THE UNIVERSITY OF MICHIGAN 1997

Climate and Character

PERSPECTIVES ON DIVERSITY

Having students, faculty, and staff from diverse backgrounds, representing a wide range of perspectives and talents, is critically important not only for instilling a positive sense of community within and beyond the University but also for creating the most vital intellectual and educational atmosphere.

TRUE DIVERSITY MEANS ACCEPTING NEW MEMBERS NOT ONLY INTO OUR CLASSROOM, BUT INTO DIALOGUES ABOUT HOW CLASSROOMS ARE STRUCTURED AND WHAT IS TAUGHT THERE. DIVERSITY IS NOT JUST ABOUT 'NUMBERS'; IT REQUIRES PROFOUND STRUCTURAL CHANGE.

The peculiar evil of silencing the expression of an opinion is that it is robbing the human race, posterity as well as the existing generation — those who dissent from the opinion still more than those who hold it.

THIS PUBLICATION *Climate and Character,* PERSPECTIVES ON DIVERSITY marks the first time the University of Michigan has assessed its progress on its two nationally recognized diversity initiatives, the Michigan Mandate and the Michigan Agenda for Women, in a single document.

With the Michigan Mandate, launched in 1987, the University announced its goal to be a leader known for the racial and ethnic diversity of its faculty, students, and staff, and a leader in creating a multicultural community capable of serving as a model for higher education and for society at large. Seven years later the Michigan Agenda for Women was launched as a companion initiative. Its goal: To make women students, faculty, and staff full and equal partners in the University.

The Michigan Mandate and Michigan Agenda for Women are part of a larger University-wide commitment to develop a model of what a pluralistic, multicultural university must be to serve our nation and the world in the twenty-first century. The two initiatives are based on the premise that to create a welcoming and nurturing community the University must encourage respect for diversity in all of the characteristics that can be used to describe people, including: age, race, gender, disability, ethnicity, nationality, religious belief, sexual orientation, political beliefs, economic status, and geographical background. In that spirit, we present perspectives on diversity from a broad cross section of faculty, staff, and students. To emphasize the equal importance of the voices presented in the personal perspectives sections we have refrained from emphasizing job titles. You'll find in this publication the following communications, statements, and reports:

- A LETTER FROM PRESIDENT LEE C. BOLLINGER
- COMMENTS FROM UNIVERSITY LEADERS ON PROGRESS AND CHALLENGES
- A NINE-YEAR PROGRESS REPORT ON THE MICHIGAN MANDATE
- A VARIETY OF PERSONAL PERSPECTIVES
- A THREE-YEAR PROGRESS REPORT ON THE MICHIGAN AGENDA FOR WOMEN
- MORE PERSONAL PERSPECTIVES
- A MEMORIAL STATEMENT FOR TWO CHAMPIONS OF DIVERSITY
- STATISTICAL DATA

Dear Colleagues:

Since its founding one hundred and eighty years ago, the University of Michigan has been committed to providing an education that challenges students to become deeply and actively engaged in pursuit of understanding — an understanding of society, of the natural world, and of themselves. Our first president, Henry P. Tappan, expressed this commitment when he wrote that universities best educate students "by the self-creative force of study and thought, to make themselves both learned and wise, and thus ready to put their hand to every great and good work."

This kind of education occurs inside and outside the classroom. It comes from being confronted by new ideas and beliefs — ideas that matter and that sometimes are passionately held. It comes from testing one's own ideas and beliefs in dialogue with others whose perspectives and experiences might be much different. It comes from helping to create a better environment in which to work and live.

Having students, faculty, and staff from diverse backgrounds, representing a wide range of perspectives and talents, is critically important not only for instilling a positive sense of community within and beyond the University but also for creating the most vital intellectual and educational atmosphere. Racial, ethnic, and gender diversity are critical components of this broader goal.

I invite you to join me as we continue to strive to create a community of learning where all thrive, secure in the knowledge that their histories and cultures are valued, and where we all have the opportunity to gain a deeper appreciation for the viewpoints and contributions of others.

Sincerely,

Lee C. Bollinger

Lee C. Bollinger
President

Dear Colleagues:

When I returned to the University of Michigan a decade ago as a professor and chair of the Department of Physics, the Ann Arbor campus was much different than the Michigan I knew as a graduate student in the mid-1960s. A few of the changes I noted: More buildings stood on the rolling hills of North Campus where I used to live; the West Physics Building where I had my first job as a new graduate student had burned down; a new and huge hospital complex had replaced the health center I had known; students and faculty of color were represented in larger numbers; and more members of the University community were engaged in discussions about how society, students, and the University would benefit if the Ann Arbor campus were to more accurately reflect the diversity of society at large.

During the period between my first and second major treks to campus, the transformation of the campus in terms of its diversity moved through stages of protest, discussion, conciliation, and action, leading to a generally accepted campus commitment to move to increase the representation of women and minorities at Michigan.

Under the various administrations from the '60s through the present, the University has worked to fulfill the commitments made to achieve this goal; we've made progress. Students of color now represent 25.4 percent of total enrollment — more than twice the total of minority students enrolled in 1986. People of color now comprise 15.4 percent of total instructional faculty. Over the past five years, the number of minority faculty has grown 31.3 percent, compared with a 5.1 percent rise in total faculty during that time. The number of tenured and tenure-track faculty of color has increased from two hundred and thirty-seven (8.8 percent of tenured and tenure-track faculty) to three hundred and ninety-seven (14.8 percent) since 1987.

Although progress in achieving racial and ethnic diversity has been more incremental than meteoric, the University has emerged a national leader in building the kind of diverse learning community necessary to serve an increasingly diverse society.

As part of the University's ongoing commitment to diversity, we took a number of actions during my interim presidency to ensure that the momentum continues. They include:

* Appointing as presidential associate for special programs, Lisa Tedesco. Within the Office of the President, she is responsible for general oversight of the Michigan Mandate and the Michigan Agenda for Women, including taking stock of the status of initiatives and challenges yet to be addressed. She also retains her appointments as professor of dentistry and as associate dean for academic affairs in the School of Dentistry.
* Establishing a $450,000 President's New Century Fund for Diversity to create programs that will accelerate progress toward the University's many-faceted diversity goals.
* Launching, in cooperation with the United Negro College Fund, the Frederick Patterson Research Institute to provide resources for Black higher education and to provide research information about how limited resources should be allocated to maximize educational benefits in the African American community.
* Examining ways to build upon the success of the Undergraduate Research Opportunity Program (UROP) to provide interested students with at least one opportunity during their undergraduate years to work directly with faculty in research, scholarship, or creative activity. Founded in 1988, UROP works to improve undergraduate education and minority and female student retention by emphasizing academic excellence and achievement.

Another initiative that I hope will lead to an improvement in the general campus climate is the convening of the Task Force on Campus Safety and Security. The task force has been asked to examine the human climate on campus, think about what the ideal climate might be, and recommend improvements.

I am proud that at the University of Michigan we have a vision of a campus vibrant with the activity of learning — learning that is taking place not just in our classrooms, laboratories, and offices, but also in our residence halls, in our cafeterias, on the Diag. In this vision, each member of the University community — faculty, students, and staff — is a learner, and each can be a teacher as well. As members of the University community, we have a unique opportunity to learn some of life's most important lessons from each other. The more varied the lessons and the perspectives of teachers and students, the richer and more resonant our education, and the more exciting our collective and individual efforts to achieve knowledge and understanding.

The University of Michigan today embodies much of this vision, in part because of efforts to promote diversity in our classrooms, residence halls, and offices. The Michigan Mandate and the Michigan Agenda for Women have given us a solid foundation upon which to build a student body, faculty, and staff that are more varied in background and culture than we had a decade ago. And yet we have work to do if we are to achieve our vision. Our diversity initiatives still are works-in-progress. I am optimistic that under President Bollinger's leadership, the University community will continue to move forward in these areas.

Sincerely,

Homer A. Neal

Homer A. Neal
Interim President,
July 1, 1996-January 31, 1997

"As we move into the future, it is becoming increasingly clear that the University's excellence and national leadership will be greatly determined by the diversity of our campus community. Different views of conceptualizing and addressing intellectual issues give new vitality to our education, scholarship, and communal life. Excellence and diversity are not only mutually compatible but mutually reinforcing objectives. We draw great strength from our extraordinary multiplicity.

"True diversity means accepting new members not only into our classroom, but into dialogues about how classrooms are structured and what is taught there. Diversity is not just about 'numbers'; it requires profound structural change. As we have learned to be more open to different ways of seeing, we have discovered that there always has been more diversity on campus than we ever recognized. Many of the new programs that were created to support students of color or women actually have improved the opportunities for success for all students. We will not succeed until all who come here feel a sense of ownership, until the experiences and points of view they bring are reflected in every aspect of our communal life."

James J. Duderstadt,
President Emeritus

"Why does the University of Michigan — or any educational institution — want to maintain diversity as a major component of excellence? There is a compelling case to be made about the need to prepare our students to live in the increasingly heterogeneous society of the twenty-first century. That certainly is important, but a key reason from the University's point of view is an intellectual one, well articulated by the British philosopher and economist John Stuart Mill. Mill argues in *On Liberty* that it is of special benefit to the quality of thought and discourse for many opinions to be expressed:

"'The peculiar evil of silencing the expression of an opinion is that it is robbing the human race, posterity as well as the existing generation — those who dissent from the opinion still more than those who hold it. If the opinion is right, they are deprived of the opportunity of exchanging error for truth; if wrong they lose what is almost as great a benefit, the clearer perception and livelier impression of truth produced by its collision with error.'

"We can look at informed affirmative action as a way of bringing individuals from diverse ethnic and racial backgrounds into the University so as to enrich the discussion and debate that takes place here. Since we are a public institution, it is our obligation to be sure that representatives of all segments of society can participate in the debate."

J. Bernard Machen,
Provost and Executive Vice President for Academic Affairs

"The University needs to continue to diversify its ranks, but we also have to move beyond the numbers. As diversity infuses the curricula of the various disciplines, it enriches the experiences of faculty and students.

"The Michigan Agenda has increased the number of women faculty and has given women a new voice and way of explaining their experience in this environment. Gender studies will influence scholarship in many disciplines. Higher education must continue to challenge narrowly circumscribed approaches to cultural learning. As educators, we need to expand the meaning of 'culture' beyond previous definitions.

"Increased understanding of truth and cultural values is not a luxury item intended for a few; it must be part of the total educational experience. As proponents of intellectual diversity, we must continue to explore the history, literature, philosophy, and creative expression of human thought and culture, elements that have the potential to enhance the fundamental dimensions of human life. These areas of knowledge provide breadth and contribute to a liberal education. It is from that vantage point that we can begin to understand the true value of diversity."

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

"The solutions to many complex problems come through very abstract thought processes that some brilliant discoverers cannot even recall how they first constructed. One's culture, one's way of looking at the world, has some influence on how one goes about trying to solve intricate problems. Many solutions to key science problems turn out to have beautiful symmetry. Indeed, tremendous progress can be made in identifying solutions by simply demanding that the solutions be beautiful. However, what is beautiful to members of one culture may be ugly to members of another. Thus, while there is advantage to broadening the world of scientists just from the point of sheer brain power, there is also the prospect of increasing the depth of understanding by tapping various cultures as we draw upon the wealth of human experiences accumulated by numerous distinct cultures. Diverse points of view are a powerful weapon against the unknown."

***Homer A. Neal,** Vice President for Research and former Interim President*

"The Michigan Mandate and the Michigan Agenda for Women are road maps for an institutional trip toward inclusiveness and diversity. Like all road maps, their value comes only from their active use by those on the journey. Right now we have some committed travelers who religiously use the maps, some who reference them if they sense they are 'off track,' and some who either do not know the maps are available or choose not to use them. Most of our successes come from the committed travelers. We must work to increase awareness of these tools and to encourage consistent reference to them by a broader spectrum of the University community."

Jackie R. McClain,
Executive Director of Human Resources and Affirmative Action

"Lesbian, gay, bisexual, and transgender students, faculty, and staff are not included, or at least not named, in either the Michigan Agenda for Women or the Michigan Mandate. If we were to go through both documents and include terminology dealing with lesbian, gay, bisexual, and transgender people, we would then be part of the campus discussions. When task forces and commissions are appointed, there usually are no openly gay or lesbian people on those groups, but there should be. This lack of representation is probably why issues regarding sexual orientation are not mentioned — good people just don't think about it. It is often difficult even for the best-intentioned people to speak out and include lesbian, gay, bisexual, and transgender issues in these discussions. It is my hope that such commissions and task forces on campus will bring openly gay, lesbian, bisexual, or transgender people to the table. Now that we're thinking about it, we must do it."

***Ronni L. Sanlo**, Director of the Office of Lesbian, Gay, Bisexual, and Transgender Affairs*

Senate Assembly Statement on Diversity

Senate Assembly believes that the University must be open to, and provide a supportive environment for all qualified persons without regard to characteristics such as age, color, creed, cultural background, gender, national origin, physical disability, race, religious affiliation, or sexual orientation. Senate Assembly urges the faculty of the University of Michigan to commit themselves to removing the barriers that traditionally have been encountered by individuals from underrepresented groups, to accepting such individuals as full and respected members of the academic community, and to enabling them to progress, thrive, and succeed in their profession. Thus, Senate Assembly invites all to join enthusiastically with it in this effort.

Adopted by the Senate Assembly, May 20, 1996

"One of the few times in my life when I worked in a truly diverse environment was very early in my career. I taught mathematics at a small private urban college where the student body was about a third African American, a third international students, and a third fairly traditional suburban white students. This immersion in an environment where no one race or nationality was the majority was an extraordinary experience. This early experience profoundly influenced my thinking about the importance of diversity.

"I have a sense that there is a critical mass that is necessary for true diversity to be a reality. What is that critical mass? I cannot define it, but I know when I have felt it and when it has been achieved. There is a paradigm shift from an awareness of the differences to a celebration of the richness and fullness of the human dimension."

Roberta R. Palmer, *Secretary of the University*

Though demographically diverse, the University community often fails to be socially diverse — a problem that makes it difficult to attract minority applicants and to fulfill the goals of diversity.

Michigan Daily Editorial,
February 13, 1997

"It is important to look at diversity broadly, in terms of not only gender and of race but also class, sexual orientation, and disability. Moreover, Michigan has enjoyed a long history of international involvement, which is increasingly important. All of these factors contribute to creating a rich intellectual mix and exciting social and cultural environment.

"We at Michigan have a strong heritage, though our efforts to sustain diversity have sometimes faltered. In the nineteenth century, Michigan was a leader in providing access to education. Among major public universities, we led first in the education of African American men and later of women from a variety of racial and ethnic backgrounds. Women were first admitted to Michigan in 1870 and their numbers quickly increased. The first African American woman to graduate from the Medical School was Sophia Bethena Jones — in 1885. Ida Gray Nelson, the nation's first African American woman to receive a degree in dentistry, graduated from Michigan in 1890. Sadly, by the 1950s, we were a far less diverse university than we had been in the late nineteenth century.

"The University was again a leader when it created the Center for the Education of Women in 1964, the first center of its kind

to combine service, advocacy, and research on behalf of women at a major university.

"Throughout Michigan's history, the impetus for change frequently has come from outside the institution or from the efforts of students. Whether we're talking about the admission of women in 1870, the Black Action Movement in 1970, or the founding of our Center, the University often has responded to the challenges of the larger community. Today we need to continue to respond to those challenges and to sustain our efforts to assure that Michigan is a diverse — and, therefore, rich and exciting — institution."

Carol S. Hollenshead, *Director of the Center for the Education of Women*

"Homogeneous communities are often too comfortable to encourage creativity. Frequently it is the conflict between different life experiences, perspectives, values, and knowledge that sparks new insight into the nature of a problem and stimulates ideas about new solutions. The community of faculty and students working in the area of Women's Studies and gender research at the University of Michigan is much more heterogeneous in 1997 than it was ten years ago. The volume of curricular, programmatic and scholarly energy and accomplishment from that community is testimony, I think, to the power of diversity, as well as the individual talents of the faculty and students working in this area."

Abigail J. Stewart,
Director of the Institute for Research on Women and Gender, and Professor of Psychology and of Women's Studies

"As a dean, I have a vision, and I think the faculty share my vision, of developing a rich research program that complements our educational objectives. Our research foci — poverty and mental illness, violence and family, and children, to name a few — encourage diverse points of view and understanding. Over the past few years we have attracted faculty who are ethnically and racially diverse — Latinos, African Americans, and Asian Americans and Pacific Islanders. This is very enriching. That's what makes our school so interesting.

"We've also been very successful in recruiting students. Twenty-six percent of our students in the master's degree program come from ethnically and racially diverse backgrounds. They come from throughout the United States and the world.

"The School has had a long tradition of embracing diversity. The Council of Social Work Education states that programs 'should make specific, continuous efforts to ensure educational enrichment by reflecting racial, ethnic, and cultural diversity in all categories of persons associated with the program.' This is one of the many standards we respond to as a school of social work. For the past few years, we have been engaged in curriculum renewal. One of the undergirding themes of the new curriculum reflects the intent of this standard, as well as the demographic shifts taking place in the United States — and that is multiculturalism. By no means do I want to insinuate that we have all the answers. We are making every effort to further operationalize this theme.

"Facilitating receptivity to persons from diverse backgrounds engaging in outstanding research, teaching, and service is important at the School of Social Work and for the University as a whole. When I was chairperson of the Council on a Multicultural University several years ago, we recommended that more attention be paid to culture and climate issues and to staff because until that time, most diversity efforts had focused on student and faculty recruitment."

Paula Allen-Meares,
Dean and Professor of Social Work and former chair of the Council on a Multicultural University

"To do well, and to do good, in an increasingly global society, our students must learn how to work with people who come from different backgrounds and cultures. So, for more than twenty years, the College of Engineering has worked to develop a singularly well qualified, heterogeneous student community. And we are succeeding.

"The College's Women in Engineering and Minority Engineering Program offices have worked in close partnership with our faculty, staff, and students to form a pathway from K-12 education through undergraduate and graduate engineering studies. Our objective is to go beyond mere numbers to genuine inclusion, beyond recruitment to retention and graduation."

Stephen W. Director,
Dean and Professor of Electrical Engineering and Computer Science

The Michigan Mandate: A Nine-year Progress Report

The Michigan Mandate, the University of Michigan's strategic plan for linking academic excellence and social diversity, was launched in 1987. It grew out of a realization that the U-M was not achieving the goals it had articulated in the 1960s and 1970s to include underrepresented minorities in the academic community.

Leading up to the Michigan Mandate

Michigan historically has been proud of the diversity of its student body, with the Regents noting as early as 1860 in their annual report that 46 percent of the student body came from other states and countries. The first Black students enrolled at Michigan with little fanfare in 1868. By 1940, Blacks represented 1 percent of the University's enrollment. That year sociology graduate student William H. Boone wrote in a thesis titled "A Study of the Problems of Adjustment of the Negro Students Attending the University of Michigan" that "the Negro student in attending a white school may expect to find the denial of unlimited opportunity, the occurrence of social embarrassments, and the concrete proof that American democracy is the white man's democracy — just as he has already experienced in everyday life."

Two decades later, at the height of the civil rights movement, the campus had fewer than two hundred Black students. Black enrollment grew slowly following the launching of the Opportunity Award Program in 1964 to aid Black students and others in need of academic and financial help. By March 1970, when the student-organized Black Action Movement (BAM) called its first strike, Blacks made up 3 percent of the student body. Students demanded that Black enrollment reach 10 percent by 1973, a demand endorsed by the Faculty Senate and by Gov. William Milliken and agreed to by the Regents. An estimated one-third of the student body supported the twelve-day strike by not attending classes. BAM leaders called for expansion of the Black studies program, recruitment of more African American and other minority students and faculty, and increased student financial aid and support services. In subsequent strikes, BAM II in 1975 and BAM III in 1987, students reiterated the demands of their predecessors when it appeared the University's commitment to diversity was waning. A Six-Point Plan of Action resulting from negotiations between students and the administration in March 1987 laid the groundwork for the Michigan Mandate, which provided a strategic plan for accomplishing the goals.

The Michigan Mandate addressed strategic objectives under four broad rubrics:

- Faculty Recruitment and Development
- Student Recruitment, Achievement, and Outreach
- Staff Recruitment and Development
- Improving the Environment for Diversity

The following is a summary of the University's progress in its efforts to reach the objectives of the Michigan Mandate.

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.*

Programs sponsored by the Office of the Vice Provost for Academic and Multicultural Affairs include:

• The Harold R. Johnson Diversity Service Award, established in 1996. It recognizes full-time tenured and tenure-track faculty whose service contributes to the development of a more culturally and ethnically diverse campus community. Five awards of $5,000 each are presented annually.

• The Presidential Professors Program brings distinguished individuals who have made extraordinary contributions in the arts, sciences, humanities, business, politics, and international affairs to campus as visiting scholars.

• The Target of Opportunity Program provides funds to help schools and colleges hire faculty of color with disciplinary interests that contribute to programmatic goals. Funds also support programs that contribute to the multicultural mission of the University.

• Cluster hiring is a recruitment strategy being used by a number of departments, schools, and colleges to enrich the academic culture. Cluster hiring, which involves the hiring of faculty members who share similar research and teaching interests, either within one department or across departments, fosters creation of communities of scholars and creative artists.

• The Faculty Awards Program assists faculty in establishing and sustaining an active program of research and scholarship that contributes both to their intellectual development and to the multicultural goals of the University. Awards support co-sponsorship of symposia and conferences; student research assistance; research and professional travel; subvention for publications, recordings, and performances; interdisciplinary and collaborative research; seed money for new faculty to launch research programs; and supplementary stipends for faculty on fellowships and sabbaticals.

• Women of Color in the Academy Project, also supported by the Office of the Vice President for Research, the Center for the Education of Women, and the Women's Studies Program, was launched in 1995 to create a faculty network to link women of color faculty across the campus. The project focuses both on the accomplishments of women of color in the academy and on issues of particular concern to them.

