

The Michigan Mandate

A Seven-Year Progress Report 1987 - 1994

Office of the President
University of Michigan
November 1995

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A Message from the President



AFTER SERVING FOR ALMOST A DECADE as provost, acting president, and president, Anne and I have decided that this will be our last year as leaders of the University. It is my intention to retire from the presidency and return to the faculty of the University, effective June 30, 1996.

Serving the University has been a privilege. It has been a wonderful and exhilarating experience, primarily because of the extraordinary people who learn in, work at, sacrifice for, and love Michigan. It has also been a satisfying period in my life because of the exceptional progress made by the University during these years.

This is my final report to the University community on the progress of the Michigan Mandate. I am pleased to say that we have become known as a national leader in building the kind of diverse learning community necessary to serve an increasingly diverse society. The American Association of Colleges and Universities has identified the University of Michigan as one of the twenty leading resource institutions on issues related to diversity in the curriculum.

As this report goes to press in early November 1995, enrollment of students of color on the Ann Arbor campus is at its highest ever. Students of color number 8,108, or 24.8 percent of all students, up from the 1994 total of 7,927, or 24.2 percent of total enrollment. This year's figure is more than twice the total of minority students enrolled in 1986, two years before the Michigan Mandate was established. For the fifth straight year, enrollment of African Americans is at a record high. African American students now number 2,846, or 8.7 percent of total enrollment, compared with 2,715, or 8.3 percent, in 1994. This represents the largest gain—a 4.8 percent increase—among minority groups over last year.

The report you are about to read reflects our progress as of June 1995. It is important to note that the annual report always lags a year behind, as we await final counts of faculty, students, and staff for the previous academic year.

I bring this to your attention because we made some very significant adjustments in our programs last year after we received reports on enrollments of students of color and the composition of our faculty in fall 1994. At that time, we were disappointed by our slower movement in faculty hiring, by two successive years of falling African American graduate enrollments, and by the African American representation in the professional and

administrative work force. We renewed our efforts to work harder and smarter to meet our objectives. Although the report on the faculty is not available as of press time, we anticipate improvement as a result of this renewed commitment during the 1994-95 academic year.

What lies ahead? That is up to the University in large measure, but it is also essential that we understand that external forces may also affect our ability to move forward. Challenges to affirmative action policies in California, in Washington, D.C., and even in our own state emphasize how imperative it is that we keep making the case for diversity.

Working to achieve diversity does not mean imposing quotas. Instead, it represents the fulfillment of a broad set of goals for student recruitment and achievement and for faculty and staff recruitment and development. Our goals, as outlined in this report, have served our University, state, and nation well. They continue to guide us as we grapple with some of the most tenacious challenges facing our society.

Sometimes people ask why the University has made this commitment to change, why diversity is the cornerstone of our efforts to achieve national excellence and leadership during the 1990s. Fundamentally, it is the morally right thing to do. Plurality, equal opportunity, and freedom from discrimination are the foundations upon which the University is built. In an often painfully divided society, America's universities must act as leading engines of progress in our long struggle toward true equity.

Furthermore, excellence in teaching and scholarship will elude us unless we also draw on the varied intellectual perspectives and experiences of America and the world in every aspect of our community. Without a vast diversity of people and ideas, and without fairness to all members of our society, we cannot hope to generate the intellectual and social vitality needed to thrive in a rapidly changing world.

I hope that all who read this report will share my pride in what we have already accomplished at the University. The Michigan Mandate is a work in progress, a task worthy of our energy and our most creative efforts. The foundation has been laid, thanks to the passion and diligence of our faculty, students, staff, and alumni. The responsibility of fulfilling the goals of the Mandate rests on all our shoulders.

James J. Duderstadt
November 1995

Updating the Michigan Mandate

The University of Michigan continues to work diligently to promote diversity in our student, faculty, and staff ranks so we can provide a quality academic experience and working environment for all members of the campus community. The following report provides a snapshot of where we are as an institution and how far we have to go.

Strategic Objective #1

Faculty Recruitment and Development

- *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 of color in leadership positions.*

Since 1987, we have increased our tenured and tenure-track faculty of color by 55 percent:

62 percent increase in Blacks, to a level of	128 Total Faculty
117 percent increase in Hispanic/Latinos	52 Total Faculty
75 percent increase in Native Americans	7 Total Faculty
39 percent increase in Asians	181 Total Faculty

Since the beginning of the Mandate, 87 percent of the underrepresented assistant professors of color who were reviewed for the critical promotion to associate professor with tenure were recommended for promotion and received tenure.

The number of underrepresented faculty of color in academic leadership positions (vice presidents, deans, directors, vice provosts, and department chairs) has increased 79 percent since 1987, from 14 to 25.

Strategic Objective #2

5

Student Recruitment, Achievement, and Outreach

- *Achieve an increase in the number of entering students from underrepresented groups, as well as in the total underrepresented group enrollment.*
- *Increase the graduation rates of underrepresented students of color and improve the success of graduate students of color.*

The total number of students of color has increased by 83 percent:

	Total Students
57 percent increase in African Americans, to a level of	2,715
126 percent increase in Hispanic/Latinos	1,533
100 percent increase in Native Americans	258
90 percent increase in Asian Americans	3,421

Our six-year graduation rate for undergraduates entering in 1988 and completing their degree program by 1994 is:

- 70 percent for African Americans
- 73 percent for Hispanic/Latinos
- 71 percent for Native Americans
- 87 percent for Asian Americans
- 87 percent for Whites

Strategic Objective #3

Staff Recruitment and Development

- *Increase the number of members of underrepresented groups in key leadership positions.*
- *Focus on achievement in all job categories.*
- *Increase the number of underrepresented professional and administrative staff of color.*

Representation of persons of color in University staffing increased since 1987:

Executive Officers	number increased 33%
Top Managers	percentage doubled to 10%
Professional and Administrative	percent increased from 12 to 15%

Strategic Objective #4

Improving the Environment for Diversity

- *Foster a culturally diverse environment and increase community-wide commitment to diversity.*
- *Improve communications and interactions with and among all groups.*
- *Provide more opportunities for all people of color to communicate their needs and experiences and to contribute directly to the change process.*
- *Reach out to the wider community to provide support and expertise, to identify new learning opportunities for our students, and to enhance the University's sense of connection and interdependence with the world beyond our campus.*

Since the Mandate was launched, we have experienced a steady increase in enrollment of students of color, undergraduates, and graduate students.

