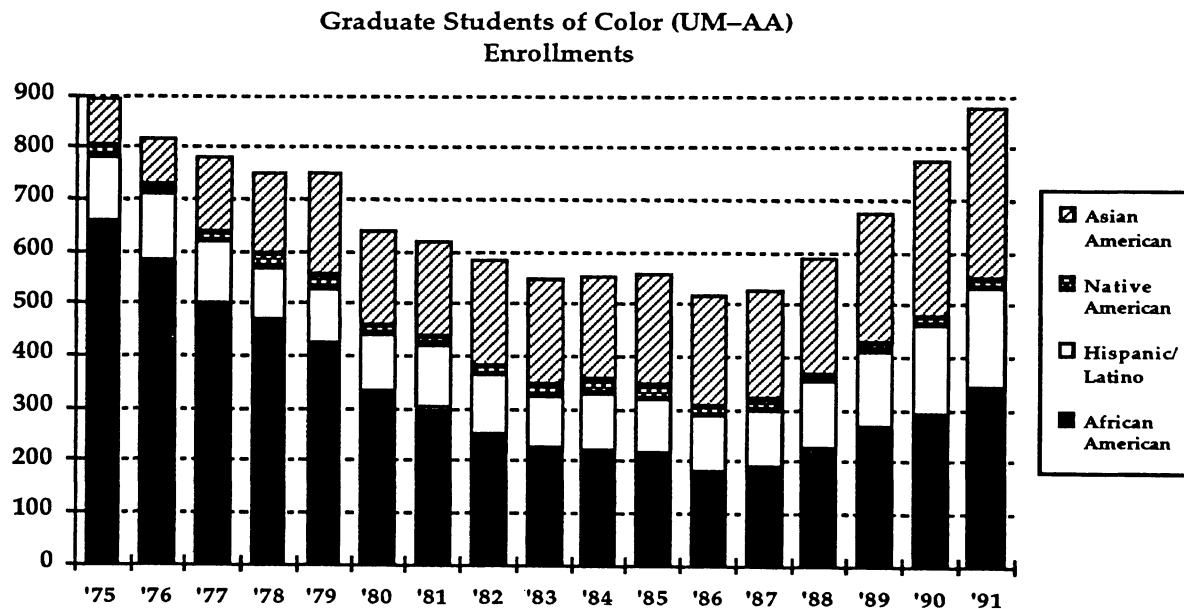
(See Appendix D for more charts comparing UM's six-year graduation rates for other students of color and white students with those of its CIC (Big 10 plus Chicago) peers.)

Enrollment of Students of Color in Graduate and Professional School

Graduate School

- Because the University's graduate student population represents the next generation of faculty for America's colleges and universities, the University continues to invest heavily in efforts to increase enrollment of graduate students of color in all fields.
- During the first four years of the Michigan Mandate, enrollment of graduate students of color has increased by 65.7 percent.
 - African American: +79.8 percent
 - Hispanic/Latino: +72.6 percent
 - Asian American: +57.2 percent

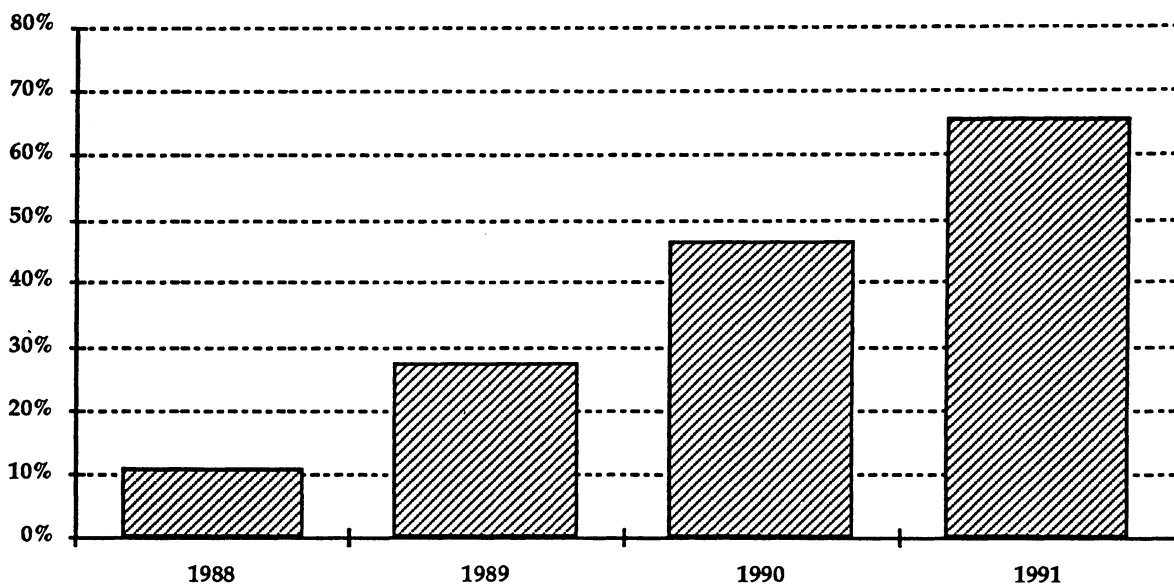
The following chart shows graduate student of color enrollments from 1975-1991.



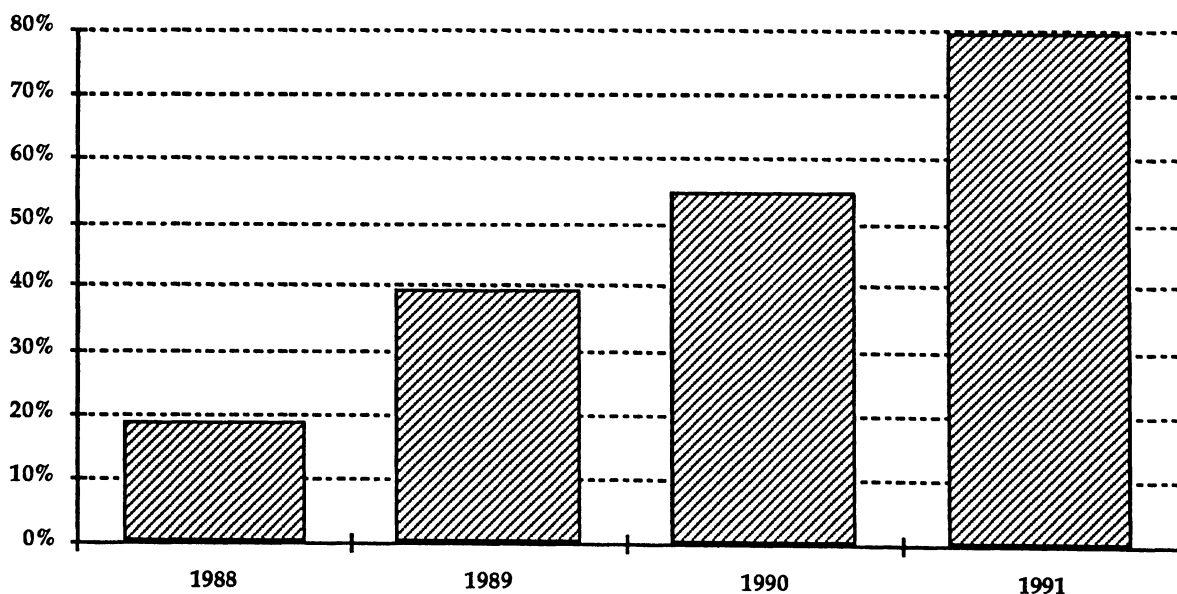
- The Rackham Graduate School has increased the number of Fellows supported by programs for historically underrepresented groups by 86 percent since 1987 to a total of 625 in Fall 1991. Of these:
 - 55 percent were African American
 - 27 percent were Mexican American or Puerto Rican

The next two charts show the cumulative percentage improvement in the enrollment of graduate students of color and African American graduate students since the beginning of the Mandate.

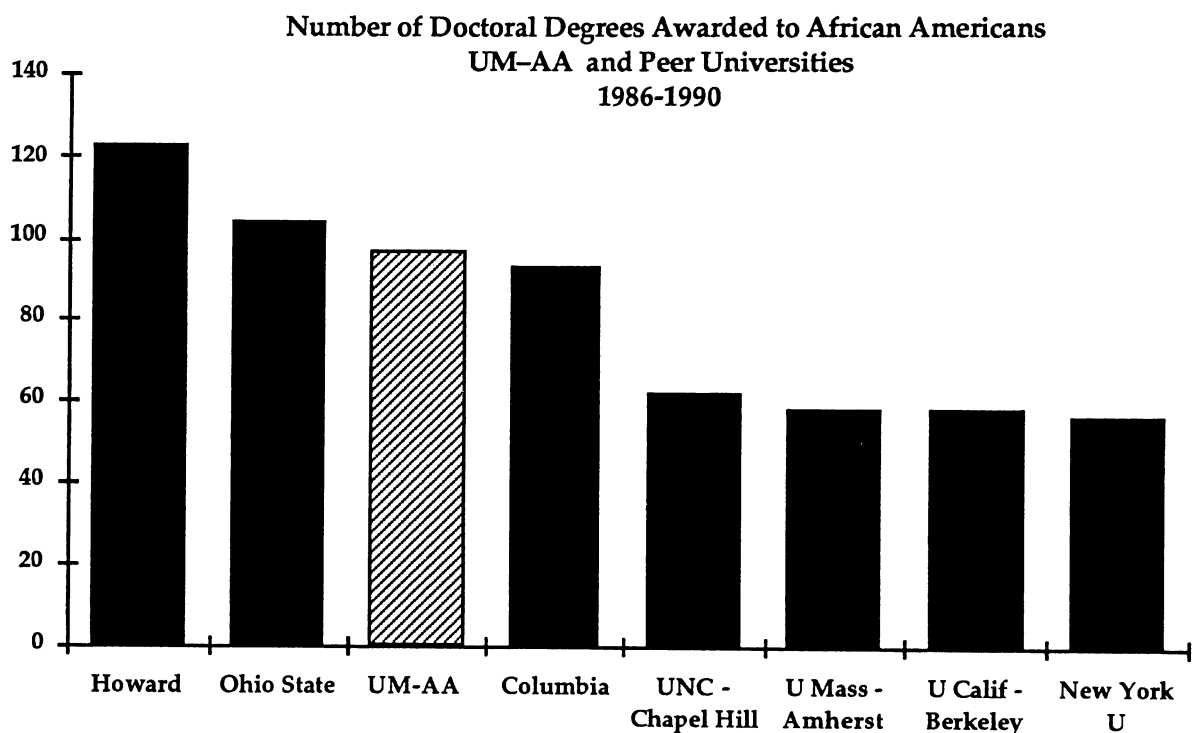
Percent Increase of Graduate Students of Color



Percent Increase in African American Graduate Enrollment



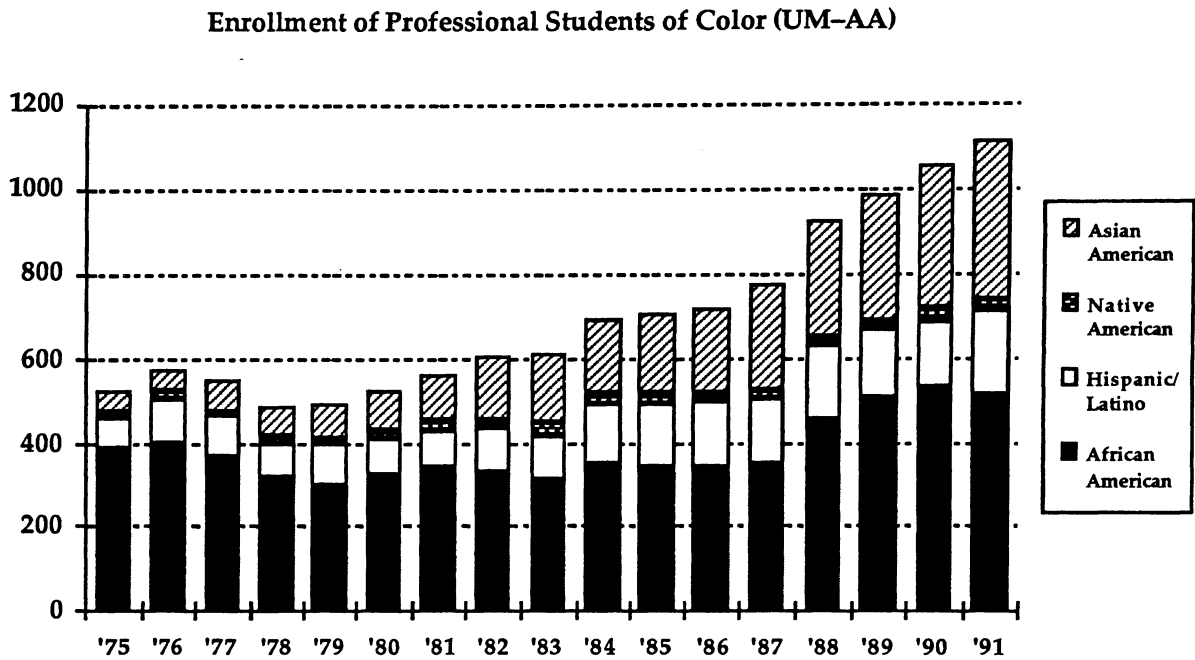
Michigan is sixth in the nation in awarding doctoral degrees to African Americans. The following chart shows that Michigan awards more doctoral degrees to African Americans than many of its peer institutions. These numbers represent the future pool of university professors. While Michigan does well comparatively, the data suggest the long-term crisis that higher education faces because of the extremely small number of doctoral degrees awarded to members of underrepresented groups across the nation.



Professional School

- UM professional schools have increased student-of-color enrollments overall by 43.4 percent during the past four years.
 - African American: +47.3 percent
 - Hispanic/Latino: +28.4 percent
 - Native American: +42.9 percent
 - Asian American: +47.4 percent

The following chart shows student of color professional school enrollment since 1975.