Other programs:

• The University is working to enlarge and enrich faculty candidate pools by keeping in touch with outstanding Ph.D. graduates as they launch their careers.

• The Center for Research on Learning and Teaching (CRLT) sponsors New Faculty Orientation at the beginning of each academic year to help departments, schools, and colleges welcome and support new faculty.

• As part of its multicultural teaching and learning program, CRLT awards grants for projects that address diversity issues in formal learning situations. The goal is to help faculty enhance their teaching and to improve student learning.

Strategic Objective # 2:
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 Office of Academic Multicultural Initiatives (OAMI) annually sponsors visits by more than two thousand seventh through twelfth grade students from various communities throughout southeast Michigan. Students from one hundred school districts visit the campus for periods ranging from one day to two weeks. U-M students help plan and lead activities for the visitors. More than fifty academic and non-academic units participate in this program.

• More than one hundred and seventy-five former Pre-College Program participants have earned four-year scholarships and are enrolled at the U-M.

• The Detroit Office of Undergraduate Admissions, which opened in 1990, provides a convenient access point for Detroit-area residents who seek information about the University and admission. Staff serve as liaisons to public and private schools and agencies in the area.

• Students of color number 8,209, or 25.4 percent of all students — more than twice the total of minority students enrolled in 1986, the year before the Michigan Mandate was established. For the sixth straight year, enrollment of African Americans is at a record high. Minority student enrollment figures from fall 1996:

2,870 African Americans
8.9 percent of total enrollment
3,642 Asian Americans
11.3 percent of total enrollment
1,471 Hispanic/Latina/o Americans
4.5 percent of total enrollment
226 Native Americans
0.7 percent of total enrollment

• Graduate and professional programs enroll 2,317 minority students, or 23.7 percent of all graduate/professional students.

These include:

1,021 Asian Americans
10.5 percent
798 African Americans
8.2 percent
437 Hispanic/Latina/o Americans
4.5 percent
61 Native Americans
0.6 percent

• CRLT works with faculty and graduate student instructors on multicultural initiatives to help them create inclusive classroom experiences that serve the learning needs of a diverse student body.

• A recent issue of *Black Issues in Higher Education* ranks Michigan eleventh in total minority doctoral degrees granted, ninth in total minority master's degrees, and twenty-fifth in total minority baccalaureate degrees. The rankings include historically Black colleges.

The U-M ranks first in minority doctorates in the social sciences and history. For first professional degrees awarded to minorities, the U-M ranks third in dentistry, fourth in medicine, and tenth in law nationally.

• The College of Literature, Science, and the Arts' race and ethnicity requirement, which became effective in fall 1991, requires undergraduate students to take one course that addresses issues of race, racism, and ethnicity. More than one hundred and fifty courses are available to choose from to meet the requirement.

• The Undergraduate Research Opportunity Program (UROP), founded in 1988, focuses on improving undergraduate education and minority student retention by emphasizing academic excellence and achievement. Originally designed for underrepresented minority students, UROP now serves more than seven hundred students from a variety of racial, cultural, and academic backgrounds. First- and second-year students work with faculty members on research and creative projects.

• The Minority Affairs Commission, an independent task force supported by the Michigan Student Assembly, provides financial support to student-initiated programs serving students of color and strives to create harmony among campus groups.

• Multi-Ethnic Student Affairs — consisting of Minority Student Services and the William Monroe Trotter House Multicultural Student Center — works to foster an environment where students of color prosper academically and socially. Coordinators representing African American, Asian Pacific American, Hispanic/Latina/o American, and Native American heritages advise students of color and their organizations.

• The Student Academic Success and Enrichment Program, sponsored by OAMI, features peer mentoring, academic enrichment activities, seminars, and workshops to promote greater opportuni-

ties for academic success and achievement among students of color. The program will be fully operational this fall. OAMI also has a revolving loan program, funded by donors, that allows students to secure short-term loans to assist with academic needs.

• Since 1987, financial aid officers have visited junior and senior high schools and community organizations in areas with large minority populations to make financial aid opportunities known to students of color. This is part of the Office of Financial Aid's ongoing efforts to help all students locate financial resources.

• The University Mentorship Program, which is part of the Office of New Student Programs, matches incoming students with a peer and a faculty or staff mentor based on shared career or academic interests. Last year more than one thousand students participated in the program.

• The Program on Intergroup Relations, Conflict, and Community educates students about various forms of conflict among social groups. It brings students from various backgrounds together to discuss similarities and differences and to seek resolutions to social conflict.

• University Housing addresses the needs and concerns of students and staff of color through cultural, educational, and social programs in the residence halls. Minority peer advisers work in the residence halls to help make the living-learning experience rewarding for students of color.

• The Michigan Study, a longitudinal series of surveys of the undergraduate class of 1994, was launched in 1990 to assess the impact of the University's multicultural and diversity efforts on undergraduate students. While the study focuses on students' expectations, perceptions, and experiences with respect to diversity and multiculturalism, it also explores differences and commonalities among students of different racial and ethnic backgrounds. Results show that when diversity is perceived as a broad educational goal, students are more likely to support its principles. The study is coordinated by OAMI and involves staff, graduate students, and senior faculty.

• The U-M and the United Negro College Fund established the Frederick D. Patterson Research Institute in 1996 to measure the progress of African Americans in various educational settings from pre-school through graduate school and to examine factors influencing drop-out rates. This program is funded, in part, by the Office of the Provost and Executive Vice President for Academic Affairs.

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.*

• UMatter, a staff recognition program, is being launched in 1997. Staff who have worked at the University at least one year will be eligible to be nominated for their achievements and outstanding customer service. Each month a team will select up to ten individuals to receive the award, which includes a lapel pin and certificate.

• The University's first Staff Recognition Program honoring all staff for the contributions they make to the University was held in fall 1996. The Human Resources and Affirmative Action Office plans to make the Staff Recognition Program an annual event.

• Business and Finance units honor outstanding employees through the annual Distinguished Staff Awards program, which has been in place since 1989.

• Workplace 2000 (formerly Workplace of the 90s) Awards are presented each spring to outstanding staff members who have worked at the University for at least two years. Award criteria are leadership, team work, and service.

• Human Resource Development (HRD) is piloting the "Foundations of Supervision" training program to upgrade management skills of new supervisors this year so they are better prepared to manage a diverse workforce.

• HRD helps employees identify long-term career paths and provides the tools necessary to assist them with career development.

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.*

• The Council on a Multicultural University (COMU), established in 1990, advocates for multicultural initiatives and looks for ways to bring the value of multiculturalism into the life of the University community. More recently COMU has been focusing on campus climate.

• The Center for Research on Learning and Teaching (CRLT) is dedicated to the support and advancement of learning and teaching at the University, with special emphasis on undergraduate education. Through its new program of multicultural teaching and learning services, CRLT serves as a resource to faculty and graduate student teaching assistants who wish to expand their knowledge of multiculturalism, explore ways in which such content can be infused in their

courses, and upgrade their teaching skills to meet the needs of diverse learners.

CRLT professional staff members, including the coordinator of Multicultural Teaching and Learning Services, offer customized workshops for academic units and consult with individual instructors. CRLT "faculty associates" are members of the faculty who have a special expertise regarding students' diverse learning styles and multicultural curriculum. They also are available for workshops and consultations.

• The Student Academic Multicultural Initiatives Program, sponsored by OAMI, funds activities initiated by students of color and student of color organizations. Funded projects range from scholarly research and presentations to academic development activities, including study and tutorial groups.

• The Martin Luther King Jr.-Cesar Chavez-Rosa Parks Visiting Professors Program, sponsored by the Vice Provost for Academic and Multicultural Affairs, brings outstanding scholars to campus for a short duration. Funded by the state of Michigan and the U-M, the program is designed to increase the number of underrepresented instructors in the classroom and to provide role models for students. Visiting professors meet with students at the University and with primary and secondary students in the community.

• The University's tenth Martin Luther King Jr. Symposium was held in January. Coordinated by OAMI and a University-wide planning committee, more than one hundred and ten events were sponsored by various campus units. The annual commemoration of the life of the civil rights leader has grown to be one of the largest events in the nation, second only to the program in Dr. King's hometown of Atlanta, Georgia.

• The South Africa Initiative Office is developing links with universities in South Africa. It serves as an information resource center, facilitating collaborative partnerships between persons and institutions in South Africa and the United States.

• The "diversity librarian" at the Harlan Hatcher Graduate Library provides research and reference search assistance to students, faculty, and staff seeking information related to gender and ethnic studies.

• OAMI develops programs in collaboration with the Division of Student Affairs, the Center for Afroamerican and African Studies, and other academic units to ensure that there are a variety of culturally enriching activities sponsored for and with students.

Challenges Remain

As part of the Michigan Mandate, the University has looked for innovative and effective ways to reach prospective students and to serve the needs of all students while they're on campus and after they have graduated. Many of the programs initially introduced to improve services to underrepresented minorities — for example, the Undergraduate Research Opportunity Program, CRLT workshops to improve undergraduate teaching, and cultural programs sponsored by Multi-Ethnic Student Affairs and the Office of Academic Multicultural Initiatives — benefit all students. Graduation rates — one important measure of success — have increased for minority students and remained high for white students since the Mandate was launched.

The Mandate also has generated a number of programs to recruit and develop faculty and staff and to improve the campus climate for diversity. Recruiting and retaining faculty and staff of color remains a challenge as more universities become aware of the link between academic excellence and diversity and strive to hire top minority scholars and administrators.

To help accelerate progress toward the University's many-faceted diversity goals, Vice President for Research Homer A. Neal established in January, while he was interim president, a $450,000 President's New Century Fund for Diversity to create new programs. The fund is administered by Lisa Tedesco, associate dean for academic affairs in the School of Dentistry. As presidential associate for special programs within the Office of the President, Tedesco is responsible for general oversight of the Michigan Mandate and the Michigan Agenda for Women, including taking stock of the status of initiatives and challenges yet to be addressed.

"We have learned a great deal from working together on our two major diversity initiatives, the Michigan Mandate and the Agenda for Women. Michigan's future will be shaped by new leadership. For many individuals, the Mandate will remain a touchstone. The Agenda will need renewed energy and vision as well," Tedesco says.

"I am confident and optimistic that we will continue to create environments for students, faculty, and staff that foster inclusion. We must explore the boundaries of our understanding and experience, and discover with each other solutions to problems that sustain the integrity of what we know and value. Our best thinking will emerge from the wellspring of many different voices and minds, enabling the University and each of us to realize our aspirations," Tedesco adds.

For John H. Matlock, assistant vice provost and director of the Office of Academic Multicultural Initiatives, "Diversity means we

as a whole institution have to be willing to change. We can't say it is up to students or people of color to change when they come here. Diversity means not only recognizing differences, but respecting and appreciating differences as well. If everybody comes from the same cookie cutter, then we haven't accomplished much. Diversity makes the University a better place for those who work here and for students while they are here and after they graduate."

CRLT Director Constance E. Cook says, "In the past some people were activists who promoted diversity efforts, and some people opposed those efforts, but the majority were somewhere in between. Now that the U-M has such a diverse student body, no matter what you teach, you have to think about these issues. It is no longer a matter of ideology."

Law School Dean Jeffrey S. Lehman says one of the future challenges for the University and the Michigan Mandate will be "to build on our past successes and to make ever clearer to the many people who care about the University of Michigan why we are committed to ideals that sustain us. That means listening carefully to those who are curious or have questions about us and explaining forthrightly and candidly what we're about."

As the University continues to strive to reach the goals of the Michigan Mandate, Provost J. Bernard Machen says it faces two kinds of challenges: "We must continue to recruit in order to achieve a more diverse student body, faculty, and staff because even though we are more diverse than most universities, we're still not diverse enough. A second major challenge is to learn to appreciate each other more — to appreciate our diversity."

"MICHIGAN HAS NEVER BEEN VIEWED AS A PARTICULARLY WARM AND SUPPORTIVE PLACE.

"It has followed more of a 'survival of the fittest' model, with the fittest being defined as the most competitive," notes **Maureen A. Hartford,** vice president for student affairs.

"I think we have to step back and review that Darwinian notion if we want the campus to be truly supportive of women and people of color," she adds.

For Hartford, realization that the playing field wasn't level came early in life. She was a member of the first freshman class to include women when she enrolled at the University of North Carolina in the mid-1960s. "There were about one hundred and fifty of us and three thousand men," Hartford recalls. A few women transfer students had been admitted earlier.

Hartford was the only woman in most of her classes. "Some faculty members made it clear I was not welcome. They complained that they couldn't tell certain jokes when I was in the room. It was not a comfortable feeling. When a faculty member expects you not to do well, it taints your experience," she says.

Hartford also recalls seeing women friends fail to gain admission to medical schools because of gender.

The benefit of those consciousness-raising experiences, Hartford says, is a continuing fierce desire to see things change in society and on campus.

"I take great joy when a student who is not predicted to do well does, or when a student becomes another 'first,' such as when Peter Lee became the first Asian American to head the Michigan Union Board of Representatives," Hartford says.

Although people are more aware of your presence or absence when you're in the minority, Hartford says, "I think women and people of color have to fight a little harder to have their opinions taken seriously."

She recalls that at one university where she served as dean of students, the executive officers met every morning for breakfast. Football was frequently the topic of conversation. "I had to learn something about football so I could participate. My staff here is far more diverse, with a significant representation of women and people of color. This makes for much richer conversations."

The Michigan Mandate has resulted in a significant increase in the number of students of color, which improves their comfort level, Hartford observes. However, those increasing numbers present new challenges. Years ago the Black Student Union could say it spoke for African Americans on campus. That is no longer true because we have such diversity among African American students. Asian American students — including Chinese, Korean, and Japanese Americans — don't all agree, she notes.

To reach out to a wide variety of students, the Office of Student Affairs is using focus groups, asking students what's going on in their lives. It is a qualitative approach, but the focus groups have been informative, Hartford says.

"We're hearing from white students, 'You told us this was a diverse campus. Why does it feel so white?' We have much work to do, not so much in bringing students here, but in finding ways to learn from each others' cultures."

Another area that needs work, she says, is the curriculum, so it validates students of color and more accurately reflects history and society.

The Agenda for Women also has had an impact on the campus, from helping dual career families find jobs for spouses to encouraging discussion of child care issues.

"I also think it no longer is so easy to have disparate pay levels for men and women. The Agenda has raised the bar on what is acceptable treatment for women," Hartford says.

Continuing challenges include creating pipelines for women into the faculty, especially in non-traditional fields like engineering and science. Many women and people of color — attracted by lucrative job offers — are choosing to go to work instead of graduate school.

"We need to pull more into the graduate school pipeline. The whole issue is one of climate, of getting the critical mass and then creating a climate that is warm and supportive. This is true for faculty, staff, and students," Hartford says.

The Midwestern view of diversity is much different than the diversity **Tara L. Young** experienced growing up in New York City or living in San Francisco.

"In the Midwest," she says, "diversity can mean having one person of color in a school or one family of color in a neighborhood versus New York City, where you're surrounded by people from other countries and backgrounds. Often, diversity in the Midwest means having Black presence instead of variety. In New York City, with almost eight million people, you have to develop the skill to interact with diversity, whereas in the Midwest there is less pressure to do so," says Young, who earned a bachelor's degree in sociology at New York University and graduated in 1997 from the U-M with a master's degree in higher education focusing on development and academic affairs.

When Young was looking for a master's program, a friend at the U-M encouraged her to come to Ann Arbor. Young also applied to Boston College and the University of San Francisco, but "Michigan was nicer and provided a more generous financial aid package," Young says.

For Young, who is part Eastern Band Cherokee and Creek, diversity means "to accept and respect all things that make up the human community. I don't accept the phrase 'learning to tolerate differences' because that means 'putting up with.' I don't think that anyone in the world wants to be 'put up with.' People want to be accepted and respected for their heritage. Tolerance is being polite but keeping someone at a distance and not having to understand who they are."

Young, former president of the Students of Color of Rackham Graduate Organization, coordinated the U-M's 1997 Martin Luther King Jr. Day Symposium. She says, "The most challenging part of organizing MLK Day is getting faculty and staff to participate. Because it is a work day, some offices are able to give staff release time and others are not." Young was pleased with the attendance of students and community residents at this year's symposium.

Although she is unfamiliar with the details of the Michigan Mandate, Young heard that former President James J. Duderstadt did a "great job of pushing the issue of diversity to the fore."

One of the challenges for the future, Young says, will be for the University to hold on to what it values — a diverse faculty and staff as well as a diverse student body.

"The faculty and staff are the ones who don't change," Young notes. "They need to be able to manage diversity and interact with it."

To improve the climate for women, Young says, the University should improve campus safety. "On State Street, many bulbs are dim or burned out. I feel less safe in Ann Arbor than in New York City because here the foliage provides good cover and casts many shadows," she says.

Although the University still has work to do to achieve diversity in its curriculum, programming, and workforce, Young says, she would recommend Michigan to a friend.

"I know this university is at least trying."

"Diversity is the reality of the world.

The absence of diversity is a condition people have created, an artificial situation," says **Louis G. D'Alecy,** professor of physiology in the departments of Physiology and of Surgery and chair of the Senate Advisory Committee on University Affairs (SACUA).

"Many people see diversity as a social or political construct. I see diversity as a consequence of man's existence, so fundamental that to deny its importance seems grossly inappropriate," adds D'Alecy, emphasizing that he is speaking in this case only for himself, not for SACUA or the faculty. D'Alecy, who joined the Medical School in 1973, has been active in faculty governance for many years.

"Very few faculty members or students appreciate how great the University is in terms of offering opportunities to students to participate in research. The challenge is to convince students that research opportunities exist for everybody. Then we will have successfully met the ideal for diversity," he asserts.

Over the years, a number of women and students of color have made important contributions to research done in his laboratory, D'Alecy says. "Undergraduates and high school students have worked successfully here, holding their own as they work alongside graduate students, post-doctoral fellows, and Type A pre-medical students. It is a joy to see these bright young students in this setting."

He also has chaired numerous doctoral committees, about half of which have been for women. "I don't know why women choose to come here, except that my expectations for Ph.D. candidates are the same, whether they are male or female. My sense is that the students appreciate this."

D'Alecy grew up in an Italian family on Staten Island. "I'm not a wild-eyed liberal, but I never had the 'women should be barefoot and pregnant in the kitchen' mentality either, maybe because I had three sisters." They all graduated from college and two hold advanced degrees.

"I hear people say that the Medical School is a hostile, unfriendly place. I can understand how people feel that way. It is one of the most competitive schools in the country. What do you expect, warm and fuzzy?" D'Alecy asks.

Acknowledging that there are few women at the upper ranks of the faculty, he says that even if universities had paid attention to diversity issues in the 1970s, it would have taken time for the system to catch up. Today about 50 percent of the medical students are women, D'Alecy says.

"The new population of physicians, with a higher representation of women, is changing the marketplace. The new generation of physicians will not put up with the same stupidity I put up with when I was developing my career. I consider this — adding humanity or diversity to the system — a strength," according to D'Alecy.

D'Alecy has some serious reservations about the execution — not the intent — of the Michigan Mandate and the Michigan Agenda for Women.

"I'm a firm believer in faculty governance and find the corporate model profoundly anti-intellectual and destructive of the University." Attempting to impose the two initiatives from the top down is a mistake, D'Alecy says, particularly when you're dealing with intellectually independent people.

The administration needs to create an intellectual environment or rationale explaining the need for diversity that makes sense, so a faculty member concludes "I want to do that," D'Alecy says.

"My expectation is that reasonable people will deal with the realities of diversity and will see the pragmatic importance of having a diversity of students, faculty, and staff. It makes good practical sense," D'Alecy says. "The University of Michigan serves the world. We need to have faculty and staff who can work effectively with a diverse student body."

Since she began teaching in 1984, **Thylias Moss** says, "The word 'diversity' has been there. I have not been in a teaching situation where there has been any clear definition or consensus of what it is. It is valued despite how vague the definitions have been."

The emphasis always is on visible diversity, "the notion that one should be able to see a rainbow, a variety of skin tone shades from beige to darkest sepia. Range of hue is one indicator that diversity exits," says Moss, prize-winning poet, author, associate professor of English, and 1997 winner of the prestigious MacArthur Foundation Fellowship.

"Hue is not necessarily the best indicator. Really what is more desirable is a diversity of thought and ideas. We mistakenly assume that people of different skin tones will differ in ideology," she says.

Moss, who received a B.A. from Oberlin College and an M.A. from the University of New Hampshire, says that while having a range of ideologies is important, judgment also is necessary.

"If every idea is considered equal, we cease to grow. We each may have our own view, but we must retain judgment. Absolutely. We must be able to defend our ideas, to say one ideology is superior to another, yet willing to acknowledge sound logic in an opposing view and then improve our own. We also shouldn't get defensive when our ideology is attacked," Moss adds.

Moss, who taught at Phillips Academy and at the University of New Hampshire before coming to Ann Arbor on a cold New Year's Day in 1993, says she and her husband moved to Michigan to be closer to family in Ohio and Illinois. John Moss is business manager of student academic affairs in the College of Literature, Science, and the Arts.

Diversity is part of the reason Moss is at the U-M, she says.

"I've been told academic posts are hard to come by, but in 1992, I had six handed to me — diversity certainly was one of the roots of such good fortune. I can't help being involved in diversity. Wherever I am, diversity travels with me. That's where we are in our society."

Moss recalls her surprise at the U-M's initial offer — a beginning assistant professorship — because "it didn't seem appropriate to what I had achieved in terms of teaching experience and publications." She came to Michigan with four books and several literary prizes. She has since published two more titles — a book of new and selected poems and her first children's book. She has another book of poetry, Last Chance for the Tarzan Holler, coming out this fall, and a memoir, Tale of a Sky-blue Dress, to be published by Avon in 1998.

Hue is not necessarily the best indicator.