Looking first at the undergraduate community, we note that more than 28 percent of the 1994 first-year students were students of color. Our efforts embrace three areas: recruitment, quality of academic and extracurricular life, and graduation in a timely fashion.

Our six-year graduation rate for African American students—70 percent—is the second highest among Big Ten schools. Even so, we can and will improve.

Nationally, the UM is a leader in post-secondary degrees conferred upon members of underrepresented minority groups. According to a recent report in *Black Issues in Higher Education*, the University ranks 27th nationally in the total number of minority baccalaureate degrees granted.

We intend to improve that ranking, although we know the challenge to do so is not insignificant. The State of Michigan has experienced a steady decline in numbers of high school seniors for more than a decade. While the total number of Michigan high school seniors who graduated in 1979 was about 150,000, by 1994 there were fewer than 100,000—a drop of about one-third. This means we face stiff competition from our peers nationally for top students of color; we have responded by developing more creative ways to encourage these students to come to Michigan. We have created a number of “pipeline programs” for pre-college students across the University and within our individual Schools and Colleges, and see them as vital recruitment tools, introducing prospective young scholars to students, faculty, and staff, and building personal, ongoing relationships. We hope to inspire them with pride, drive, and discipline in their academic pursuits, no matter where they may choose later to go to college.

One of our pipeline programs, the Wade H. McCree Incentive Scholarship Program (ISP), contacts promising students in the early years of high school and builds a relationship that fosters their interest in higher learning. Named in memory of the late Wade H. McCree Jr., the Lewis M. Slimes Professor of Law at the UM Law School, the ISP is part of an ongoing effort in the State of Michigan to increase the number and proportion of high school students who will reach high levels of academic achievement. In 1989, the Presidents Council of State Universities endorsed a commitment by its member institutions to offer guaranteed full tuition scholarships for select students. Since 1992, the UM has awarded a minimum of 25 scholarships each year to qualified Detroit students. Those who successfully complete the program, and meet all the criteria, receive a four-year tuition guarantee when they graduate from high school. Currently over 100 ISP scholarship recipients attend Michigan.

The King/Chavez/Parks Program (K/C/P) is the largest of more than 75 mentoring and recruitment programs that the University offers to young people in

high schools and middle schools. Many of these programs are focused on underrepresented populations. Directed by the Office of Academic Multicultural Initiatives (OAMI) under the leadership of Vice Provost for Academic and Multicultural Affairs, Lester P. Monts, the K/C/P/ Program brings 10th and 11th graders from Southeast Michigan school districts to campus for a week each summer.

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The University provides room, board, and class-related activities, including scientific laboratory demonstrations, cultural activities, campus tours, and academic workshops. Similar programs are offered by various academic units such as Nursing, Engineering, and Medicine.

Another K/C/P/ program, the College Day Spring Visitation Program, brings some 1,500 middle school students to campus, where they learn about admission requirements, interact with UM students and faculty, explore career opportunities, and, in general, learn how to plan for college. Nearly 2,000 students from Michigan high schools and middle schools visit our campus for one to three weeks in the summer alone, not to mention dozens of other collaborative educational programs that bring students to campus during the academic year.

Many other examples can be cited of our ongoing commitment to developing and enhancing the pipeline students and exposing them to collegiate opportunities while they are in K-12 schools. (Readers who would like a complete report on our programs for pre-college students may obtain our 56-page booklet *Educational Collaboration Programs for Pre-College Students* from the Office of Academic Multicultural Initiatives. The address may be found at the end of this publication.)

As a sign of support to students who might be considering Michigan, we have also restated our commitment to provide tuition to Native American students from the State of Michigan for the 1995-96 academic year, even if state funding is reduced or eliminated.

Although our 70 percent graduation rate for students of color sounds impressive, and we are delighted that our graduation rates for all students are rising, we must find out why we still have a 17 percentage-point gap between graduation rates of African American and white students. We are taking comprehensive steps to close that gap.

These efforts begin during the admissions process and orientation of each first-year student who joins the Michigan family. Students learn of academic, extracurricular, housing, and counseling programs that they may explore and adapt to their individual liking and needs. Following are just three of many programs designed to enrich the academic lives of our undergraduates.

- THE UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM (UROP), which began as a faculty-student collaboration program for students of color, has now expanded to include the entire student body. UROP brings first- and second-year students into the research enterprise of the University and, early in their careers, makes them part of scholarly inquiry. It began in 1988 as an experimental program with 14 students of color and female students. It now serves over 700 students from all backgrounds, and involves faculty research mentors from every School and College in the University.

- THE 21ST CENTURY PROGRAM currently includes 265 first-year students who live and learn together. This program is scheduled to more than double the number of participants. Sponsored by the College of Literature, Science, and the Arts and University Housing, the 21st Century Program features small, in-depth seminars taught by faculty and staff. The students, who live on the same floors or areas of a residence hall, discuss the transition to college life, academic major selection, leadership, and community service opportunities for two hours a week during the

fall semester. They also take Mastery Workshops together for two hours twice a week. The workshops are in English composition, math, chemistry, and physics, and emphasize collaborative learning and the mastery of concepts beyond course requirements.

- THE CENTER FOR RESEARCH ON LEARNING AND TEACHING provides workshops for faculty and teaching assistants on classroom diversity issues and consults with instructors and academic units to help them serve the learning needs of the UM's diverse student body. Advice may include guidance on how to introduce or expand an appropriate

multicultural focus in subject areas or how to enhance bibliographies that may have previously omitted such issues as a result of narrowness of vision.

The University of Michigan has long been a national leader in the graduate education of members of underrepresented minority groups. The recent report in *Black Issues in Higher Education* placed Michigan eighth nationally for total minority master's degrees for all disciplines combined, and seventh in the nation in total minority doctoral degrees for all disciplines combined. These rankings include historically Black institutions.