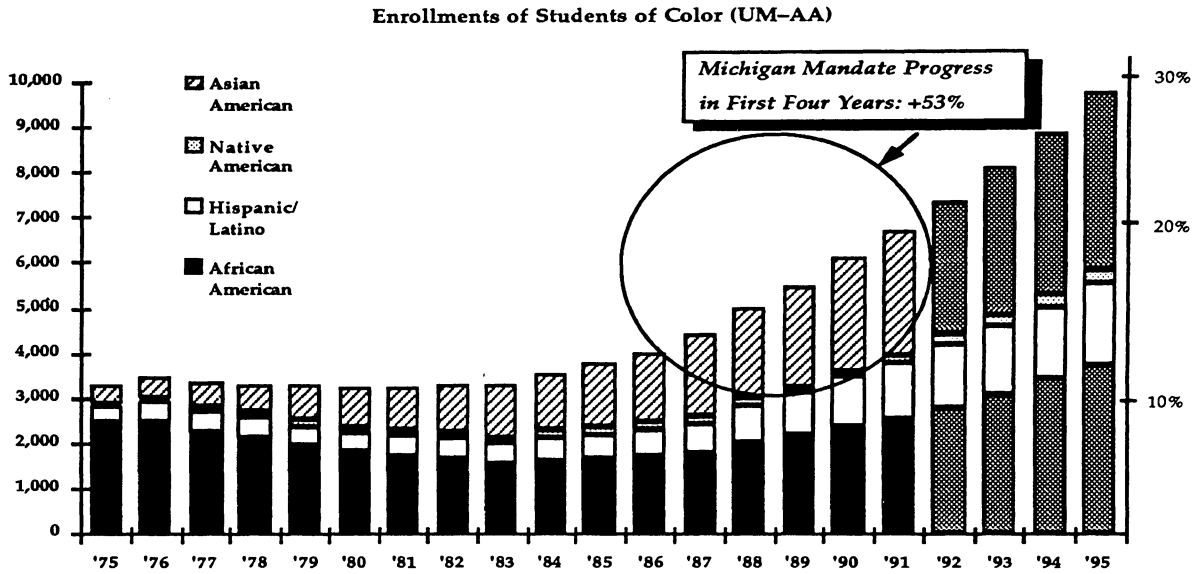


- The School of Business Administration has seen its MBA student-of-color overall full-time enrollments increase to 25 percent of total enrollment.
 - 15 percent African American in 1991
 - The Business School leads the nation in its successful recruitment of people of color
- Other schools with unusual success in recruiting African American students in 1991 include:
 - Medicine: 6.9 percent
 - Public Health: 16.7 percent
 - Dentistry: 8.4 percent

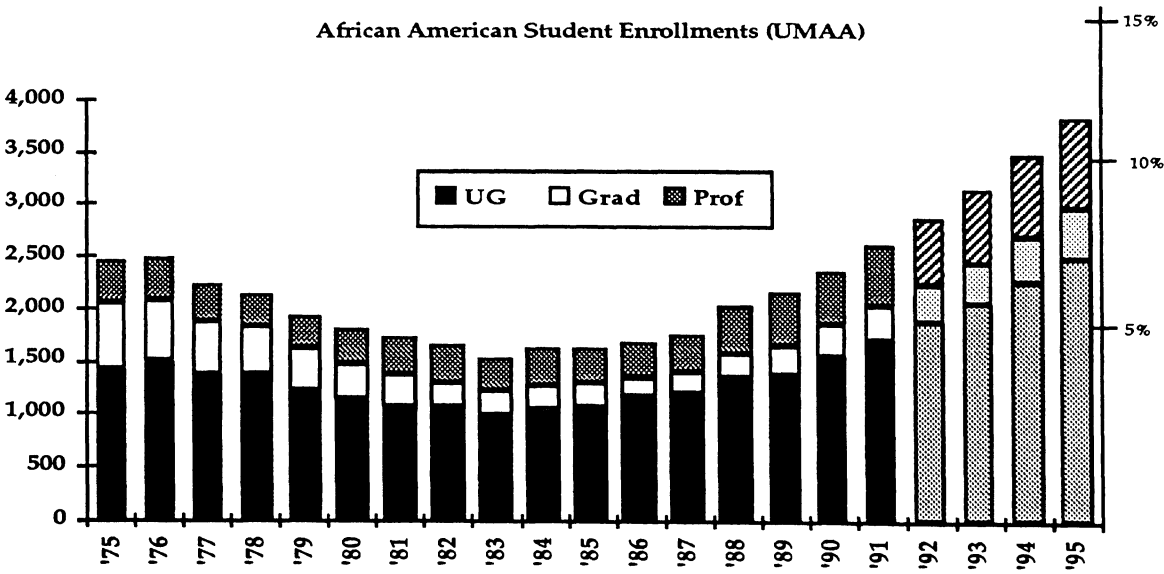
(Appendix E includes charts showing student-of-color enrollment in professional schools over time.)

Projected Future Enrollments

Since the inception of the Mandate, our student of color enrollment has grown at 10 percent per year. This trend will become more difficult to sustain in the years ahead as our numbers increase: 10 percent of a small number is only a few students; 10 percent of a large number requires us to admit many more students. Still, we exceeded a 10 percent increase in 1991, and the target remains a worthy benchmark and a difficult challenge for our community. If we were able to sustain this trend, our enrollment to 1995 would be as follows:



The following chart projects a similar 10 percent-per-year prorated increase for African American enrollment--the most underrepresented group--indicating that if we were able to meet the increasingly difficult challenge of staying at this pace, we would achieve 14 percent representation by 1996, which is roughly the same as that of Michigan's population.



Other Actions Taken to Improve Student of Color Recruitment, Achievement, and Outreach:

- A broad series of outreach activities has been launched to help motivate students in schools and to help prepare them for college. These initiatives are beginning to show positive results:
 - King-Chavez-Parks Program
 - Wade McCree Incentive Scholars program
 - Detroit Compact
 - Detroit Area Program in Science and Engineering
 - Cooperative relationships with key school systems across the state, *e.g.*, Detroit, Flint, Saginaw, Ann Arbor, and with midsize community colleges
 - Cooperative relationships with historically African American and predominantly Hispanic/Latino colleges and universities
 - Mackenzie High School writing program
 - Urban High School scholars program
 - Expansion of Alumni recruiting efforts

Outreach Program Highlights:

The Nuclear Reactor Intern Program for Women and Minorities and The Summer Research Opportunity Program for Minorities

The Nuclear Reactor Intern Program for Women and People of Color

Nuclear power industry operations staffs are predominantly composed of white males, facing, as do other areas of science and math, a critical shortage of women and people of color. The Nuclear Reactor Intern Program is an effort of Michigan's Nuclear Reactor Laboratory to address this problem. Reactor staff work with high school students both during the academic year and in the summer; students attend classes and laboratories on a work-study basis.

We hope that some of the interns will remain at the Nuclear Reactor Laboratory as reactor operators and that they will enter college, obtaining college degrees in a related field. This innovative program creates new opportunities for students from underrepresented groups to get hands-on experience and to get excited about science and engineering.

Outreach Program Highlights Continued:

The Summer Research Opportunity Program for Minority Undergraduates

SROP, the only undergraduate program in the Rackham Graduate School, finished its seventh year this past summer. Created to encourage undergraduate students of color to consider research and graduate school, SROP matches the students with professor mentors for eight weeks during the summer. Eighty-seven students of color participated this year, fifty-eight from UM and the rest from nineteen other institutions. Students who participated in SROP have become spokespersons for UM graduate schools in their home institutions, others have ended up pursuing graduate study here themselves. The response from both the professors and the students has been overwhelmingly positive.

The results of the program are impressive. A number of students from this past summer will be publishing their results, under their own names or as co-authors with their mentors. The research areas ranged from music to chemistry, English to engineering. Projects have included research on: tuning methods for pipe organs, how neurons find their targets in the zebra fish spinal cord, synthesis of precursors for electronic and magnetic ceramics, and the shift to supply-side economics 1977-1984.

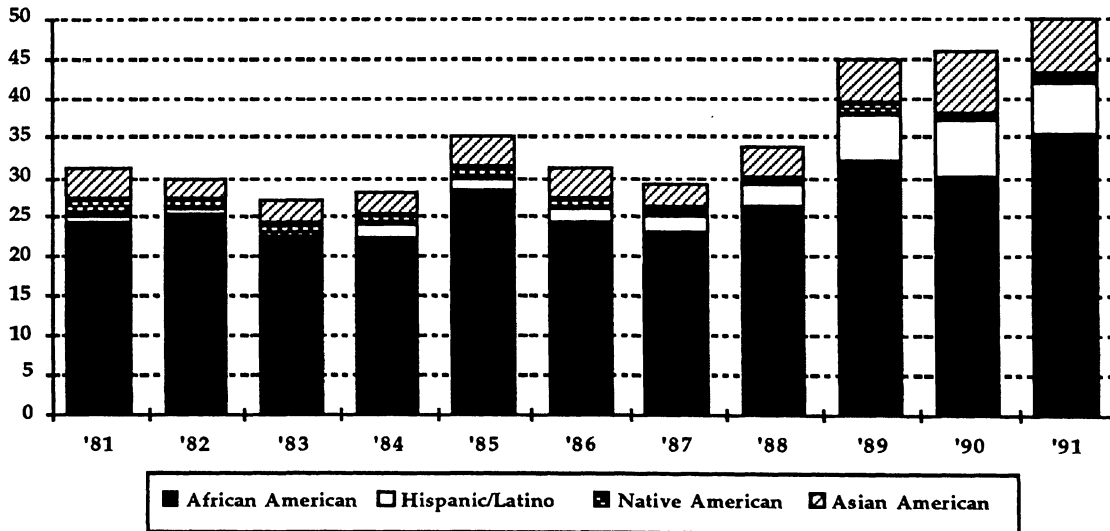
Higher education faces a severe crisis because of the small number of members of underrepresented groups completing Ph.D.'s (related chart, p. 20). SROP is an important part of the effort to encourage students of color to pursue graduate study.

Objective 3: Staff Recruiting and Development

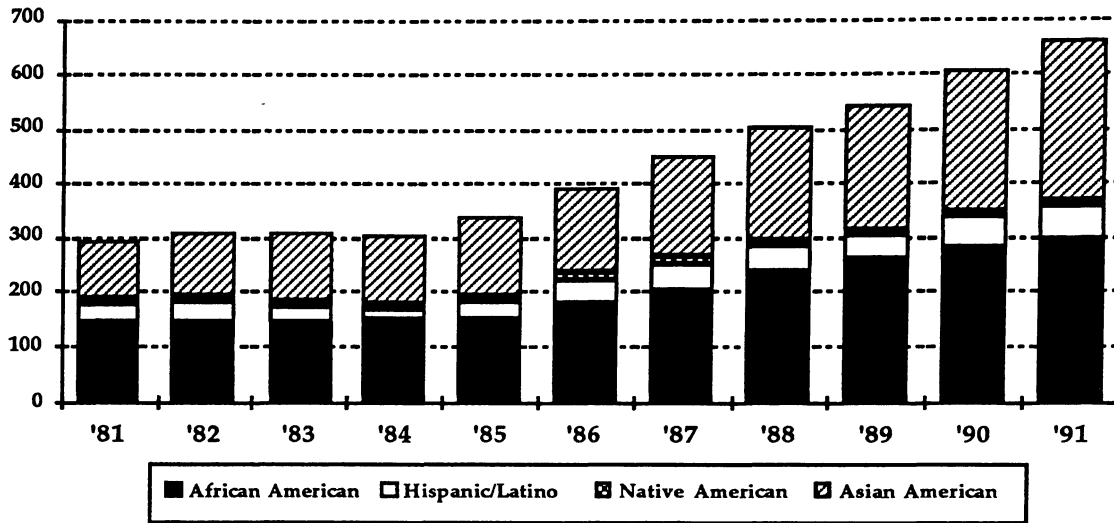
Goals:

- Focus on the achievement of affirmative action goals in all job categories during the next five years.
- Increase the number of members of underrepresented groups in key University leadership positions.
- Strengthen support systems and services for staff of color.
- Representation of persons of color in University staffing has increased in most areas during the first four years of the Michigan Mandate, with particularly strong growth at the senior manager ranks. We lost two out of three executive officers of color in the past year, however. This is clearly an area where we need to concentrate more effort.
 - Executive officers: -69.8 percent
 - Top managers: +72.4 percent
 - P&A: +47.4 percent

Persons of Color in Senior Management (UM-AA)



Persons of Color in the P&A Staff (UM-AA)



Objective 4: Improving the Environment for Diversity

Goals:

- *Foster a culturally diverse environment.*
- *Significantly reduce the number of incidents of prejudice and discrimination.*
- *Increase community-wide commitment to diversity and involvement in diversity initiatives among students, faculty, and staff.*
- *Ensure the compatibility of University policies, procedures, and practice with the goal of a multicultural community.*
- *Improve communications and interactions with and among all groups.*
- *Provide more opportunities for people of color to communicate their needs and experiences and to contribute directly to the change process.*

Over the past four years, the University has worked to meet its commitment to carry out the 1987 Six-Point Plan and to take other key actions to improve the environment for diversity. We have:

- Improved student orientation and fostered educational programs for students, faculty, and staff at all levels to increase understanding and sensitivity to multicultural issues.
- Set aside Martin Luther King, Jr. Day as a time for drawing the campus community together in educational and commemorative activities in which thousands of students, faculty, and staff join together.
- Divested all University stock holdings in companies with interests in South Africa by action of the Regents of the University.
- Established in 1990-91 the Council for a Multicultural University to monitor progress of recruitment and retention efforts in all academic and non-academic units.
- Reorganized student services to create the position of Associate Dean for Multicultural Affairs to promote multiculturalism and understanding among students.

Multicultural Program Highlight:
Building Academic Excellence and Community in The 21st Century Program

1991-92 was the first year of The 21st Century Program. Over 250 first-year students live and work together on a single wing of Markley Residence Hall, taking part in seminars, academic workshops and other activities. The students reflect the increasing diversity of society, and the goal through all of the Program's activities is to promote tolerance and understanding among students of different backgrounds, cultures and experiences. The Program hopes to help students acquire the thinking and social skills that will be needed for leadership in the vastly changed and increasingly diverse world of the coming 21st century.

The program helps to integrate students' academic and social experiences, drawing on research that indicates students do better when they work together rather than alone. It builds a community focused on academics within a supportive environment of friends. Academic workshops emphasize this collaborative approach to learning, helping students on English composition, math, chemistry and physics. In weekly community seminars, students explore important issues in society as well as those that arise in the life of a first-year student. Starting with orientation and working throughout the year, staff concentrate on building a smaller, more intimate, student-centered environment. Residence staff provide many educational opportunities through programs, social events, and informal contacts with participants.

Very preliminary indications from the first year show that participants did better in class at the same time as they began the process of creating a community with others who were very different from themselves. Working with diverse groups academically helped them appreciate different skills and different approaches. The residents on the "21st Century" floors of Markley Hall seemed much closer than those on other floors and in other halls.

The Program is just a beginning, a single year out of a student's life. But it is an important example of the many varied programs being developed across campus to help students grapple with the changing world and the changing University.

Michigan Mandate:
A Four Year Report

APPENDICES

Appendix A:

UM-AA Enrollment at All Levels by Ethnic Groups.....31

Appendix B:

Enrollment Comparisons with Other Michigan Universities.....34

Appendix C:

UM Student Enrollment Compared to CIC Institutions.....39

Appendix D:

UM Graduation Rates Compared with Other Peer Universities.....44

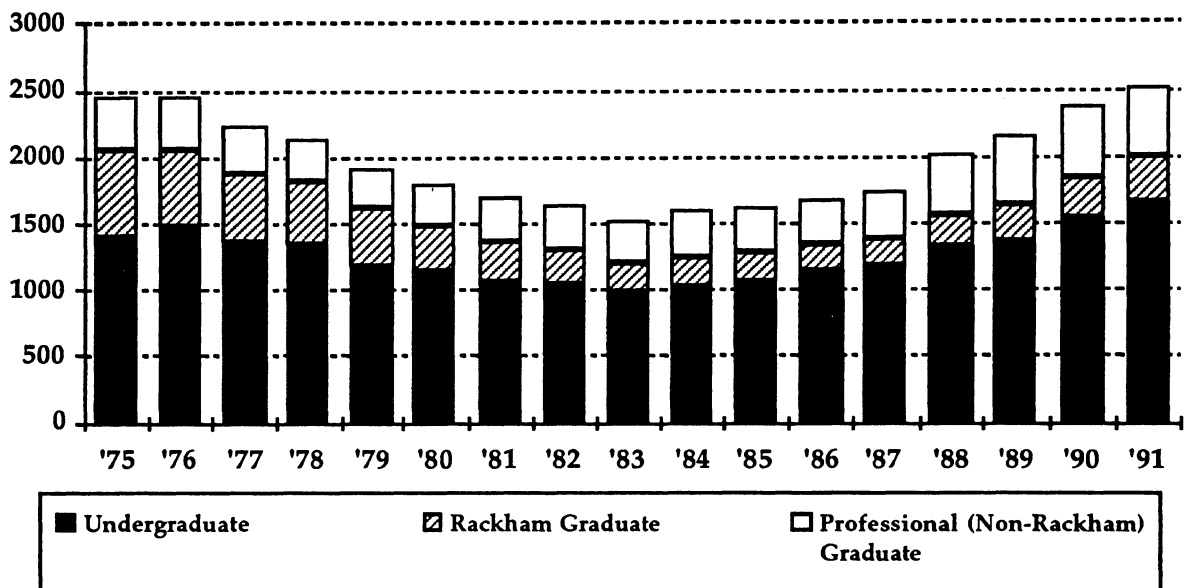
Appendix E:

Student of Color Enrollment in Selected Professional Schools.....47

Appendix A

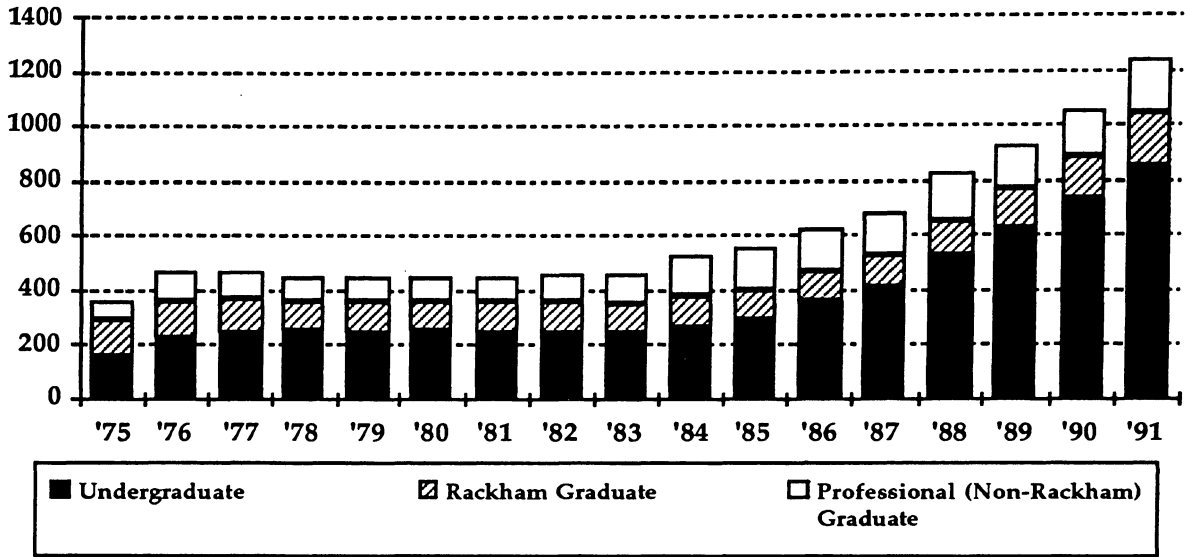
UMAA Enrollment at All Levels by Ethnic Groups

African American Student Enrollments (UM-AA)



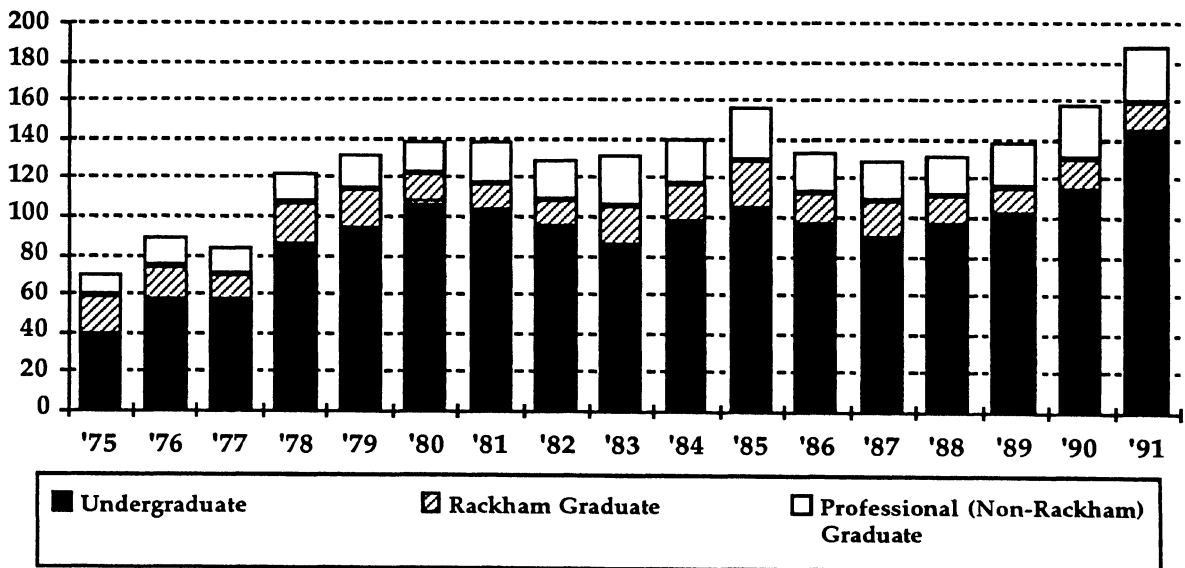
- The preceding chart shows African American enrollments, indicating the strong recovery in recent years and building to the present level of:
 - 2,510 students
 - 7.6 percent of the student population.

Hispanic/Latino Student Enrollments (UM-AA)



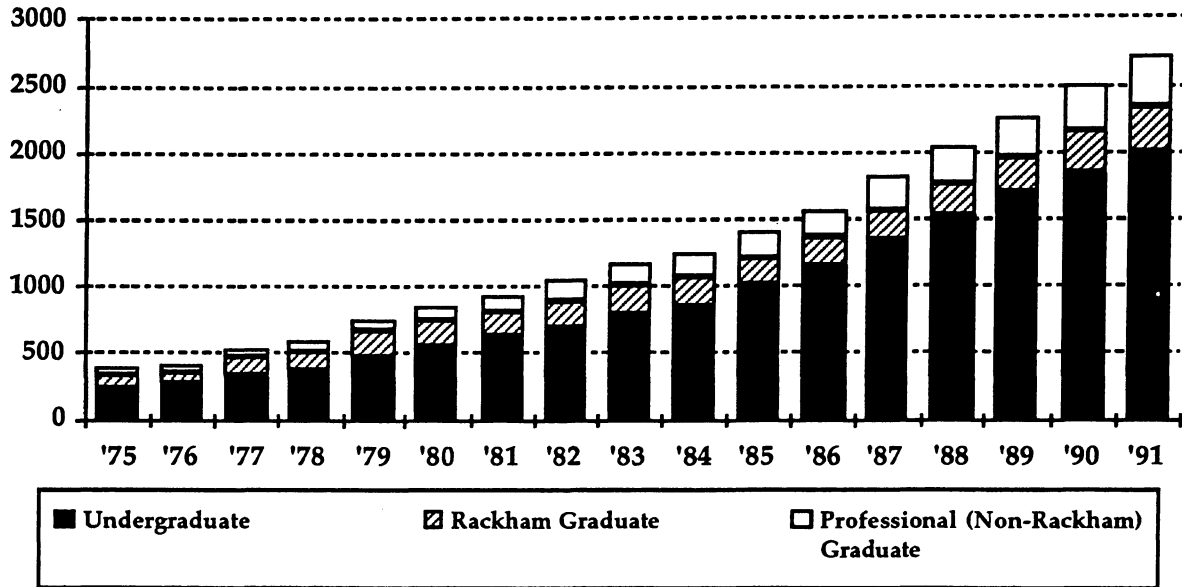
- Hispanic/Latino enrollments have grown steadily since the mid-1980s and now stand at:
 - 1,240 students
 - 3.8 percent of the student population.

Native American Student Enrollments (UM-AA)



- Native American enrollments have grown by 20.4 percent to their present level of:
 - 189 students
 - 0.6 percent of total enrollment.

Asian American Student Enrollments (UM-AA)



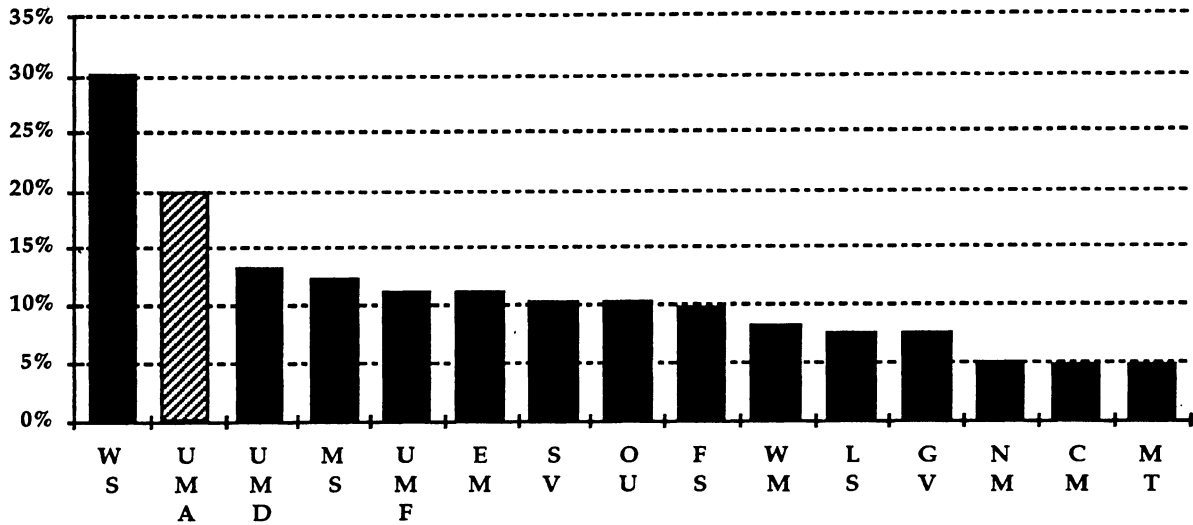
- Asian American enrollments have been growing steadily for some time, now standing at:
 - 2,697 students
 - 8.2 percent of the student population.

Appendix B

Enrollment Comparisons with Other Michigan Universities

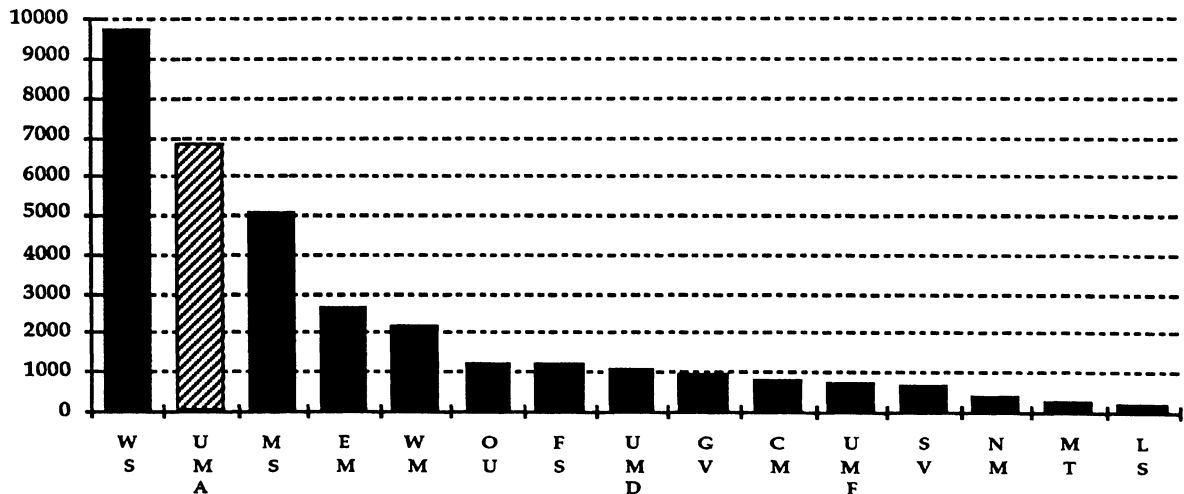
It is instructive to compare the current status of student enrollments with data from other Michigan universities.

**Percentage Total Enrollments of Students of Color
Michigan Public Universities, Fall 1991**



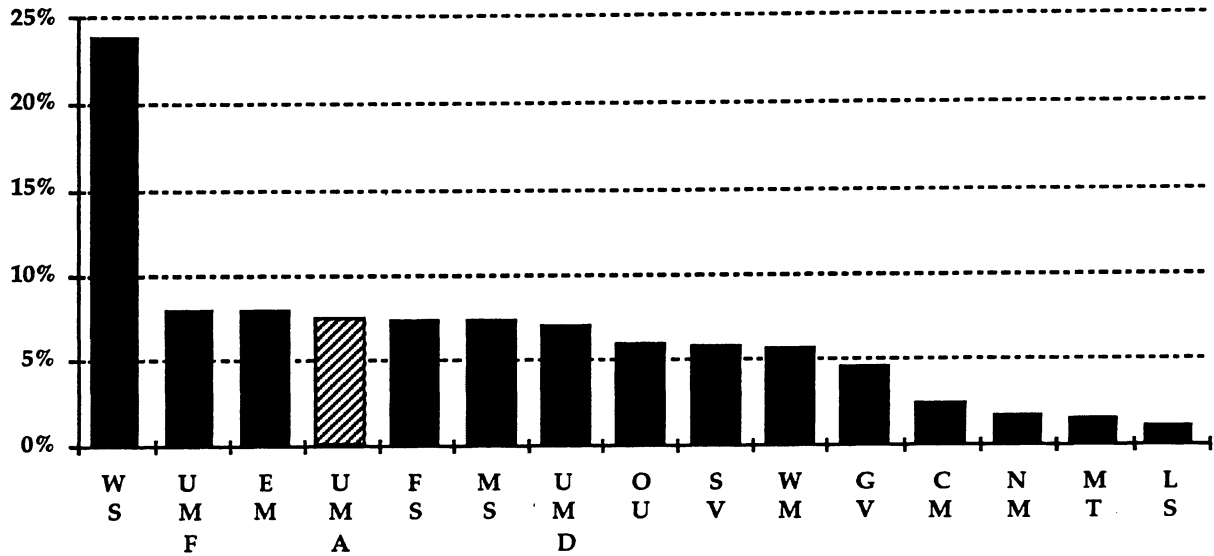
UM ranks second among Michigan universities in the absolute number of students of color enrolled as indicated in the following:

**Total Enrollments of Students of Color
Michigan Public Universities, Fall 1991**



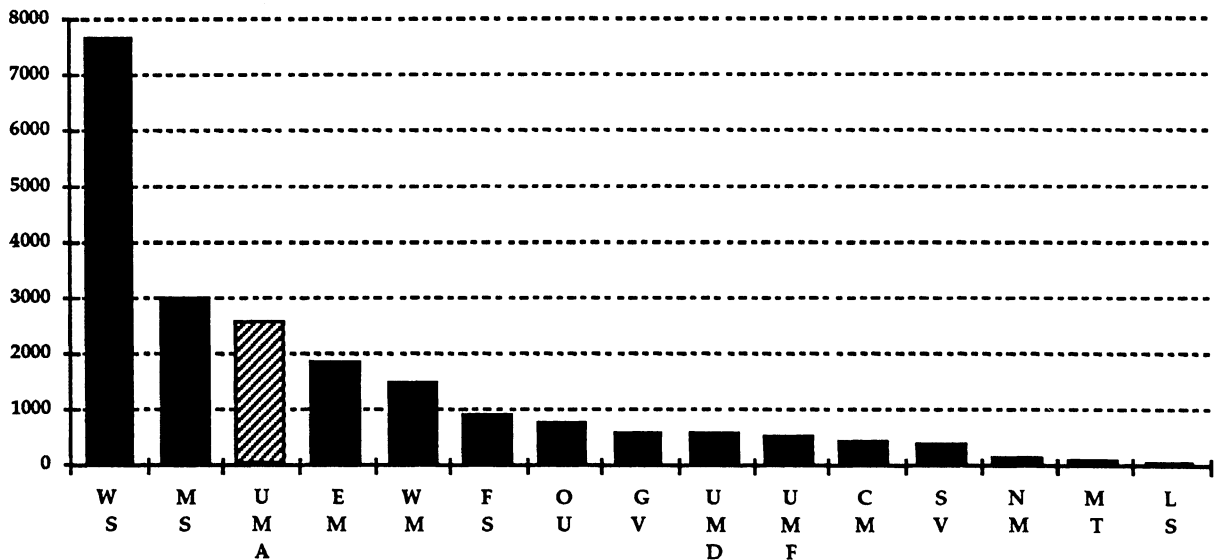
With the exception of Wayne State University, UM's percentage enrollment of African American students is comparable to those of the state's other major universities at roughly 8 percent.