Moss conjures an evocative sense of place and community in her work, drawing on her experiences and ethnic history and combining a gift for narrative with a talent for language, imagery, and syntactical music. Her talents have been recognized with a Guggenheim Fellowship.

In discussing the climate at Michigan for women and people of color, Moss says, "Some of the climate you must make yourself. I have to be an architect of my own climate. I like my work — writing and teaching — and don't want to be distracted from it.

"I just do my work. I don't allow distractions. Therefore, I have a fine climate in which to work. I accomplish much."

In dealing with life's difficulties, Moss says she must choose how to respond.

Rather than spending her energies complaining or becoming involved in social protests, Moss says, "I find superior arguments to be in the writing I produce. That is where I say what I have to say. I feel at ease, at liberty. I don't rally — even that is distracting from my work."

Nancy E. Cantor, dean of the Horace H. Rackham School of Graduate Studies, doesn't hesitate to call herself an "affirmative action dean." Her appointment as the first woman dean at Rackham indicates that the University values having women in the senior administration, she says, and now that she is "at the table," she plans to be an agent for change.

"As a personality psychologist, I know the importance of learning from and about people who have had different experiences," Cantor says. Her research on the value of "taking part" and the notion that "human well-being is integrally tied to having access to opportunity" are the academic constructs for her intense support for diversity efforts at Michigan, specifically at the Graduate School.

Cantor, who became dean of Rackham in July 1996, believes that institutions have everything to gain from emphasizing diverse participation, and that they need many different perspectives — scholarly and otherwise — to thrive. She also would like to see an emphasis on cultivating talent, citing reliance on test scores as an example of how universities have become lazy.

Cantor also knows that it is not enough just to bring people from diverse backgrounds to campus. She recognizes the importance and necessity of getting people to interact. "Equal opportunity means mixing it up," Cantor says, and she is working with departments on ways to foster integration. "We must try harder to create new pathways for students to become fully integrated into the life and work of their departments," Cantor says.

Acknowledging that there are critics of affirmative action both within and outside the University, she says, "The University always is making hard choices. Whether the choices have to do with supporting a hot new academic area or admitting a tuba player from Montana, these choices are based on what is best for the institution."

One of her most serious commitments is to open up access to graduate school to people of all races and from all regions of the country and world because she feels that getting the "best mix" benefits the University.

She is proud of Rackham's diverse student body. Members of the fall 1996 class ranged in age from nineteen to sixty years old and came from seventy-six countries and all fifty states. More than 16 percent of the students were from groups traditionally underrepresented in the academy.

Cantor, who taught at Michigan before serving as chair of the Department of Psychology at Princeton University, is glad to be back at Michigan because it "lives and thrives on change," she says, and she relishes her role as graduate school dean because graduate students are agents of change. She is both encouraged and challenged by her desire to effect real change within the University, and is confident that graduate students will be at the center of it, "encouraging me to change them."

In September, Dr. Cantor will become Provost and Executive Vice President for Academic Affairs.

Diversity should not be something that is written about and then put on the shelf,

says **Nathan Norman,** manager of Building Services. "We need to stop using the excuse that it takes forever to change certain things around here."

Norman sees diversity as essential to the success of this institution and recognizes the importance of a variety of perspectives to get desired outcomes. The University needs an environment that welcomes and respects diversity of opinion — the kind of atmosphere that Norman works to create in his department.

Norman offers leadership to four hundred and fifty staff members through his management of the Building Services' custodial department. Since coming to the University three and one-half years ago, he has assembled a more diverse workforce by personally getting involved in the hiring process. Norman has worked to attract more African Americans to entry-level positions and has inaugurated a program to create opportunities for employees to move from Building Services into maintenance — a step up that was rarely bridged in the past.

"I view myself as a man of action," Norman says. "I think it is incumbent upon those of us in leadership roles to be committed to making changes. You can't just talk about change; you create it. The good-old-boy system was deeply entrenched and friends of friends were the ones who were hired."

Norman admits there was some resistance to his new approach but insists that because he believed in what he was doing, he overcame the resistance, and that the changes he has made have resulted in better morale and greater productivity.

A homogeneous workforce is too complacent while a diverse workforce is more competitive and thus more responsible, Norman says. He also believes a diverse workforce means having more than a few people of color from one group or another so that minorities do not feel isolated and voiceless. "It is important to have people like yourself around so there is a certain comfort level," Norman says.

"I feel that the most neglected group on this campus is the staff. The demand for affordable child care is huge. I sat on a committee that talked about it for a long time but no progress was made. People don't realize that quality child care costs more than undergraduate tuition at Michigan, something our lower paid employees just can't afford."

Norman thinks the Michigan Mandate and the Michigan Agenda for Women are important documents but says until they actually affect people's lives, they are just rhetoric.

"Few staff know what the Michigan Mandate is all about," Norman says. "The Michigan Agenda is a good document, but where are the substance and results?"

Born and raised in Hawaii, **Stephen H. Sumida** grew up in a community populated by Native Hawaiians, European Americans, Filipinos, Chinese Americans, Korean Americans, and other Japanese Americans like himself. Each group had its separate identity and culture, its specialty foods, songs, and dances, he recalls, but friendships and tastes transcended the boundaries of the diverse cultures.

In such a community, Sumida says, "Rifts and divisions come and go. This tension is a sign of life in a society. There are tensions and conflict as well as people joining together in laughter and celebration. Conflict is vital to society and needs to be engaged in a way that leads to positive outcomes."

Sumida, associate professor of English and director of undergraduate studies in the Department of English, and his wife, Gail M. Nomura, director of Asian/Pacific American Studies in the American Culture Program, came to the University seven years ago from Washington State University at the suggestion of an Asian American colleague.

"Washington State was very isolated, but it was great for getting work done," says Sumida, who found Michigan to be a stronger university than he had anticipated.

Sumida is involved in a number of diversity efforts at the campus, national, and international level — from serving on the advisory board of the Program on Intergroup Relations, Conflict, and Community and on the Council on a Multicultural University locally, to his work with the American Studies Association, the Modern Language Association, and the Association for Asian

American Studies. Sumida also serves on the Barbour Fellowship Committee, which selects Asian women to receive scholarships to attend the U-M.

When Sumida worked on LS&A's Race and Ethnicity Review Committee, which undertook the mandated assessment of the College's requirement that students take a course related to race and ethnicity, he says, "The group was wary of the use of the word 'diversity' because it had come to mean a conglomeration, or an add-on process, giving an impression that all cultures are equally powerful or powerless in society. 'Diversity' was missing the analytical component."

Discussing race and ethnicity in class sometimes is difficult, but it also can be open and productive when people aren't afraid to argue, Sumida says. He cites a recent visit by former Congressman Norman Mineta, who spoke to Sumida's class about "What Is An American?" After class, following a discussion about prejudicial treatment of Japanese Americans, a white male student asked if minority students can be racist.

The question sparked an animated discussion about frameworks for analyzing inequities of power, including the question: If you are the dominated, can you be a dominator?

Delighted that the student raised the question, Sumida says, "It indicates something has clicked with this student. He is starting to work through these issues."

Because of the prominence of the Michigan Mandate and the Michigan Agenda for Women and the forward thinking on this campus, Sumida says it is easy to get a sense that the University has covered all its bases.

"However, with the loss of even ten faculty members, we could lose much of our ability to provide a multicultural experience. That is a worry," Sumida says.

Faculty members who teach the still-small percentage of U-M courses with a multicultural focus frequently are invited to lecture at campuses around the country, Sumida says, because other universities realize the value of providing a multicultural experience to their students.

Sumida would like Michigan to take greater advantage of the multicultural expertise that it already has within the faculty by having those who are knowledgeable about other cultures share their learning with the larger faculty so more multicultural content can be incorporated into the overall curriculum.

Sumida says he would like to have more colleagues in Ann Arbor with whom he could discuss his specialty, Asian American literature, including the works of such writers as Frank Chin, Maxine Hong Kingston, Jessica Hagedorn, Shawn Wong, Gish Jen, Meena Alexander, Darrell Lum, and one of the newly published and already acclaimed authors he knows, Nora Okja Keller.

To **Lynne E. Dumas**, program associate at the Center for the Education of Women (CEW), knowledge is power.

"I use programs to educate people," Dumas says. "The programs I offer aren't mandatory so the people who attend our programs want to be there, and that is very rewarding to me. I don't have the authority to change policies, but I do try to change people's perceptions."

When Dumas joined CEW in 1994, she says, the Center was often incorrectly perceived as a place primarily for white women and their issues. Dumas has worked hard to change that perception. One example is the Women of Color in the Academy Project. The project was started before she came, but she is responsible for implementing the programs. The project addresses issues specific to minority women faculty.

Dumas knows firsthand the value of having women of color faculty at the University. As a graduate student in the early 1980s, she was often the only Black person in her educational psychology classes.

"I had no one else to relate to until I discovered by coincidence that I had signed up for a class taught by a Black instructor," Dumas recalls. "I remember how fortunate I felt. As a young woman, I was as tickled as I could be and worked so hard for her that I got an A+. I really wanted to do the best job I could do. She was an incredibly smart woman."

Dumas applauds the Michigan Mandate for increasing the number of faculty of color and the Agenda for Women for trying to attract more women to senior faculty and executive-level positions.

Dumas, the daughter of an Army officer, recalls how once her mother encountered a woman in Army housing who tried to push in front of her to use the washing machines. The white woman, who mistakenly had assumed her husband outranked Dumas's father, had to defer to Dumas's mother based on the rank of their husbands. When Dumas was a child, a house she and her family planned to move into in Hull, Massachusetts, was burned down in a suspicious fire the night before they were to move in.

Shortly after being hired at the University, Dumas attended a program that has affected how she responds to discrimination. The speaker exhorted her audience to "seize every opportunity to teach." Since then, Dumas says, on several occasions she has pointed out discriminatory behavior to co-workers or supervisors.

"I was never one to speak up before that program, but I really did take her comments to heart," Dumas says. Once a supervisor asked her and a co-worker to critique a letter he had written. Both women offered suggestions, but he only took the suggestions of the white woman and ignored Dumas's comments. After she explained that his behavior had made her feel unvalued and even discriminated against, he did not treat her insensitively again, Dumas recalls.

Even though James J. Duderstadt is no longer president, Dumas is optimistic about the future of the Michigan Mandate and the Agenda for Women.

She compares the future of the two initiatives to an egg: "You might not get the omelet you expect, but the egg certainly won't go back into its shell." The Michigan Mandate and the Agenda for Women will not go away, she says, but for them to live up to their potential to change the climate for minorities and women, both need significant financial support, staff, office space, and money.

Dumas feels that teaching adults to be sensitive to race and gender issues can be a difficult task because individuals are responsible for changing the way they think.

With the U-M's decentralized power structure, the deans have the power to get people's attention, Dumas says. The president can suggest what should be done and offer financial incentives, but the deans are the ones who can recruit and retain women and people of color, she adds.

Dumas's vision of the University is for it to be a leader and model, a progressive institution that celebrates and acknowledges all members of the community. The University needs to value its staff, students, and faculty, in addition to giving people the opportunity to do their best and encourage them to go to the next level, she says.

Dumas sums up the Michigan Mandate and the Michigan Agenda for Women in just a few words:

Opportunity and respect for one another.

"THE MICHIGAN MANDATE needs to be rethought and rearticulated. We need to ask 'What do we want to accomplish in the next five to ten years?'" says **Earl Lewis,** senior associate dean for graduate and interdisciplinary studies at the Horace H. Rackham School of Graduate Studies. "We also need to try to figure out the economics of it all. What are the economic implications if we treat this as a chief priority?"

Lewis, professor of history and of Afroamerican and African studies, came to Ann Arbor in 1989, primarily for what he calls life-cycle reasons. As a junior faculty member at the Univeristy of California, Berkeley, he was concerned about the high cost of living and crime in the area, and the impact of both on his family.

"Also, Michigan's strong history department and the Center for Afroamerican and African Studies [CAAS] offered intriguing possibilities, and Michigan had a richer reputation for interdisciplinary work," Lewis says.

He has been involved here in a variety of diversity efforts, including serving on the Council on a Multicultural University and the committee that implemented the race and ethnicity requirement in the College of Literature, Science, and the Arts.

"I also engage University executive officers and deans in conversations regarding the need to have a diverse faculty and the importance of shifting away from counting people to creating the right intellectual climate," Lewis says.

As former director of CAAS and a former member of the executive committee for the American Culture Program, Lewis understands the challenges of recruiting and retaining faculty of color. He says some faculty leave for personal reasons. "If you're African American and single, Ann Arbor can be too small," he explains.

Cluster hiring of faculty of color with related research interests is one way to make Ann Arbor more inviting, Lewis thinks. The Mandate encourages cluster hiring, an effective strategy that is the envy of peer institutions, he says.

He notes, however, that "the University as a whole doesn't work hard enough to hold on to its senior faculty. This is particularly true for faculty of color. In some cases, a more vigorous effort and a little more imagination would have made the difference in convincing senior faculty to stay," Lewis asserts.

The University also has not been promoting from within, he says, citing five African Americans who in recent years have not received tenure. In some cases the record may not have been strong enough, but in other cases, he says, the denial had more to do with "fit" in the department, which makes broader retention efforts harder. Tenure clashes may even prompt some faculty with tenure to leave because they don't want to be part of what they see as an unfair system, he says.

Lewis also is involved in recruitment of graduate students, working with departments to set up strategies. "The best recruiters for graduate students are students who already are here," he says, noting that Michigan leads the nation in producing Black scholars and is second only to Howard University in graduating African Americans with Ph.D.s.

Some faculty still need to be convinced of the important link between diversity and excellence, according to Lewis. When a department recruits a cohort of graduate students of color, it can lead to different ways of formulating research questions, affecting the culture of the department and contributing to broad and deep disagreements, Lewis says.

Lewis would like to see more money invested in the Michigan Agenda for Women. "The perception is that things can change by osmosis. There is no one person in charge to orchestrate the Michigan Agenda.

"We also need to arrange it so that the Michigan Agenda and Michigan Mandate are not competing, to make sure it is not an either/or situation," Lewis says.

As a senior in high school in Sault Ste. Marie, **Jodi Cook** says, "I had my heart set on coming to Michigan. I came to Michigan because of its academic reputation." Now a senior majoring in communication and active in a number of campus groups, including the Native American Student Association (NASA), Cook says it was a positive decision on her part.

"What I didn't anticipate was the whole growth process, learning about who I am and what I can contribute, and seeing how far I can grow within my own community," she says.

Cook became involved with NASA shortly after she arrived in Ann Arbor when she was personally invited to the group's new student reception. Now co-chair of NASA, she works to involve other new students, faculty, and staff in the organization.

The popular Ann Arbor Pow-Wow, which celebrated its twenty-fifth anniversary in March and annually draws thousands of participants and spectators to Crisler Arena, is organized by NASA. "From designing the posters and t-shirts to deciding which artisans and traders to invite, students are responsible," Cook explains.

Cook, a member of the Sault Ste. Marie Chippewa tribe, says diversity "is being able to identify with your culture and having it represented in the community" — things she has experienced at Michigan. Noting that she has met people from her tribe and from other tribes here, Cook says, "Tribes can be very different from one another."

In addition to taking French to fulfill LS&A's foreign language requirement, Cook took a semester of Spanish to enhance her understanding of other cultures. She also has taken two semesters of Ojibwa, the language of her tribe.

"When we gather at the reservation, Ojibwa sometimes is spoken, but most of the elders don't use it. Our generation is trying to bring back the language that has been lost," Cook explains.

The University has launched a Native American Studies Program, but Cook would like to see it expanded to include more courses and outside speakers. She thinks Native American students and others would be interested in more courses, noting that of the thirty students in her Ojibwa class, only about twelve are Native Americans.

Native American students also would appreciate a place they could call their own to study, to hang out, and to get to know each other — something similar to what students have at the University of Wisconsin, Madison, Cook says.

She would like to see U-M student groups cooperate more to improve understanding and to encourage networking. A start, she says, would be having student leaders of the various cultural groups meet at the beginning of the school year to get an early start on programming.

Of NASA, she says, "We welcome everybody. If you're willing to learn about our culture, we welcome you. We have an open door policy."

Cook frequently participates in programs sponsored by other cultural groups, including Alianza, Lavoz Mexicana, and the Black Student Union. She also says that she appreciates as well as encourages students from other backgrounds to support NASA events.

"Diversity has made me grow as a person. It has helped make me become more open to different cultures," says Cook, who is considering a career in advertising and looking forward to "living in a large city where diversity is all around me."

EVERY WORK DAY LAMBERTO GALLARIN, a custodian in Plant Services, catches a glimpse of our nation's future as he works among the hundreds of students who converge on one of the busiest classroom complexes on Central Campus: Angell, Haven, and Mason halls.

"These students are the leaders of the future," says Gallarin, a native of the Philippines who immigrated to the United States in 1988.

A member of Plant Services' Diversity Committee for several years, Gallarin is familiar with both the Michigan Mandate and the Michigan Agenda for Women. However, he would like the documents to be circulated more widely so people know the goals they contain.

Although the Mandate pledges the University to build a multicultural community and to provide equal opportunities for people of all races, nationalities, and ethnic groups, the absence of diversity at the top of Michigan's administrative hierarchy makes a compelling statement, Gallarin says.

"I don't think that the goals of the Michigan Mandate and Michigan Agenda for Women really are being achieved here, based on the few minorities and women in leadership positions," Gallarin says. He would like to see more resources allocated to the two initiatives.

Gallarin is working to address some personal goals. "I graduated from a university in the Philippines as an electrical engineer and had a good job," says Gallarin, who joined his wife after she found a job in Ann Arbor. She works days as an accountant. Because he works afternoons, Gallarin and his wife are able to share child care duties for their five-year-old daughter.

Gallarin is frustrated because he has been unable to land a job commensurate with his background and skills. His accent makes it difficult for others to understand him, Gallarin says, but he adds, "We all have an accent."

Gallarin, who is working to improve his English and learn more about American culture, thinks it also is important for Americans to learn about other cultures, citing demographics that point to an increasingly multicultural society in the United States in coming decades. "We all have to learn to treat each other as we would like to be treated," Gallarin says.

"WE NEED TO COMMUNICATE BETTER WITH EACH OTHER. THAT IS THE KEY TO DIVERSITY."

Terry J. Brown, associate professor of landscape architecture, has learned about disability issues gradually. Diagnosed with multiple sclerosis in 1981, he's had to adapt as his physical condition changed, and he now uses a motorized wheelchair to get around campus. Formerly an avid squash player, Brown jokes that he still is mobile, referring to the fact that his wheelchair can go up to twelve miles an hour.

"I love teaching at the University, and the students are great," says Brown, who joined the faculty in 1972. He is, however, less enthusiastic about the University's response to the needs of those who use wheelchairs and finds it troubling that the University is not more proactive in responding to accessibility issues.

Brown cites as an example the installation of new automatic doors to access the Dana Building, where he has an office. The work order took longer than he thought it should to process, Brown says. When an electrician arrived to install the doors, he did not know why or for whom he was doing the installation.

Fortunately, Brown says, he was able to explain his needs, and the electrician did a wonderful job. "I am able to engage the button with my leg or wheel of my chair, which is great at the end of the day when I can't raise my arm. Over the course of the day, I lose the ability to do some things that I could do earlier."

The doors that open electronically also are a godsend for others, including people with arms full of books and individuals on crutches, he adds.

To deal effectively with disability issues requires planning, Brown says. For example, he notes that although the Rackham Building has an easy-to-use ramp on the west side of its front entrance, you can't get the door open once you are at the top of the ramp if you are in a wheelchair.

"It bothers me that those planning the renovations did not take that into account," Brown says. Rackham's stage also is inaccessible to wheelchair users. If Brown wants to sit on the stage with his colleagues at such ceremonial events as commencement, he has to take a freight elevator, much like a piano would be moved.

Brown feels that the diverse communities which make up the University should be consulted when decisions affecting them are made. "We have a perspective that others don't have," Brown says. He thinks that some problems result from a lack of communication and admits that much of the responsibility to educate resides with individuals with disabilities.

"As a professor, I teach students about the importance of universal design as a perspective of the physical landscape," Brown says. "I know that they learn a lot about design issues just by observing me as a chair user. My students will work throughout the world and will be in positions to influence a lot of people. I know that I have made them more aware of the importance of addressing accessibility issues."

PETER LEE PURPOSELY has spent his four years as an undergraduate student doing the unexpected. He decided shortly after arriving on campus to break every stereotype of a Korean American that he could.

"I went to a private Catholic boys school near Detroit, so I was used to being the only one. I was one of the few non-white, non-Catholic students there and was used to standing out in the crowd," Lee recalls. "I also had attended a Korean church with one thousand members and felt alienated by the elaborate cliques that existed there, so I pretty much decided to redefine myself and the expectations placed on me by my culture and peers.

"As a first-generation Korean American, it was assumed that I would focus on science and study a lot so I could go to medical school or into engineering

or work toward a Ph.D. Instead, I decided to stretch myself as an undergraduate and experience what the University had to offer.

"I worked at SAPAC [the Sexual Assault Prevention and Awareness Center], became an environmental activist, worked as a resident adviser and now as an academic peer adviser in the residence halls, was a leader for parent orientation, and joined the Michigan Union Board. Last summer I became involved in LeaderShape and a leadership program called the 2017 Program."

He purposely avoided joining any of the Asian student associations until fairly recently. The impetus to join was a conversation with an Office of Student Affairs administrator who challenged him to show members of the Asian American community what could be accomplished by getting involved in a variety of activities. During his junior year he became the representative-at-large of the United Asian American Organization.

Lee has encountered some prejudice but recalls his father warned him a long time ago that some people would see him a certain way and that he would have to learn to deal with it. Too many people are afraid to cross boundaries into different groups at Michigan, Lee says.

"People are suspicious if you try to get to know them," Lee says. "There has to be a tangible incentive to take that risk. I have a girlfriend from Venezuela, and I have learned a lot about the Latin culture from her. The incentive, of course, is that I want to learn more about her via her culture."

