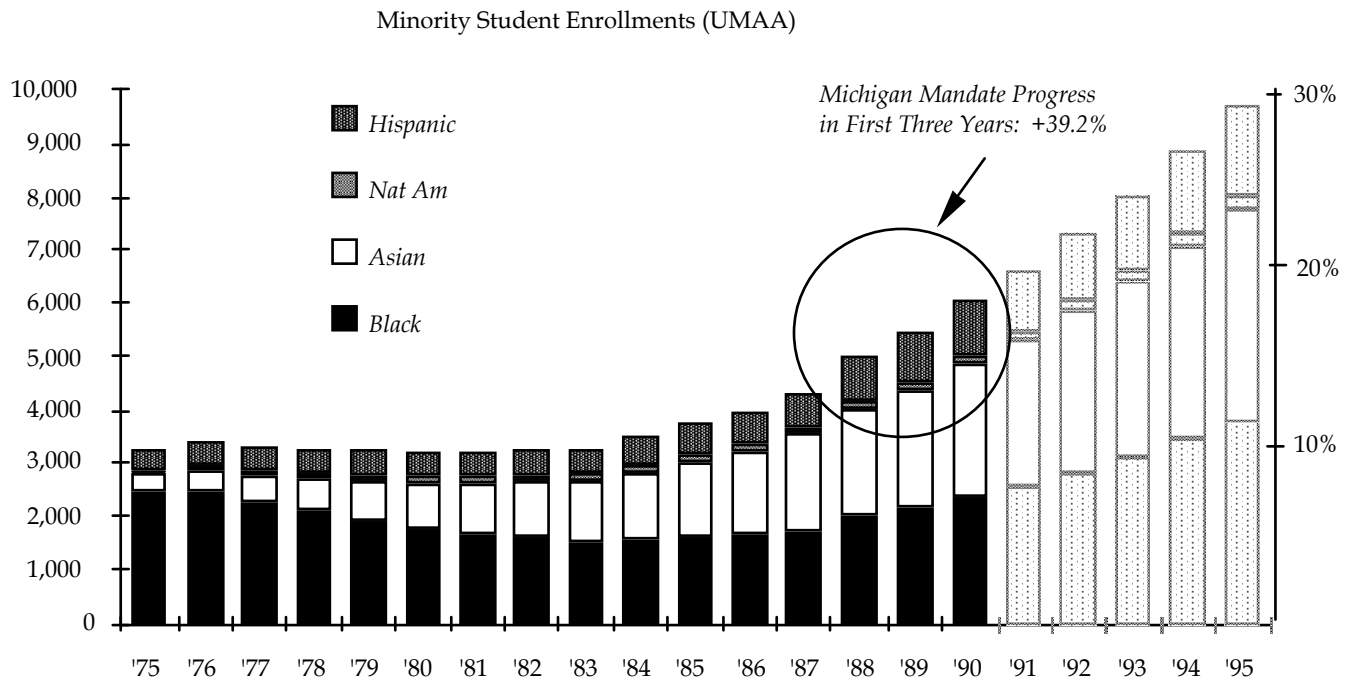


The Michigan Mandate

A Three-Year Progress Report



A Three-Year Progress Report

Preface

Three years ago the University of Michigan set out on a new course to better respond to the extraordinary diversity of our nation and the world in which we live. We have committed ourselves to change our makeup and our culture to bring all ethnic groups fully into the life and leadership of our institution. People sometimes ask why the University has made this commitment to change, why it has become a centerpiece of our efforts to achieve excellence and leadership during the 1990s. The reasons are simple:

First and foremost, it is the morally right thing to do, fulfilling our commitment as a public university to serve all of the people of our state and nation.

Second, this commitment is the cornerstone of our capacity to serve a changing nation and a changing world. America is rapidly evolving into one of the most diverse, multicultural societies on earth. The America of the twenty-first century will be a nation without a dominant ethnic majority; it will become a nation of minorities. To serve this changing population, institutions such as the University of Michigan must provide the educated people and ideas needed by our society to build unity out of diversity.

And third, we are convinced that in order for the University to achieve excellence in its fundamental missions of teaching and scholarship, we must reflect the growing diversity of intellectual perspectives and experiences of America and the world among our faculty, students, and staff and in our teaching, research, and service missions.

To achieve our goals, we have been developing over the past three years a new agenda we call **the Michigan Mandate**. The fundamental goal of the Michigan Mandate is to make the University of Michigan a leader known for the racial and ethnic diversity of its faculty, students, and staff. And even more important, we are determined to become a leader in creating a multicultural community, capable of serving as a model for higher education and a model for society-at-large. We recognize that we cannot serve our state, our nation, and the world unless our campus reflects the strengths, perspectives, talents, and experiences of **all** peoples in our society.

But we have known from the beginning that the Michigan Mandate is not in itself a magic cure. It is not going to change our University overnight. Instead, it is a strategic plan that sets a direction and points to a destination. The Michigan Mandate has evolved over these past three years as thousands of people in hundreds of meetings have discussed our plans and contributed their own ideas to the evolving document. In this sense, the Mandate is a process, not a final product. It is a collective effort that continues to grow as we learn from experience and draw more people into the process.

Signs of Progress

Today we can report that the Michigan Mandate is starting to work. From top to bottom University decisions are now being made with goals of diversity as a priority. In fact, across the nation other universities are using the Michigan Mandate as a model in their own planning for diversity.

To illustrate our progress, let me list here just one of the key highlights of this report:

1. Our Fall statistics now reveal that we have the largest number of students of color, **6,044**, in our history, corresponding to **18.2%** of our enrollment. This represents a **39%** increase in minority enrollments in the first three years of the Michigan Mandate.
2. Moreover, we now have the largest number of Hispanic, Native American, and Asian students at all levels--undergraduate, graduate, and professional--in our history. Further, in the next year we hope to exceed as well the largest number of Black students in our history (2,456 in 1976). Already, Black enrollments have increased by **36%** over the past three years to **2,358** students, representing **7.1%** of our student body. Hispanic students have increased **56%** to **1,055** or **3.2%** of our student body. Asian students have increased **37%** to **2,474** (7.5%), while Native American students have increased **22%** to **157** (0.5%).
3. This past year has been among the most successful recruiting years in our history. Twenty-two percent of this year's freshman class are students of color. Of these

minorities, 35% are Black, 20% are Hispanic, and 2.3% are Native American students.

4. We have also seen remarkable progress at the graduate and professional level: 46% increase in minority graduate students (55% increase in Black), and 36% in minority professional students (53% Black). For example, our entering MBA class is 30% minority (20% Black).
5. Our graduation rates among students of color are among the best in the nation.
6. During the first three years of the Michigan Mandate we have added **121** new faculty of color to the University's tenure track ranks, including **59** 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.

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

	<u>Minority</u>	<u>Black</u>	<u>Hispanic</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%
Students†	18.2%	7.1%	3.2%	0.5%	7.5%
....UG†	18.5%	6.7%	3.2%	0.5%	8.1%
....Grad†	16.1%	6.1%	3.5%	0.3%	6.2%
....Prof†	19.1%	9.6%	2.9%	0.5%	6.1%
Faculty†	11.2%	3.9%	1.6%	.1%	5.6%
Mgt†	6.9%	4.5%	1.0%	0.1%	1.0%
P&A†	13.7%	6.4%	1.3%	0.3%	5.8%

*1990 Census Data

† 1990 University Data

There are also many other signs of progress, ranging from major growth in financial aid to students of color to increased outreach programs to school systems in cities such as Detroit, Flint, and Saginaw. In fact, at the end of the first three years we believe we have in place the people, policies, and the programs that will increase our representation for students of color at a rate that will make our University community representative of the national population during the 1990s.

But increasing the numbers of minority faculty, students, and staff is only the first step. It takes great effort and resources--but with determination, it is both a measurable and achievable goal.

But we also recognize that increasing the numbers is the easy part. We all know that you can have a lot of different people living in the same locale, working side-by-side,

shopping in the same stores, and going to the same classes, but that doesn't mean that you will have a community. Just increasing the numbers and mix of people doesn't mean that you will have mutual respect, that you can live and work together harmoniously, that you can work together toward common goals.

To have these, you must have a new kind of community, a community that draws on the unique strengths and talents and experiences of all of its members and that ultimately transcends differences to build a learning community. At the University of Michigan we are determined to seek the fundamental changes necessary to build this kind of community. This is the hard part of the task ahead of us.

Issues of Community

Our universities are trying to confront one of the most painful and persistent problems in American history: the hateful legacy of racial prejudice and discrimination. Today, when we had hoped to at last overcome, we instead come to an awful irony: even as America's population is becoming ever more diverse, it is also becoming ever more separate. Tragically, students coming to our campus in recent years have grown up in communities that are increasingly separated by race and ethnic group, by nationality and belief, by age, by occupational group and economic background. It is little wonder that we experience conflict and tensions. On the contrary, they should be expected. As a result, we believe that the excitement--and the tensions--characterizing so many of today's college campuses should be viewed, in reality, as the birth pangs of a new type of community.

Our communities and neighborhoods, our churches and public schools, our business and commerce, all have failed to create a sense of community or to provide the models for creative interaction that we need to build a new kind of society based on genuine mutual dependence, trust, and respect. The truth is that in America today it is on our college campuses that many students come together for the first time where they are expected to live, work, and learn together. It is not surprising that they don't get along, that it is sometimes painful. It also isn't surprising that the resulting campus tensions show up in the newspapers or on television. Negative publicity is the price higher education pays because it is one of the few institutions in our society that is stepping up to the problem of racism and diversity in America.

Yet, we believe that the mission of building multicultural learning communities must be our priority--our mandate. Our campuses have become the crucibles in which the multicultural, multiracial, world cultures of twenty-first century America are being forged. Our campuses must step up to their responsibility. It is critical for the future of our country.

Change rarely occurs without pain. What we are experiencing on our campuses are the first faltering steps forward. We are seeing the effects of increasing the number of students of color and the early stages of creating the new kind of community that is built on diversity and mutual respect, while at the same time we seek to find the common values and goals capable of binding us together. Our job is to educate the students, these world citizens of the twenty-first century, to help them learn about one another and to practice tolerance, to respect each other, to learn to live and work together, and to develop skills for intercultural interaction and a common commitment to the democratic process.