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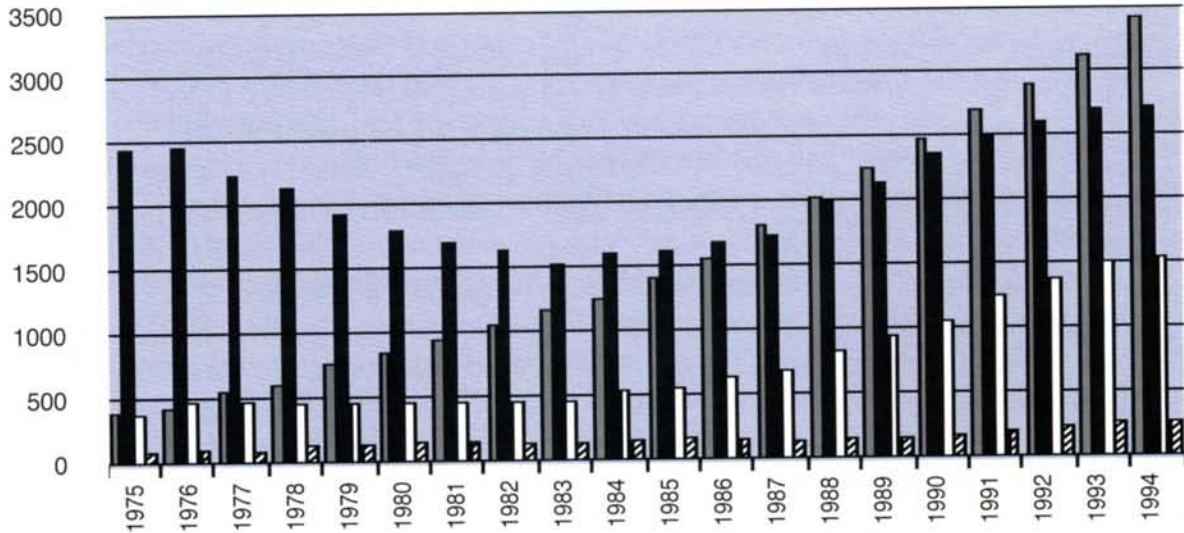
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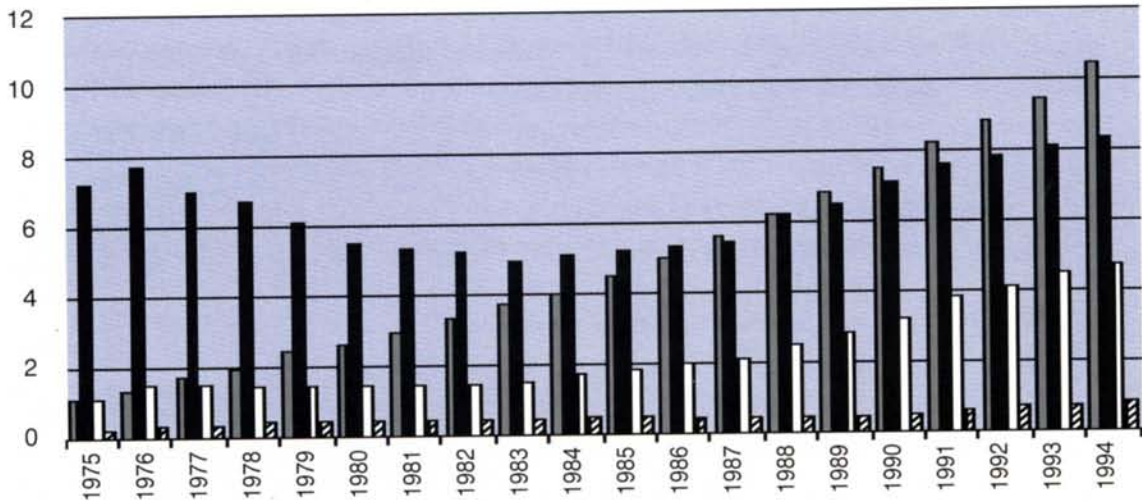
Total Student Enrollments

- Asian American
- African American
- Hispanic/Latino
- ▨ Native American

Total Student Enrollment*, Graduate and Undergraduate Combined



Total Students of Color*, Graduate and Undergraduate Combined, as a Percentage of All Students



Average Percent Increase Per Year:

	Before the Mandate	Since the Mandate
Of Color	6%	9%
African American	1%	7%
Hispanic/Latino	8%	12%
Native American	0.6%	11%
Asian American	12%	10%

* These figures do not include foreign students.

Goals

Undergraduate Student Recruiting and Achievement

- Achieve an increase in the number of entering students from underrepresented groups, as well as in the total underrepresented group enrollment.
- Increase the graduation rates of underrepresented students of color.

Accomplishments

- 28.6 percent of the 1994 first-year students are students of color. Of these first-year students of color:

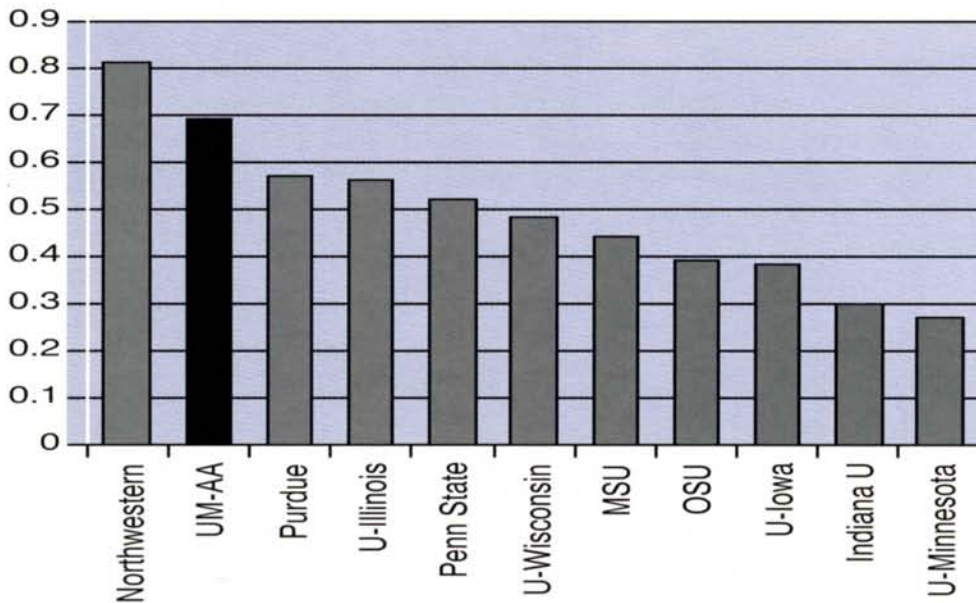
- 34 percent are African American
- 18 percent are Hispanic/Latino
- 3 percent are Native American
- 45 percent are Asian American