Lee knows that the numbers of minority students are up at Michigan but is critical of the University's preoccupation with numbers. The next step, he says, is to get people to know each other on a personal level. To Lee, having pockets of people without interaction is not diversity, and he sees little point in bringing people of various races and backgrounds here if they never interact.

"The University does not really back up what it says in its mission statement about diversity," Lee says.

He feels that many administrators have made diversity too much of a black-white issue. To him, diversity is about the interaction of all groups across different races, classes, gender, sexual orientations, and religions. He notes that there are no high level Asian administrators and few Asian American faculty on campus.

"If the University were truly dedicated to diversity, it would hire more Asian American faculty and would address diversity in a much broader sense," Lee says.

"The University essentially cut up the pie of resources that originally were designated for Black students and gave smaller pieces to many groups. The University's first Asian lounge only opened at South Quad this year," he notes.

After stretching his boundaries for four years, Lee is going to medical school after all. "I just wanted to do more than the typical student does — go to class, sleep, go to the bar, and go home," he says.

When **David A. Betts,** affirmative action representative in Human Resources and Affirmative Action, thinks of diversity, "I think of race first. Race is an enormous issue in America," he says, citing the nation's history of slavery and Jim Crow laws, and today's attacks on affirmative action.

"Black-white issues define American race relations," he says. "There are significant issues for Asian Americans, Hispanics, and Native Americans in other parts of the country, but I think Black and white is America's defining issue. "

Betts also views diversity as a climate issue — how comfortable it is to work in the environment. When you grow up Black in America, you see things differently, says Betts, who was raised in Jackson, Michigan.

"I lived on the border between the white and Black communities," Betts says. "I used to play with a group of neighborhood boys — both white and Black. We all played together, but we didn't really let others know this because of the social pressure at school."

When Betts was younger, he would try to determine how open a work situation was, if he could joke with people, deal with uncomfortable things, and still get along.

"Now, I am less concerned about those issues. I look to see if we all have an opportunity to advance. Are we appreciated for what we do?"

For Betts, the Michigan Mandate means that Black people should be represented numerically. "I also think it means that you really utilize people's skills and take into account the contributions of various talents," Betts says.

Betts says that when he worked as a security guard at University Hospitals, "I was really good at smoothing over difficult situations. Keeping peace between patients and doctors was of tremendous value, and I was good at it. However, I rarely got recognized for it. Instead, I was confined to the strict limits of my job description."

Betts thinks the Michigan Mandate is important because it is the institution's written commitment to diversity. By launching the Michigan Mandate, former President Duderstadt got people's attention and, hopefully, participation, Betts says.

"I don't know if my success would have happened without the Michigan Mandate. I was hired at the Department of Public Safety because I was a good guy who did a good job. It probably also helped that Public Safety needed Black faces — in part because of student demographic changes, another outcome of the Michigan Mandate. My advancement had to do with my own skills, but the Mandate created the opportunity."

Betts also supports the Michigan Agenda for Women because he believes it is the right thing to do. When his wife recently accepted a temporary part-time position, people wondered why a college-educated Black woman would choose to work part-time; they assumed she was poor. In fact, she wants to be home when their two sons come home from school, explains Betts, who wonders if her colleagues would raise the same question if she were white.

Betts finds that people make assumptions about him because he is Black. Negative stereotypes or his perception that someone harbors a negative stereotype can affect relationships and create stress. He acknowledges that racism makes him build walls, avoid certain situations, and develop defense mechanisms.

"Sometimes I think that we are beyond racism at the U-M, but then I encounter a situation and am dumbfounded by people's ignorance," Betts says.

His expectations for the University are straightforward:

> a place to work, ongoing employment, fair treatment, and the same opportunities to advance that are available to others.

Michigan Agenda for Women: A Three-year Progress Report

In April 1994, after much work by women on campus and with the advice of the President's Advisory Commission on Women's Issues (PACWI), the University launched the Michigan Agenda for Women, a vision statement that committed Michigan to taking the necessary steps to assure that all women on campus — faculty, staff, and students — enjoy equal opportunities with men and are treated fairly and equitably. The aim: By the year 2000, the University of Michigan will be the leader among American universities in promoting the success of women of diverse backgrounds as faculty, students, and staff.

The Agenda identified five specific goals:

- To create a University climate that fosters the success of women faculty, students, and staff by drawing upon the strengths of our diversity.
- To achieve full representation, participation, and success of women faculty in the academic life and leadership of the University.
- To make the University the institution of choice for women students who aspire to leadership roles in our society.
- To make the University the employer of choice for women staff who seek satisfying and rewarding careers, and to provide opportunities for women staff who seek leadership roles.
- To make the University the leading institution in the nation for the study of women and gender issues.

The following is a summary of some of the steps the University community has taken to reach the goals of the Michigan Agenda.

To create a University climate that fosters the success of women faculty, students, and staff by drawing upon the strengths of our diversity.

- The Women of Color in the Academy Project, a multi-year joint project of the Center for the Education of Women and the Women's Studies Program, was established in 1995. Supported by the Office of Academic and Multicultural Affairs and the Office of the Vice President for Research, the project focuses on research, advocacy, and administrative initiatives of concern to women of color in university settings. In January 1996, the project sponsored a research conference, "Women of Color in the University and the Community it Serves," which attracted more than three hundrred and fifty faculty, students, and staff. The goals of the conference included helping participants network and fostering new collaborations.

- After advocacy by PACWI, parking regulations were modified in December 1994 to increase the availability of nighttime parking on campus. Students and others without University parking permits can park free in faculty and staff parking areas 5 p.m.-6 a.m., increasing the amount of traffic in the structures and improving safety during the evening and early morning hours.

- The Regents approved a $2.5 million project in 1995 to improve campus safety through increased lighting.

- The Consultation and Conciliation Service (CCS) was established in 1994 in response to requests during a series of town meetings President Duderstadt held in conjunction with the launching of the Michigan Agenda that "something be done about the grievance and discipline procedures." The CCS provides confidential mediation services to faculty and staff to help resolve disputes or misunderstandings in the workplace. CCS assists with concerns regarding intra- and inter-department communications; work assignments; working relationships with supervisors, co-workers or supporting staff; and fair treatment, rights, and benefits.

Since 1994, CCS has handled approximately one hundred and fifty cases, the majority of which have focused on dissatisfaction with work conditions and assignments and interpersonal conflict. The CCS is one of a number of programs established in response to women's concerns that has benefited men and women.

- The Task Force on Violence Against Women on Campus was created in January 1995 to assess the nature and scope of the problem of violence against women, develop and propose corrective actions, implement actions approved by the administration, monitor progress, and propose additional remedies, if necessary.

The task force's goal is "to change campus culture so that violence against women will no longer be accepted, thus making the campus environment safer and healthier for all women in the U-M community: students, staff, faculty, and their family members."

The task force's efforts to date have resulted in the following actions:

— Adding information about violence against women in University Housing leases;
— Increasing the number of hours devoted to teaching about violence and women in the Medical School;
— Providing training sessions about violence against women through a poster campaign on U-M buses;
— Working with the Athletic Department on training sessions about violence against women for trainers, coaches, and student athletes;
— The publishing of *Prism III: Writing to Stop Violence Against Women* in 1996 by the English Composition Board and the Sexual Assault Prevention and Awareness Center. *Prism III*, a collection of essays, poetry, and stories by individuals who have been affected by violence, was published to develop greater community awareness about violence, and its effect on individuals and our society.

- A Human Resources and Affirmative Action Office task force on violence in the workplace held public hearings across campus and developed a set of interim guidelines in 1995.

• Human Resource Development started offering new training programs for supervisors and employees regarding workplace violence in 1995.

• Two staff members were hired in 1995 to receive formal complaints and lead educational seminars about sexual harassment.

To achieve full representation, participation, and success of women faculty in the academic life and leadership of the University.

• PACWI recommended the Career Development Fund for Faculty Women be established. Since 1994, the fund has offered assistance and support to women in the form of discretionary awards of $5,000. All tenured and tenure-track faculty on the Ann Arbor campus are eligible. Approximately forty awards are given annually. The awards are a response to the disproportionate service responsibilities of women who, because they make up only about 22 percent of the tenured and tenure-track faculty, may be called upon to advise students; serve on departmental, college, and University committees; develop programs; plan conferences; and provide other services to the University and wider communities to a greater extent than their male colleagues.

• Lecturers' Professional Development Grants, first offered in 1996, acknowledge the instructional and scholarly contributions of lecturers and provide them with access to funds beyond those ordinarily available. Ten grants of up to $2,000 each are awarded annually. Recipients are selected on the basis of their potential contributions to the University's missions of teaching and scholarship. Fifty-three percent of all lecturers on the Ann Arbor campus are women.

• The Dual Career Program helps departments recruit faculty and high-level academic staff members to the University by assisting in the placement of the individual's spouse or partner. In 1995-96, the Dual Career Program assisted in placing twenty-three spouses/partners.

• The Senior Hiring and Recruitment Effort (SHARE) program, established in 1992, gained new impetus and visibility following the announcement of the Agenda. It provides financial assistance to deans and department chairs in their efforts to recruit senior faculty women in areas where they are underrepresented or where the department has only one woman faculty member. It also is used to help retain senior women who are being recruited by other universities. In 1995-96, ten positions were filled with SHARE assistance, one more than during the previous academic year.

• The "New Lines" program, established in 1995, brings senior faculty women with outstanding academic qualifications to the University. Funding is available to facilitate appointments in any academic unit where women constitute less than 30 percent of the faculty. Of the first ten women hired through the New Lines program, two are women of color. The program will continue until at least six more senior women faculty have been hired.

• Leadership training opportunities have been offered to two or more faculty women annually for more than a decade. Opportunities include programs at the Harvard Institute of Educational Advancement, Bryn Mawr College, Carnegie Mellon, the Center for Creative Leadership at Greensboro, N.C., and the U-M Executive Education Program. Until 1996, the Provost's Office paid half the tuition for recipients and each recipient's department paid the remainder of her tuition and expenses. Beginning in 1997, the Office of the Provost pays all of the tuition and expenses for women selected to participate. Opportunities for leadership training are available for women in academic medicine through the Executive Leadership in Academic Medicine program. In 1996, four of the six fellows selected from Michigan to attend the Council on Institutional Cooperation's Academic Leadership Fellows Program were women. The programs mentioned above are administered by the Office of the Provost.

• The third and most comprehensive volume of *Women at the University of Michigan, A Statistical Report on the Status of Women Students, Faculty, and Staff* was prepared in May 1996 for the Office of the President by the Center for the Education of Women (CEW), the Office of Academic Planning and Analysis, and the Office of Human Resources and Affirmative Action.

To make the University the institution of choice for women students who aspire to leadership roles in our society.

• In 1997, the University will make available approximately $160,000 to help full- and part-time undergraduate and graduate students with child care expenses. The awards of up to $1,000 per term are based on financial need. The scholarship fund was created following a decision by the Regents in November 1996 to approve a Child Care Task Force recommendation that student fees be increased $1 per term and that the funds collected be matched by the U-M to support child care expenses for U-M students.

• The Ann Arbor campus has five nationally accredited child care facilities serving approximately four hundred children of students and employees.

• The U-M received the "Best on the Block" award from the House Republican Task Force on Child Care in 1996 for providing innovative child care initiatives.

• A recent study by the Families and Work Institute and the College and University Personnel Association Foundation named Michigan one of the top twenty-nine most "Family Friendly" campuses. The U-M was singled out for its leadership role, particularly in the area of eldercare.

• In fall 1996, Michigan, with 47 percent female participation, became one of the first major universities in the nation to achieve gender equity in participation in intercollegiate athletics.

• The Women in Science and Engineering-Residential Program (WiSE), sponsored by University Housing, CEW, and the Division of Student Affairs, was launched prior to the Agenda. However, it recently was expanded and now serves about one hundred and ten women with a strong interest in math, science, or engineering. It focuses on retaining women in the sciences and engineering by creating a supportive living-learning environment. The WiSE Program offers formal study groups for math, chemistry, and physics; programs and workshops on majors, careers, and research; academic advising; and social activities.

• CEW and an increasing number of schools and colleges host professional development workshops for women students and alumnae. In February, the Law School sponsored such a workshop, which attracted about one hundred and fifty participants. Alumnae discussed mentoring and career development.

To make the University the employer of choice for women staff who seek satisfying and rewarding careers and to provide opportunities for women staff who seek leadership roles.

• U-M schools, colleges, and departments were asked by the central administration in September 1994 to explore flexible scheduling options. Letters were sent to supervisors encouraging them to give greater attention to staff issues and flexibility in work scheduling and to follow the *Standard Practice Guide* of U-M policies and procedures, which reads: "Supervisors are encouraged to accommodate the child care and family care needs of staff members, to the extent possible and consistent with the operating requirements of the unit, by adjusting work schedules and starting and quitting times."

The Family Care Resources Program (FCRP) has developed guidelines for flexible scheduling. FCRP Coordinator Leslie de Pietro offers workshops on flexible scheduling and also is available to consult with employees and supervisors.

The Information Technology Division (ITD) and FCRP have developed guidelines on telecommuting. The guidelines are available at *www.itd.umich.edu/telecommuting* on the World Wide Web.

Telecommuting and flexible scheduling help employees, women and men, juggle their work and family responsibilities.

• The nine-week Management Institute, sponsored annually by the Office of the Executive Vice President and Chief Financial Officer, provides professional and administrative, office, and technical staff opportunities to develop leadership skills. In 1996, and again in 1997, women held twenty-three of the program's thirty-five slots.

• The Office of the Executive Vice President and Chief Financial Officer funds other leadership training opportunities for women administrators similar to those offered by the Office of the Provost to women faculty. Approximately six women are selected annually to participate.

• The Child Care Task Force is examining the child care needs of faculty and staff and is expected to report its findings to the Regents in fall 1997.

• The U-M offers a number of family-friendly benefits under the aegis of the Family Care Resources Program, including an electronic bulletin board for parenting concerns, and workshops on parenting and eldercare issues.

• CEW, the Family Care Resources Program, and other units sponsored in fall 1996 and winter 1997 a series of programs that addressed from both theoretical and practical frameworks the question of how women, men, and their families strive to balance work, life, and family.

• CEW conducts research related to women and education, work, and leadership. It also plays a critical role in assessing the progress and experiences of women at the U-M.

To make the University the leading institution for the study of women and gender issues.

• The Institute for Research on Women and Gender was established in 1995 to serve as an institutional umbrella for faculty research on women and gender, to stimulate and support these research efforts, and to increase the impact of the University's scholarship on women and gender nationally. Directed by Abigail J. Stewart, professor of psychology and of women's studies, the Institute has more than one hundred and ten faculty associates and one hundred and twenty-seven graduate students.

Stewart says, "We see the Institute as providing focused support for research in all fields that advances our knowledge about women and gender in a way that recognizes and examines differences in experience, communities, resources, and power. We foster interdisciplinary connections and links where they are fruitful, support and encourage individual projects by faculty and students, and communicate new knowledge to the public."

• The Michigan Initiative for Women's Health (MIWH), a multidisciplinary program to promote research and education in women's health, publishes research findings and sponsors monthly seminars and annual symposia. Members of the MIWH executive committee teach undergraduate and graduate courses and are members of research teams focusing

on women's health issues. The MIWH annual grant program, supported by the Office of the Vice President for Research, began in 1994. MIWH publishes a newsletter about women's health issues and research efforts evolving from MIWH funding.

MIWH also publishes a mentorship guide for undergraduate students interested in women's health, and a course guide to give students the opportunity to create their own women's health major. The guide identifies about three hundred courses at the U-M relating to women's health.

Challenges Remain

During the past three years, the University has acted in a number of areas addressed by the Michigan Agenda for Women. The preceding summary is not all inclusive but represents some of the most visible efforts. The representation of women in decision-making roles has not changed dramatically since the Michigan Agenda for Women was launched. In spring 1997, women comprise 50 percent of Regents, 20 percent of Executive Officers, 25 percent of deans, and 16 percent of department chairs.

Despite concerted efforts by a number of individuals, groups, and departments to promote the success of women of diverse backgrounds, the University has more to do to achieve equal opportunities for women, according to *Women at the University of Michigan, Volume III*, a statistical report on the status of women, students, faculty, and staff on the Ann Arbor campus that was released in April 1996 by the Office of the President.

The report, prepared by a committee chaired by Carol Hollenshead, director of the Center for the Education of Women, concluded that "the higher, the fewer" continues to describe accurately women's participation in the ranks of the academic pipeline:

- Women represent one-half of the undergraduate degree recipients, one-third of the doctoral degree recipients, and slightly more than one-fifth of the faculty.
- Women are underrepresented in the tenured and tenure-track ranks. They comprise 22 percent of the tenured and tenure-track faculty and 53 percent of lecturers. Women of color represent 4 percent of the tenured and tenure-track faculty and 10 percent of the lecturers.

"The higher, the fewer" also holds true for women in the professional and administrative ranks. On the Ann Arbor campus, 73 percent of professional administrative employees in the lowest paid salary grades, one to five, are women. In salary grades sixteen and above, 70 percent are men and only 30 percent are women.

Provost J. Bernard Machen cautions against comparing the progress of the Michigan Agenda for Women to that of the Michigan Mandate because the Women's Agenda is much newer. The Michigan Mandate was an opening set of priorities for a new president, while the Michigan Agenda came in the later stages of James J. Duderstadt's presidency, Machen says.

"Progress on the Michigan Agenda has come through small gains made in many different areas. They have been incremental gains. Unfortunately, the small-gains model can wear people down, and if there doesn't appear to be progress, people become discouraged and frustrated. We have made some progress, but we must continue to work hard so we can keep moving forward," Machen says.

The Agenda for Women has had an impact on the campus, says Maureen A. Hartford, vice president for student affairs. For example, she says, "it no longer is so easy to have disparate pay levels for men and women. The Agenda has raised the bar on what is acceptable for women."

Leslie de Pietro, coordinator of the Family Care Resources Program, says the Agenda for Women "marks a real milestone in that it encourages us to address family issues as they impact the workplace. Until we learn to reframe work/family concerns as requiring systemic solutions, rather than individual accommodations, we will continue to view these as separate, competing spheres rather than as a force for positive change."

Jackie R. McClain, executive director of human resources and affirmative action, says, "When I think of the Michigan Mandate and the Michigan Agenda for Women, I am at once delighted and discouraged. I am delighted by the progress we have seen and by the individual University lives that have been enhanced through efforts under the programs. However, I also am discouraged that there are not more successes and that so much remains to be done. I am convinced that we must celebrate our successes and at the same time redouble our efforts in areas where we clearly have made little progress."

BORN AND RAISED in New York City after her parents fled Cuba, **Cynthia L. Marcelo** believes strongly in the importance of having diverse viewpoints represented across campus.

"Diversity is very important to me as a scientist," Marcelo says. "People from diverse backgrounds approach problems in different ways. As scientists, we need those different approaches to find new and better ways to do our work. I also am impressed with the way young people approach research issues. Their input is vital as well."

Marcelo, associate research scientist in plastic surgery at the Medical School and co-chair of the Academic Women's Caucus, has seen many changes since she came to the University in 1973. "I was the only woman, the only Hispanic, and one of the few research scientists from the East Coast in the lab," recalls Marcelo, who is principal investigator on a year sixteen National Institutes of Health (NIH) research grant. "There were no Black people then except in custodial positions. All the women were in secondary, support roles."

Having attended a women's college where all her professors were women with Ph.D.s, she was used to seeing women in leadership positions. In graduate school, she was lucky in that her Ph.D. mentor was a man who was an exceptional scientist and humanist. Additionally, she obtained her master thesis working with one of the few women researchers at the university she attended.

"I saw her struggle to earn the respect that was accorded automatically to men," Marcelo recalls. The woman eventually went to the National Cancer Institute, and then to the Food and Drug Administration, where the value of her work was recognized, Marcelo says.

"Prior to meeting her, it never occurred to me that you could be treated differently just because you were a woman. Now, I can see that I have fought some of the same battles."

Being Hispanic has not limited her, Marcelo says, and if being Hispanic has helped her, that's fine, too. "I say use your differences to your advantage."

Any roadblocks she has experienced have been related to gender. "There's an attitude that if a woman gets a grant, it's because she is lucky, never because she's good."

Marcelo has seen some changes in the past ten years at the University. Pockets of excellence have been created by attracting diverse people to certain departments. Pockets of entrenched resistance exist, too. Department chairs are in the best position to create a climate for change, she says.

"I think department chair assignments should be rotated on a regular basis. Chairs are very powerful. They call the shots and decide who gets the money. Chairs are the keys to change around here."

Support staff also is an issue. Marcelo believes that men scientists receive secretarial support more often than women scientists. Most women scientists do their own filing and make phone calls to check on details of grants, she says.

"I know a woman, a tenured scientist, who did not have a computer. Post-doctoral fellows in that laboratory had computers that they probably didn't even know how to use, but there was no computer for the only woman in the lab. It was outrageous. I finally bought her a computer using the component of the indirect costs from my NIH grant."

Marcelo says salary equity issues also are a problem. "I remember when they did a salary audit. There was no other research associate with whom to compare me. However, there was an assistant research scientist, a lower position, and the man in that job earned more than I did."

Although much better than at most other universities, Michigan's campus climate is still not welcoming or supportive for Blacks, Marcelo says.

"I know people who see Blacks and assume that they are second rate and have to be brought up to speed," Marcelo says. "I truly believe that people live up to your expectations of them. It is extraordinarily hard to overcome negative expectations."

Marcelo thinks that the goals of the Michigan Mandate are a long way from being realized. The University, she says, must encourage more Black students to come to school here and attract more Black faculty.

"I think the Agenda for Women was well intentioned, and I think former President Duderstadt was headed in the right direction," Marcelo says. "However, I have no way of knowing what President Bollinger will do about the Agenda. I do think there has been a backlash to it."