If the way ahead seems discouraging at times, we should remember that we are not the only society grappling with these problems of human failure. As we focus on our own difficulties, it is easy to forget that they are a regrettable part of our human heritage. Group conflict, discrimination, prejudice, and oppression have been with us since the beginnings of human society. It is a tragic flaw of human character to reject others in order to define oneself. And we have only to look around us to see that group hatred, discrimination and prejudice exist in all parts of our world today. We need only

acknowledge the disgrace of apartheid in South Africa or the deep-rooted conflict between Muslims and Hindus in South Asia, Jews and Arabs in the Middle East, Christians and Moslems, or Catholics and Protestants in Ireland and ethnic violence in Eastern Europe, Spain, India, Africa, or Southeast Asia. Nearly every country and every region is struggling with problems similar to the ones we face on our campuses, in our state, and across our nation.

A Vision of the Future

But in today's world we cannot afford to accept racism and prejudice and discrimination any longer. We cannot live divided from one another. Our world has become one world. Conflicts and injustice in one region or community affect all of us. We must learn to accept our common humanity, our common fate, or suffer the consequences of continual suffering, violence, and destruction.

But because a problem is ancient or widespread or complex or difficult doesn't mean that we have an excuse to ignore it or avoid it. It may mean the job is harder to do. But the task is not impossible. We have to begin somewhere; we have to take a stand.

At the University of Michigan we are trying to do just that. We believe we have a mandate to build a model of a learning community that thrives on the glorious and unique differences of our human heritage, which draws on our democratic and scholarly traditions and values to create a new model of community.

We have set the highest goals for ourselves and our University. We are uncertain as to whether we can make this dream a reality during the decade ahead. But we are

determined to try, knowing that we will sometimes fail. We will take the wrong turn, stumble, lose our way at times, become confused. It is clear that we do not have all the answers. But, there is an old saying: If you never fail, you just haven't set your goals high enough. So a few missteps or detours won't bother us, as long as we hold to our basic ideals and direction. What will not change or falter is our determination to move the University in a direction that serves all the people of our society.

Progress on the Principal Objectives of the Michigan Mandate

Three years ago, the Michigan Mandate set our four strategic objectives. It is helpful to restate these objectives in their original form in order to assess progress toward their achievement:

Objective 1: Faculty Recruiting and Development

Goals:

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

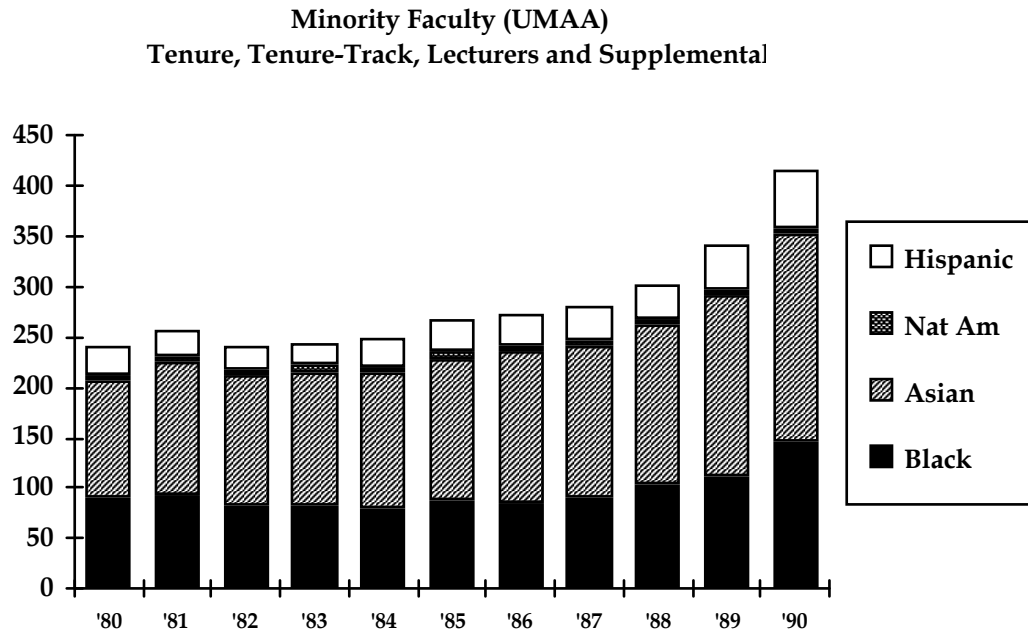
Results to Date:

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

- The University has added **121** new faculty of color to its tenure track ranks over the past three years corresponding to a **51%** increase over tenure track faculty in 1987, and bringing faculty of color representation to 417 or 11.2% of total Ann Arbor campus faculty (tenured, tenure-track, lecturers and supplemental).

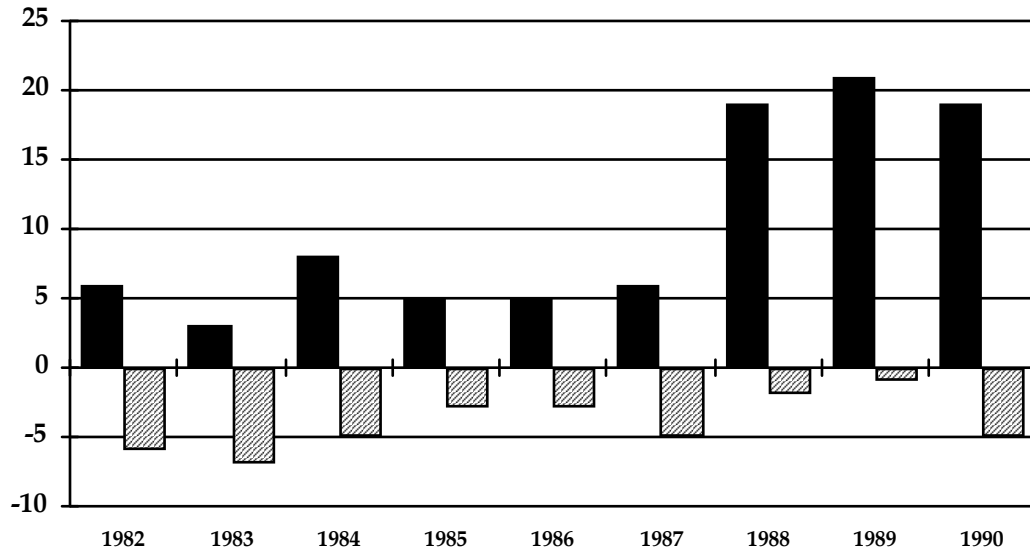
- During this period, **59** new African-American faculty have been added to the tenure track, an increase of **75%** over tenure track faculty in 1987, bringing African-American representation to 146 or 3.9% of total faculty.
- Furthermore, **18** new Hispanic-American tenure track faculty have been added during this period, an increase of **75%** over tenure track faculty in 1987, bringing Hispanic representation to 59 or 1.6% of total faculty. Asian faculty representation on the tenure track has risen by **43** or **33%** over this period to a 207 or 5.6% of total faculty. We have had the least success in the recruitment of Native American faculty, adding only one new faculty member during this period to stand at a present level of 5.

The chart below shows the progress made in minority faculty representation during the past three years:



A better sense of the impact of the Michigan Mandate on faculty hiring can be seen by comparing the increase in faculty hires and decrease in attrition for Black tenure and tenure-track faculty in recent years.

Black Tenure and Tenure-Track Faculty Hires and Attrition



Objective 2: Student Recruiting, Achievement, and Outreach

Goals:

- In each of the next five years, achieve an increase 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 minority students who have withdrawn from our academic programs.
- Design new and strengthen existing outreach programs which have demonstrable impact on the pool of minority applicants to undergraduate, graduate, and professional programs.

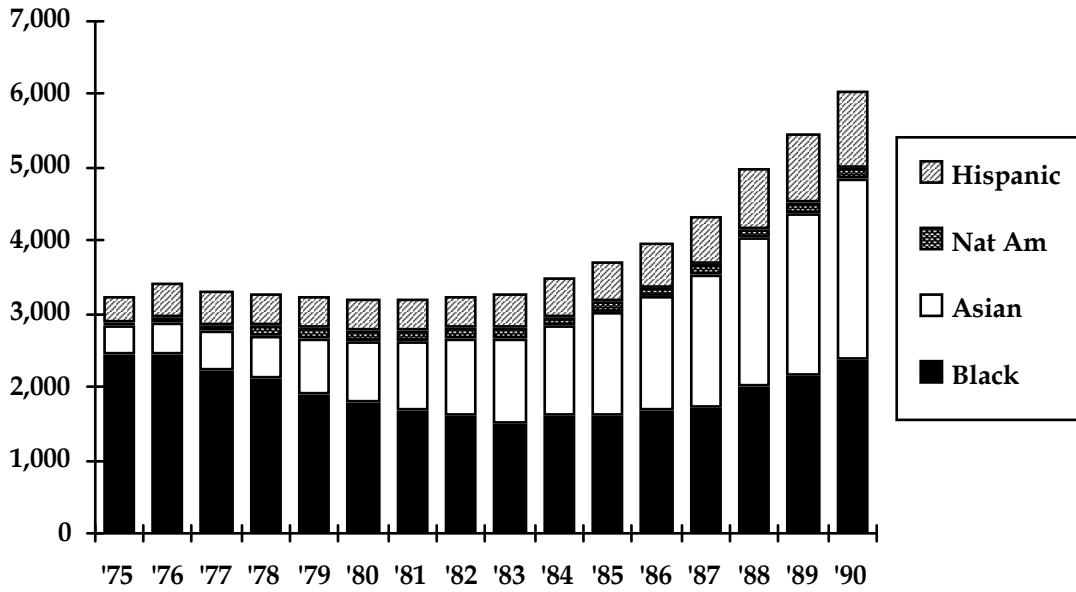
Results to date:

Student Enrollments:

The University has made great progress over the past three years in moving towards its student representation goals:

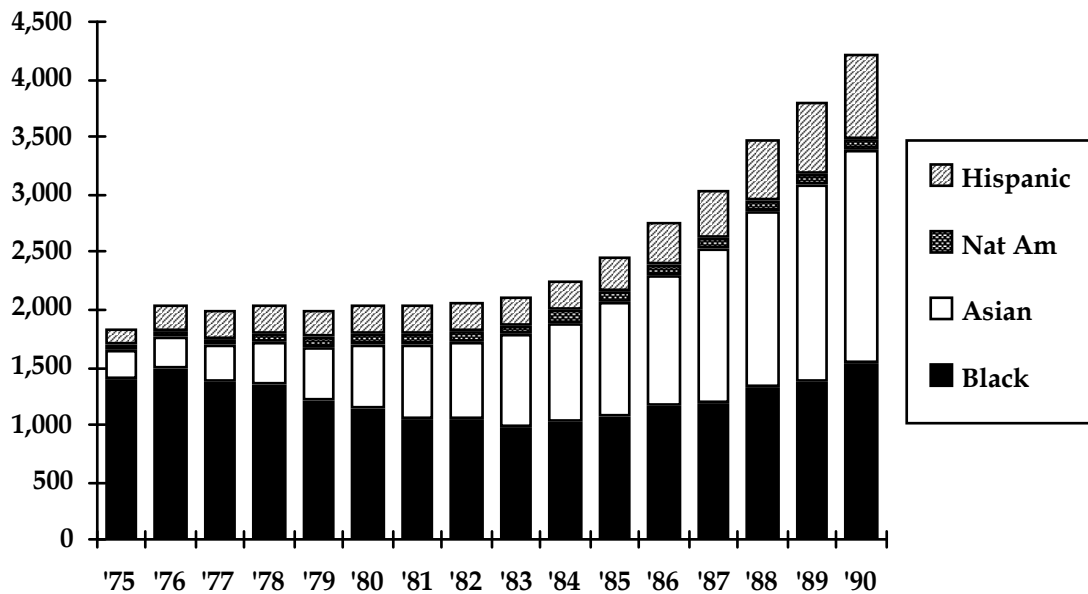
African American:	36.0% increase to 2,358 students (7.1%)
Hispanic American:	55.8% increase to 1,055 students (3.2%)
Native American:	21.7% increase to 157 students (0.5%)
Asian American:	37.2% increase to 2,474 students (7.5%)
All Minorities:	39.2% increase to 6,044 students (18.2%)

Minority Student Enrollments (UMAA)



Undergraduate minority enrollments reflect this strong growth

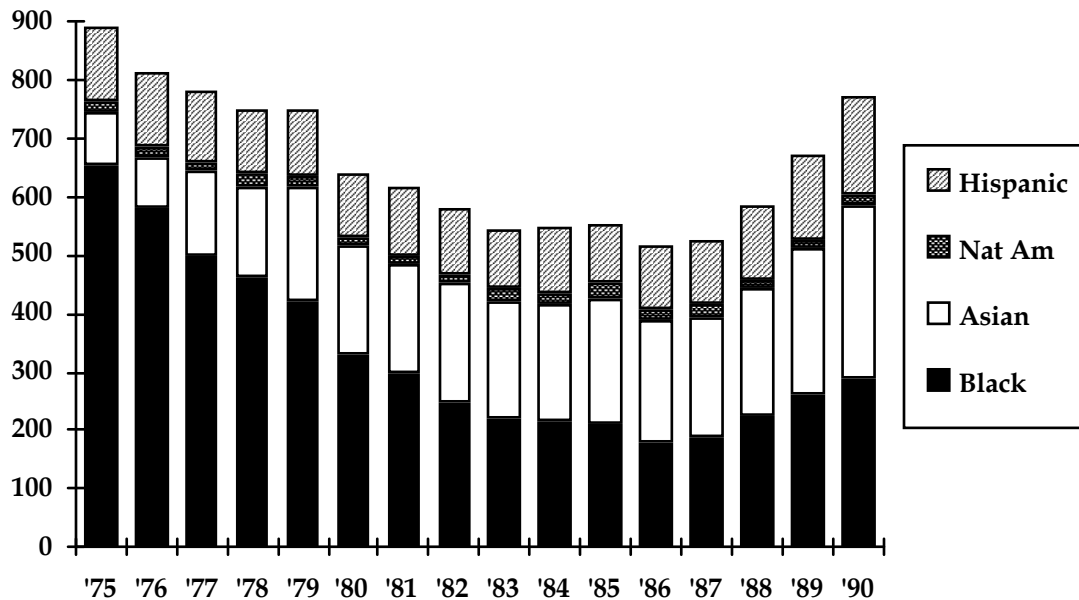
Undergraduate Minority Student Enrollments (UMAA)



Since our graduate student population represents the next generation of faculty, particular effort has been focused on increasing minority graduate enrollment. During the first three years of the Michigan Mandate, graduate minority enrollments have increased by 46.4% (African American: +54.8%, Hispanic American: +49.6%, Asian American: +42.8%):

Graduate minority fellows have increased 80% to 490. African American graduate fellows have increased by 64% to 110 fellows; Hispanic American increasing by 130% to 71 fellows. This increased recruitment is particularly important, since these students represent the next generation of faculty. At the present time, Michigan is second only to Howard University in the number of African American PhDs it will graduate.

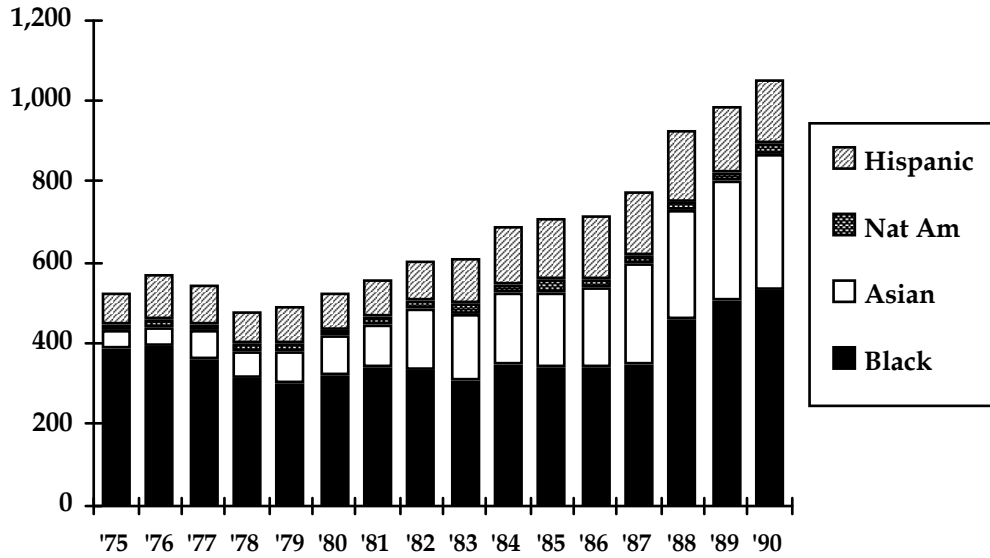
Graduate Minority Student Enrollments (UMAA)



Particularly strong growth has been seen in the minority enrollments of our professional schools during the first three years of the Michigan Mandate, with minority enrollments up 36.2% (African American: +52.4%, Hispanic American: +3.9%, Native American: 28.6%, Asian American: +34.3%)

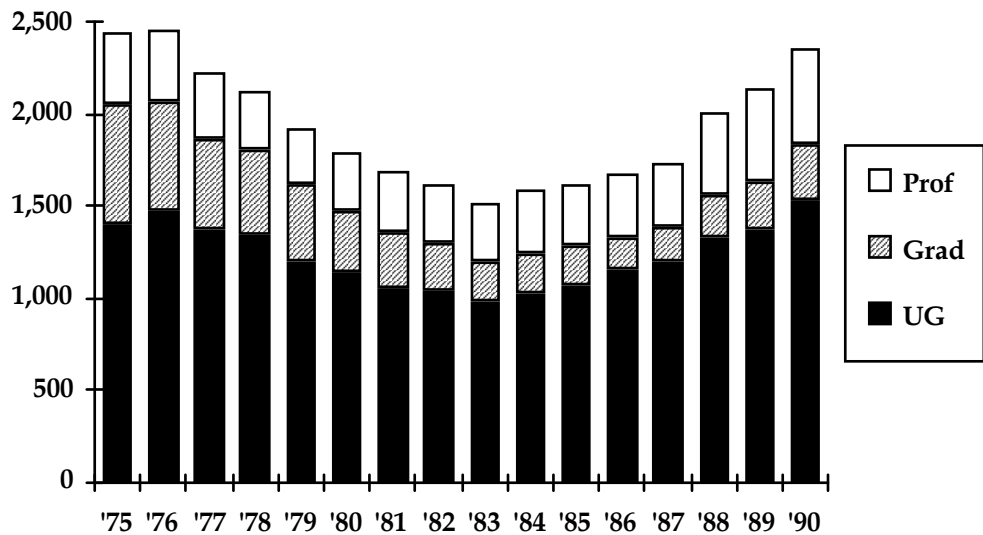
- The School of Business Administration has seen its MBA minority enrollments increase to 25%, including 15% African American. The School leads the nation in these efforts.
- Other schools with unusual success in recruiting African American students include Medicine (12%), Public Health (12%), and Dentistry (12%).

Professional Minority Student Enrollments (UMAA)



It is also of interest to plot enrollments for each ethnic group separately, showing the breakout among undergraduate, graduate, and professional school enrollments.

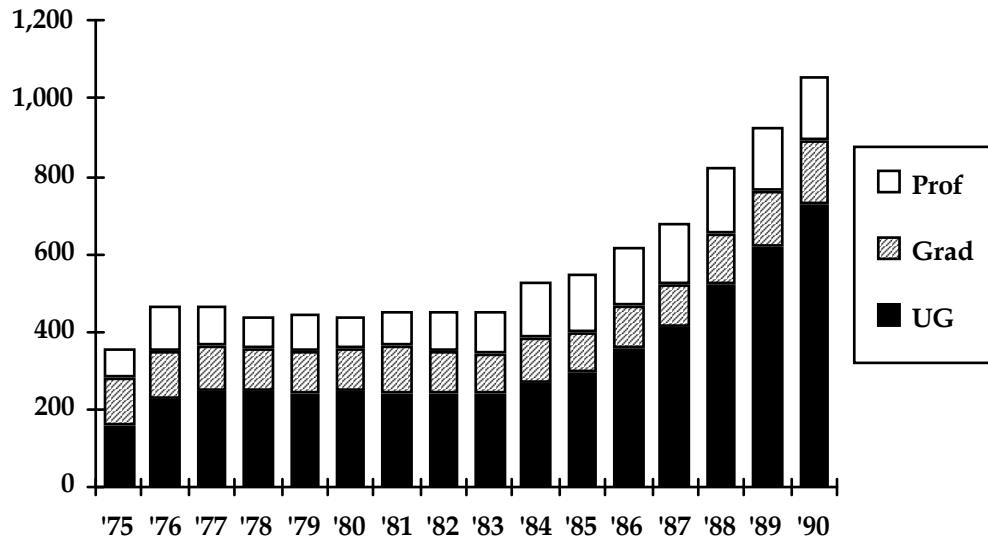
Black Student Enrollments (UMAA)



The preceding chart shows African American enrollments, which indicate the strong recovery in recent years, building to their present level of 2,358 students or 7.1% of the student population. The students recruited are well prepared to succeed academically as indicated in the following chart published by The Detroit News that compares ACT median range scores by race and institution.