- Our six-year graduation rates for students entering in 1988 are:

- 70 percent for African Americans
- 73 percent for Hispanic/Latinos
- 71 percent for Native Americans
- 87 percent for Asian Americans
- 87 percent for Whites

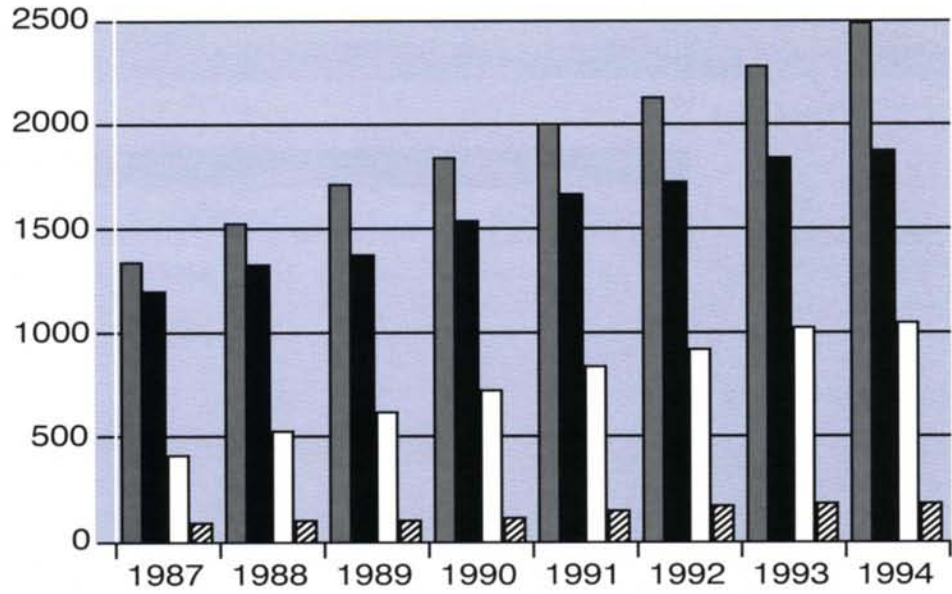
The chart below shows that six-year graduation rates for African American students entering the University of Michigan in 1988 were the second highest among Big Ten schools.

African American Six-Year Graduation Rates for Big Ten Schools, Class Entering in 1988



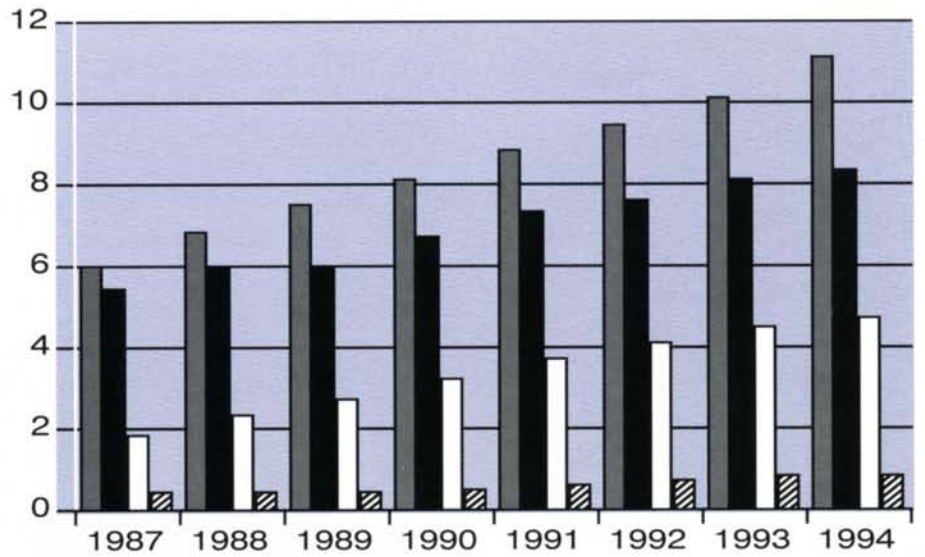
Undergraduate Students of Color Enrollments (UM-AA)

Asian American
 African American
 Hispanic/Latino
 Native American



Undergraduate Students of Color as Percentage of All Undergraduates (UM-AA)

Asian American
 African American
 Hispanic/Latino
 Native American



• Total enrollment of undergraduates of color has increased by 83 percent since 1987.

This represents the following:

- 56 percent increase in African Americans
- 157 percent increase in Hispanic/Latinos
- 109 percent increase in Native Americans
- 85 percent in Asian Americans

Goals

Graduate Student Recruitment and Achievement

- Achieve an increase in the number of entering students from under-represented groups, as well as in the total underrepresented group enrollment.
- Improve the success of graduate students of color.

Accomplishments

• The Rackham Graduate School has increased the number of Fellows supported by programs for historically underrepresented groups by 118 percent since 1987 to a total of 734 in Fall 1994. Of these:

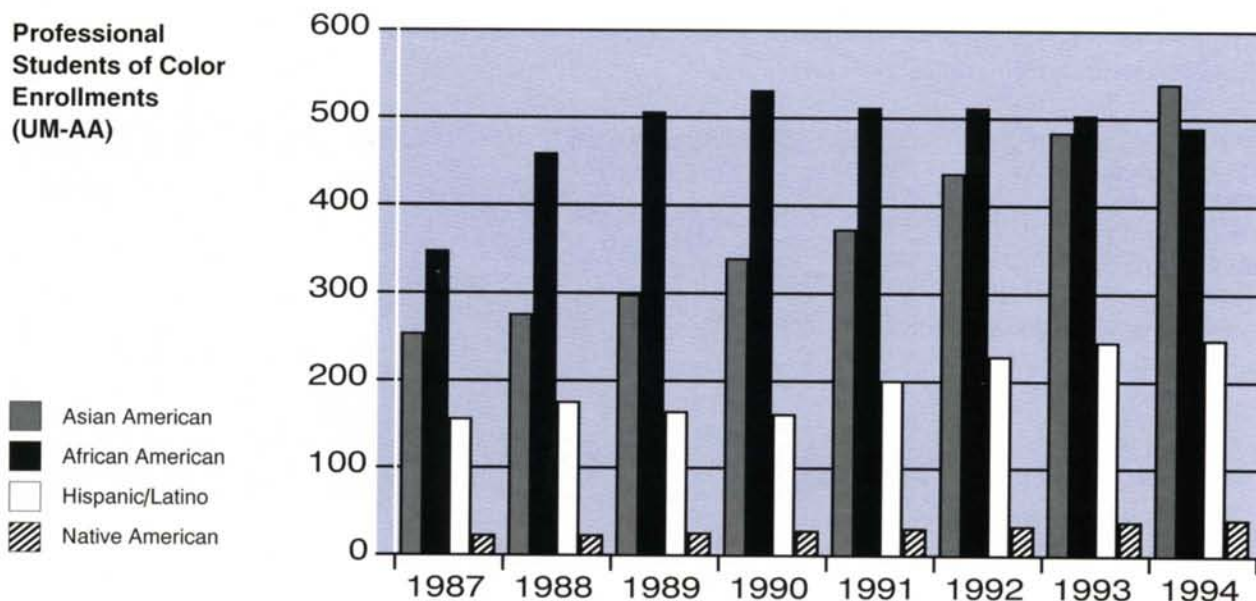
- 51 percent were African American
- 29 percent were Mexican American or Puerto Rican