She says many issues covered by the Michigan Agenda for Women could be fixed with money: "Make sure women are paid the same, get the same space for research, and are offered similar recruitment packages. They shouldn't be at a disadvantage from the very beginning."

Marcelo says she is accorded some respect because she sits on the NIH Council and helps decide who receives certain grants. "I find that membership very useful. It gets people's attention. I might be on it because I am a Hispanic woman, but they wouldn't keep me on it if I couldn't do the job," Marcelo says.

One of the architects of the Michigan Agenda for Women and an adviser to former President James J. Duderstadt regarding women's issues, **Jayne Thorson** has played a key role in promoting the University's diversity efforts.

For Thorson, assistant dean for faculty affairs in the Medical School, diversity is more than the Michigan Mandate or the Agenda for Women. It's a far broader concept encompassing disability, sexual orientation, religion, age, and class differences.

Thorson gives the Michigan Mandate high marks due in part to the University's commitment and its allocation of significant resources. However, it troubles her that the Michigan Agenda — a newer initiative that has enjoyed some success — has not benefited from a similar investment of resources.

She also is concerned that too many individuals believe there is one approach to racial and gender issues. Affirmative action is under attack because of the racial component of various policies, but gender-based programs have not been specifically targeted, Thorson notes. As a result, she says, different strategies are needed to address race and gender issues.

Acknowledging that much of the credit for the issues addressed in the Michigan Agenda is due to the efforts of dozens of women who have campaigned for gender equity over the years, Thorson remains concerned about the University's lack of progress.

"I'm not sure we're making fundamental change," Thorson says. "The University has not put the same resources into the Agenda that it has into other initiatives — think of Total Quality Management, for example.

"The President's Advisory Commission on Women's Issues wrote the proposal for the President's New Century Fund for projects to address problems identified in the Michigan Agenda for Women," Thorson says. "I was surprised to learn that the money will be used for diversity projects in general rather than for gender-based projects. I think one of the challenges will be to provide adequate funding for innovative efforts to provide equal opportunities for women within the University.

"We need to get used to seeing women in powerful positions. Too often our vision of leadership is terribly limited because our image of a leader is an image of a distinguised white man. As a University — or as a society — we miss tremendous opportunities by viewing leadership so narrowly."

Thorson says that women of color face particular challenges because they are affected by prejudicial attitudes based on both race and gender. She believes that offices devoted to multiculturalism need to address issues specific to women of color.

To Thorson, the bottom line is the need to commit significant resources to the Michigan Agenda for Women. She hopes that new and future University leaders will take the needs of women faculty, staff, and students as seriously as former President Duderstadt did and will provide strong and unequivocal leadership in guiding the University toward genuine gender equity.

When she speaks to parents of prospective students of color, **Patricia W. Coleman-Burns**, assistant professor of nursing and director of multicultural affairs at the School of Nursing, tells them that the U-M's environment is extremely supportive of young people if they learn to maneuver through the system.

She strongly encourages students to find a mentor and to sign up for the Undergraduate Research Opportunity Program, through which they can work with faculty on research or creative projects.

Coleman-Burns regularly involves undergraduate students in two of her research projects: One is a tuberculosis intervention program, in which students study the behavior of nurses to ensure that it is culturally appropriate and conducive to patient management of TB; the second project is Hearth, which uses computers to link multicultural cancer patients with their physicians and nurses.

"We know research is a great way to enculturate students, to get them intellectually socialized into academia," says Coleman-Burns, who earned her Ph.D. in communications at Wayne State University and taught in Wayne's Black Studies Program for eighteen years before coming to the U-M in 1991. She has been involved in race and gender issues for many years, creating and teaching the course "Black Women in White America" in 1974 and 1976 at Wayne County Community College and Wayne State University respectively.

The School of Nursing ranks among the top ten majority institutions (excluding historically Black colleges) in the United States in terms of the number of African American faculty. Among the eighty governing faculty, 11 percent (or nine) are African American. Of the fifty-four tenured and tenure-track faculty, ten are women of color — a much higher percentage than the University as a whole.

The School graduated seventeen African American, sixteen Asian American, five Native American, and three Hispanic/Latino students last year out of a class of one hundred and seventy-five undergraduates; nine of sixty-three M.S.N. students were multicultural. Of five doctorates, one was awarded to an African American.

"What the community needs to hear," Coleman-Burns says, "is that we're still in the business of diversity. We've never lowered our standards. We'll continue to educate all young people who desire this kind of education and demonstrate potential."

Coleman-Burns, who was a member of the President's Committee on Minority Affairs chaired by Charles Moody and is now a member of the Council on a Multicultural University and co-chair of the President's Task Force on Violence Against Women, says, "We need to define what we mean by diversity and multiculturalism, otherwise we get a laundry-list approach of competing oppressions. If the goal is a multicultural university, then inclusion of a diverse population is a means to achieving that goal. It is not an end in itself. Multiculturalism is not assimilating a group of people into the existing status quo."

The Michigan Mandate has helped people understand they need to find unique and creative ways to reach their goals of providing a multicultural environment, she says. She now sees more faculty members working to defuse potential problems. For example, a clinical faculty member was concerned about an African American nursing student assigned to work with an eight-year-old patient who had used racial slurs with other staff members. Together, the teacher and student talked about how to handle such a situation. The patient, as it turned out, didn't make derogatory remarks.

For many faculty members, working with Islamic students in full traditional dress is a new experience, notes Coleman-Burns, and they are learning about the pillars of Islam so they can work more effectively with students.

The Michigan Mandate and the Michigan Agenda for Women are helping faculty find new ways to relate to students and to do research. No longer are white men the only subjects for research. Faculty are working to make sure the measurements they use also are valid for women and people of color, opening up new opportunities for research, Coleman-Burns notes.

The multicultural scholar of the twenty-first century will be much different than her predecessors, predicts Coleman-Burns, who compares the evolution of the University to the development of modern dance from ballet. A dancer for more than twenty years, Coleman-Burns didn't have the build to be a ballerina but loved modern dance.

"Don't try to make us all ballerinas Let's create a new dance," she says.

DIVERSITY IS NOT LIMITED TO RACE AND GENDER

"Diversity," to Michigan Student Assembly (MSA) past-President **Fiona Rose,** is not limited to race and gender, but also includes economic background and social attitudes that come with a mix of people with different experiences.

"Diversity means trying to learn lessons from those differences and generally appreciating them," says Rose, a classical archaeology major. Her honors thesis will focus on social mobility in Rome from second century B.C. to first century A.D. "I'm also interested in social mobility in this country and in seeing how lessons of history apply today," explains Rose, who lived in Detroit before moving to Ann Arbor to attend elementary school.

In addition to her student government work, Rose takes seventeen credit hours and works twelve hours a week assisting a deaf student through Services for Students with Disabilities.

"Through my work with the Services for Students with Disabilities office, I have become more aware of the challenges faced by students with disabilities. They are not proportionally represented on campus," she observes.

In keeping with the mission of a public university, Michigan needs to educate a variety of types of people — not only those who can afford school or who excel in high school, Rose says. The University will better serve society in that way and in so doing will achieve more diversity, she predicts.

Universities rely so heavily on test scores that they don't always pay attention to prospective students who didn't do well on the SAT, Rose says. "Not every talented mind fits into the profile of the typical college-bound senior. I also feel strongly that economically deprived students deserve a chance to go to college," she adds.

"We need to continue to bring in men and women from all parts of the country, from different nationalities and ethnic groups, with different physical abilities, and from different social and economic classes," she adds.

Unaware of any specific ways the Michigan Mandate or the Michigan Agenda for Women has affected her, Rose says, "Maybe that's good. These programs are such an integral part of the University that they fit right in with the University's mission."

However, the Agenda and Mandate are important because they signal to students that the University is serious about achieving campus diversity. "Sometimes symbolism really can be substance," Rose says.

One area where the Mandate has fallen short is in changing attitudes, Rose says. Reflecting on a projected decline in the number of minority applicants for fall 1997, Rose attributes the drop to tuition costs.

"Students realize this is a costly education and question their ability to pay for it. They also question if this is the best place for them. Many of my African American friends feel isolated and know that the campus population doesn't reflect the population of the country as a whole."

Rose notes that there are more women faculty on the tenure track now than in 1994. "I wonder why it took a special effort. What prevents women from entering the tenure track? We need to look at the structure of the modern university to see if there is inherent bias in the tenure process," Rose says.

Although Rose doesn't select classes based on the gender of the teacher, the four female full professors she has had at the University have served as role models, and "lest anyone doubt it, they are just as approachable and erudite as male professors," Rose says.

Working with women leaders, including Vice President for Student Affairs Maureen A. Hartford and several Regents, has helped her develop leadership skills, says Rose, who also praises Leadership 2017, a summer program for officers of campus organizations.

Continuing challenges at the U-M include retaining women and minorities, particularly women in the basic sciences, Rose says. "We get them in the door and then something boots them right back out."

Noting that there are many women in the field of archaeology, Rose says, "When you're on a dig, it doesn't matter if you have an X or a Y chromosome."

Like many of us, **Vonnie C. McLoyd,** professor of psychology and of Afroamerican studies, finds stepping away from a situation allows her to view it from a broader perspective. As a visiting professor at Duke University, she is more aware of how well the University of Michigan has done in terms of devoting resources to diversity issues compared with peer institutions, though she hastens to add that improvements still need to be made, especially in terms of recruitment and retention of African American faculty.

"While I was there, I don't think I fully appreciated the esteem in which the University of Michigan is held in academic and intellectual circles," says McLoyd, who received a 1997 MacArthur Foundation Fellowship.

She has high praise for the Department of Psychology, especially for its success in recruiting and supporting African American graduate students. McLoyd, who earned both her master's degree and Ph.D. here,

found a wellspring of intellectual and social support from African American graduate students that mitigated feelings of personal vulnerability and alienation in what was then a novel environment for her. She feels advantaged to have been part of a community comprised of some of the brightest, most ambitious, and socially conscious African American students in the country.

McLoyd recalls how the Black Student Psychological Association worked along with key faculty to recruit her to Michigan from Talladega College, a historically Black college in Alabama. She did not realize how important the association was until she accepted her first faculty position at another institution that did not have as diverse a student population.

As an African American woman professor, McLoyd says she has struggled to find balance in her professional and personal life.

"Ann Arbor is a hard place to live as a single Black woman," McLoyd says. "The University is a fast-paced, high-pressure institution, and Ann Arbor just doesn't offer much for single Black women in terms of social life."

McLoyd says that the University's efforts to recruit students of color and to offer innovative programs, such as the international study program in South Africa through the Center for Human Growth and Development, speak volumes about the University's commitment to diversity.

Now that she is hundreds of miles from Ann Arbor, McLoyd says she more fully appreciates the "stellar intellectual and material resources of the University of Michigan."

As an eighteen-year employee of the University, **Robin V. Martell** thinks that people are more accepting of differences now than when she first began to work here after graduating from high school. Martell is an administrative assistant in the Benefits Office and a member of the Odawa tribe. To her, diversity is much broader than black/white issues.

"In Native American culture, we especially value our elders," Martell says. "They are at the tail end of their journey in life, and we have so much to learn from them. This culture does not value the elders. I think we would gain from their experience in the workplace."

Martell thinks people are more accepting of differences now, but accepting and valuing differences are not the same, she says. "People also are unsure about what to say sometimes and about what is appropriate to ask. It would be naive to say, however, that there are no problems. Racism will always be here. I have learned to accept that."

Even though she does not see herself as an outspoken person, Martell says, "I do speak up when people say something that is offensive to me or around me. I do correct and try to educate them. A lot of people are just ignorant. They seem to appreciate being corrected."

Martell tends to receive more questions about Native American culture in the spring when the annual Ann Arbor Pow-Wow is held at Crisler Arena. "My co-workers ask me lots of questions, and I am happy to answer them."

Martell doesn't think that the Michigan Mandate or the Agenda for Women has affected her personally. She thinks personality — more than racism — has held her back professionally.

"Many Native women are reserved like I am," Martell says. "I have found that my quiet way is not valued. My reserve might be perceived as a weakness. I used to apply for promotions but don't anymore. More assertive white women are the ones who are valued. I pretty much accept that. I am happy with my job; don't get me wrong.

"My department is flexible about family activities, which is great. I need a supportive environment, especially now that I have a young child and a new baby on the way."

One reason Marlon B. Ross, associate professor of English, decided to join the Michigan faculty seven years ago was because he liked what he saw happening in the Department of English Language and Literature.

"The kind of people who were being hired — a diversity effort, not only in cultural characteristics, ethnicity, gender, and sexual orientation, but also the intellectual diversity of the people who were being hired. It made Michigan a very attractive place, one that appeared to have the potential to shape a department poised to move beyond the cutting edge.

"Diversity for me embodies a variety of factors, including representing the population served; for Michigan that means a national population — in its crudest form by race, gender, and geographic region," Ross says.

"People from different experiences frequently see the world in different ways and bring different things to the table. This also includes scholarly diversity. It is erroneous to assume that all African Americans bring the same thing to the table. "

When Ross was being recruited, Professor Martha J. Vicinus, currently chair of the Department of English, called and asked if he wanted to know anything about gay life in Ann Arbor.

"I don't even know how she knew I was gay, but she wasn't afraid to address the issue," Ross says.

Ross has been active in the gay community and was a founding member of a group called the University of Michigan Lesbian-Gay-Bisexual Faculty Alliance, which successfully lobbied for benefits for domestic partners and for changes in Regents' Bylaw 14.06 to include sexual orientation as a protected category in the University's anti-discrimination efforts.

Ross also served on the affirmative action committee that authored what is called the "Lavender Report" about the status of lesbian, gay, and bisexual people at the University.

Concerned by what appears to be a downturn in applications for undergraduate and graduate students of color, Ross says, "I've been working at the ground level, nurturing undergraduate students intellectually. I think that if they see what I do and know I like what I'm doing, then they might consider becoming scholars."

Even if there is a job shortage in higher education, he says, in African American studies there are not enough people to fill faculty posts. "Theories of race in the social sciences and humanities are some of the most blossoming forms of inquiry at the moment," Ross says. "We have a lot of wonderful undergraduate students of color who would make great scholars; our graduate students are superb."

He also is concerned about what he describes as an "incredible loss of colleagues of color" on campus. When asked why faculty of color are leaving, Ross responds, "It is very complicated. Some of it simply is personal, having to do with their field of interest and wanting to be closer to certain kinds of things. I don't think that the environment at Michigan is more hostile than anywhere else, but the University does have a long way to go before it can be a truly welcoming place for everyone."

He notes that African American faculty who are doing well at a visible institution such as Michigan constantly are being recruited. Because Michigan is a public university, faculty here have a broader range of commitments, including extensive committee work, and less opportunity for leave time for research than they might enjoy at private peer institutions.

To improve the climate for people of color, Ross would like to see the Center for Afroamerican and African Studies (CAAS) become a graduate center. "If you don't have a visible graduate program focused on African studies, people tend to go to other universities where they do. Making CAAS a graduate unit, and one that can grant tenure, is important because some departments have a way of not seeing the value of work in African American studies," says Ross, who is a member of the CAAS executive committee.

He also thinks that funds to help departments hire minority faculty should be used only to hire senior level faculty who qualify for tenure. Sometimes junior faculty of color are hired into an environment that is not always conducive to productivity, and then they don't receive tenure and must leave, he says.

"This revolving door for junior faculty lowers morale," Ross adds. "Units should be encouraged to put forward the budgetary effort for minority junior faculty — which might make them more committed to nurturing and retaining these faculty through the tenure process."

David Schoem's commitment to multiculturalism predates the announcement of the Michigan Mandate by several decades. As a teenager attending Overbrook High School in Philadelphia in the 1960s, he worked with an interracial group of students to address racial tensions in the schools and to counteract the divisive-

ness and distrust that permeated the city.

At Michigan, Schoem, assistant dean for undergraduate education in the College of Literature, Science, and the Arts, has continued his efforts to improve race relations and social justice. He teaches courses on intergroup relations and on the American Jewish community, and has published articles and books on related topics, including *Inside Separate Worlds: Life Stories of Young Blacks, Jews and Latinos* (U-M Press) and *Multicultural Teaching in the University* (Praeger).

Schoem helped guide development of LS&A's race and ethnicity requirement. Students now have more than one hundred and fifty courses to choose from to meet the requirement.

A former co-chair of the Program on Conflict Management Alternatives and co-founder of the student-focused Program on Intergroup Relations, Conflict, and Community, Schoem was one of two U-M representatives to the "American Commitments" project of the Association of American Colleges and Universities. In that project, Michigan was one of twenty "resource" universities paired with eighty other institutions interested in learning more about curricular and institutional initiatives in the area of diversity.

As former chair of the Council on a Multicultural University, Schoem helped lead the executive officers and deans in a retreat on the multicultural university during which they reviewed research from the Michigan Study, considered new policy initiatives to support multicultural teaching, and discussed college and university-wide issues related to the Michigan Mandate.

Schoem is encouraged by the growing demographic diversity of the faculty and student body; by the number of new courses addressing race, ethnicity, and intergroup relations; and by the vitality of the intellectual discussion of these topics on campus. "The commitment at Michigan to these issues over the past decade in terms of forceful University leadership, allocation of resources, curricular and programmatic initiatives, and faculty and student recruitment serves as a national model," he says.

Although he is confident that Michigan has a strong and enduring institutional commitment to these issues, Schoem cautions that some think the job is finished. "Some of my colleagues and students feel that the goals of the diversity initiative have been fully accomplished and believe it is time to turn our attention to other important and pressing issues.

"That group clearly has not been listening to another set of voices who find the campus climate — whether it be in the classroom, the academic department, the administrative office, the residence hall or the fraternity — still to be less than welcoming and at times openly hostile to people of color," Schoem says.

The growing gap in perception and experience of different racial groups about diversity on this campus is not very different from the documented differences in our country about issues of race, he observes, adding, "We should take careful note of the potential dangers for communities, academic or otherwise, in which such disparities exist."

The Michigan Agenda for Women also has resulted in important gains, he says, "even though this initiative has come later and thus far has been less visible than the Michigan Mandate." He cites as examples: recruitment initiatives, new sources of support for women faculty, and creation of the Institute for Research on Woman and Gender.

"As with the Mandate, there are those who believe that the goals of the Michigan Agenda for Women have been achieved and that it's time to put this initiative behind us and move on to other matters. However, I am confident that Michigan as an institution recognizes how essential it is that its commitment and support for this initiative, like the Mandate, be strong and sustained," Schoem says.

Sally M. Johnson's personal encounter with diversity began in Detroit in the 1960s when, as a young white teacher, she was assigned to Jefferson Junior High School, a school where many Black parents wanted their children to be taught by Black teachers.

Johnson, director of the Consultation and Conciliation Service since it opened in 1994, recalls that a second awakening came in 1985, when she attended a leadership institute at Bryn Mawr College, where issues of diversity were addressed and a rift erupted among participants along racial lines. "It was very painful for all of us," she says.

Following the Black Action Movement III strike at Michigan in 1987, Johnson became involved in a number of committees working on campus communications and developed a diversity program for Business and Finance units.

Johnson says when she agreed to chair a task force on sexual orientation, her nominator "outed" her to the rest of the task force. At that time, few colleagues knew she was a lesbian. "I had another administrator ask why I would chair such a task force, as if it were a peculiar thing to be interested in," she says.

"I didn't bother to hide my sexual orientation, but I didn't talk about it either," explains Johnson. She and her long-time partner have a total of five children from former marriages and three grandchildren.

One unsuspecting colleague who asked Johnson to moderate a panel discussion about sexual orientation in 1990 placed her on the opposite side of the podium from the panelists because, the organizer said, she didn't know if Johnson would be comfortable sitting with gay and lesbian panelists.

"I just told her I would be comfortable," Johnson laughs.

The campus has changed in many ways since then. "More people now can say the words 'gay' and 'lesbian.' Seven years ago nine out of ten people would choke over those words," she says. Written materials also are much more inclusive, and it is of enormous help to see gayness accepted in writing, Johnson adds.

However, it still was a shock when, in 1991, the *Michigan Daily* ran a front-page article about Johnson and her partner becoming the first couple to register under Ann Arbor's domestic partnership ordinance. "I just sat there and took a deep breath," recalls Johnson, who says sometimes it still is difficult to talk about lesbianism in our society.

"The University has taken enormous steps and done it with a good heart and a lot of leadership. I'm proud of the University for that. It still isn't easy."

Johnson says the Michigan Mandate has produced some noticeable changes on campus. At New Faculty Orientation this fall, she says, "the new faculty represented a stellar picture of global diversity." However, the booths providing information about various University offices and services were staffed primarily by whites, including many women.

"The Michigan Mandate addressed the need to diversify the faculty and student body; its effects haven't accrued yet with staff," Johnson says. Extending the Michigan Mandate to staff is one of the remaining challenges. Another challenge will be to keep up the Mandate's momentum, she adds.

The Michigan Agenda for Women needs to continue to focus on the needs of families and children, according to Johnson, who says Virginia Nordby, former director of affirmative action, was correct when she said decades ago, "'We won't have equity until men take seriously the burdens of child care.' It is an issue that affects students, faculty, and staff."

When former President James J. Duderstadt hosted a series of town hall meetings about the Michigan Agenda, the need to look at University grievance policies repeatedly was mentioned, Johnson says. As a result, Consultation and Conciliation Service was formed. She and Donald J. Perigo assist in resolving workplace concerns and train mediators to conduct conciliation sessions.

Conciliation is defined as voluntary, mutual, interest-based problem solving. All parties to a dispute must agree to conciliation, and any party or the mediator can end it at any time without penalty. Mediators do not conduct hearings, decide cases, or impose sanctions. However, they do guide participants in the problem-solving process.

"The service is used by men and women. Its existence is an example of what can be accomplished with the leverage of the right person in the right position at the right time," Johnson says. "Without the support of President Duderstadt and Jackie McClain [executive director of Human Resources and Affirmative Action], Consultation and Conciliation Service wouldn't exist."