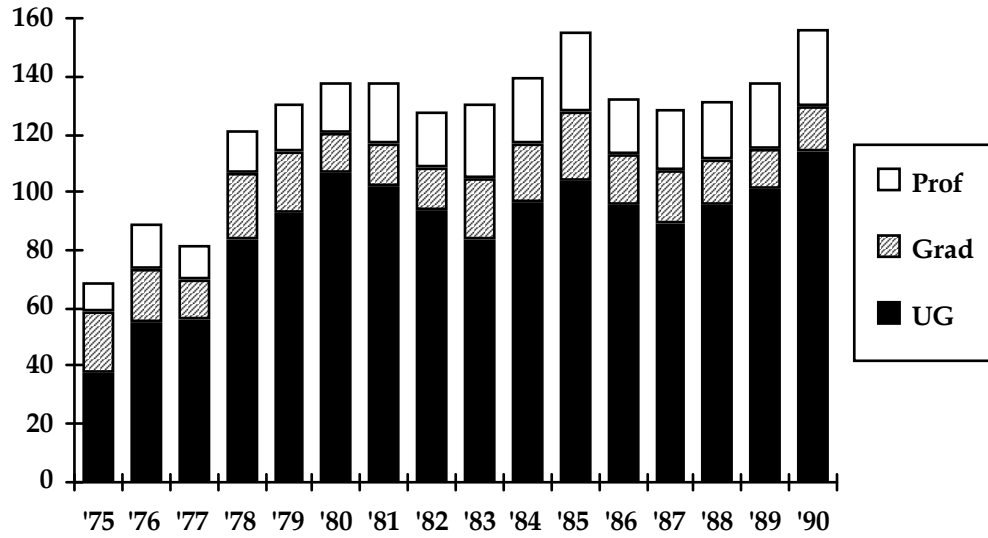
Hispanic American enrollments have grown steadily since the mid-1980s, and now stands at 1055 students or 3.2% of the student population:

Hispanic Student Enrollments (UMAA)



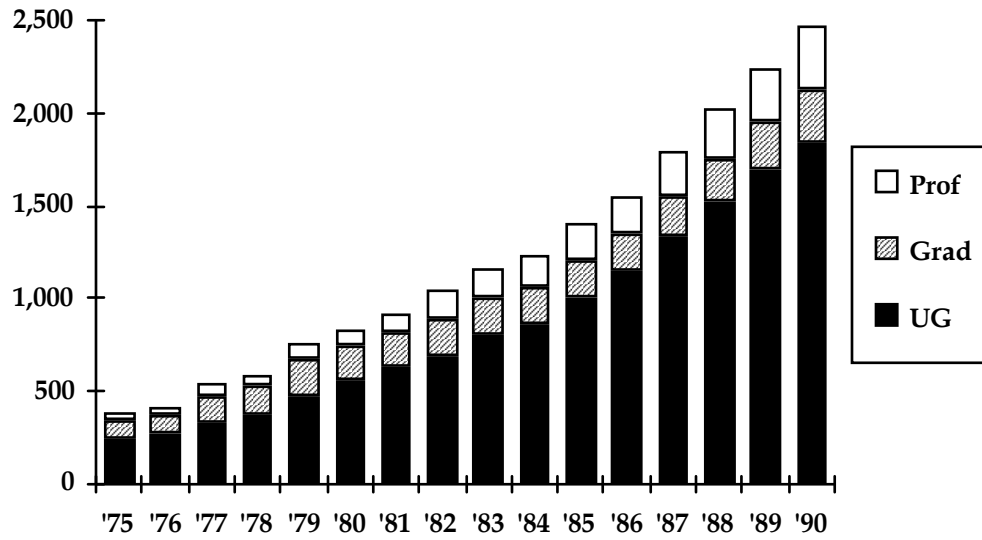
Native American enrollments have grown by 21.7% to their present level of 157 students, corresponding to 0.5% of total enrollment. Clearly, we need to do much more to recruit Native American students:

Native American Student Enrollments (UMAA)



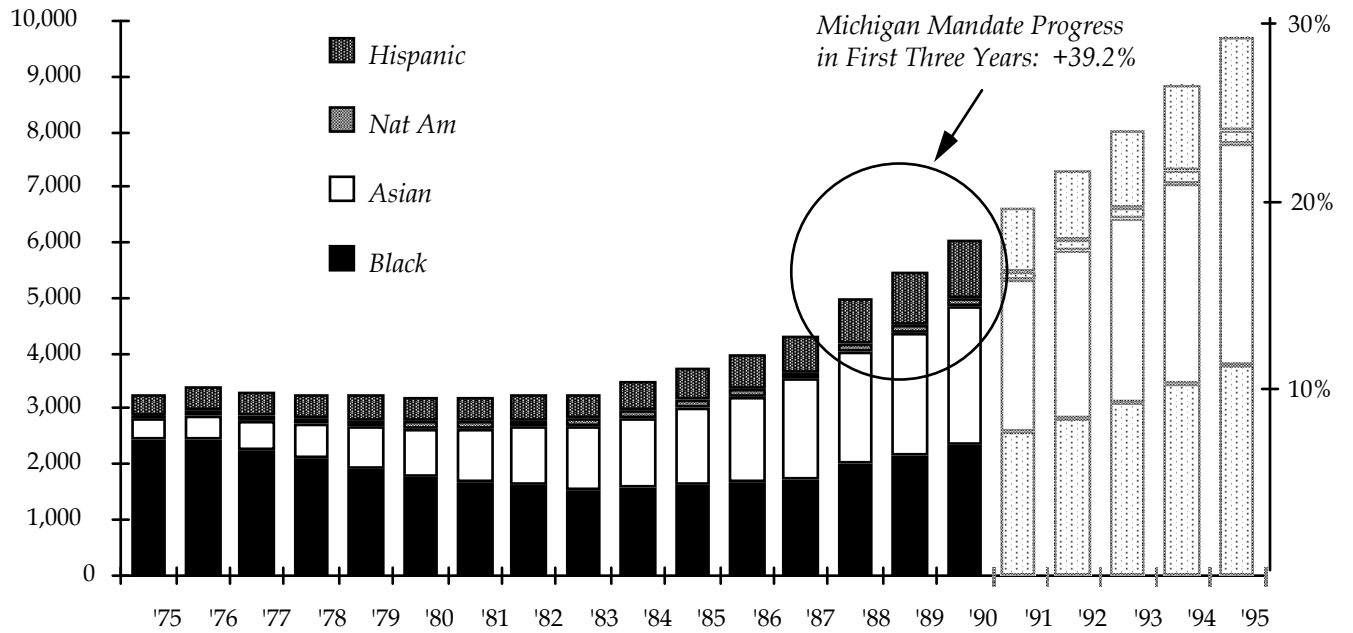
Asian American enrollments have been growing steadily for some time, now standing at 2,474 students or 7.5% of the student population:

Asian Student Enrollments (UMAA)

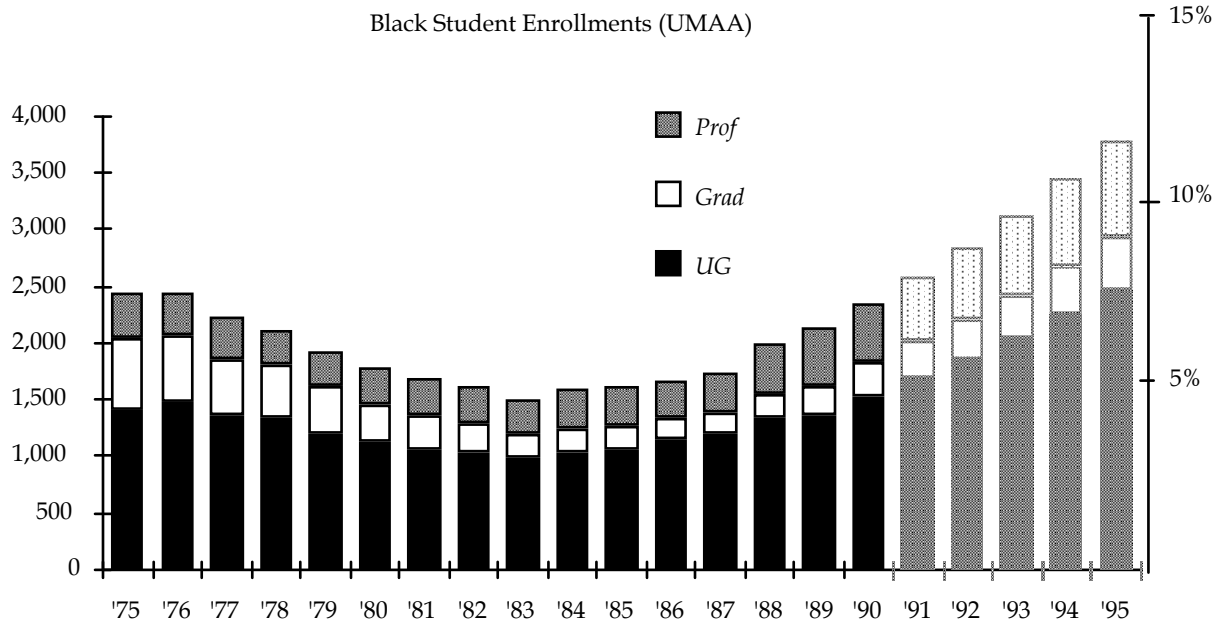


As the preceding charts suggest, we have experienced a steady growth in our minority student population of roughly 10% each year. If we can continue to progress at the same rate to the mid-1990s, we would find that roughly 30% of the total student population would be comprised of people of color:

Minority Student Enrollments (UMAA)



A similar 10%-per-year extrapolation of African American student data--where the University is most seriously underrepresented--indicates that if we are able to stay on this pace, we would achieve 14% representation by 1996, which is roughly the same as the Michigan population:



Other Actions Taken in Student Recruitment, Achievement, and Outreach:

- Major additional commitments have been made to financial aid programs for minority students:
 - ...a 43.8% increase in undergraduate financial aid (\$4.1 million)
 - ...a 28.3% increase in graduate financial aid (\$6.8 million)
 - ...repackaging financial aid awards to stress long-term commitments and minimize loans

- A broad series of outreach activities have been launched:
 - ...King-Chavez-Parks Program (4,000 participants to date)

- ...Wade McCree Incentive Scholars program
- ...Detroit Compact
- ...DAPSEP (1,500 students to date)
- ...Cooperative relationships with key school systems across the state (e.g., Detroit, Flint, Saginaw, Ann Arbor, . . .)
- ...Cooperative relationships with Michigan community colleges
- ...Cooperative relationships with historically Black and predominantly Hispanic colleges and universities
- ...Major expansion of alumni recruiting efforts

- Student retention programs have been expanded (e.g., the Comprehensive Studies Program) and retention numbers, while still lagging behind those of the major population (i.e., 60% for African Americans and Hispanic Americans compared to 75% for majority students) are still among the highest of our peers and moving upwards. For example, see the following charts that 1) compare the UM's five-year graduation rate with those of its CIC (Big 10 plus Chicago) peers and 2) compare the UM's six-year graduation rate with that of MSU.

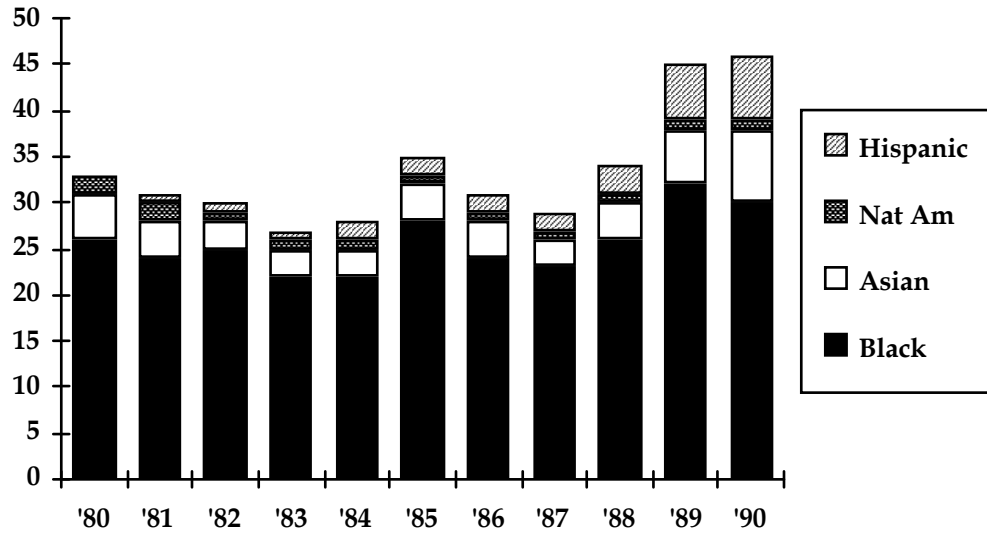
Objective 3: Staff Recruiting and Development

Goals:

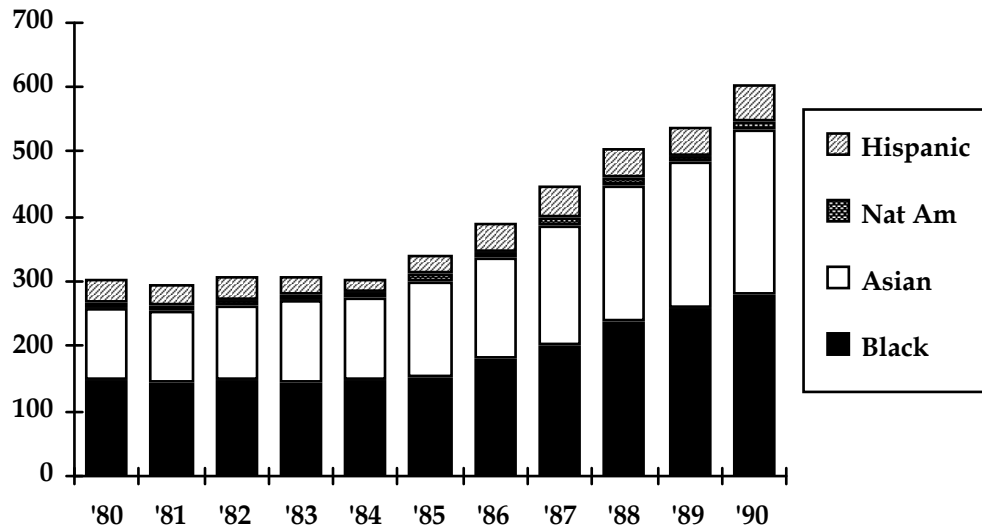
- Focus on the achievement of affirmative action goals in all job categories during the next five years.
- Increase the number of underrepresented minorities in key University leadership positions.
- Strengthen support systems and services for minority staff.

Minority representation in University staffing has increased in all areas during the first three years of the Michigan Mandate, with particularly strong growth in the professional and administrative job family, i.e., executive, administrative, and managerial staff (+58.6%) and P&A (+34.3%) ranks.

Minority Management Staff (UMAA)



Minority P&A Staff (UMAA)



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 minorities to communicate their needs and experiences and to contribute directly to the change process.

Results to Date:

- Completion of 1987 Six Point Plan
 - ...Establishment of position of Vice Provost for Minority Affairs
 - ...Funding for Black Student Union
 - ...Implementation of grievance procedure for racial harassment
 - ...Additional budget support for attracting and retaining minority faculty
 - ...Development of unit goals and annual review process
 - ...Formation of Presidential Advisory Committee on Minority Affairs

- The University established the position of Vice-Provost for Minority Affairs, supported by the staff of an Office of Minority Affairs (budgeted for FY90-91 at a level of \$1.4 million).

- The University has invested over \$1.0 million in incremental resources for facilities and programs of the Center for Afroamerican and African Studies.

- The University developed and implemented a series of orientation and educational programs for students, faculty, and staff at all levels to increase understanding and sensitivity to multicultural issues.

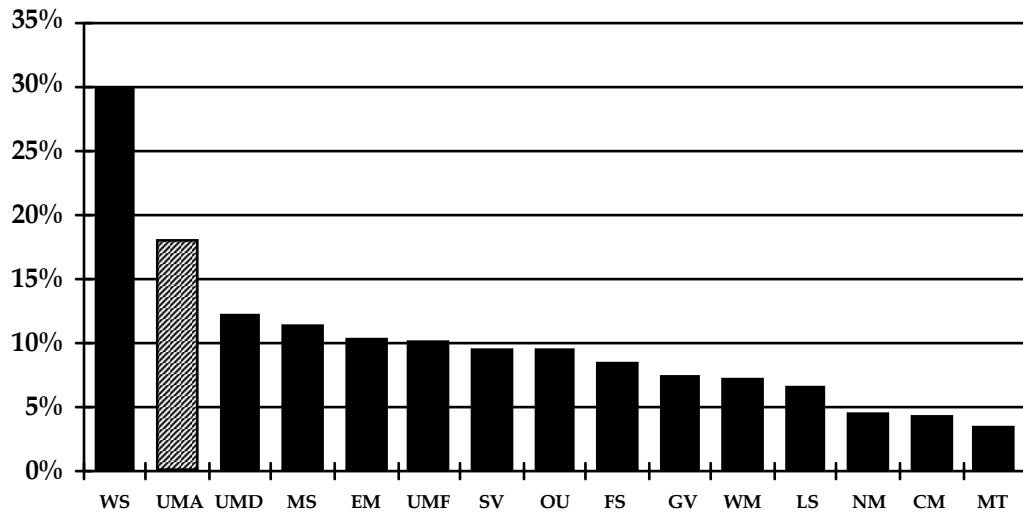
- The University has set aside Martin Luther King, Jr. Day as a time for drawing the campus community together in a broad set of educational and commemorative activities in which thousands of students, faculty, and staff join together to celebrate diversity.

- The University has developed and implemented racial harassment policies for students and staff, and a faculty policy will be considered in the coming year.
- The Regents of the University divested all University stock holdings in companies with interests in South Africa.
- The University enacted a policy prohibiting discriminatory harassment and establishing mechanisms for enforcement.
- In 1990-91 the University established the Council for a Multicultural University to monitor progress of recruitment and retention efforts in all academic and non-academic units.

A Comparison With Other Michigan and CIC Institutions

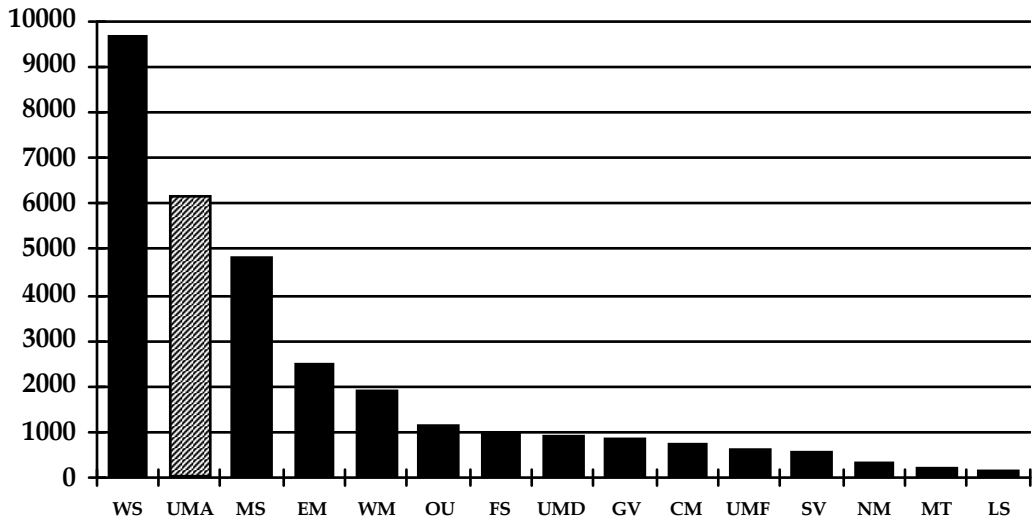
It is instructive to compare the current status of student enrollments with data from other Michigan and CIC (Big Ten and the University of Chicago) universities.