• The School of Business Administration has seen its MBA full-time day student of color enrollments increase to 28 percent of total enrollment. The class that entered in 1994 is 11 percent African American. Among top schools, the Michigan Business School is a national leader in its successful recruitment of students of color.

• The Medical School reached an African American student enrollment of 10 percent in 1994. Thirty-nine percent of their 1994 entering class were students of color.

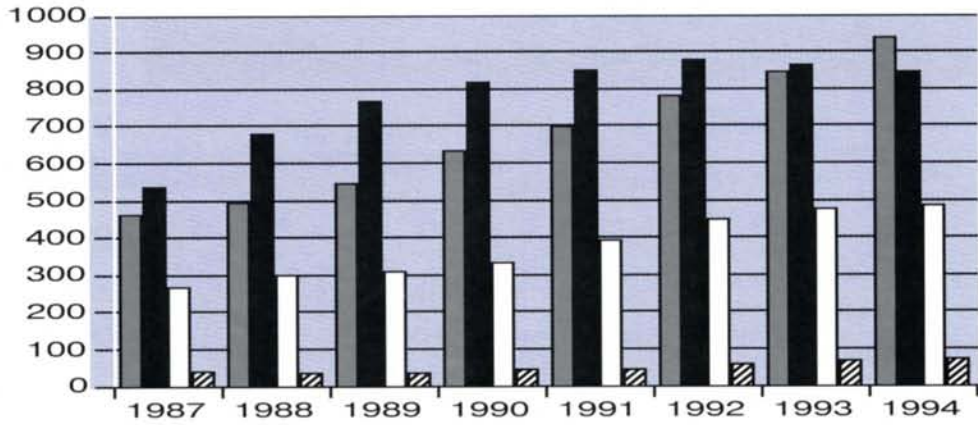
• Student of color enrollments in graduate professional programs at the Law School have increased 46 percent since 1987. Twenty-one percent of all students in 1994 were students of color.

Professional Students of Color Enrollments (UM-AA)



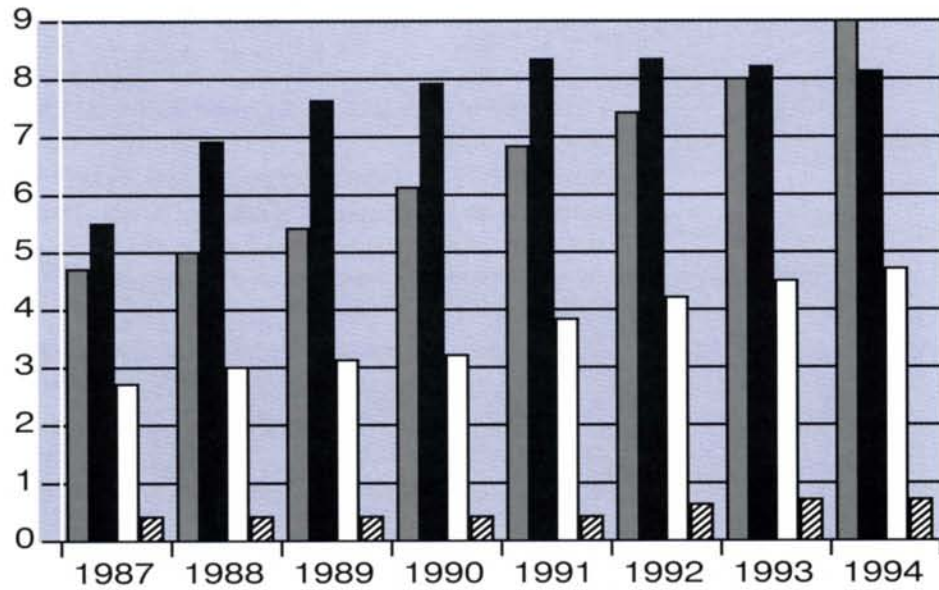
Graduate Students of Color Enrollments (UM-AA)

- Asian American
- African American
- Hispanic/Latino
- ▨ Native American

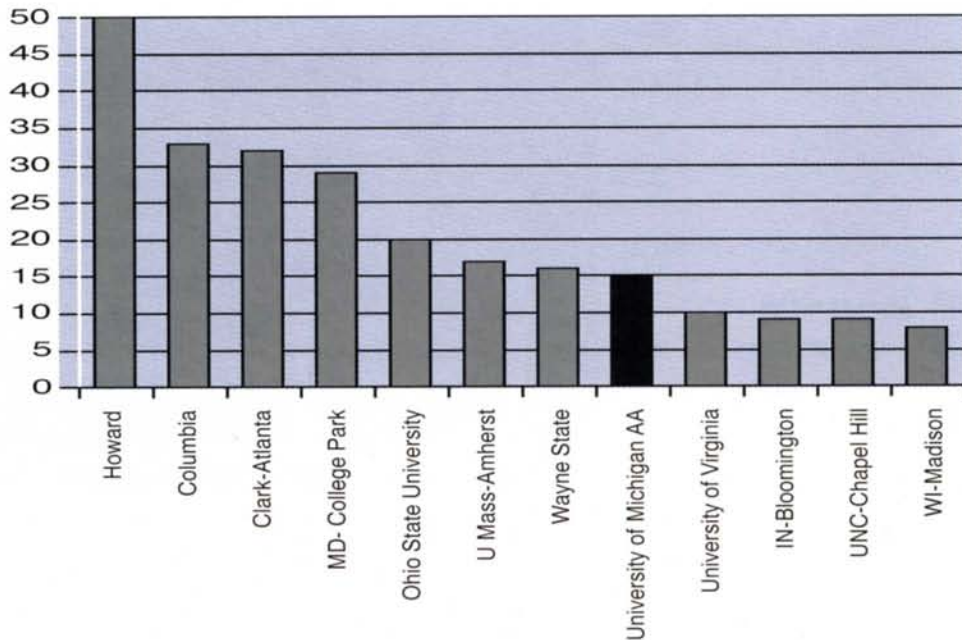


Graduate Students of Color as a Percentage of All Graduate Students (UM-AA)