"The Michigan Agenda for Women needs to continue to focus on the needs of families and children."

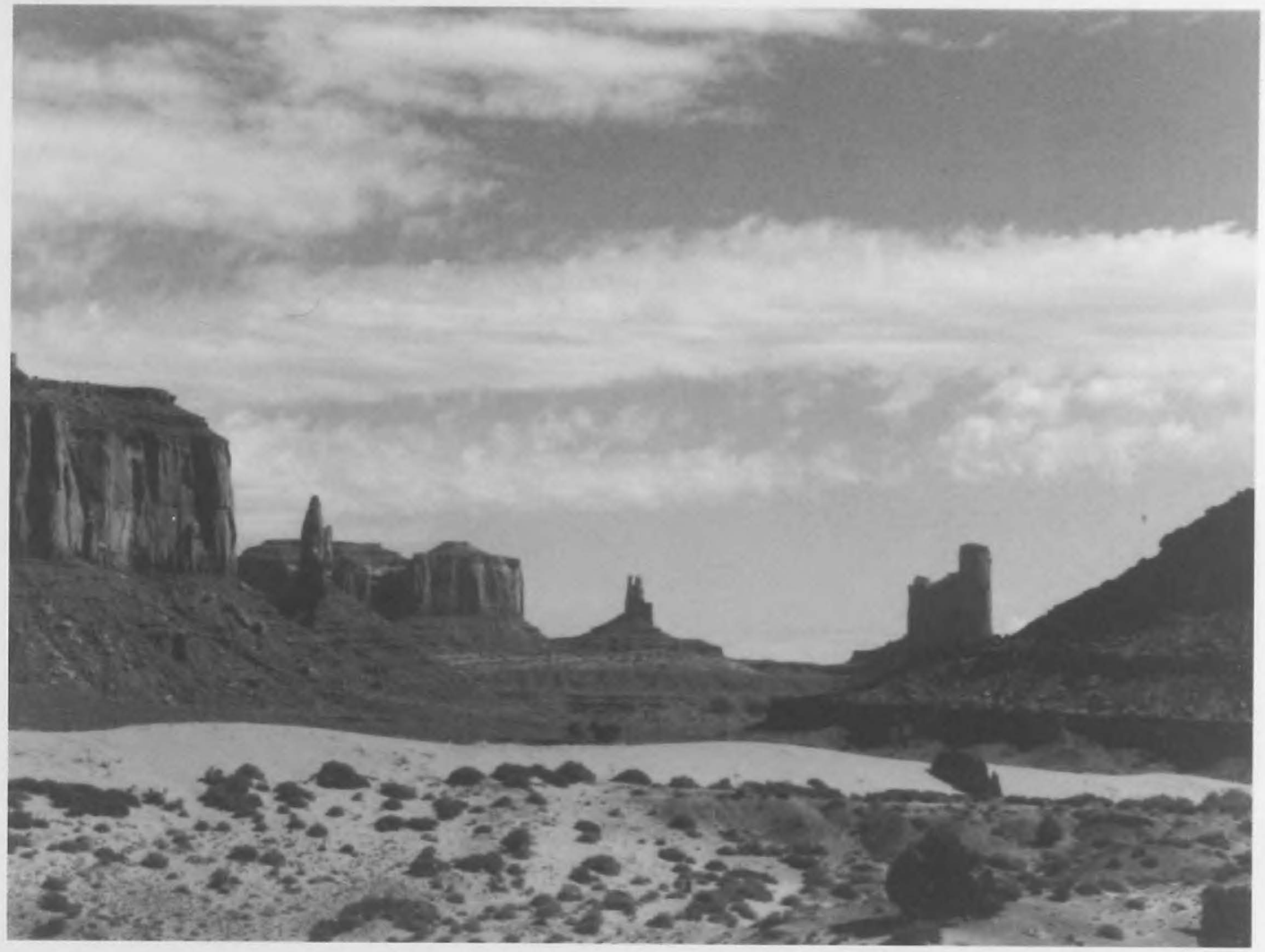


photo by John Chang

"TO ME IT'S VERY ODD TO TALK ABOUT DIVERSITY. I don't look at my surroundings and say here's an African America, a Korean, etc. I see them as individuals," says **John Chang,** a U-M alumnus and computer systems specialist in the Office of Academic Planning and Analysis.

Chang was born in Korea but moved with his parents to New Jersey when he was two years old. He grew up in Little Neck, Queens, New York, and chose the University of Michigan "because it was out of state."

As a freshman and sophomore, most of his classes were large lectures, Chang recalls, and he was disappointed initially with the impersonality of the campus. By his junior year, he was more satisfied with his smaller and more individualized English classes. A Bursley Hall resident for two years, Chang loved the "quieter, more closed atmosphere of North Campus."

Chang worked part-time at Meijers Inc. and in the Office of Academic Planning and Analysis while in school, and graduated with a B.A. in English literature in 1994. In his spare time he likes to take photographs, ice skate, play tennis, lift weights, roller blade, sky dive, work on computers, and invest in the stock market.

Chang has experienced racial incidents. One sticks out in his mind: He was at a stop light on Division Street when a man addressed him by a racial slur usually directed toward persons of Chinese descent. "I thought of it as kind of amusing while at the same time offensive," recalls Chang.

"I don't know how to classify myself. I consider myself Korean ethnically but an American because I grew up here. Sometimes it doesn't make much sense to me," says Chang, who attended a high school "with a mixed crowd."

He would select Korean American if asked to check an ethnic box.

Although not yet a parent, Chang says he plans to teach his children Korean, "right after I teach my wife." She is white.

Not familiar with the details of the Michigan Mandate or the Michigan Agenda for Women, Chang says he has noticed that men hold most of the top jobs at the University.

"I'm not sure what can be done to change the mindset of men and women who think that men should have the executive-level posts," Chang says. "Change may come about as younger generations join the workforce."

In Memory

The tragic loss of two University faculty members — Betty Jean Jones and Susan S. Lipschutz — during winter term reminds us of the impact individuals can have on a college campus, even a campus as large and complex as Michigan's.

Words such as wise, compassionate, intelligent, and gracious have been used to describe both of these women. As highly visible role models for students, faculty, and staff, they were admired by those who worked closely with them on a daily basis and many others with whom they came in contact.

Betty Jean Jones, associate dean in the Horace H. Rackham School of Graduate Studies and professor of theatre, joined the Michigan faculty in 1994. A talented actress and director and a scholar of theatre, she died in an airplane crash in January while on a return trip from a professional conference.

BETTY JEAN JONES

Nancy E. Cantor, vice provost for academic affairs and dean of the Graduate School, said of Professor Jones: "She compellingly merged a voice for social justice and inclusiveness with the scholarly agenda of the University in the arts and humanities, never forgetting the road she had traveled and reaching out to bring others with her on the path to achievement. She was a model and a leader for her students, faculty colleagues, and for all of us at Rackham, who loved her dearly."

SUSAN LIPSCHUTZ

Susan Lipschutz, associate provost since 1993, died in April following an extended illness. After receiving a Ph.D. from the University in 1969, she taught philosophy before returning to Michigan as assistant to then-President Harold T. Shapiro. Named associate dean of the Graduate School in 1986, Associate Provost Lipschutz was promoted to senior associate dean in 1989. She also taught an honors course in the Department of Philosophy each year.

Known and respected throughout the University community for her intelligence, her graciousness, and her diplomacy, Associate Provost Lipschutz was a trusted friend to many. She mentored scores of women administrators, faculty, and graduate students, helping them prepare for advancement opportunities. She also enjoyed much success as a recruiter of women for faculty and administrative positions.

Eulogists for both Susan Lipschutz and Betty Jean Jones recounted the humor and compassion these two faculty women brought to relationships and the gift they had for reaching out to others and making them feel valued. I believe that through their personal lives and professional careers, Betty Jean Jones and Susan Lipschutz shared their perspectives on diversity, and in so doing, they improved the climate and character of the Michigan campus for all of us.

J. Bernard Machen

Provost and Executive Vice President for Academic Affairs

TABLE OF CONTENTS FOR CHARTS

Schools and Colleges are arranged in alphabetical order within each category

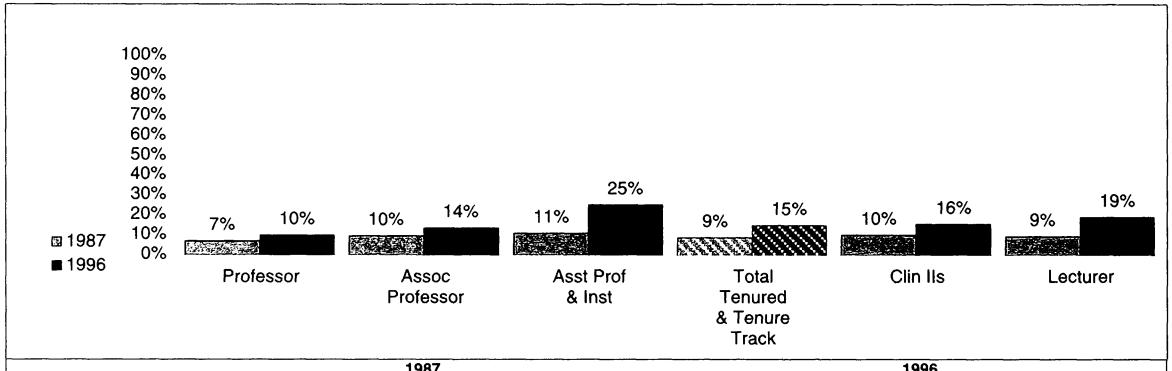
Regular Instructional Faculty by Race and Ethnicity
Regular Instructional Faculty by Gender

The following charts display regular instructional faculty information for the Ann Arbor campus of the University of Michigan, and for each of the academic units on the Ann Arbor campus. Regular instructional faculty includes tenured and tenure-track faculty, lecturers, and individuals appointed in the Clinical II ranks.

This is headcount information. Faculty are counted in each of the academic units in which they hold appointments, but individuals are counted only once in the University summary information.

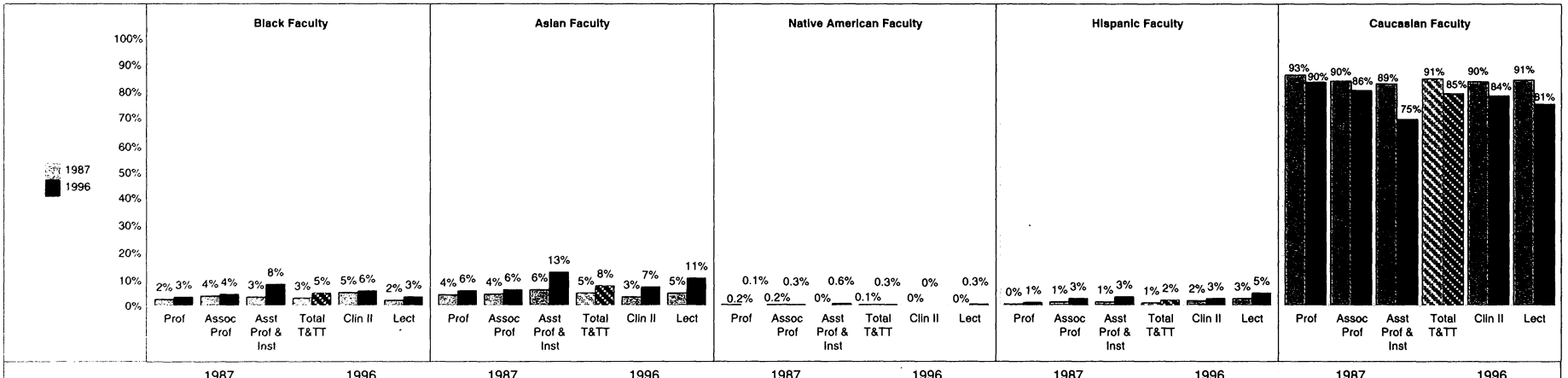
University of Michigan - Ann Arbor
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	94	1209	1303	132	1179	1311
Assoc Professors	54	507	561	92	589	681
Asst Prof & Instructors	89	726	815	173	513	686
Total Tenured & Tenure Track	237	2442	2679	397	2281	2678
Clinical IIs	6	54	60	52	281	333
Lecturers	25	242	267	114	483	597

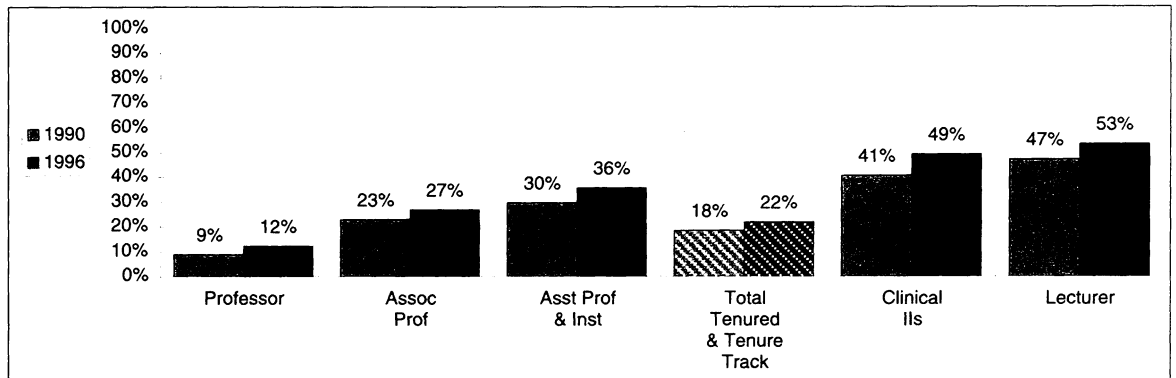
PERCENTAGE OF FACULTY BY RACE AND RANK



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	31	44	54	74	3	1	6	13	1209	1179
Assoc Professors	21	30	25	42	1	2	7	18	507	589
Asst Prof & Instructors	27	57	51	90	0	4	11	22	726	513
Total Tenured & Tenure Track	79	131	130	206	4	7	24	53	2442	2281
Clinical IIs	3	19	2	24	0	0	1	9	54	281
Lecturers	5	20	13	64	0	2	7	28	242	483

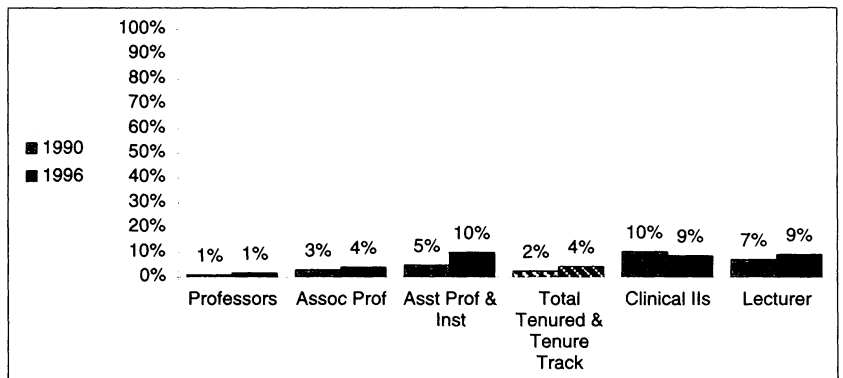
University of Michigan - Ann Arbor
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	1171	112	1283	1149	162	1311
Assoc Professors	469	140	609	498	183	681
Asst Prof & Inst	603	254	857	442	244	686
Total Tenured & Tenure Track	2243	506	2749	2089	589	2678
Clinical IIs	41	28	69	169	164	333
Lecturers	269	240	509	278	319	597

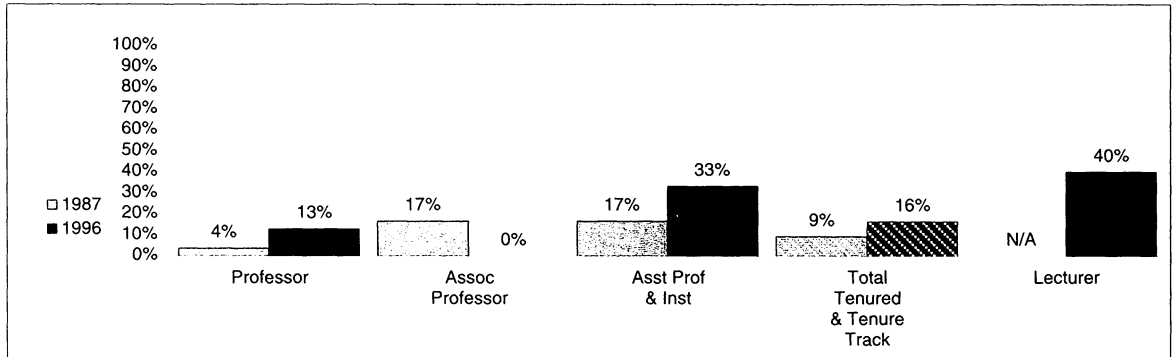
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	10	1283	19	1311
Assoc Professors	18	609	26	681
Asst Prof & Inst	40	857	67	686
Total Tenured & Tenure Track	68	2749	112	2678
Clinical IIs	7	69	29	333
Lecturers	36	509	55	597

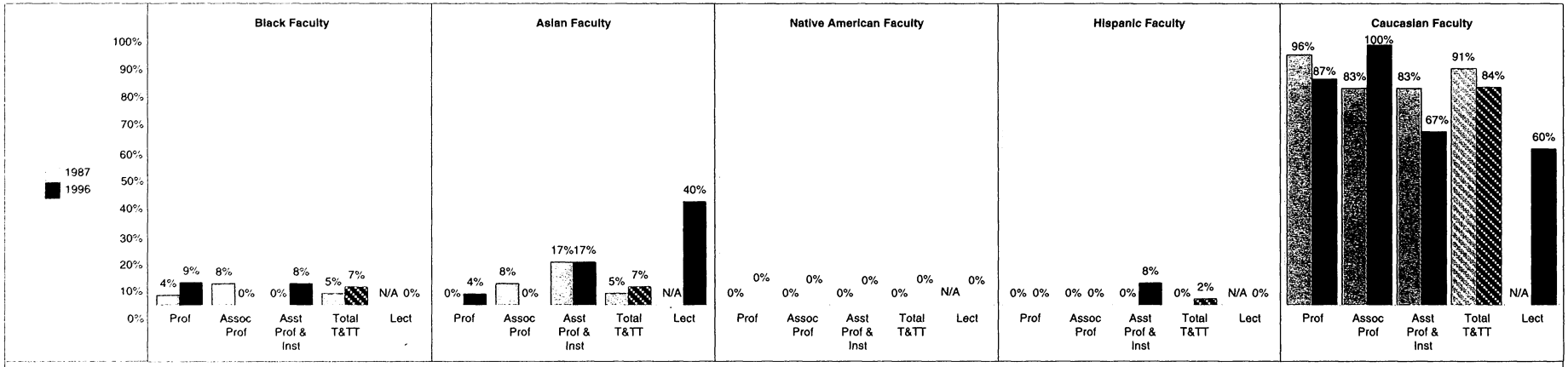
College of Architecture and Urban Planning
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	1	25	26	3	20	23
Assoc Professors	2	10	12	0	8	8
Asst Prof & Instructors	1	5	6	4	8	12
Total Tenured & Tenure Track	4	40	44	7	36	43
Lecturers	0	0	0	2	3	5

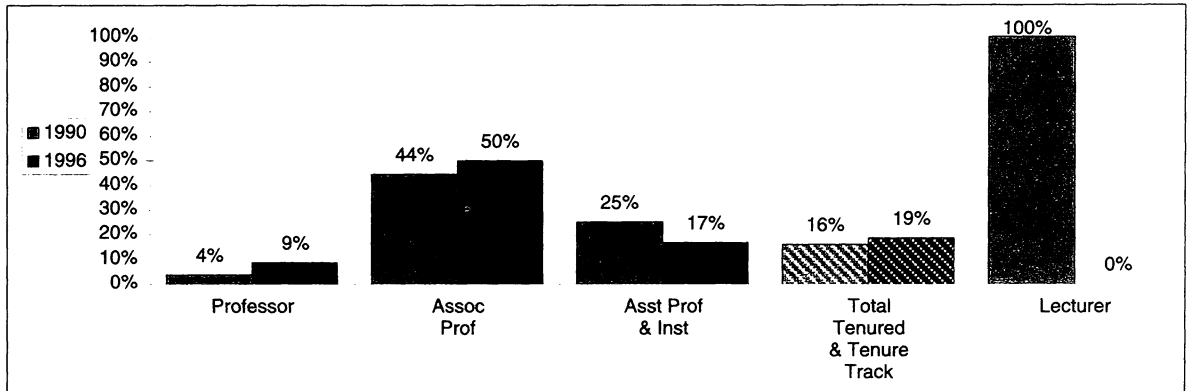
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	2	0	1	0	0	0	0	25	20
Assoc Professors	1	0	1	0	0	0	0	0	10	8
Asst Prof & Instructors	0	1	1	2	0	0	0	1	5	8
Total Tenured & Tenure Track	2	3	2	3	0	0	0	1	40	36
Lecturers	0	0	0	2	0	0	0	0	0	3

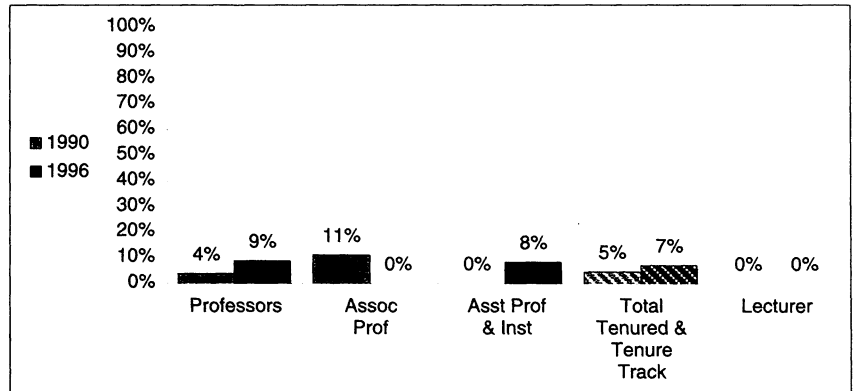
College of Architecture and Urban Planning
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	26	1	27	21	2	23
Assoc Professors	5	4	9	4	4	8
Asst Prof & Inst	6	2	8	10	2	12
Total Tenured & Tenure Track	37	7	44	35	8	43
Lecturers	0	1	1	5	0	5