**Percentage African American Enrollments
Michigan Public Universities, Fall 1991**



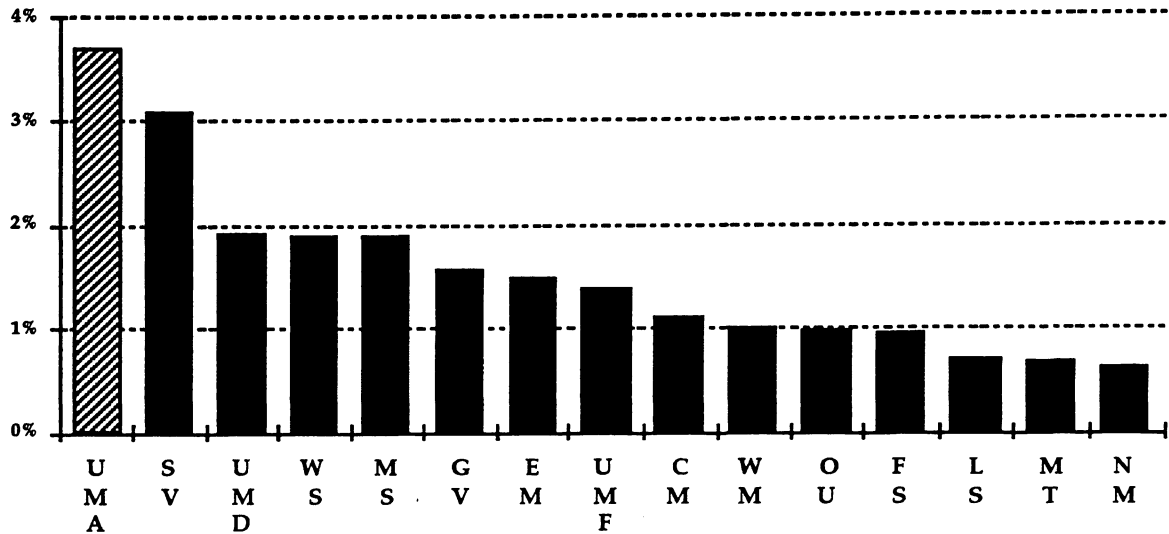
A similar ranking holds for the absolute number of African American students enrolled, with UM and MSU roughly comparable because of their size.

**Total African American Enrollments
Michigan Public Universities, Fall 1991**



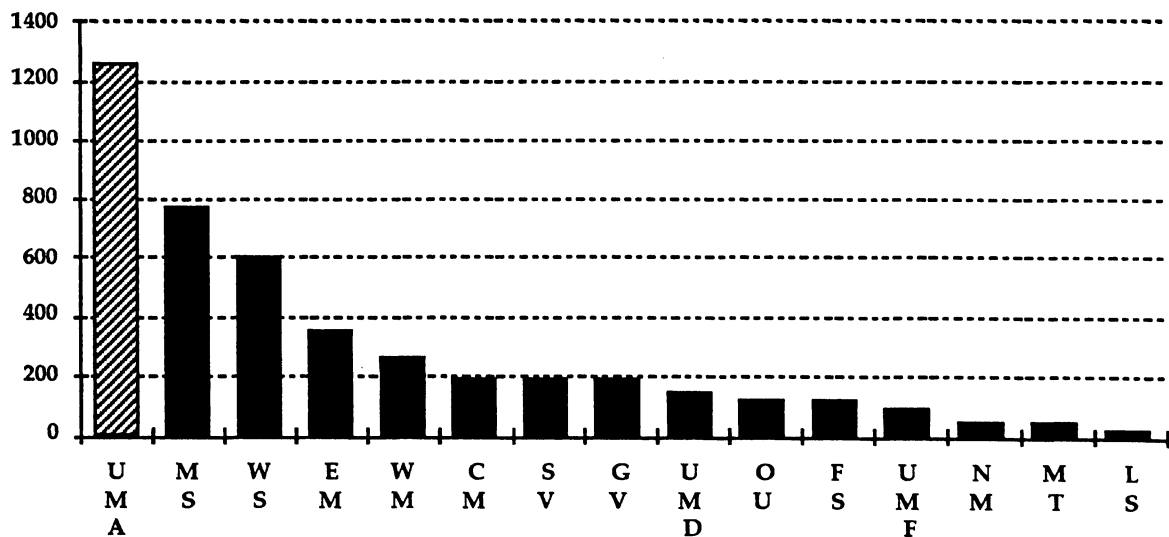
UM now ranks first among state institutions in Hispanic/Latino percentage:

Percentage Hispanic/Latino Enrollments
Michigan Public Universities, Fall 1991



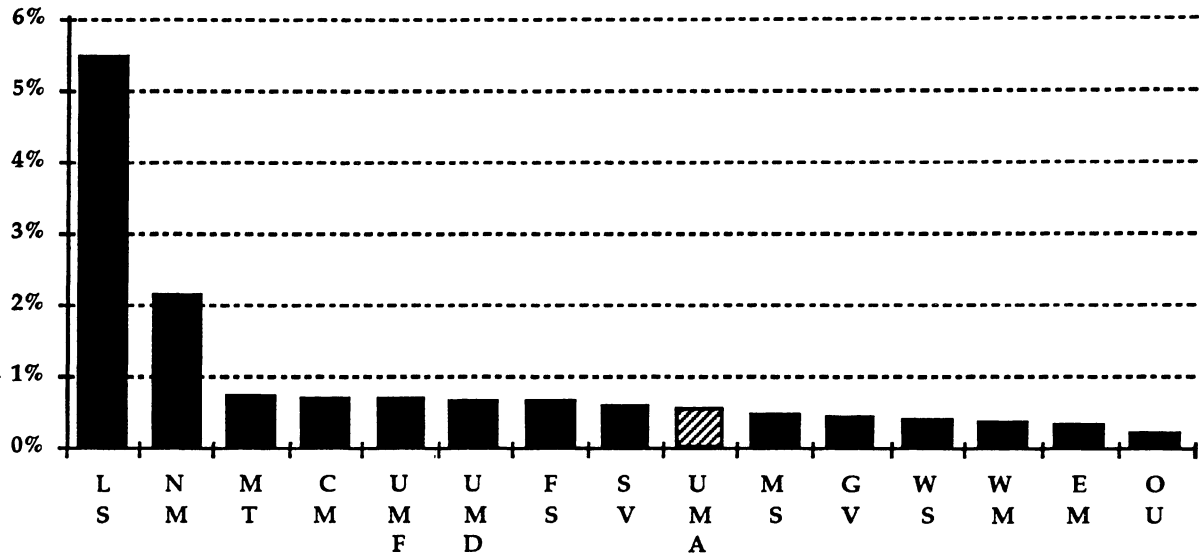
UMAA also ranks first, by a sizeable margin, in total number of Hispanic/Latino students:

Hispanic/Latino Enrollments
Michigan Public Universities, Fall 1991



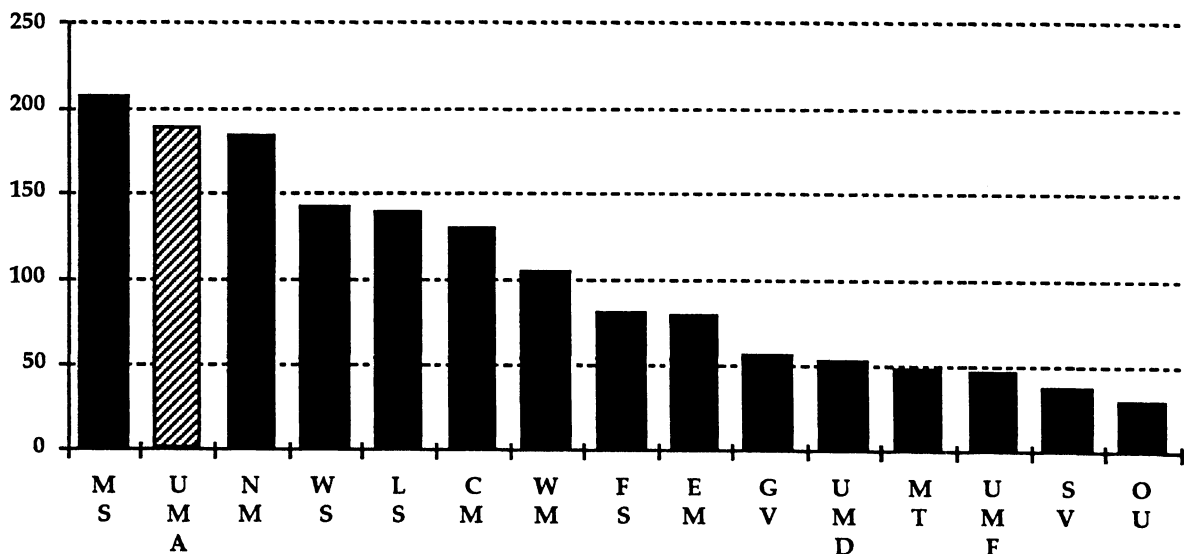
Because of its location in the Upper Peninsula, Lake Superior State University enrolls by far the largest percentage of Native American students, followed by Northern Michigan University. UM is comparable to other major institutions in the state with roughly 0.6 percent Native American enrollment.

Percentage Native American Enrollments
Michigan Public Universities, Fall 1991



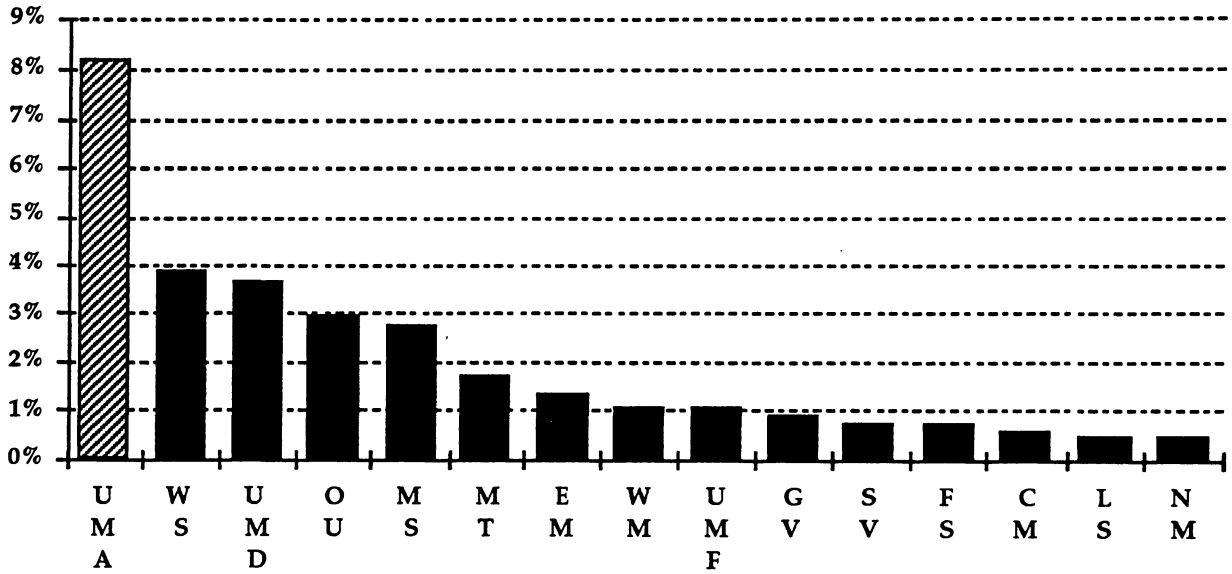
Once again, because of its size, UM fares somewhat better in comparisons of absolute number of Native American students enrolled.

Native American Enrollments
Michigan Public Universities, Fall 1991

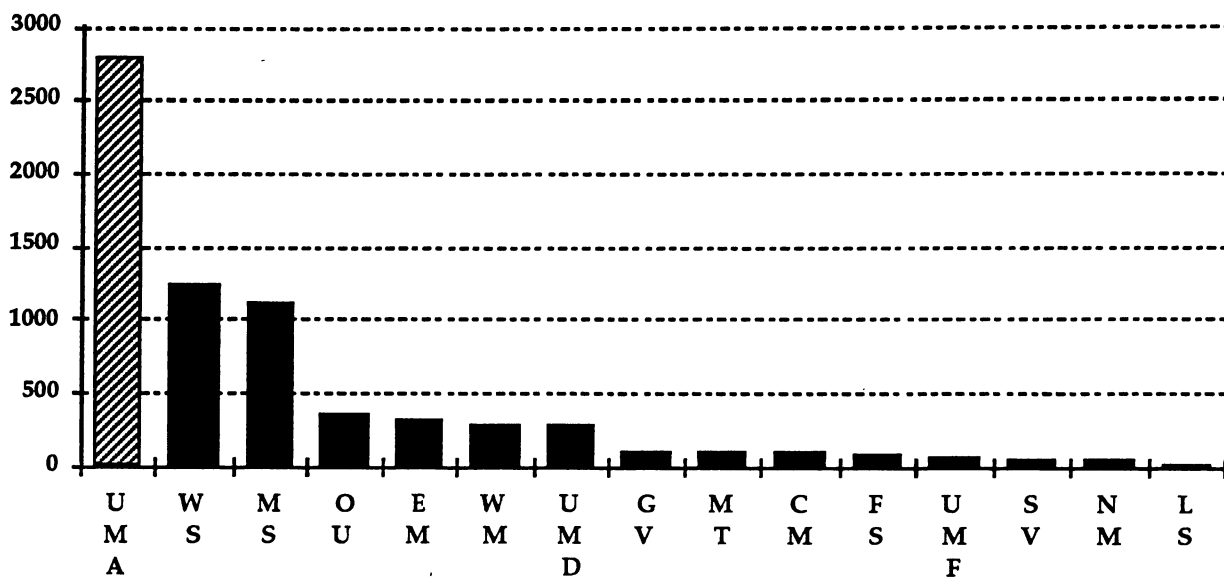


UM leads, both in percentage and absolute numbers, in the enrollment of Asian American students. This is due primarily to the University's high national visibility which attracts outstanding students from all parts of the nation, including the West Coast which has large Asian American populations.

Percentage Asian American Enrollments
Michigan Public Universities, Fall 1991



**Asian American Enrollments
Michigan Public Universities, Fall 1991**

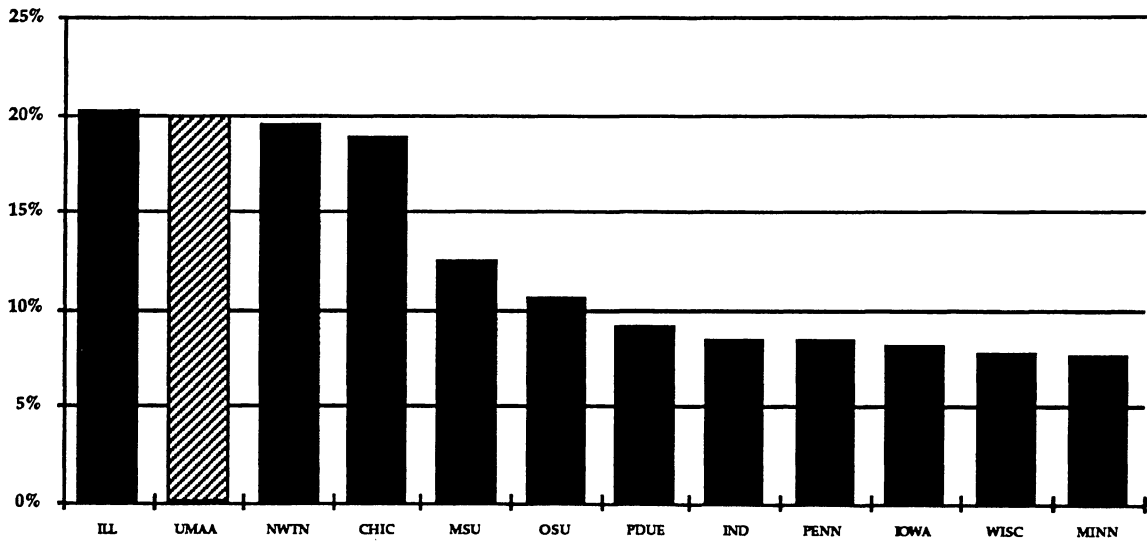


Appendix C

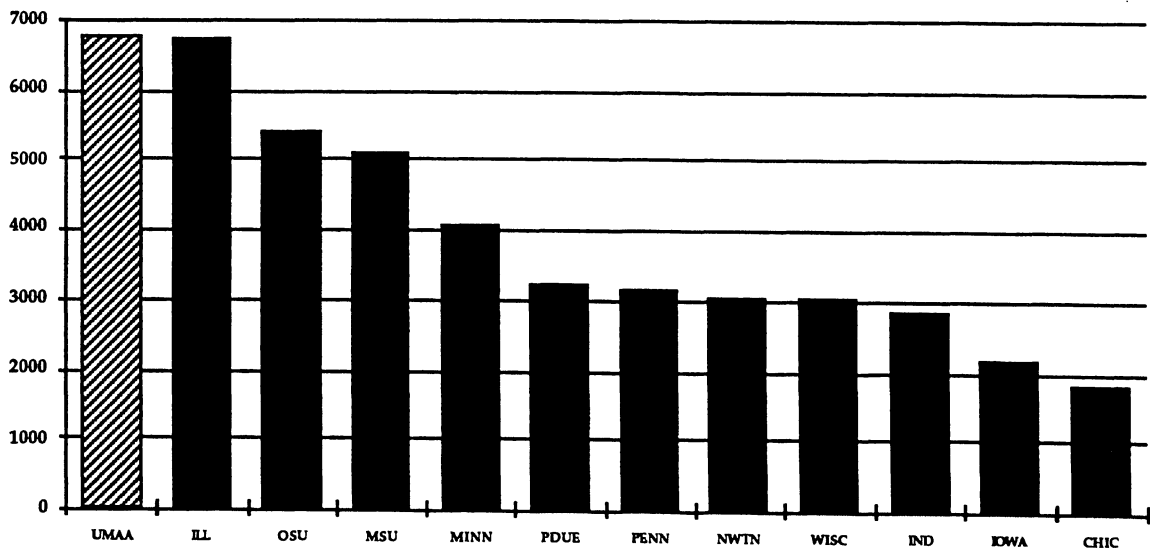
UM Student Enrollment Compared to CIC Institutions

The University of Michigan compares quite favorably with CIC institutions (Big Ten and the University of Chicago), both in percentage and absolute number of students of color enrolled, ranking at or near the top in both categories.