Percentage Total Minority Enrollments
Michigan Public Universities, Fall 1990



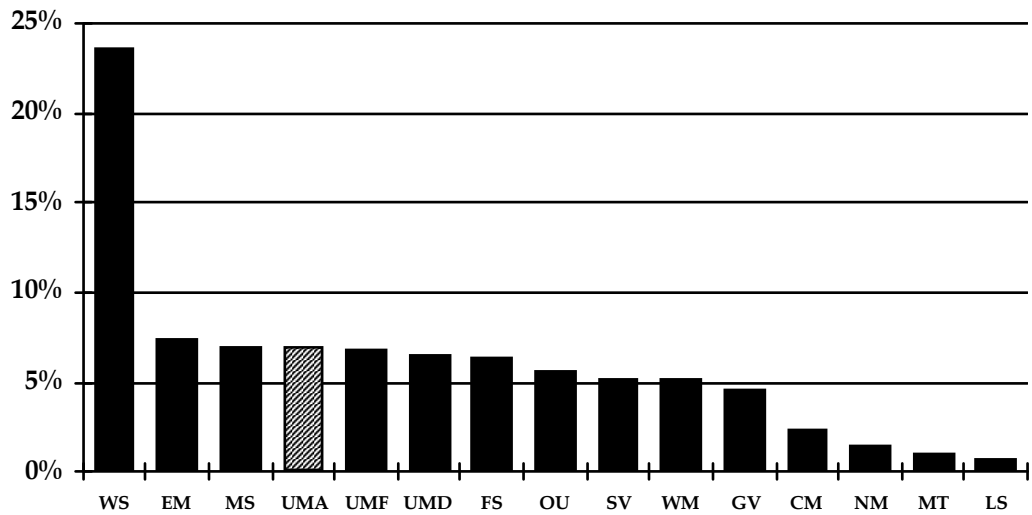
UMAA ranks second among Michigan universities in the absolute number of minority students enrolled:

**Total Minority Enrollments
Michigan Public Universities, Fall 1990**



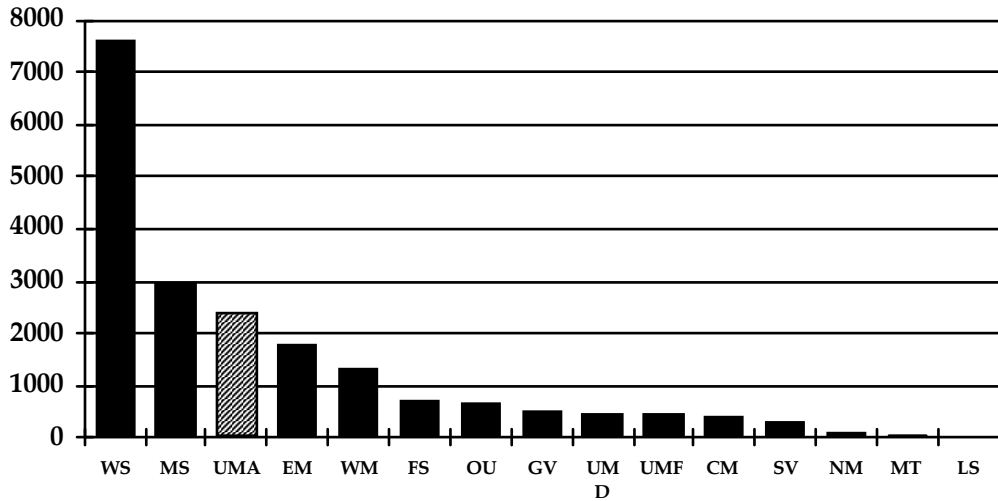
With the exception of Wayne State University, UM's percentage enrollment of African American students is comparable to those of the state's other major universities at roughly 7%.

**Percentage African-American Enrollments
Michigan Public Universities, Fall 1990**



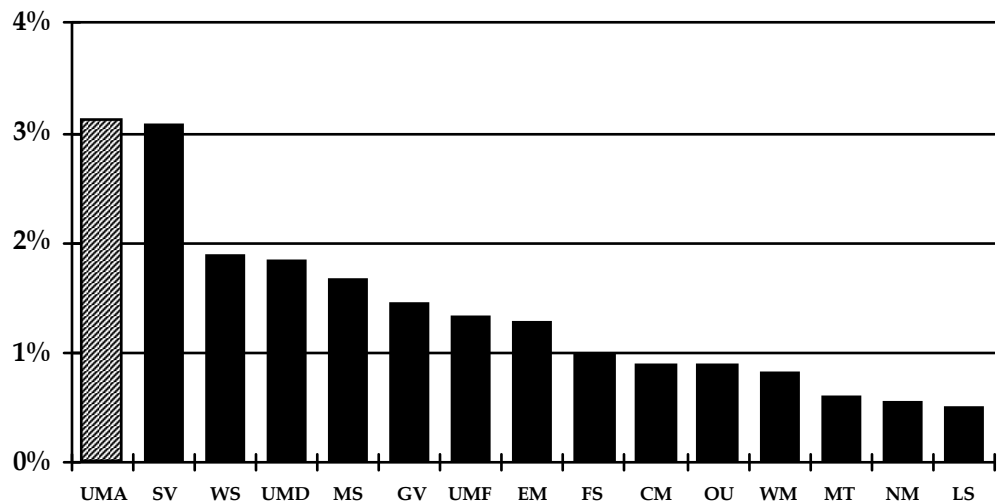
A similar ranking holds for the absolute number of African American students enrolled, with UM and MSU roughly comparable because of their size.

**African-American Enrollments
Michigan Public Universities, Fall 1990**



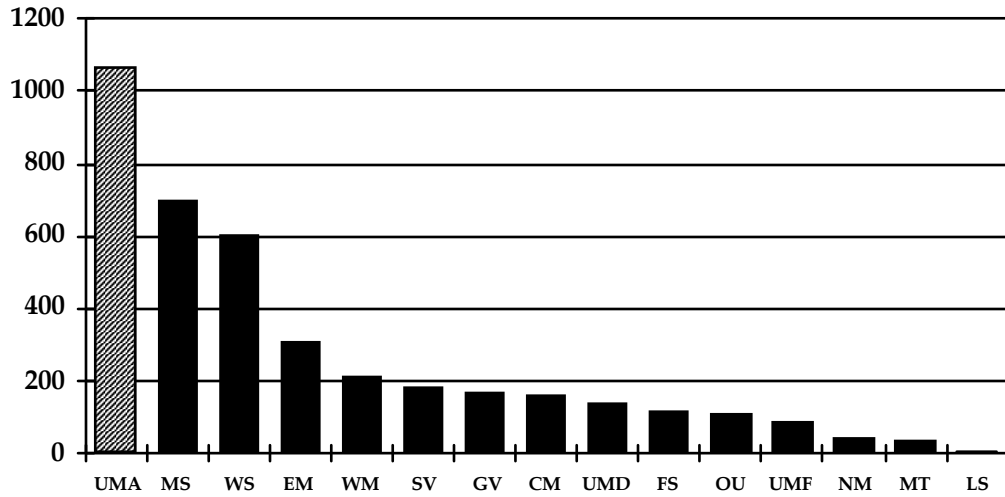
UM now ranks first among state institutions in Hispanic-American percentage:

**Percentage Hispanic-American Enrollments
Michigan Public Universities, Fall 1990**



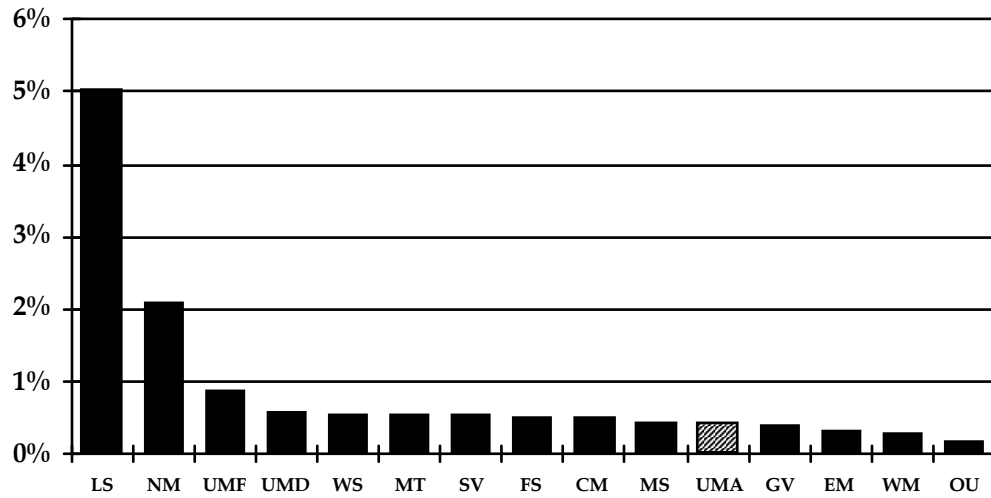
UMAA also ranks first, by a sizeable margin, in total number of Hispanic-American students:

**Hispanic-American Enrollments
Michigan Public Universities, Fall 1990**



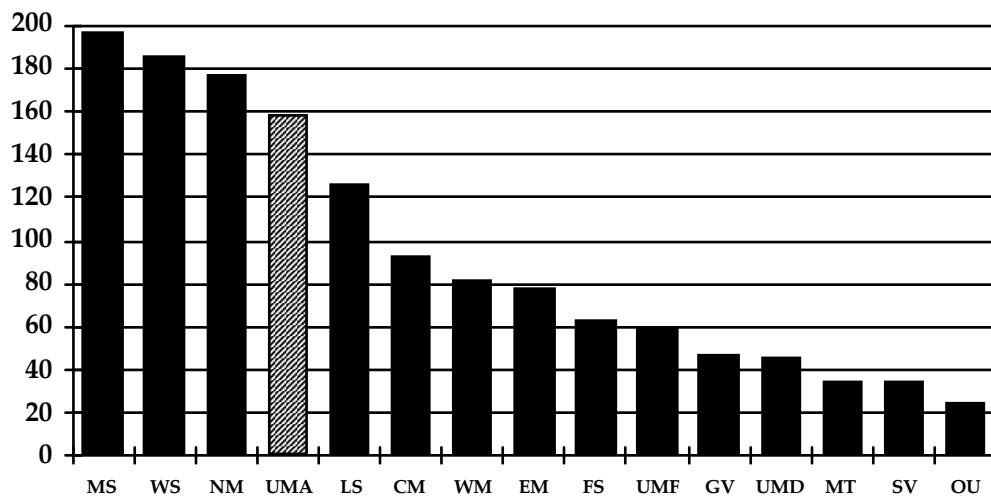
Because of its location in the Upper Peninsula, Lake Superior State University enrolls by far the largest percentage of Native American students, followed by Northern Michigan University. UM is comparable to other major institutions in the state with roughly 0.5% Native American enrollment.