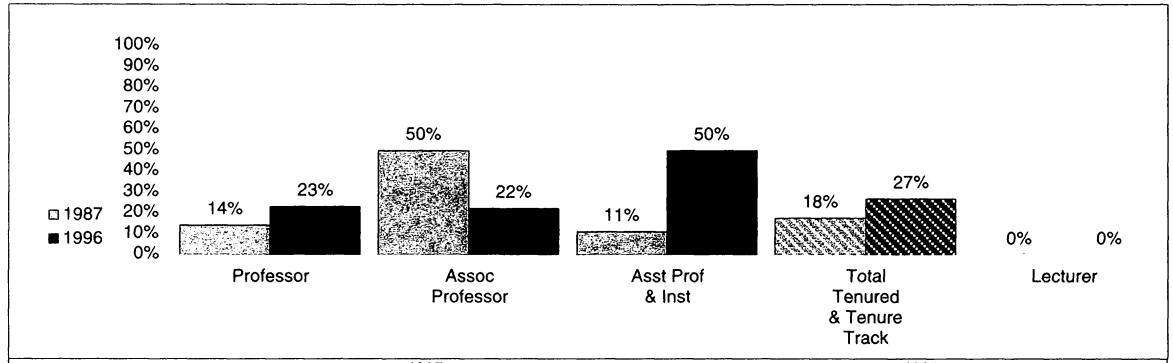
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	1	27	2	23
Assoc Professors	1	9	0	8
Asst Prof & Inst	0	8	1	12
Total Tenured & Tenure Track	2	44	3	43
Lecturers	0	1	0	5

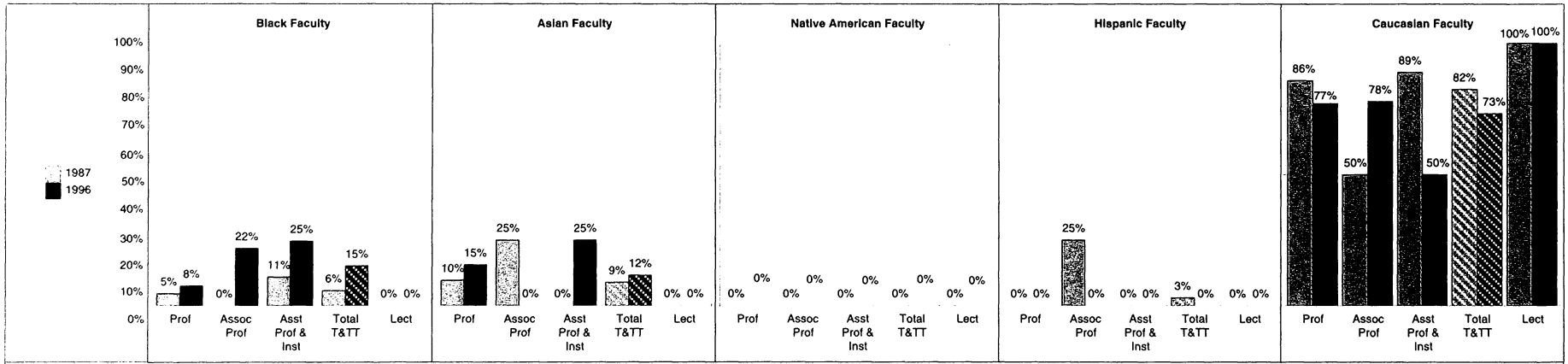
School of Art and Design
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	3	18	21	3	10	13
Assoc Professors	2	2	4	2	7	9
Asst Prof & Instructors	1	8	9	2	2	4
Total Tenured & Tenure Track	6	28	34	7	19	26
Lecturers	0	2	2	0	9	9

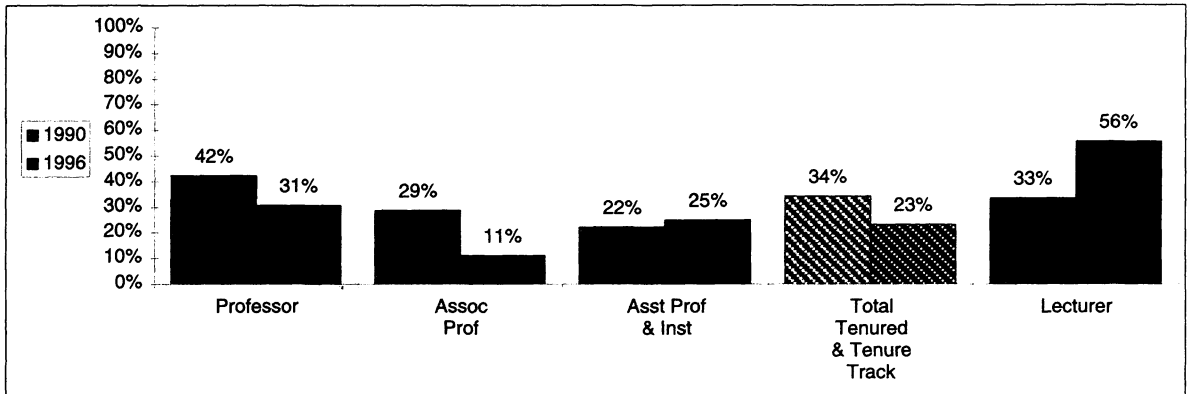
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	1	2	2	0	0	0	0	18	10
Assoc Professors	0	2	1	0	0	0	1	0	2	7
Asst Prof & Instructors	1	1	0	1	0	0	0	0	8	2
Total Tenured & Tenure Track	2	4	3	3	0	0	1	0	28	19
Lecturers	0	0	0	0	0	0	0	0	2	9

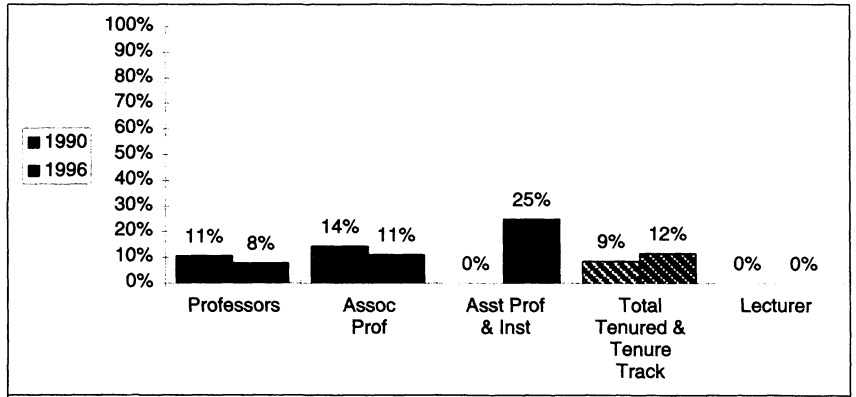
School of Art and Design
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	11	8	19	9	4	13
Assoc Professors	5	2	7	8	1	9
Asst Prof & Inst	7	2	9	3	1	4
Total Tenured & Tenure Track	23	12	35	20	6	26
Lecturers	2	1	3	4	5	9

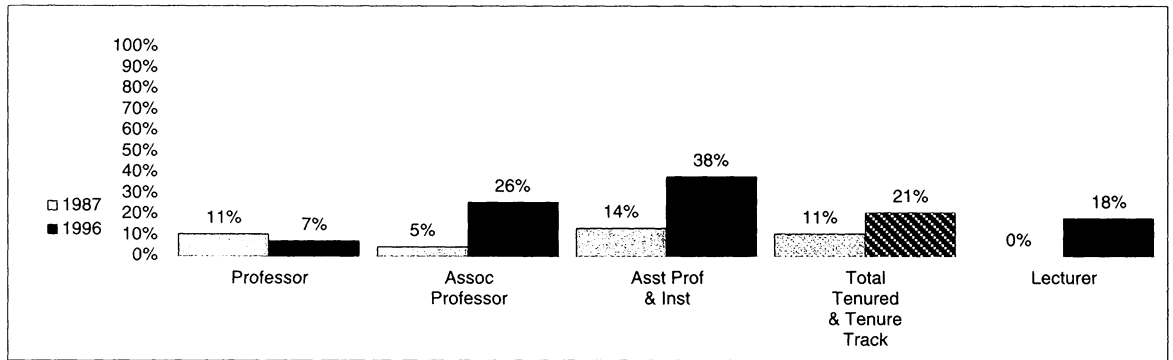
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	2	19	1	13
Assoc Professors	1	7	1	9
Asst Prof & Inst	0	9	1	4
Total Tenured & Tenure Track	3	35	3	26
Lecturers	0	3	0	9

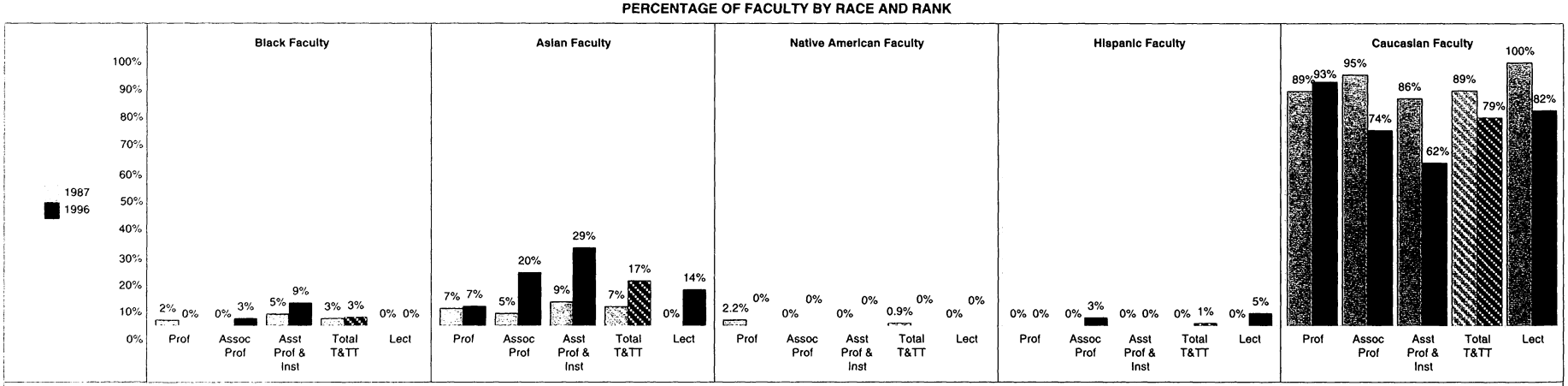
School of Business Administration
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	5	41	46	4	51	55
Assoc Professors	1	21	22	9	26	35
Asst Prof & Instructors	6	38	44	13	21	34
Total Tenured & Tenure Track	12	100	112	26	98	124
Lecturers	0	5	5	4	18	22

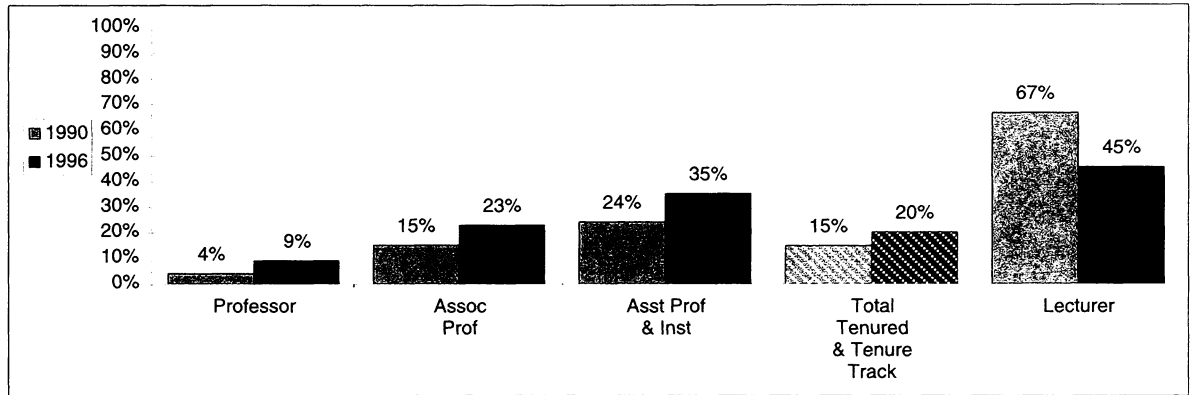
PERCENTAGE OF FACULTY BY RACE AND RANK



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	0	3	4	1	0	0	0	41	51
Assoc Professors	0	1	1	7	0	0	0	1	21	26
Asst Prof & Instructors	2	3	4	10	0	0	0	0	38	21
Total Tenured & Tenure Track	3	4	8	21	1	0	0	1	100	98
Lecturers	0	0	0	3	0	0	0	1	5	18

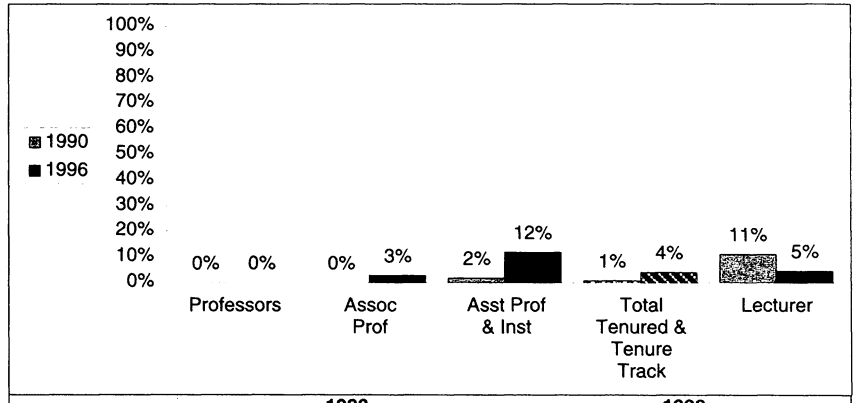
School of Business Administration
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	48	2	50	50	5	55
Assoc Professors	17	3	20	27	8	35
Asst Prof & Inst	44	14	58	22	12	34
Total Tenured & Tenure Track	109	19	128	99	25	124
Lecturers	3	6	9	12	10	22

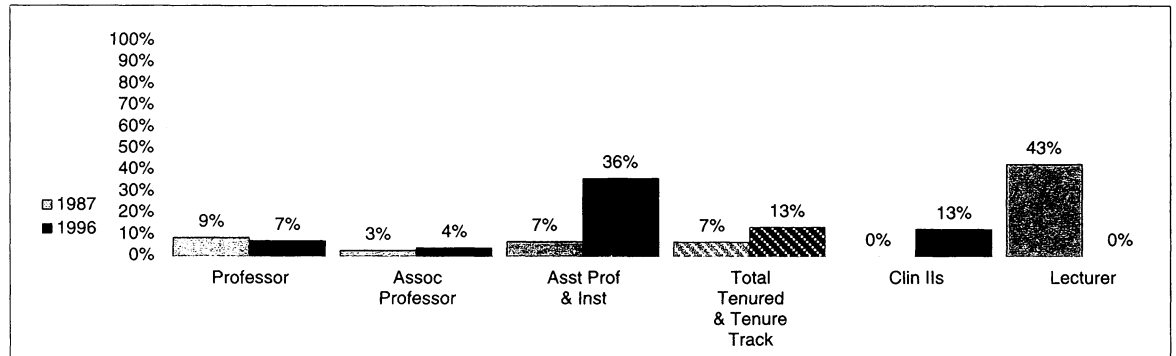
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	50	0	55
Assoc Professors	0	20	1	35
Asst Prof & Inst	1	58	4	34
Total Tenured & Tenure Track	1	128	5	124
Lecturers	1	9	1	22

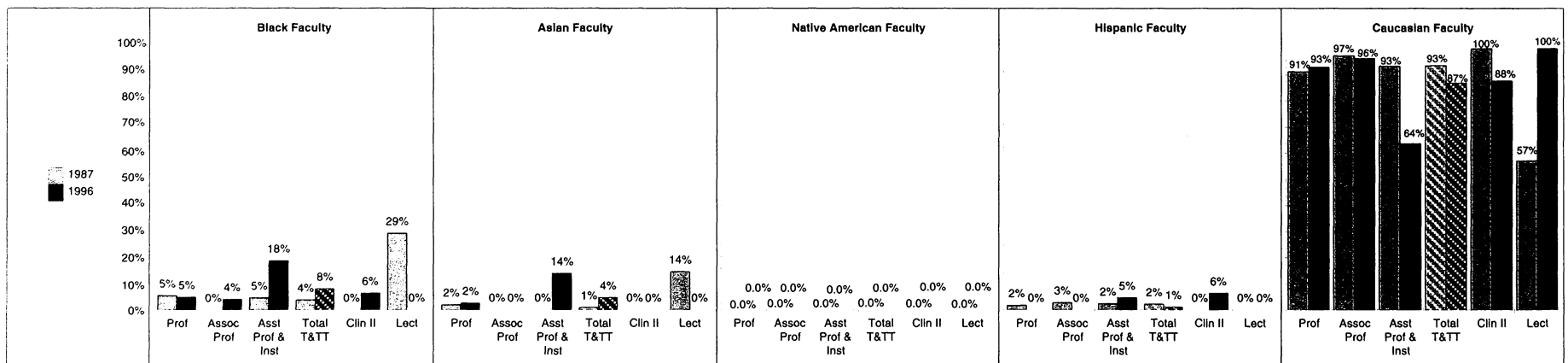
School of Dentistry
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	5	52	57	3	39	42
Assoc Professors	1	36	37	1	25	26
Asst Prof & Instructors	3	41	44	8	14	22
Total Tenured & Tenure Track	9	129	138	12	78	90
Clinical IIs	0	1	1	2	14	16
Lecturers	3	4	7	0	13	13

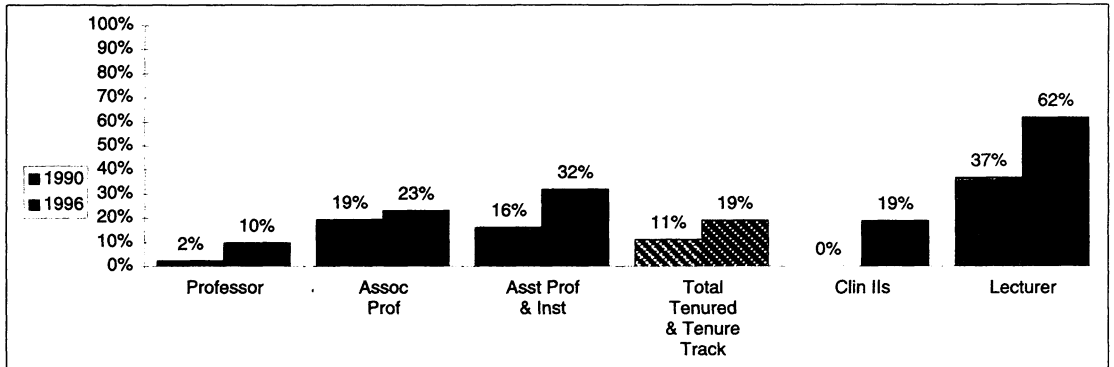
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	3	2	1	1	0	0	1	0	52	39
Assoc Professors	0	1	0	0	0	0	1	0	36	25
Asst Prof & Instructors	2	4	0	3	0	0	1	1	41	14
Total Tenured & Tenure Track	5	7	1	4	0	0	3	1	129	78
Clinical IIs	0	1	0	0	0	0	0	1	1	14
Lecturers	2	0	1	0	0	0	0	0	4	13

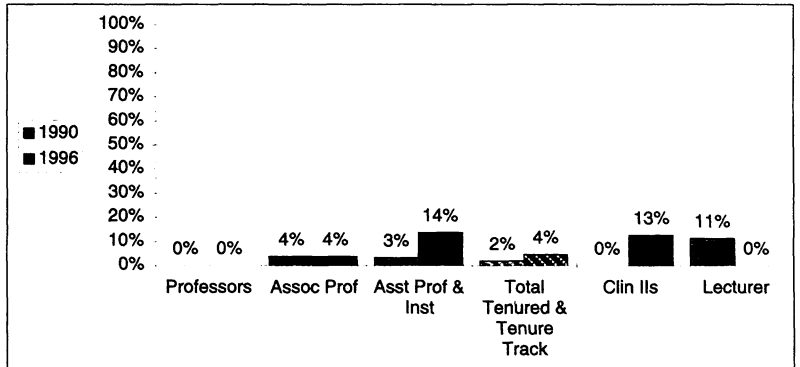
School of Dentistry
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	43	1	44	38	4	42
Assoc Professors	21	5	26	20	6	26
Asst Prof & Inst	26	5	31	15	7	22
Total Tenured & Tenure Track	90	11	101	73	17	90
Clinical IIs	0	0	0	13	3	16
Lecturers	57	33	90	5	8	13