- Asian American
- African American
- Hispanic/Latino
- ▨ Native American



Number of Doctoral Degrees Awarded to African Americans UM-AA and Peer Institutions 1991-92



We have increased our tenured and tenure-track faculty of color by 55 percent since 1987; more than 13 percent of our tenured or tenure-track faculty are persons of color. Since the beginning of the Michigan Mandate, 87 percent of the underrepresented assistant professors of color who were reviewed for promotion to associate professor with tenure received tenure.

The number of underrepresented faculty of color in such important academic leadership positions as vice presidents, deans, directors, vice provosts, and department chairs has increased by 79 percent.

Unfortunately, our momentum has slowed; there are only two more Black tenured and tenure-track faculty than a year ago, and our numbers of tenured and tenure-track faculty in other underrepresented categories remain low: Hispanic/Latinos, 52; Native Americans, 7; and Asians, 181.

Concerned about the recent leveling of efforts to recruit and retain minority faculty, the University's executive officers decided last year that we needed to rededicate ourselves to this important goal. We intend to compete hard, in the best Michigan tradition, to recruit and retain top scholars of color. Increasing our faculty representation is a challenge that needs to be addressed at every level of the University. No one office, task force, or person on our campus has a monopoly on solutions or on the responsibility to strive to come up with them.

Many formal and informal inquiries have confirmed that the creation of a climate and culture that is more welcoming and supportive of all new faculty, including scholars of color, often is most effective when done at the departmental and college level, where newcomers are initiated into the University community.

A number of departments, schools, and colleges have responded to the challenge of enriching the academic culture by using a recruitment strategy known as "cluster hiring"—the hiring of faculty members who share similar research and teaching interests, either within one department or across departments. This practice creates communities of scholars and creative artists, and we are optimistic that the results of cluster hiring will become evident very soon.

Another way we are working to attract and retain faculty of color is through the Target of Opportunity Program, which provides funds to help schools and colleges hire faculty of color with disciplinary interests that contribute to the unit's programmatic goals. Target of Opportunity funds also support programs that contribute to the multicultural mission of the University.

Already, we can report an increase in the number of Target of Opportunity offers and acceptances in the 1994-95 fiscal year. A total of 26 offers have been extended, and as of mid-summer 1995, we had 20 acceptances. Of the offers, 16, or 69.5 percent, were extended to female faculty of color.

We cannot, however, rely solely on Target of Opportunity funding and cluster hiring to make our faculty better reflect the composition of our society at large. To ensure that we achieve diversity, we need to build a diverse pool of candidates for every opening. To that end, we are enlarging and enriching our candidate pools by keeping in touch with our outstanding Ph.D. graduates as they launch their careers. We are also contacting postdoctoral fellows who have received Mellon or Ford founda-

tion grants, inviting them to consider the many advantages of teaching and doing research at Michigan.

Another program that is making a difference is the Faculty Awards Program sponsored by the Office of the Vice Provost for Academic and Multicultural Affairs (OVPAMA). The Faculty Awards Program supports the intellectual, professional, and scholarly pursuits of African American, Asian American, Latino/a American, and Native American faculty. Proposals from other faculty that contribute to the University's multicultural goals are also supported. The program provides

tenured and tenure-track faculty financial support to enable them to spend uninterrupted time pursuing research interests or independent study.

We are encouraged that of the 43 grants awarded through the Faculty Awards Program in 1994-95, 67.4 percent were to women of color. The Faculty Awards Program is part of our effort to increase the presence and participation of women faculty of color on campus. The current ratio of women faculty of color to women students of color is 1 to 22. The same ratio for white men is 1 to 5, often resulting in much heavier workloads for these women.

Last year, groups of women of color met several times with the President of the University as part of a series of town meetings focusing on the Michigan Agenda for Women, the University's comprehensive program for making Michigan the leading University in bringing full gender equality to the campus in all

phases of academic life. As a result of these discussions, we are developing strategies to alleviate or correct the inequities women of color encounter on campus. The Michigan Agenda for Women has made funds available to hire 10 new senior women faculty, a number of whom will be women of color.

Finally, the Office of the Vice Provost for Academic and Multicultural Affairs, along with the Office of the Vice President for Research, the Center for the Education of Women, and the Women's Studies Program, is launching a new initiative titled Women of Color in the Academy. This initiative will focus on issues of concern to women faculty, students, and staff of color. Activities planned include:

- Create a faculty network to link women of color faculty across the campus, reducing isolation and building community;
- Conduct focus groups that help shape activities of this initiative and inform the campus community about the experiences of women of color;
- Develop a speaker series to focus attention both on the accomplishments of women of color in the academy and on issues of particular concern to women of color; and
- Hold a research conference at the UM featuring studies of faculty, students, and staff on a particular group or program, race relations, and broader issues of the multicultural community.

We are enlarging and enriching our candidate pools by keeping in touch with our outstanding Ph.D. graduates as they launch their careers.