**Percentage Native-American Enrollments
Michigan Public Universities, Fall 1990**



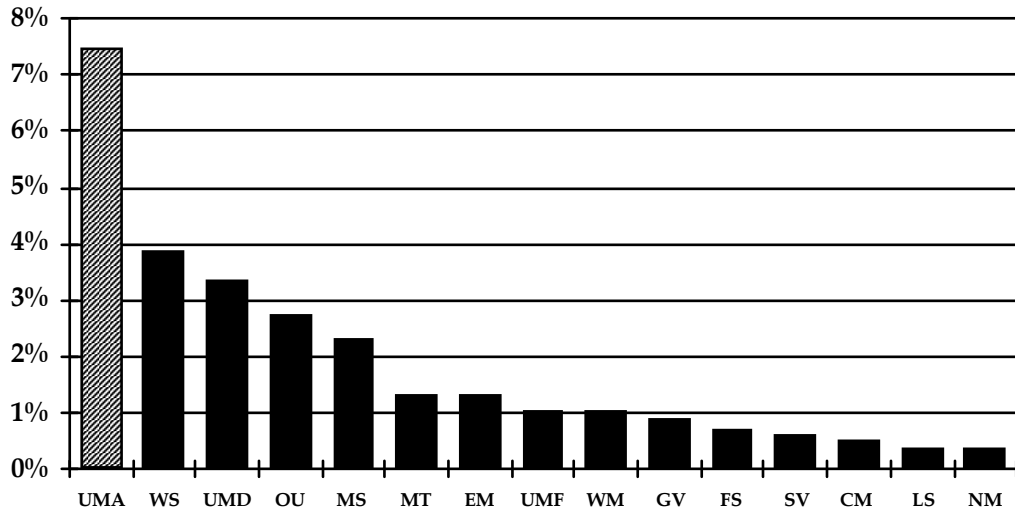
Once again, UM fares somewhat better in comparisons of absolute number of Native American students enrolled, because of its size.

**Native-American Enrollments
Michigan Public Universities, Fall 1990**

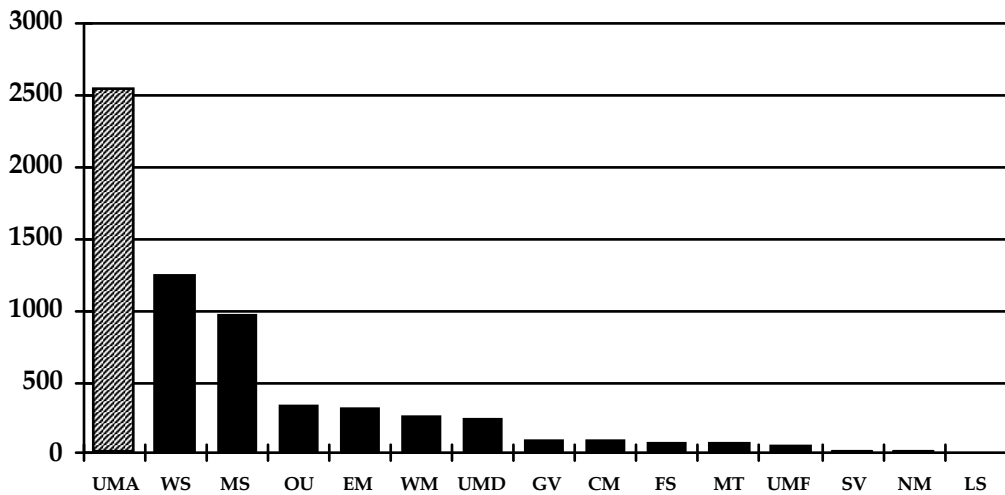


UM ranks first, both in percentage and absolute numbers, in the enrollment of Asian American students. This is due primarily to the University's high national visibility which attracts outstanding students from all parts of the nation, including the West Coast with large Asian American populations.

**Percentage Asian-American Enrollments
Michigan Public Universities, Fall 1990**

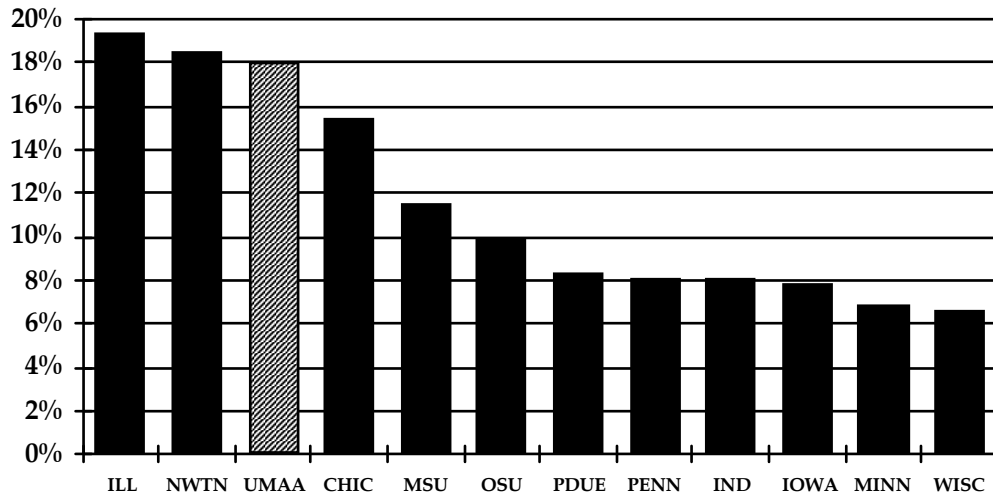


**Asian-American Enrollments
Michigan Public Universities, Fall 1990**

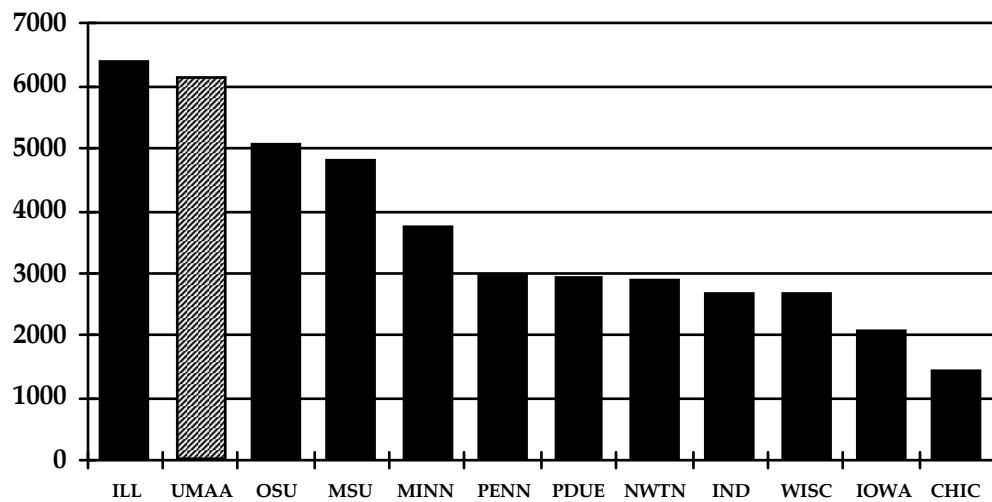


The University of Michigan compares quite favorably with CIC institutions (Big Ten and the U. of Chicago) , both in percentage and absolute number of minority students enrolled, ranking at or near the top in both categories.

**Percentage Total Minority Enrollments
CIC Institutions, Fall 1990**

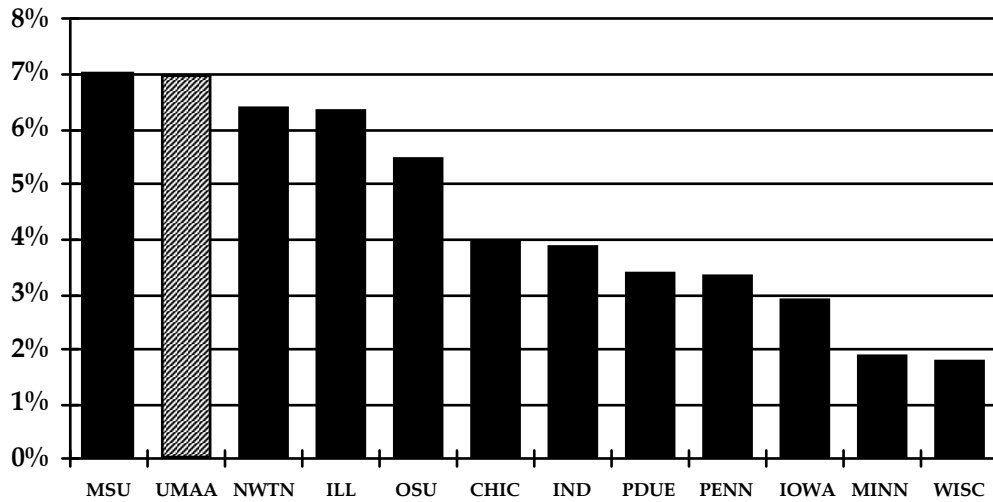


**Total Minority Enrollments
CIC Institutions, Fall 1990**

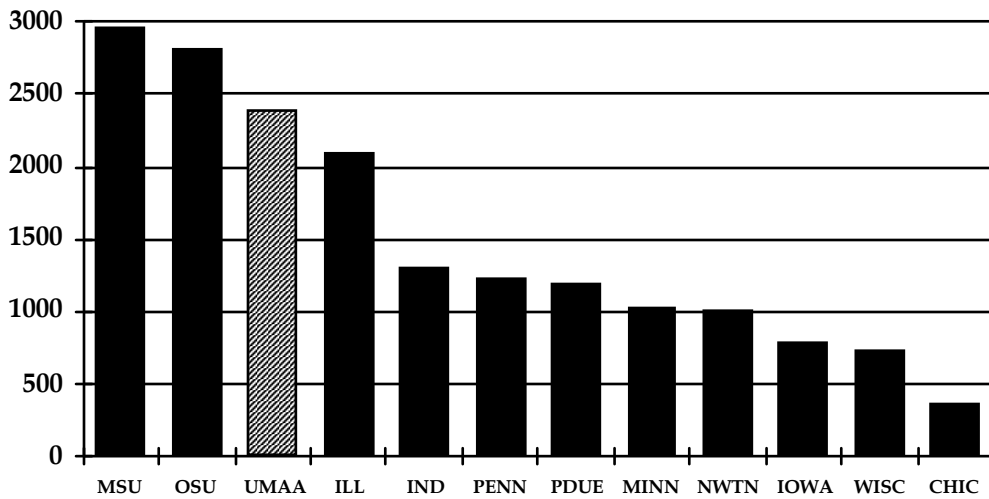


The University of Michigan also clearly ranks as a leader in its enrollment of African American students among CIC peer institutions.