Percentage Total Student of Color Enrollments
CIC Institutions, Fall 1991

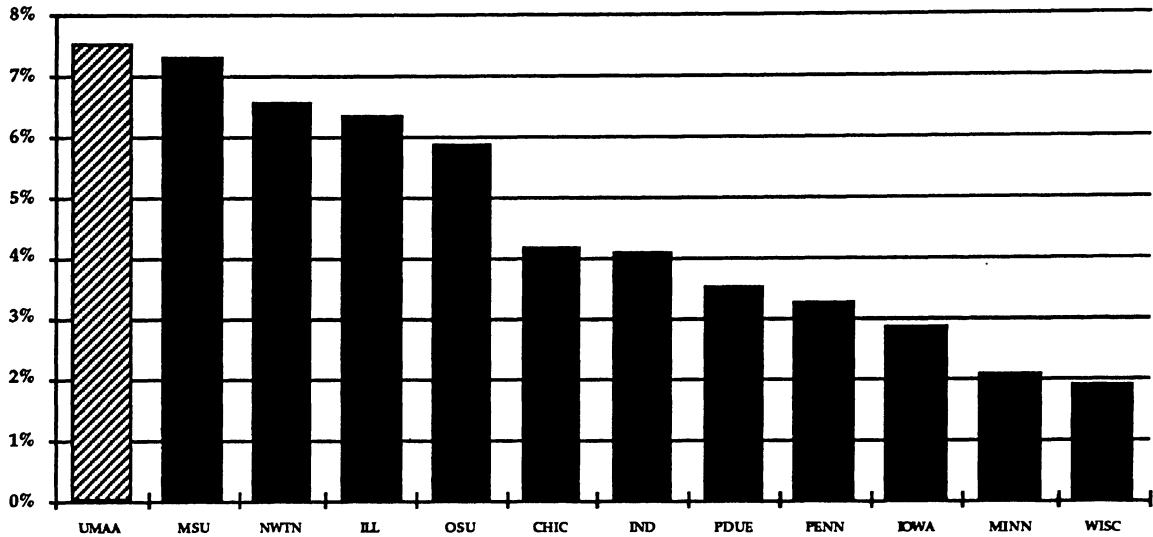


Total Student of Color Enrollments
CIC Institutions, Fall 1991

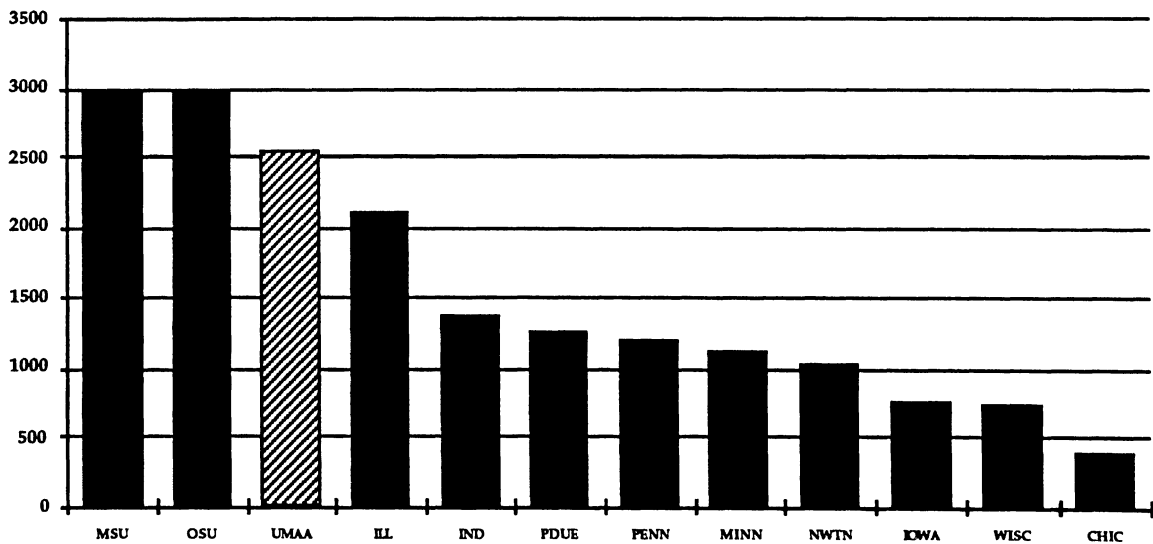


The University of Michigan also clearly ranks as a leader in its enrollment of African American students among CIC institutions.

Percentage African American Enrollments
CIC Institutions, Fall 1991

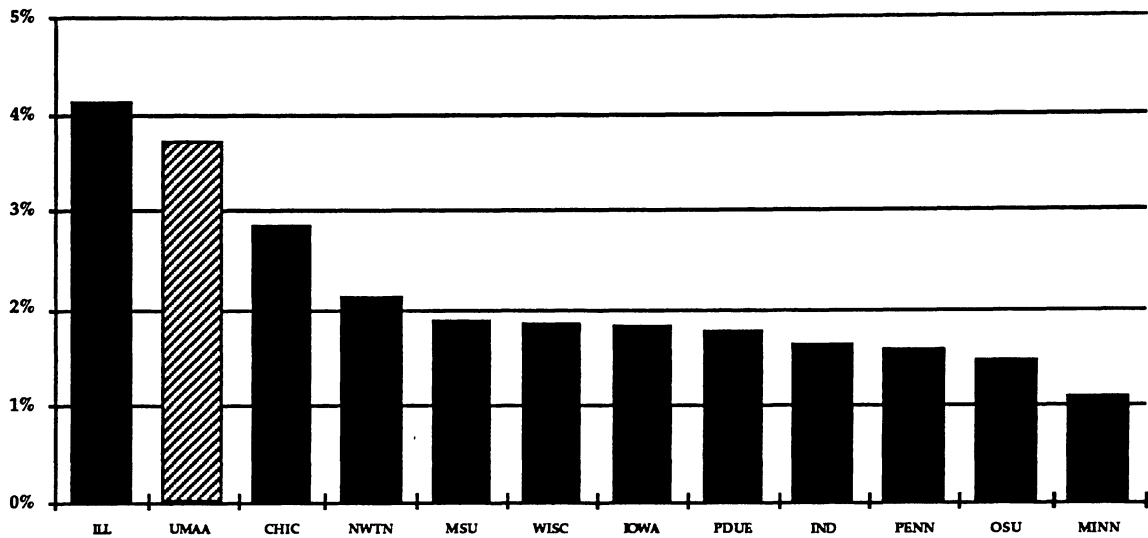


African American Enrollments
CIC Institutions, Fall 1991

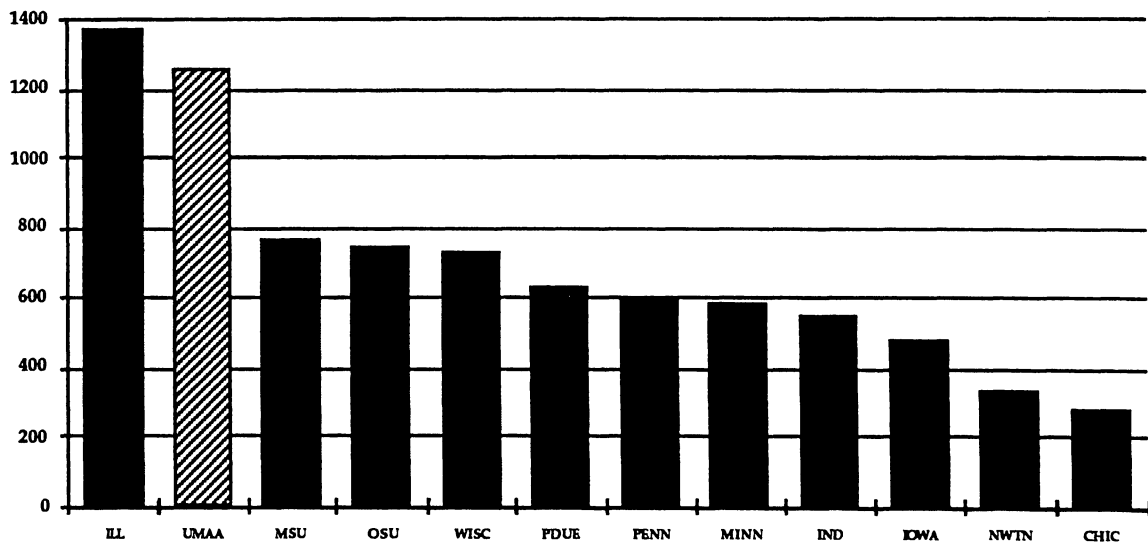


A similar situation applies to Hispanic/Latino students, in which the University of Michigan again ranks second in both percentage and absolute number enrolled:

**Percentage Hispanic/Latino Enrollments
CIC Institutions, Fall 1991**

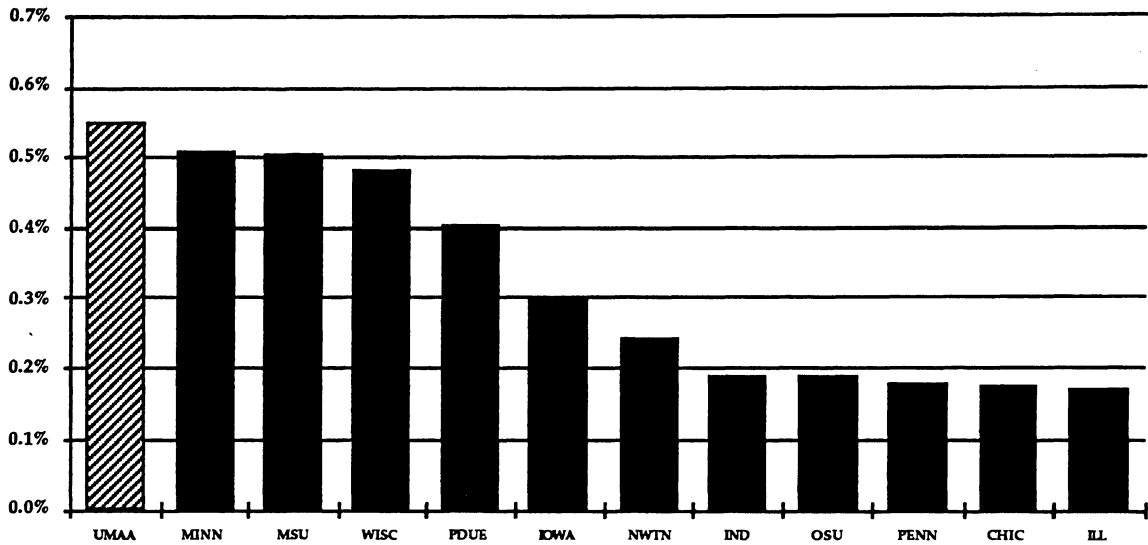


**Hispanic/Latino Enrollments
CIC Institutions, Fall 1991**

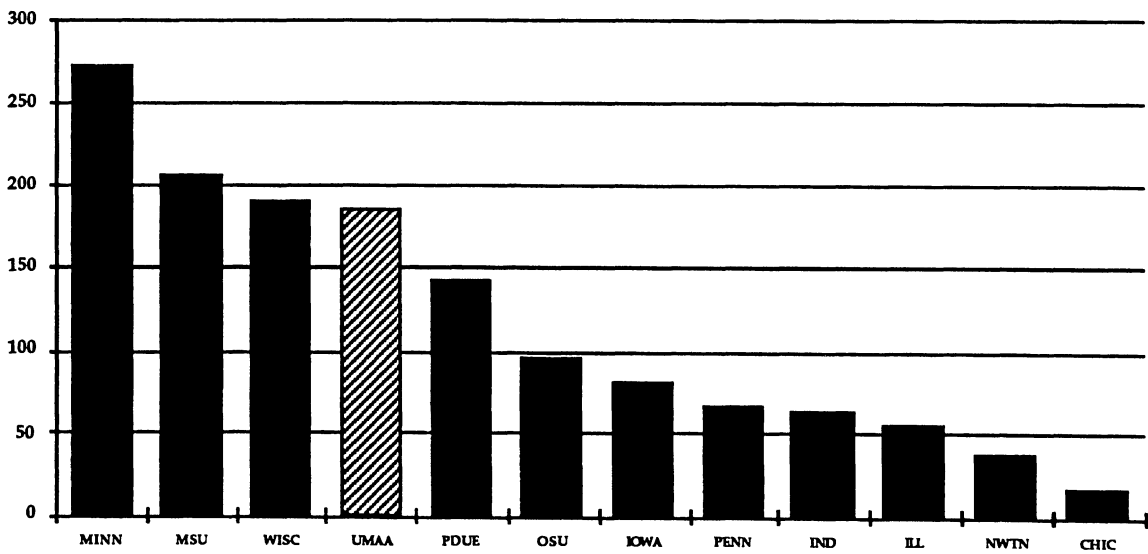


The University of Michigan also ranks among the leaders among CIC institutions in the percentage and number of Native American students enrolled.