Faculty Recruitment and Development

Goals

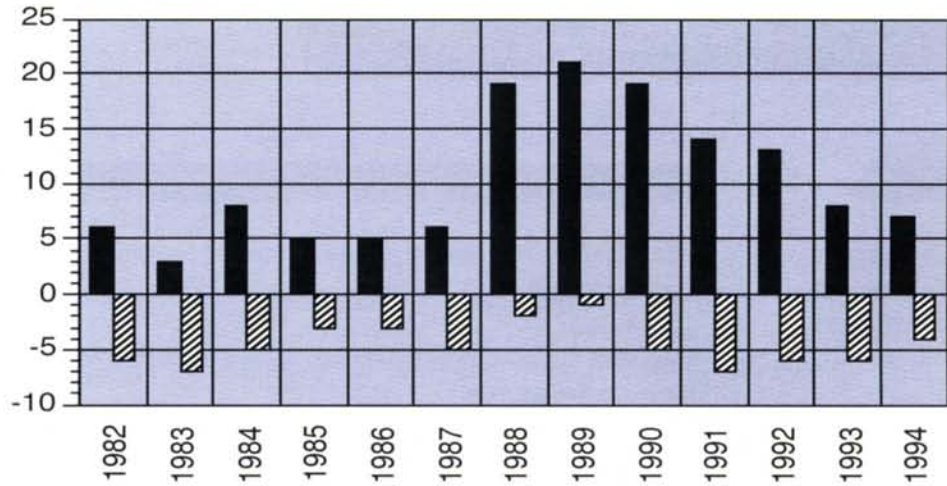
- Substantially increase the number of tenured and tenure-track faculty in each underrepresented group.
- Increase the success of faculty of color in the achievement of professional fulfillment, promotion, and tenure.
- Increase the number of underrepresented faculty and staff of color in leadership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

Accomplishments

- The number of underrepresented faculty of color in academic leadership positions (vice presidents, deans, directors, vice provosts, and department chairs) has increased 79 percent since 1987, from 14 to 25 positions.
- Since the beginning of the Mandate, 87 percent of the underrepresented assistant professors of color who were reviewed for the critical promotion to associate professor with tenure were recommended for promotion and awarded tenure.
- Since the beginning of the Mandate, the University has hired 246 new faculty of color to tenured or tenure-track positions:
 - 107 Blacks
 - 40 Hispanics/Latinos
 - 4 Native Americans
 - 95 Asians
- Including attrition, transfers, and retirement, the University of Michigan now has either tenured or on tenure track:

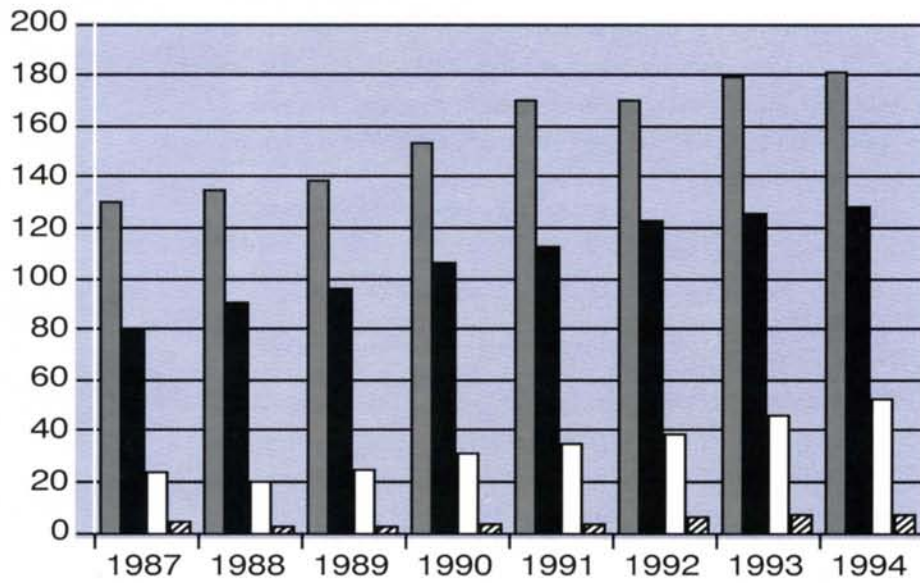
368	Faculty of color, representing	13.5	percent of the total
128	Black faculty	4.7	percent of the total
52	Hispanic/Latino faculty	1.9	percent of the total
7	Native American faculty	0.3	percent of the total
181	Asian faculty	6.6	percent of the total

Black Tenured and Tenure-Track Faculty Hires and Attrition (UM-AA)



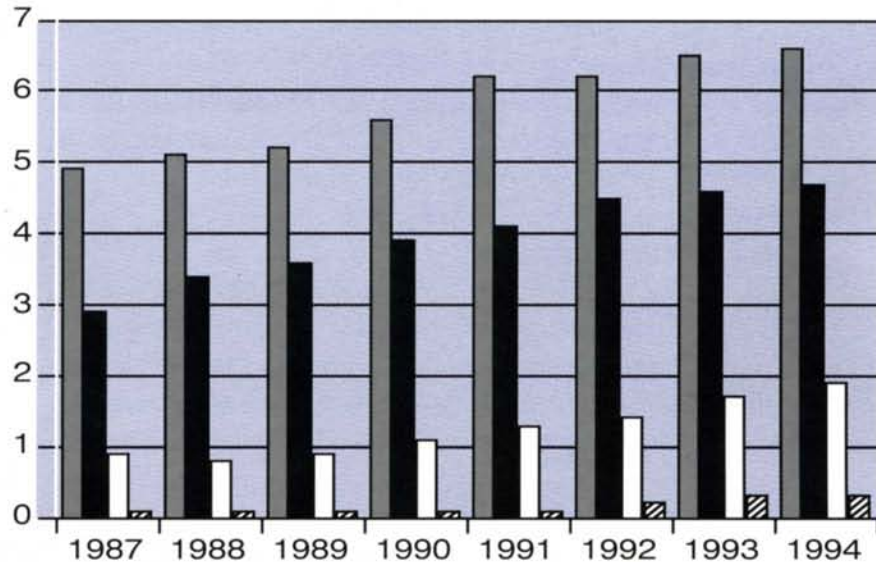
Tenured and Tenure-Track Faculty of Color* (UM-AA)

- Asian
- Black
- Hispanic/Latino
- ▨ Native American



Tenured and Tenure-Track Faculty of Color* as a Percentage of All Faculty (UM-AA)

- Asian
- Black
- Hispanic/Latino
- ▨ Native American



* These figures include U. S. citizens, permanent resident aliens, or nonresident aliens with visa status which allows their employment at the University.

We have made steady progress in hiring and retaining professional and administrative (P&A) staff of color, increasing the total P&A staff of color from 449 to 816, with substantial increases in three of the four racial categories. However, over the past three years the percentage of P&A staff who are African American has fallen, which is cause for concern and attention. We also need to provide more opportunities for Native American staff members; currently we have only 19 Native Americans in P&A positions.

The number of African Americans in senior management positions increased from 23 in 1987 to 53 in 1994.