**Percentage African-American Enrollments
CIC Institutions, Fall 1990**

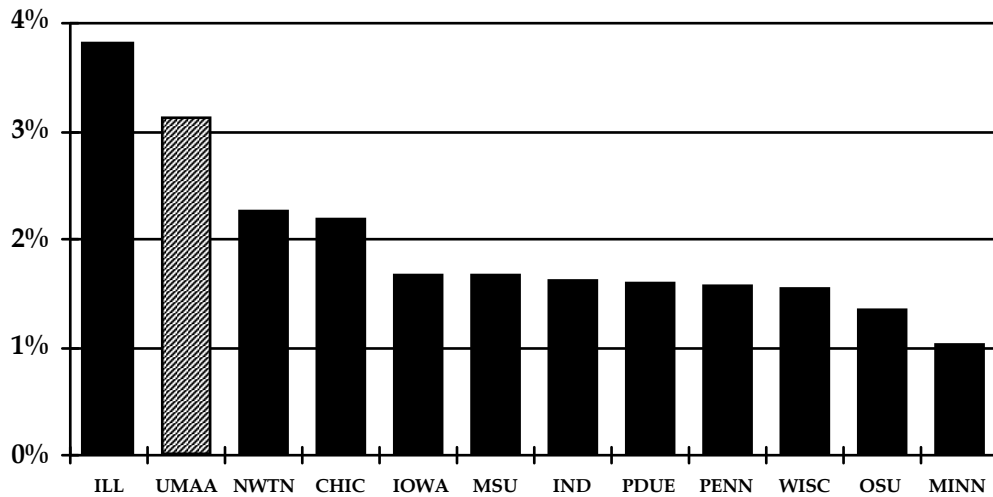


**African-American Enrollments
CIC Institutions, Fall 1990**

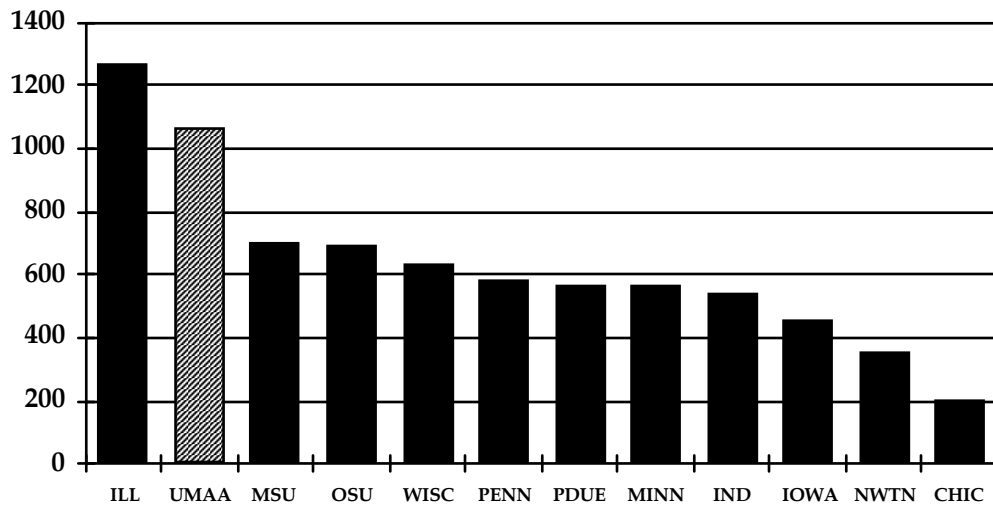


A similar situation applies to Hispanic American students, in which the University of Michigan again ranks second in both percentage and absolute number enrolled:

**Percentage Hispanic-American Enrollments
CIC Institutions, Fall 1990**

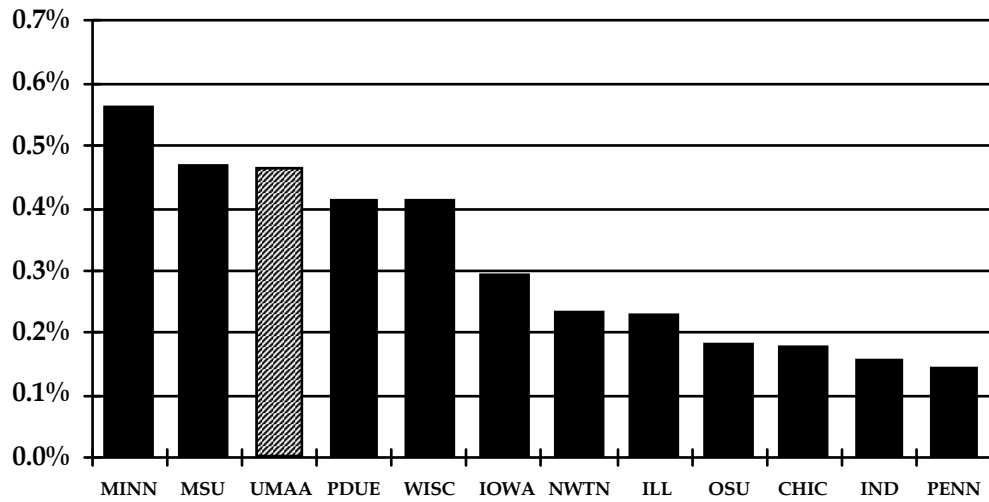


**Hispanic-American Enrollments
CIC Institutions, Fall 1990**

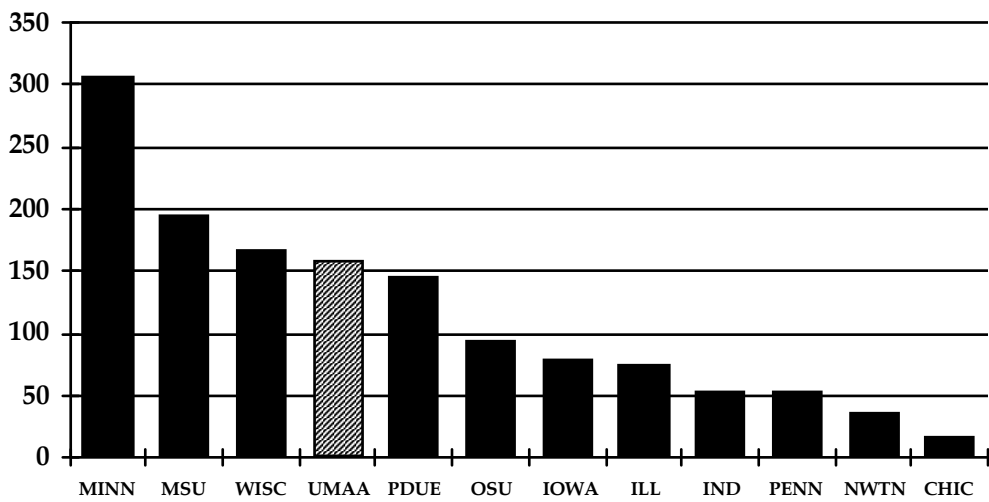


The University of Michigan also ranks among the leaders among CIC institutions in the percentage and number of Native American students enrolled.

**Percentage Native-American Enrollments
CIC Institutions, Fall 1990**

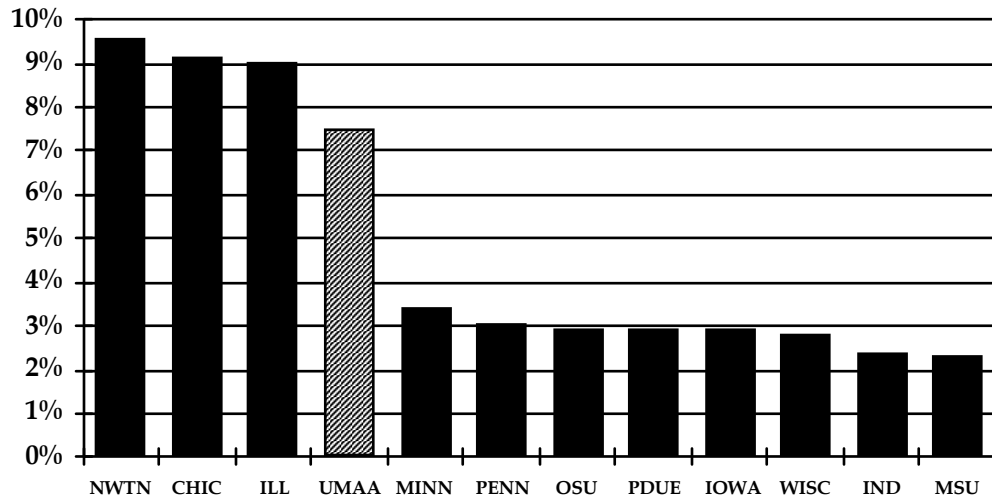


**Native-American Enrollments
CIC Institutions, Fall 1990**



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 1990**



**Asian-American Enrollments
CIC Institutions, Fall 1990**