Percentage Native American Enrollments
CIC Institutions, Fall 1991

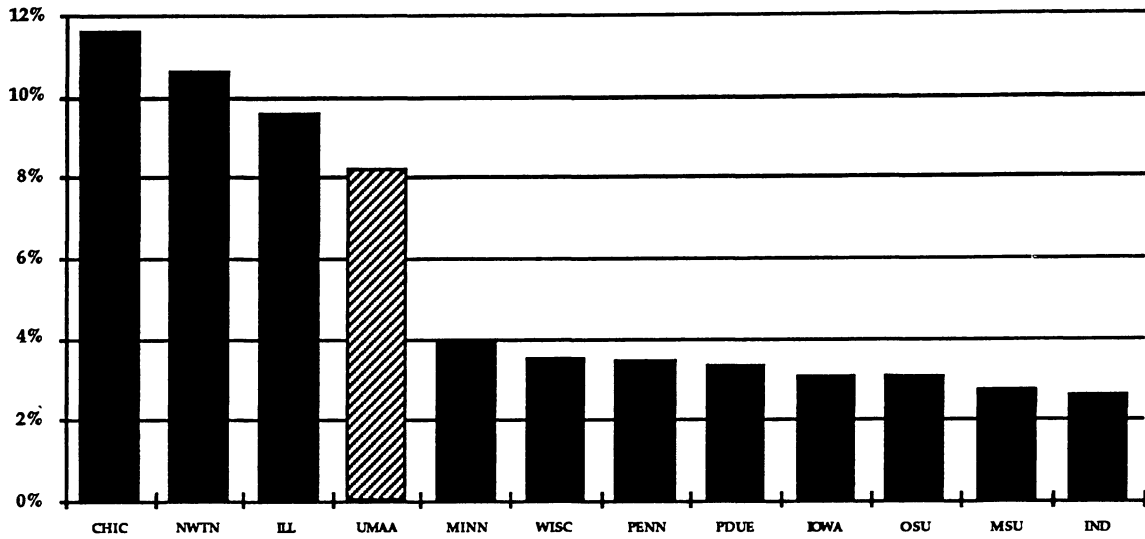


Native American Enrollments
CIC Institutions, Fall 1991

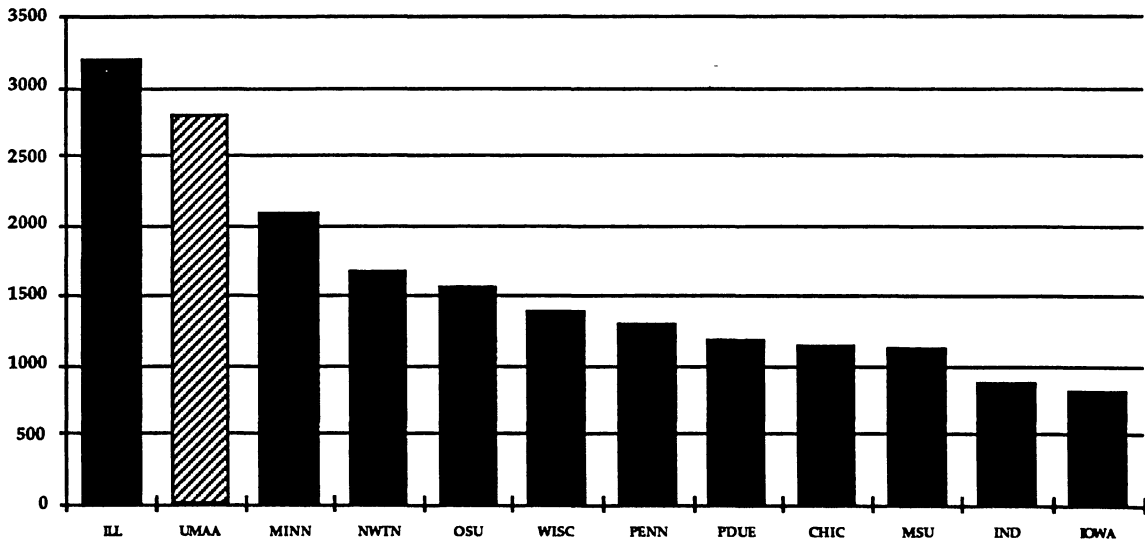


The University of Michigan ranks among the leaders in both percentage and absolute number of Asian American students enrolled.

Percentage Asian American Enrollments
CIC Institutions, Fall 1991



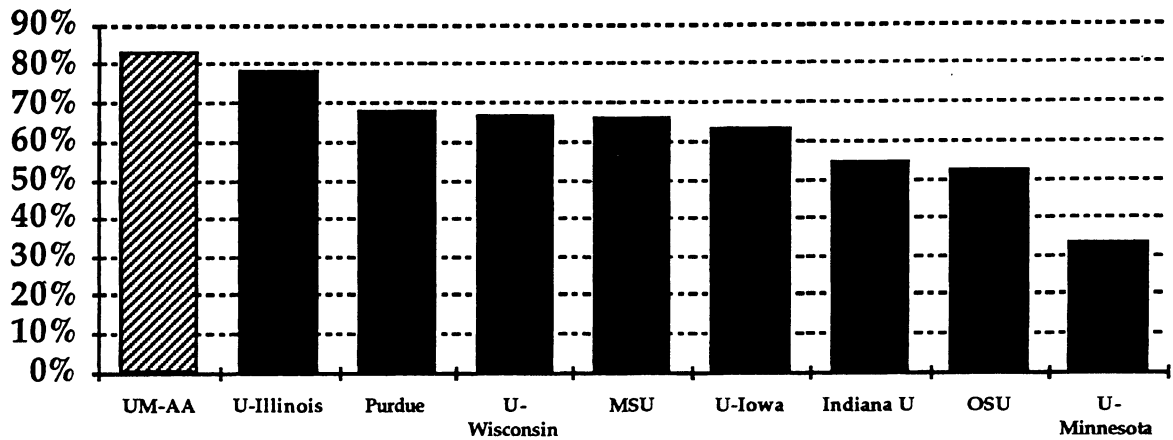
Asian American Enrollments
CIC Institutions, Fall 1991



Appendix D

UM Graduation Rates Compared with Other Peer Universities

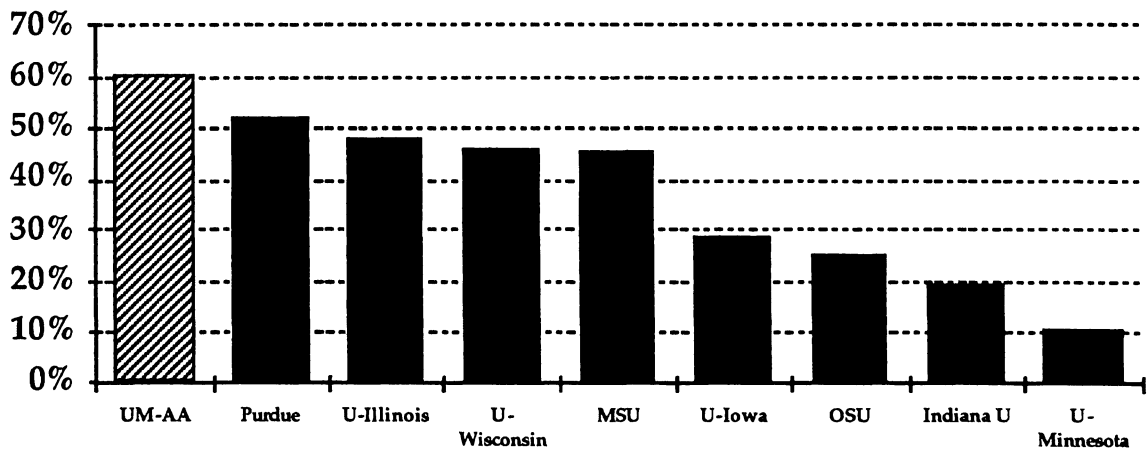
**1990 Six-Year Graduation Rate for All Students
U of Michigan-Ann Arbor and CIC Institutions***



Source: Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern or U of Chicago

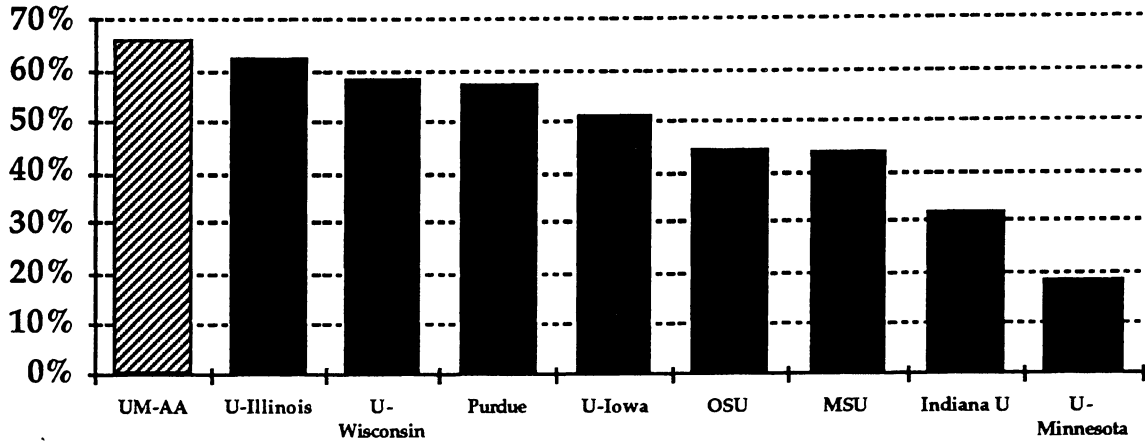
**African American 1990 Six-Year Graduation Rate
U of Michigan-Ann Arbor and CIC Institutions***



Source: The Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern, or U of Chicago

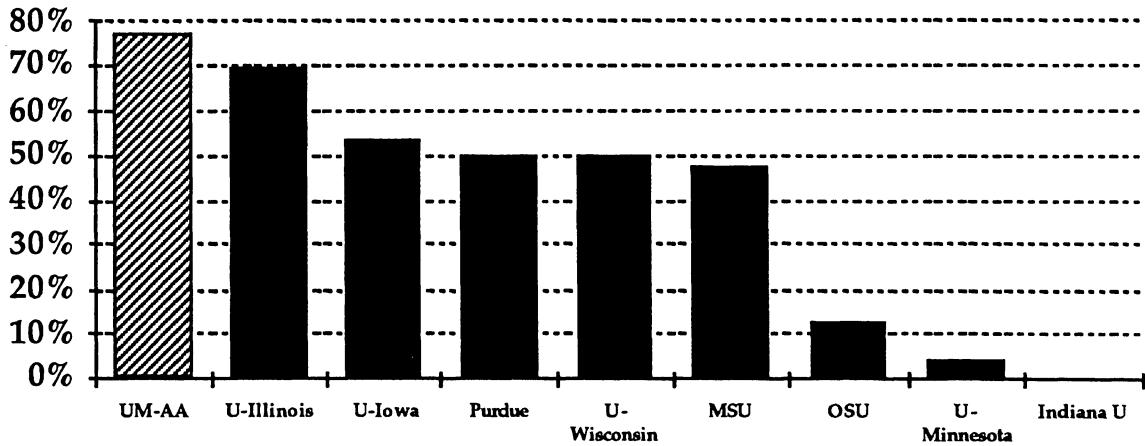
**Hispanic/Latino 1990 Six-Year Graduation Rate
U of Michigan-Ann Arbor and CIC Institutions***



Source: The Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern or U of Chicago

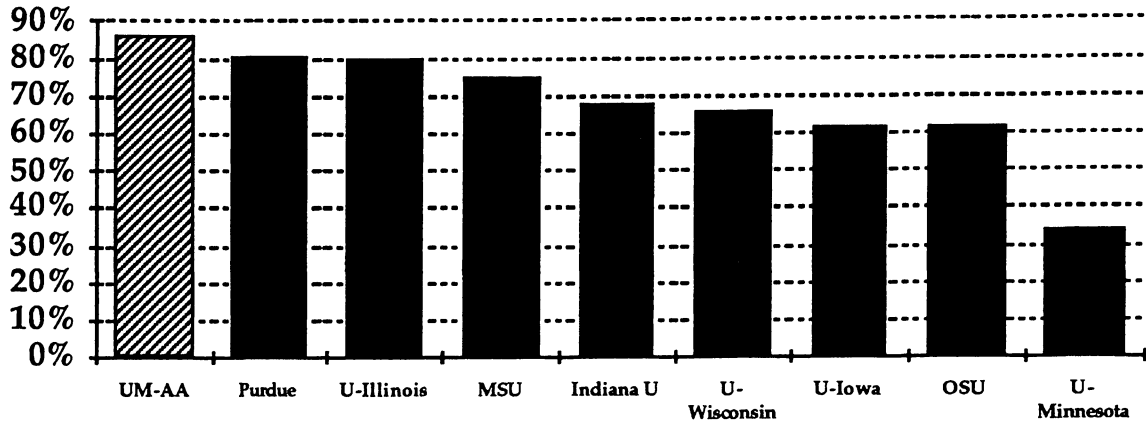
**Native American 1990 Six-Year Graduation Rate
U of Michigan-Ann Arbor and CIC Institutions***



Source: The Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern or U of Chicago

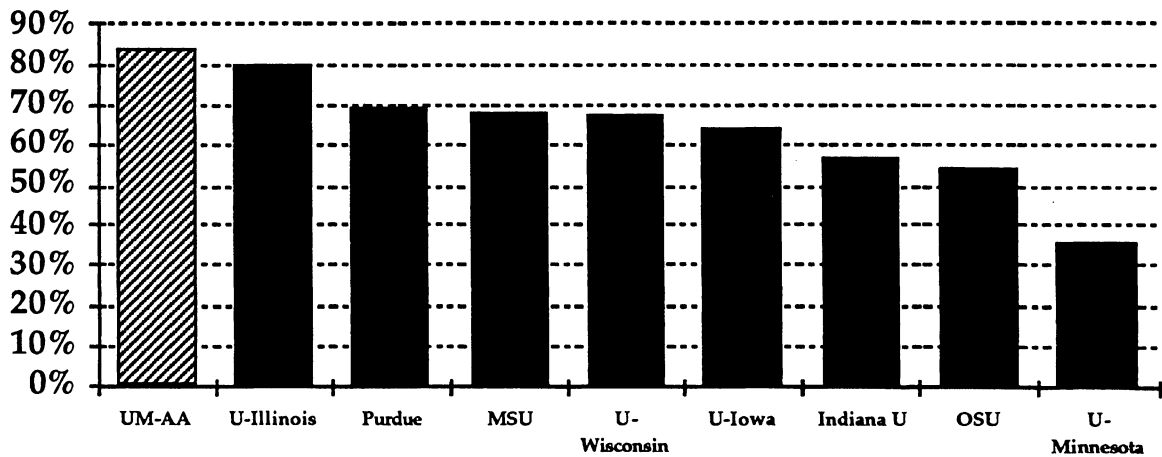
**Asian American 1990 Six-Year Graduation Rate
U of Michigan-Ann Arbor and CIC Institutions***



Source: The Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern or U of Chicago

**White 1990 Six-Year Graduation Rate
U of Michigan-Ann Arbor and CIC Institutions***



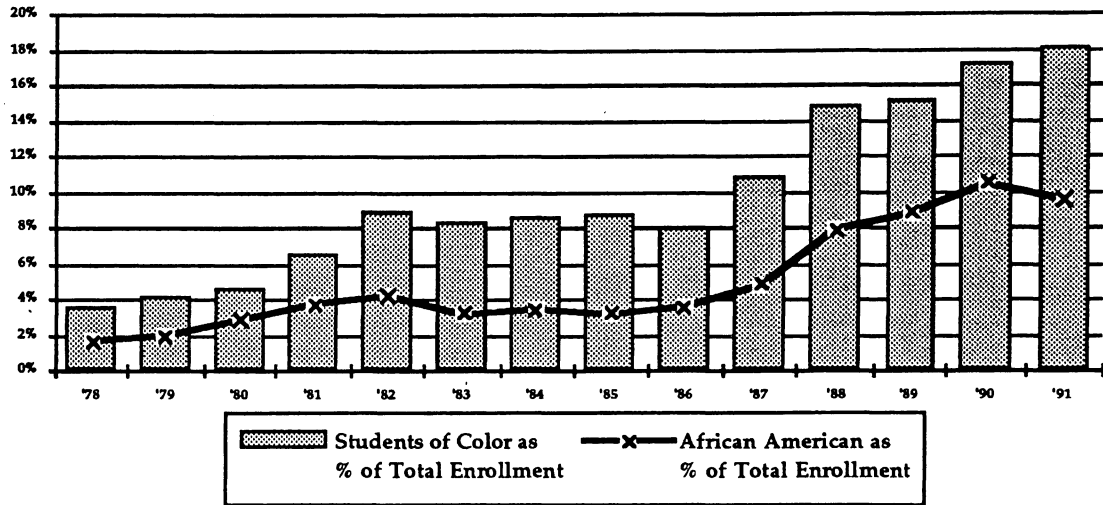
Source: The Chronicle of Higher Education 7/15/92