We have experienced some success in recruiting and promoting members of underrepresented groups, particularly African Americans, to key leadership and P&A positions since 1987. The number of African Americans in senior management positions has increased from 23 in 1987 to 53 in 1994. During that same period, the number of senior managers increased from two to 11 among Hispanics/Latinos, from one to two among Native Americans, and from three to 10 among Asian Americans.

The Office of Human Resources and Affirmative Action (HRAA) has launched several initiatives to better develop our staff. Currently the Human Resources Development Office is undergoing an assessment and evaluation. The goal is to target

professional development programs to meet the needs of employees and departments. As a result of meetings and consultations with staff from underrepresented minority groups, we recognize that we must do a better job of helping all employees identify long-term career paths and provide the tools necessary to assist them with career development.

A new recruitment brochure is now available through the HRAA to alert prospective staff and faculty to the University's commitment to diversity and the myriad organizations that already exist to promote the interests of underrepresented minorities. We are also considering creating videos for specific groups to be made available upon request to prospective faculty and staff.

HRAA also has established a dispute resolution system operated by its Consultation and Conciliation Services. We hope that this nonconfrontational approach to resolving workplace conflicts in the early stages will help employees resolve problems before they conclude a situation has become intolerable and seek employment elsewhere.



A MESSAGE FROM THE VICE PROVOST FOR ACADEMIC
AND MULTICULTURAL AFFAIRS

THE COMPLEX PROCESS of guiding a major research university such as the University of Michigan into becoming a more representative and more equitable institution cannot be expressed in numbers alone.

Numbers are important, to be sure, because they offer a clear and comparable measurement of our progress. I would like to share a few more illustrative highlights from the past year's activities, during which I believe we have carved a new path for academic and multicultural affairs, one that has far-reaching benefits for the campus at large.

I share with President Duderstadt the passionate conviction that our commitment to these institutional values and objectives can be fully realized only when being fair, inclusive, and unbiased is ingrained in the University culture.

We have made great strides, doubling our enrollment of students from underrepresented minority groups since the Mandate was launched, and we are on pace to meet our goals for a fully representative student body, faculty, and staff. But it is tough to reach one's ultimate goals, so we find now at Michigan we have to become more creative, more bold, and more focused as we near our objective.

Any institution's climate inevitably reflects a tradition of "the way we do things and have always done them"; the formal and informal policies; the routine, habits, and systems that crystallize over time and can be hard to identify or change—these are the areas we must concentrate on as we move "beyond the numbers."

In my meetings with executive committees of several Schools and Colleges and with department heads of the College of Literature, Science, and the Arts, our undergraduate college, I have stressed the importance for getting a clearer view of climate issues and how they affect minority recruitment and retention of students, faculty, and staff. Through retreats and meetings with the President and the faculty's Senate Assembly and Senate Advisory Committee on University Affairs, I have concluded that my office and the faculty will enjoy an increased level of cooperation in the period to come.

This cooperation is already showing progress, and we have a clear set of recommendations on ways to improve University practices and procedures so that principles of diversity become both normal and normative.

From our discussions with students of color, we have concluded that some of them, as well as many other students, could benefit from the creation of an early warning system that proactively alerts support, advising staff and faculty to students with academic, financial, and adjustment problems that could interfere with the students' academic progress. We are currently exploring the mechanisms and range of such a program.

We also are planning to develop more detailed information on student demographics and on the resources available to students from many different backgrounds and with an array of interests. Yet at the same time, all our students share a common commitment to academic achievement. Providing such data to the support staff and faculty should raise the level of assistance they can give students.

We do not conceive of multiculturalism as the transference of a rigid, "politically correct" system of values.

Another measure under consideration is to conduct timely, thorough and considerate person-to-person exit interviews with students who are leaving the University. We need to know whether the institution is placing any unnecessary impediments in the way of students who don't return. If we can adjust certain practices, and change inhospitable features of our environment, we must make every effort to do so.

Other actions under consideration include identifying ways to foster more collaborative relationships in the classroom, forming support groups for students considering graduate school, increasing access to academic and personal enhancement workshops, and involving more students in learning communities in the form of living units, study teams,

research projects, or service opportunities.

To improve faculty recruitment and retention, we plan to conduct workshops for new departmental chairs that include a session on faculty search procedures. Candidates of color should be routinely considered in open searches and for open positions, as well as through the mechanism of the Target of Opportunity Program described elsewhere in this report.

Also recommended is an electronic bulletin board to provide information on current listings of minority recipients and holders of major postdoctoral fellowships and research awards throughout the country. Such an instrument would help departmental search committees identify outstanding prospective faculty candidates.

To increase minority faculty in the areas of greatest underrepresentation, the life and physical sciences, we look to expand pipeline programs at the graduate and undergraduate levels and "grow our own," as it were.

Linked to the pipeline effort is the recognition that we are already among the nation's leading producers of Ph.D.s of color in certain disciplines, yet we have not made sufficient efforts to recruit these young scholars to our faculty.

Curricular issues are important equally to faculty and students. What is learned through research, reflection, and performance; how that knowledge and skill is taught to students; and how faculty respond to the probing and sometimes skeptical or challenging questions of students—this is the essence of intellectual interaction.

At Michigan, we are strengthening the multicultural efforts within our Center for Research on Learning and Teaching, the nation's largest and one of its oldest units dedicated to improving teaching skills.

We are committed to assisting all of our interested faculty in expanding their knowledge of multiculturalism, in exploring ways in which multicultural content can be infused into the curriculum, and in upgrading their skills in presenting different kinds of multicultural content. This will entail interdisciplinary projects, team teaching, and other collaborative efforts that will benefit the classroom experience in all departments, not just those that most obviously involve multicultural issues.

As President Duderstadt has said on many occasions, we do not do these things at Michigan because any outside agencies or interest groups pressure us to do so. We do it because it is right. Nor do we conceive of multiculturalism as the transference of a rigid, "politically correct" system of values.

What we do strive for is knowledge and the cultivation of individual expressions of civility, community service, decency, honesty, and honor.

These are the dimensions of education that cannot be captured by numbers. But as we move beyond the numbers and toward the 21st Century, these are the values that we hope everyone working and studying at Michigan will accept. With the support, advice, and effort of our alumni, of the communities we study and live in, and of our students, faculty, and staff, I have every confidence we will reach them.

Lester P. Monts, Vice Provost for Academic and Multicultural Affairs,
Professor of Music