*Data not available for Penn State, Northwestern or U of Chicago

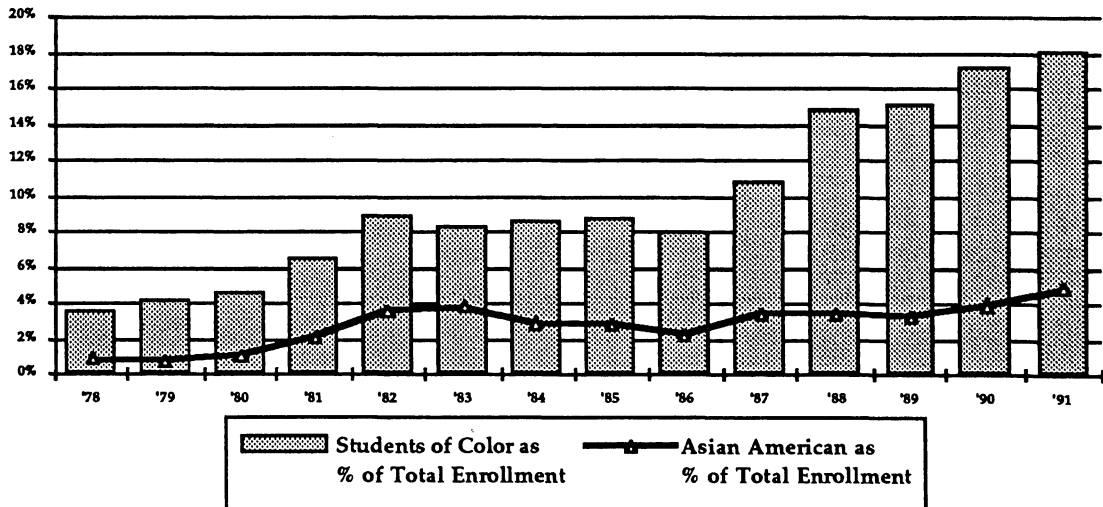
Appendix E
Student of Color Enrollment in Selected Professional Schools

School of Business Administration:

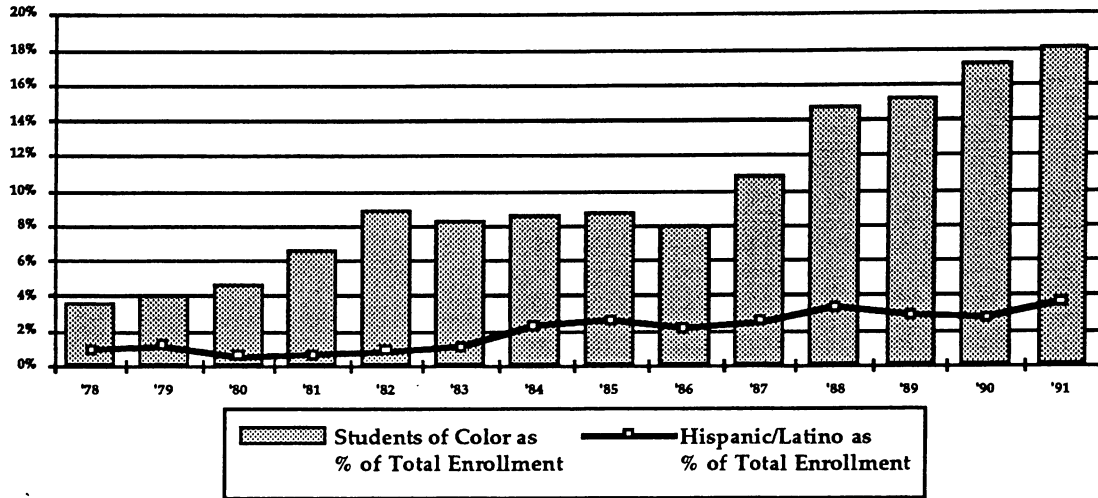
Fall Term Student of Color Percentage Enrollments in Professional Schools
 School of Business Administration Non-Rackham Students
 Total Student of Color and African American Enrollments



Fall Term Student of Color Percentage Enrollments in Professional Schools
 School of Business Administration Non-Rackham Students
 Total Student of Color and Asian American Enrollments

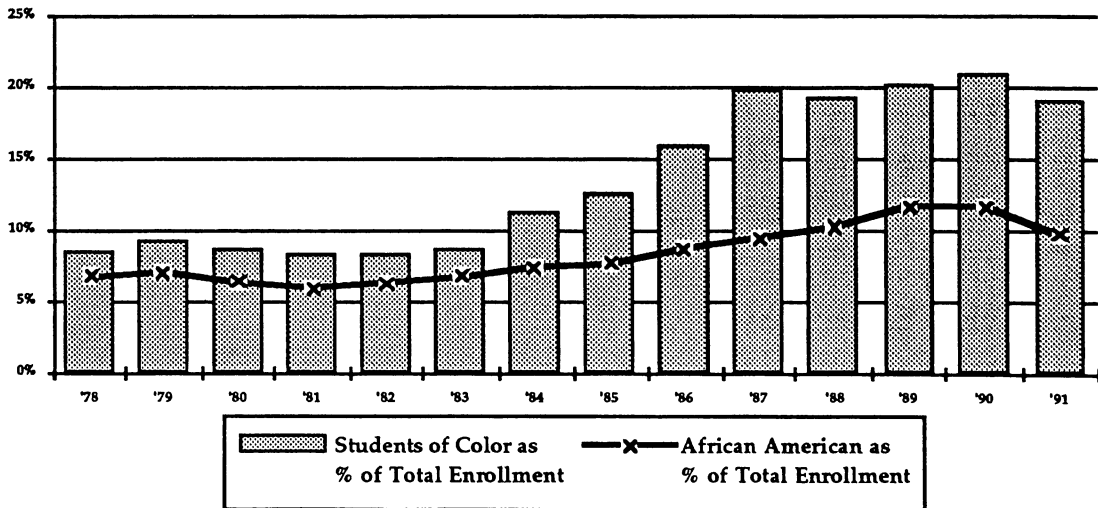


**Fall Term Student of Color Percentage Enrollments in Professional Schools
School of Business Administration Non-Rackham Students
Total Student of Color and Hispanic/Latino Enrollments**

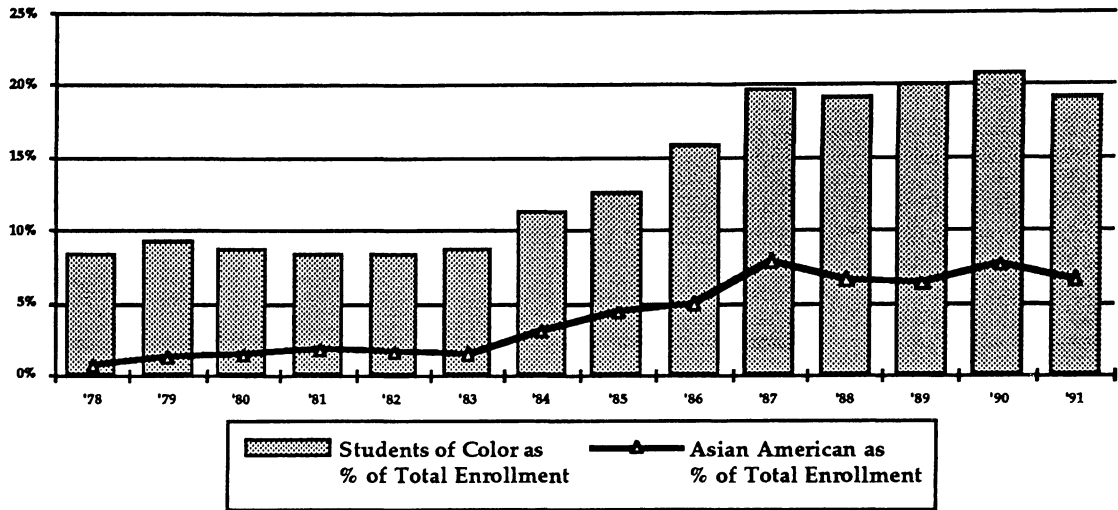


Dental School:

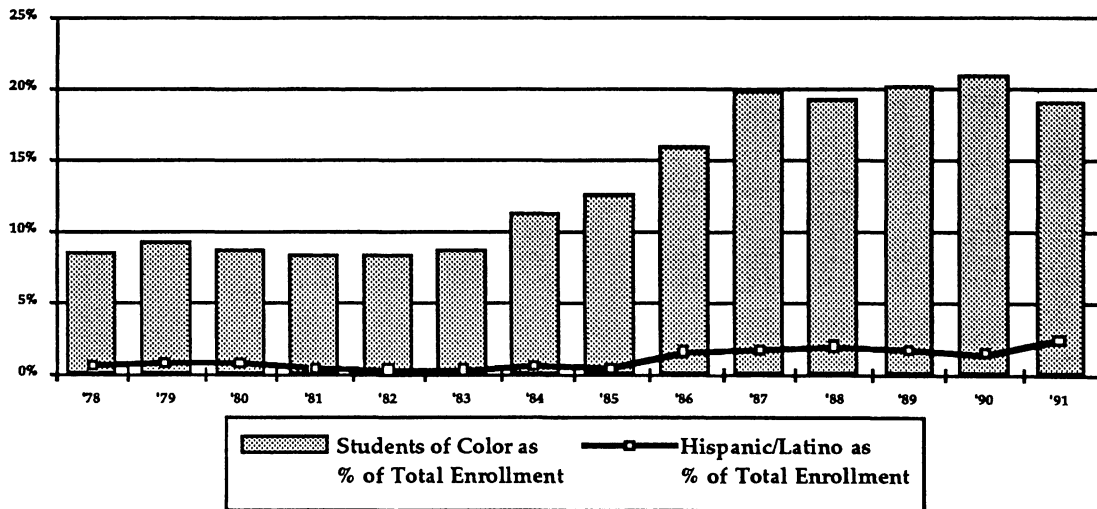
**Fall Term Student of Color Percentage Enrollments in Professional Schools
Dental School Non-Rackham Students
Total Student of Color and African American Enrollments**



**Fall Term Students of Color Percentage Enrollments in Professional Schools
Dental School Non-Rackham Students
Total Student of Color and Asian American Enrollments**

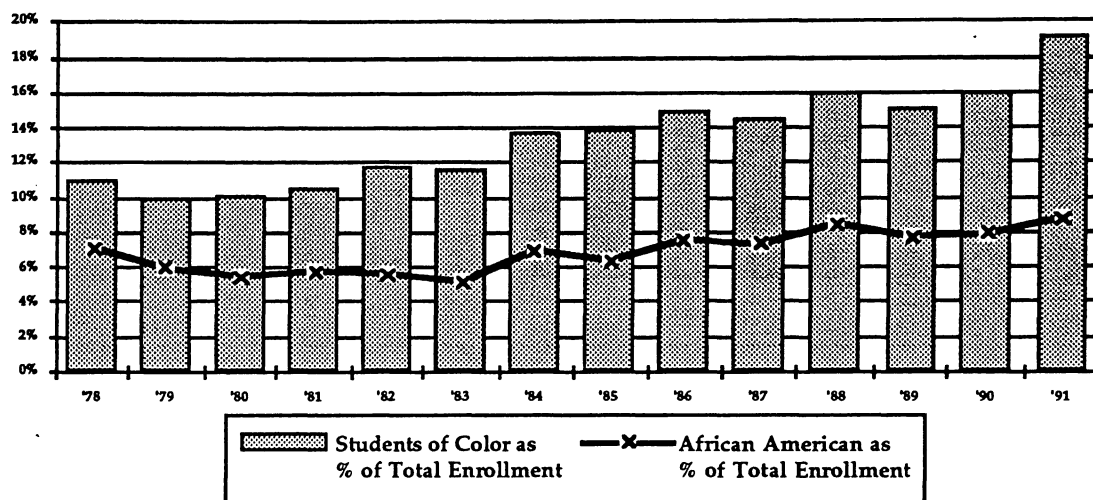


**Fall Term Student of Color Percentage Enrollments in Professional Schools
Dental School Non-Rackham Students
Total Student of Color and Hispanic/Latino Enrollments**

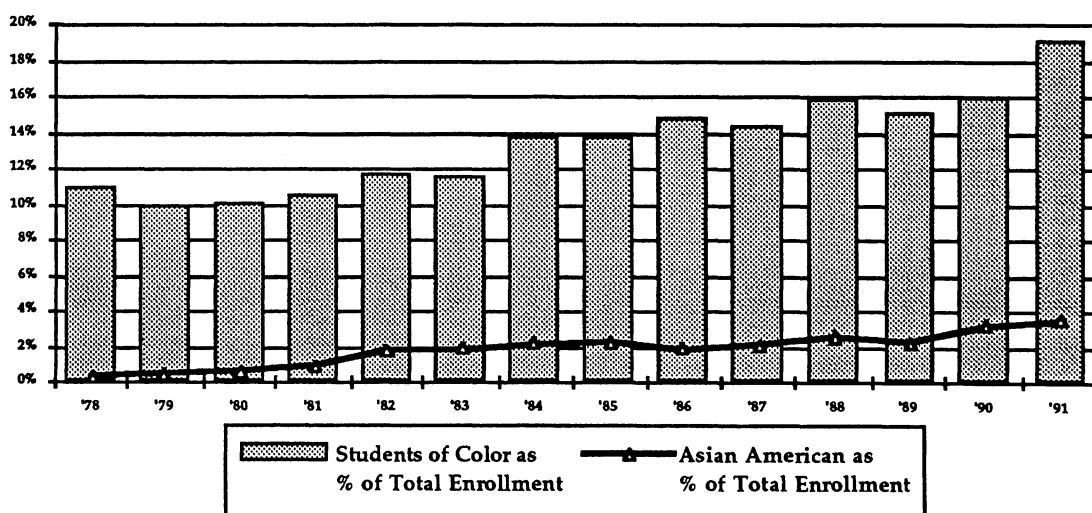


Law School:

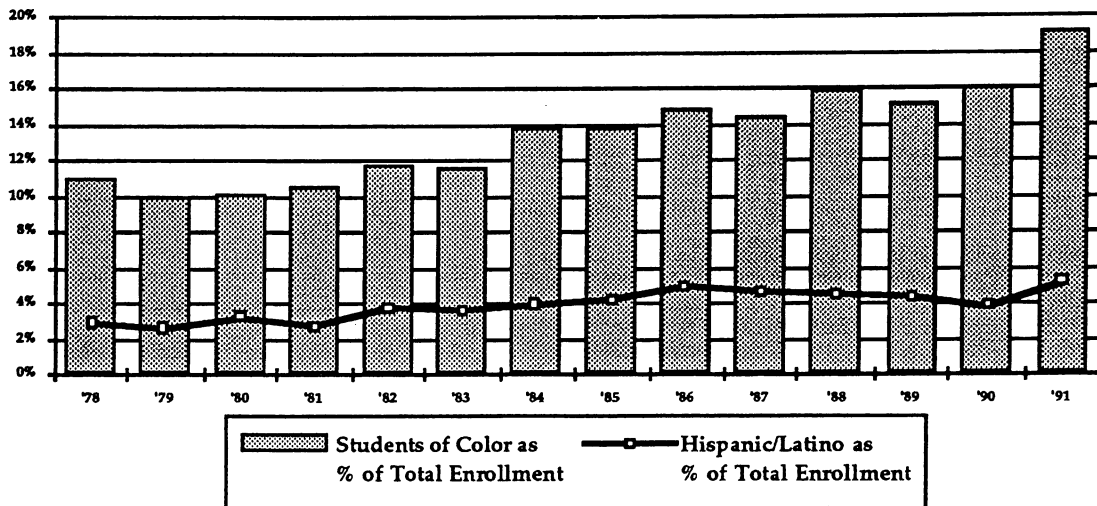
Fall Term Student of Color Percentage Enrollments in Professional Schools
 Law School Non-Rackham Students
 Total Student of Color and African American Enrollments



Fall Term Student of Color Percentage Enrollments in Professional Schools
 Law School Non-Rackham Students
 Total Student of Color and Asian American Enrollments

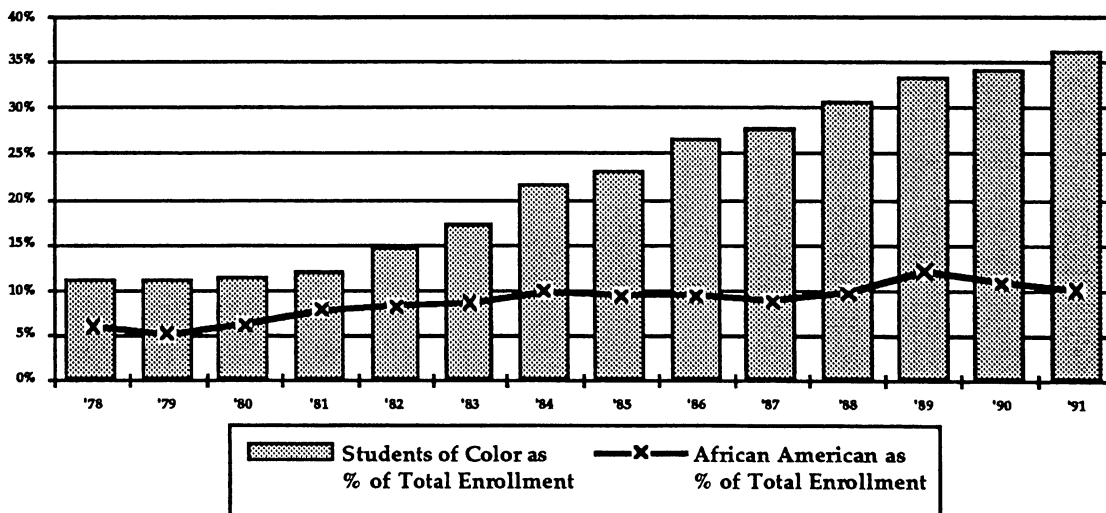


**Fall Term Student of Color Percentage Enrollments in Professional Schools
Law School Non-Rackham Students
Total Student of Color and Hispanic/Latino Enrollments**

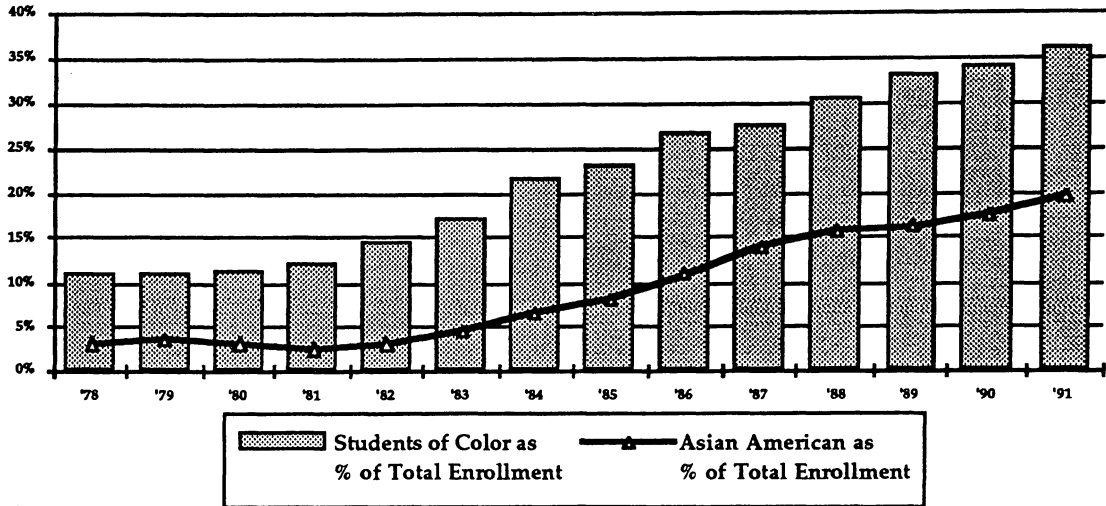


Medical School:

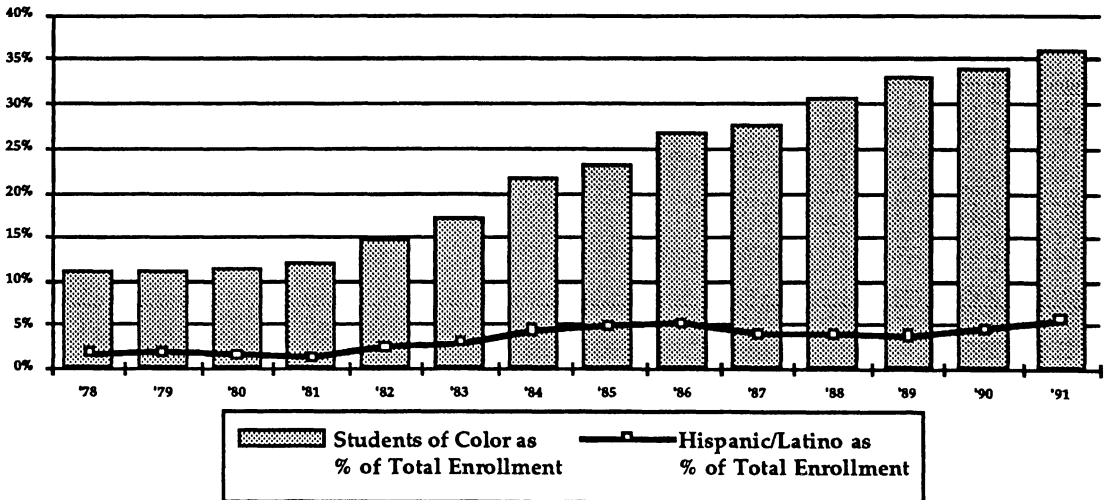
**Fall Term Student of Color Percentage Enrollments in Professional Schools
Medical School Non-Rackham Students
Total Student of Color and African American Enrollments**



**Fall Term Student of Color Percentage Enrollments in Professional Schools
 Medical School Non-Rackham Students
 Total Student of Color and Asian American Enrollments**

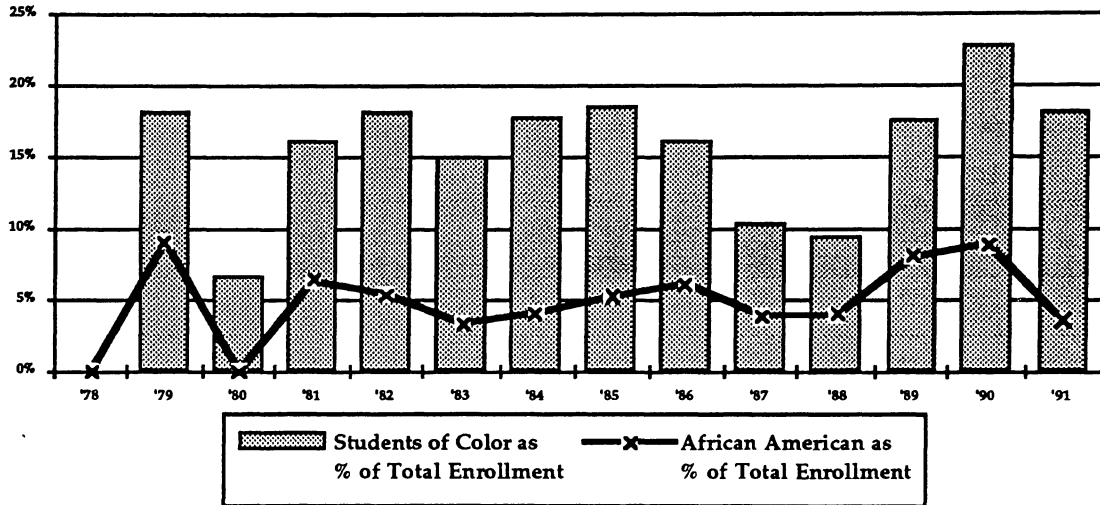


**Fall Term Student of Color Percentage Enrollments in Professional Schools
 Medical School Non-Rackham Students
 Total Student of Color and Hispanic/Latino Enrollments**

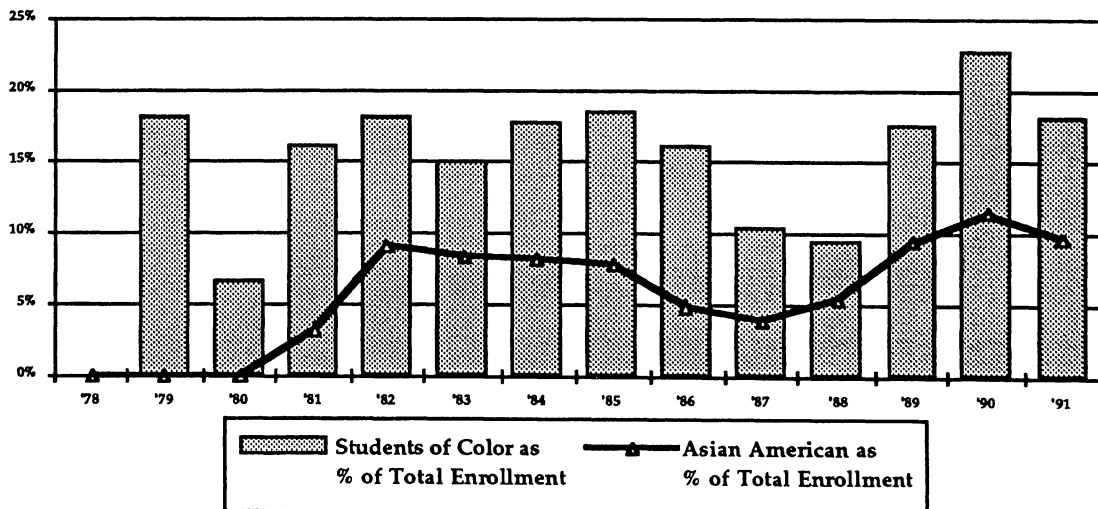


College of Pharmacy:

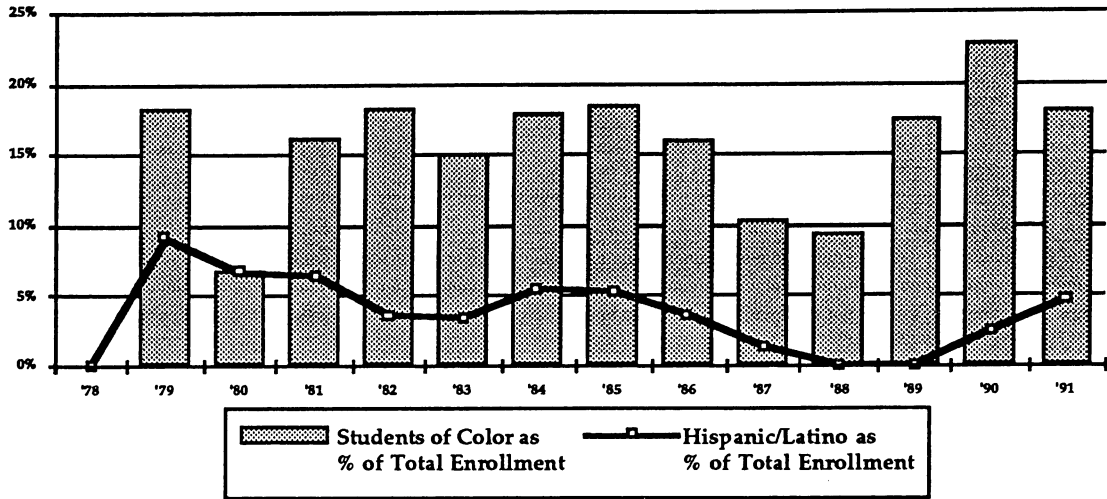
**Fall Term Student of Color Percentage Enrollments in Professional Schools
College of Pharmacy Non-Rackham Students
Total Student of Color and African American Enrollments**



**Fall Term Student of Color Percentage Enrollments in Professional Schools
College of Pharmacy Non-Rackham Students
Total Student of Color and Asian American Enrollments**

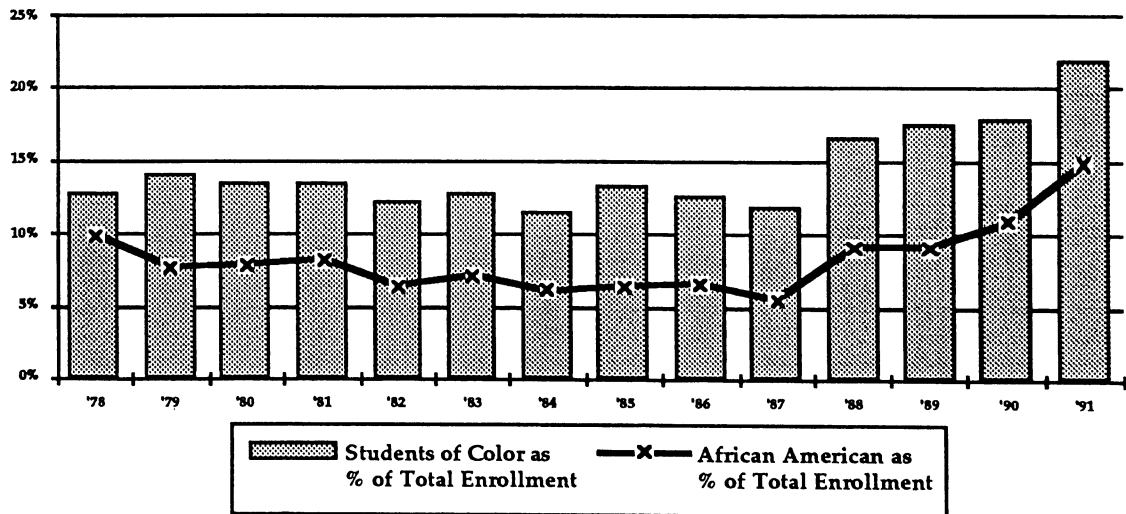


Fall Term Student of Color Percentage Enrollments in Professional Schools
 College of Pharmacy Non-Rackham Students
 Total Student of Color and Hispanic/Latino Enrollments

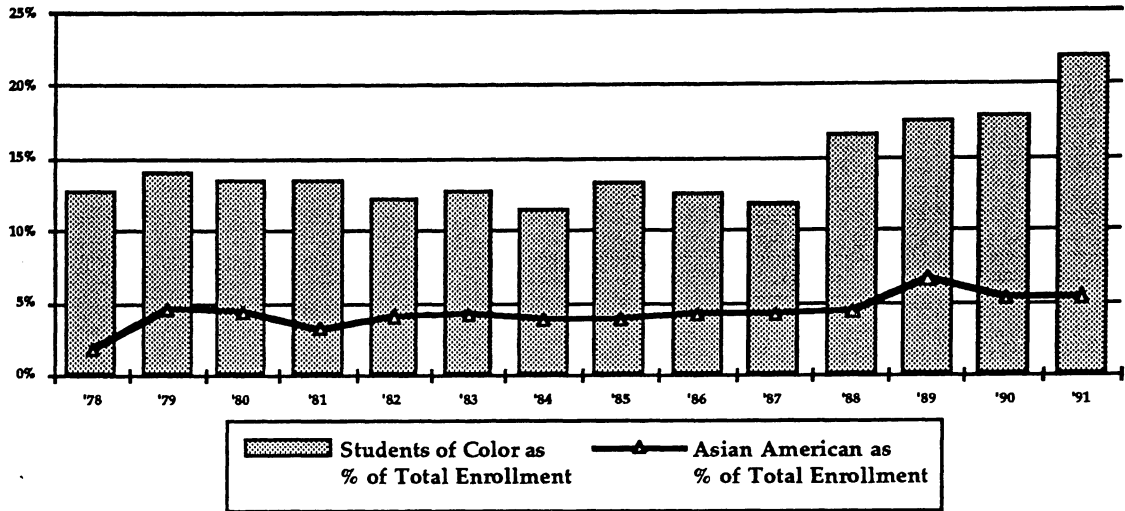


School of Public Health:

Fall Term Student of Color Percentage Enrollments in Professional Schools
 School of Public Health Non-Rackham Students
 Total Student of Color and African American Enrollments



**Fall Term Student of Color Percentage Enrollments in Professional Schools
School of Public Health Non-Rackham Students
Total Student of Color and Asian American Enrollments**



**Fall Term Student of Color Percentage Enrollments in Professional Schools
School of Public Health Non-Rackham Students
Total Student of Color and Hispanic American Enrollments**