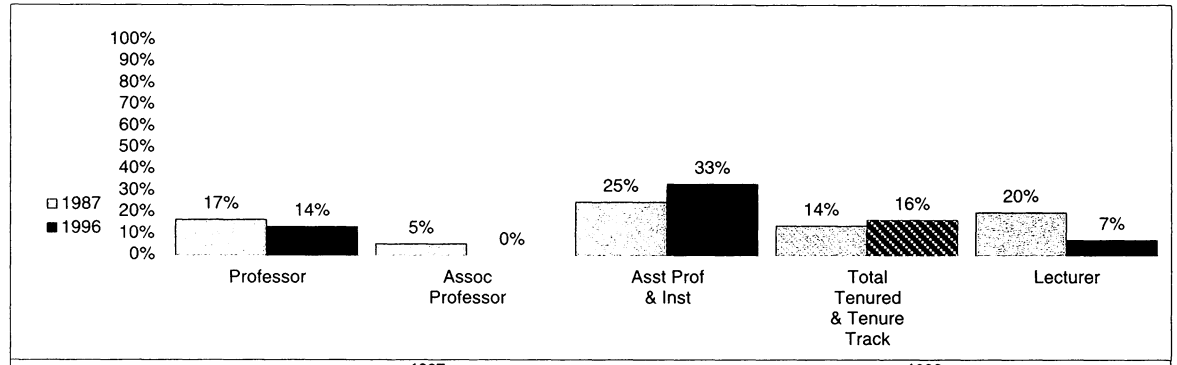
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	44	0	42
Assoc Professors	1	26	1	26
Asst Prof & Inst	1	31	3	22
Total Tenured & Tenure Track	2	101	4	90
Clinical IIs	0	0	2	16
Lecturers	10	90	0	13

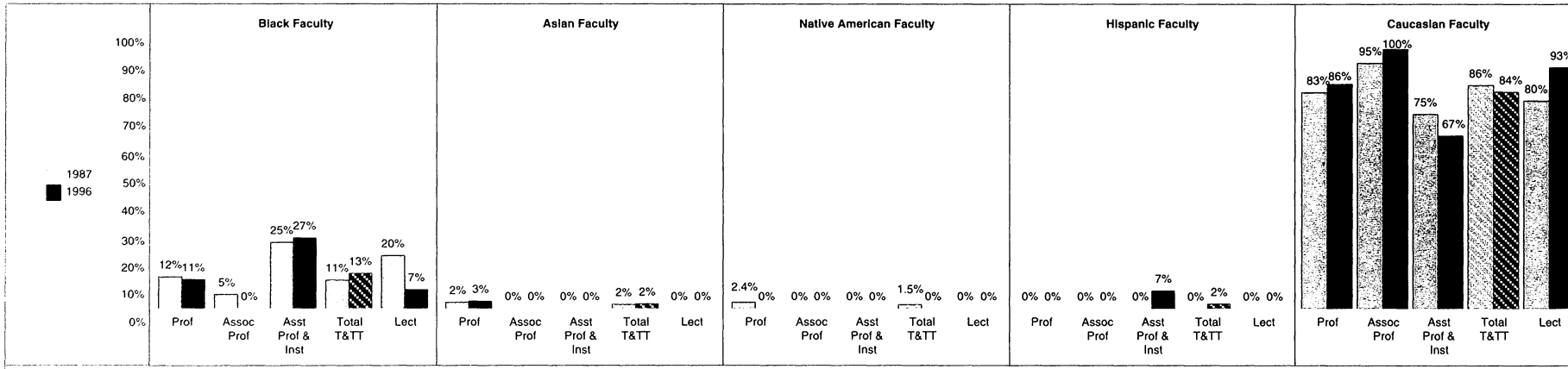
School of Education
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	7	35	42	5	32	37
Assoc Professors	1	18	19	0	9	9
Asst Prof & Instructors	1	3	4	5	10	15
Total Tenured & Tenure Track	9	56	65	10	51	61
Lecturers	2	8	10	1	13	14

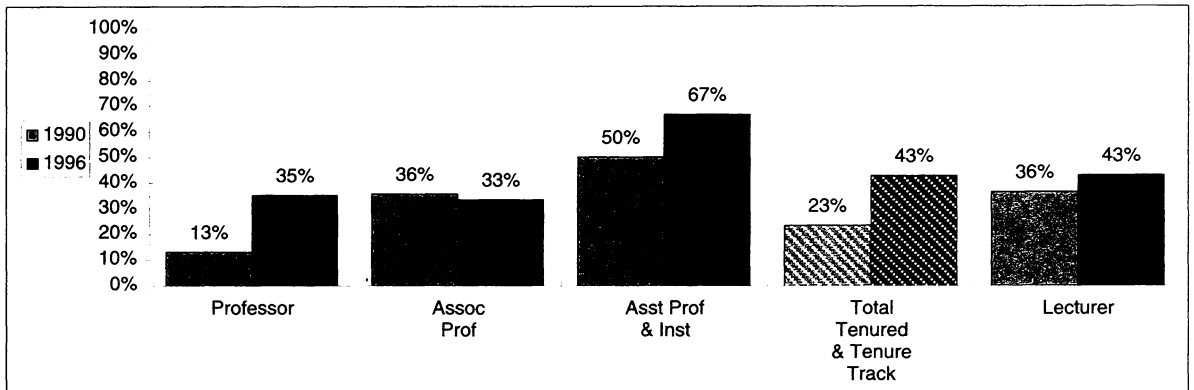
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	5	4	1	1	1	0	0	0	35	32
Assoc Professors	1	0	0	0	0	0	0	0	18	9
Asst Prof & Instructors	1	4	0	0	0	0	0	1	3	10
Total Tenured & Tenure Track	7	8	1	1	1	0	0	1	56	51
Lecturers	2	1	0	0	0	0	0	0	8	13

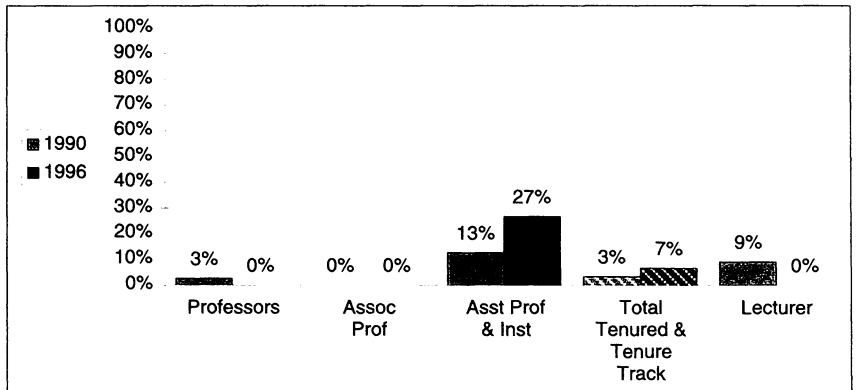
School of Education
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	33	5	38	24	13	37
Assoc Professors	9	5	14	6	3	9
Asst Prof & Inst	4	4	8	5	10	15
Total Tenured & Tenure Track	46	14	60	35	26	61
Lecturers	7	4	11	8	6	14

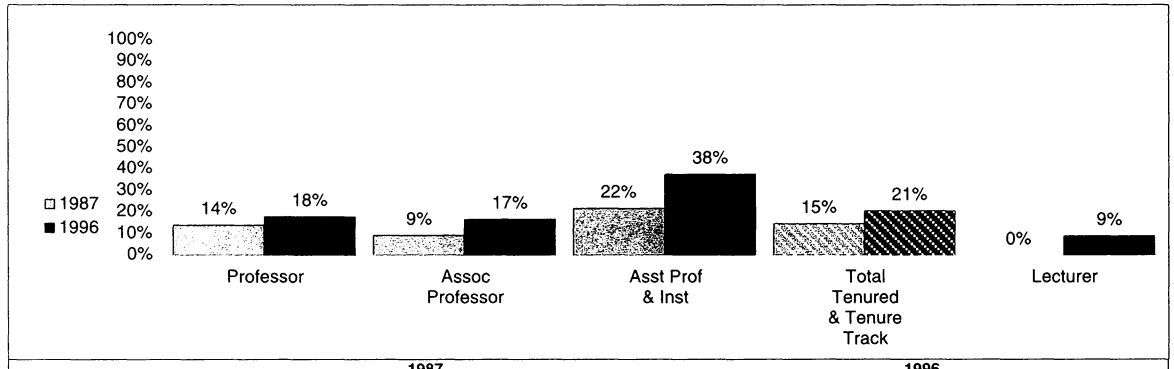
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	1	38	0	37
Assoc Professors	0	14	0	9
Asst Prof & Inst	1	8	4	15
Total Tenured & Tenure Track	2	60	4	61
Lecturers	1	11	0	14

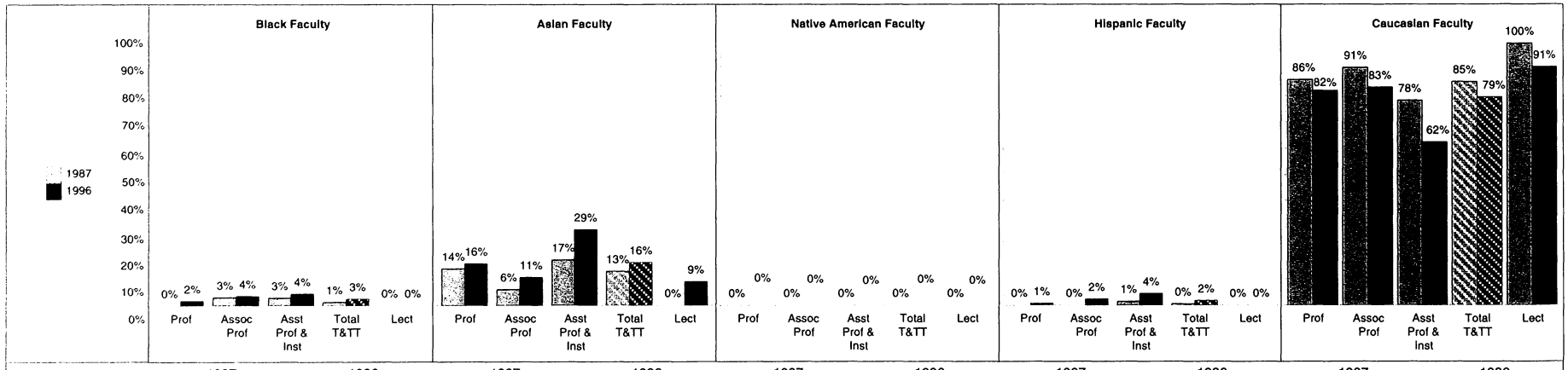
College of Engineering
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	23	142	165	33	150	183
Assoc Professors	6	59	65	14	70	84
Asst Prof & Instructors	15	54	69	17	28	45
Total Tenured & Tenure Track	44	255	299	64	248	312
Lecturers	0	8	8	1	10	11

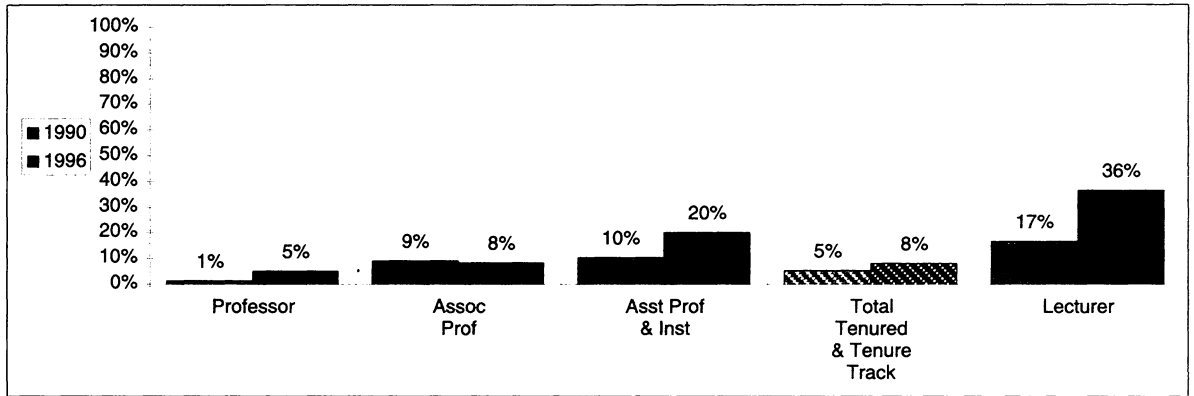
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	0	3	23	29	0	0	0	1	142	150
Assoc Professors	2	3	4	9	0	0	0	2	59	70
Asst Prof & Instructors	2	2	12	13	0	0	1	2	54	28
Total Tenured & Tenure Track	4	8	39	51	0	0	1	5	255	248
Lecturers	0	0	0	1	0	0	0	0	8	10

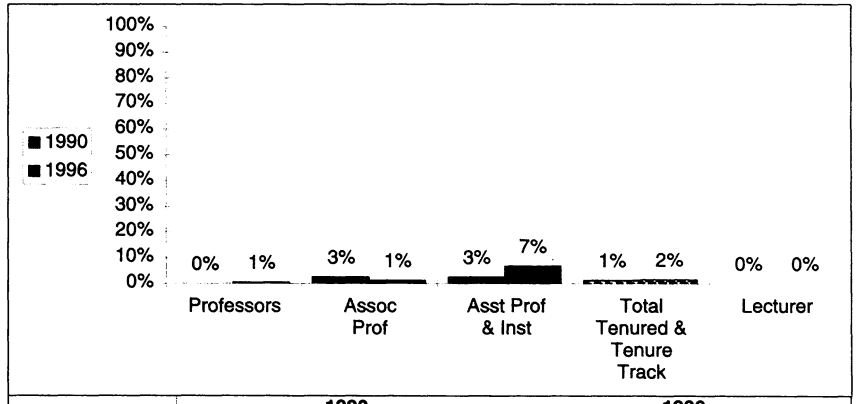
College of Engineering
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	163	2	165	174	9	183
Assoc Professors	70	7	77	77	7	84
Asst Prof & Inst	69	8	77	36	9	45
Total Tenured & Tenure Track	302	17	319	287	25	312
Lecturers	5	1	6	7	4	11

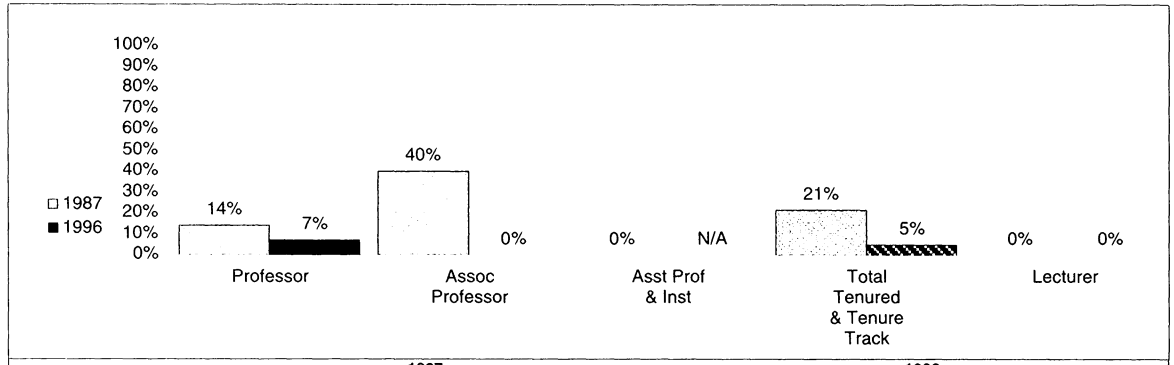
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	165	1	183
Assoc Professors	2	77	1	84
Asst Prof & Inst	2	77	3	45
Total Tenured & Tenure Track	4	319	5	312
Lecturers	0	6	0	11

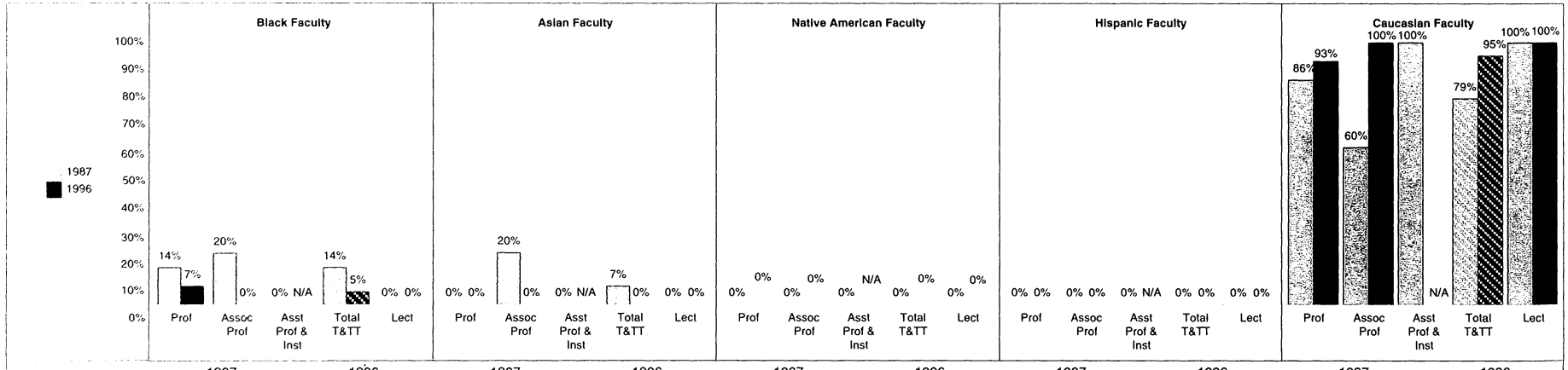
School of Information
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	1	6	7	1	13	14
Assoc Professors	2	3	5	0	6	6
Asst Prof & Instructors	0	2	2	0	0	0
Total Tenured & Tenure Track	3	11	14	1	19	20
Lecturers	0	3	3	0	2	2

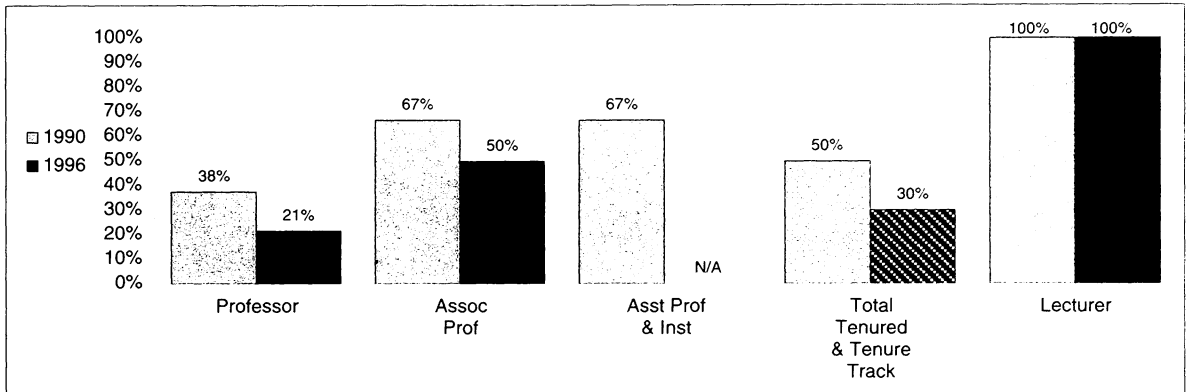
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	1	0	0	0	0	0	0	6	13
Assoc Professors	1	0	1	0	0	0	0	0	3	6
Asst Prof & Instructors	0	0	0	0	0	0	0	0	2	0
Total Tenured & Tenure Track	2	1	1	0	0	0	0	0	11	19
Lecturers	0	0	0	0	0	0	0	0	3	2

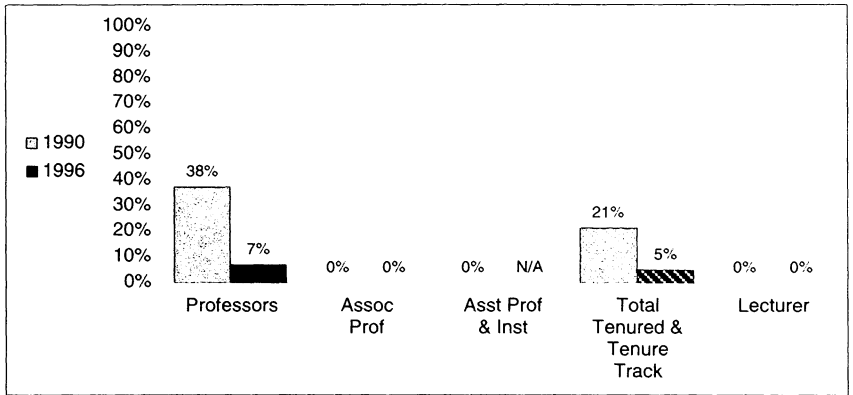
School of Information
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	5	3	8	11	3	14
Assoc Professors	1	2	3	3	3	6
Asst Prof & Inst	1	2	3	0	0	0
Total Tenured & Tenure Track	7	7	14	14	6	20
Lecturers	0	5	5	0	2	2

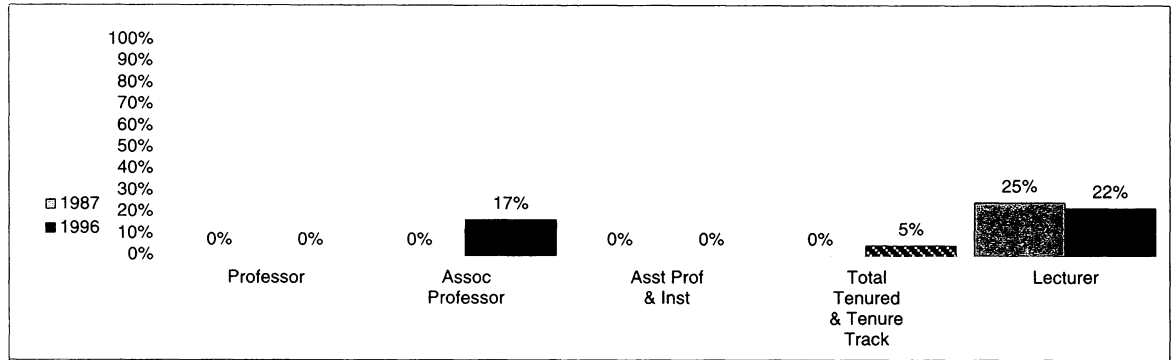
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	3	8	1	14
Assoc Professors	0	3	0	6
Asst Prof & Inst	0	3	0	0
Total Tenured & Tenure Track	3	14	1	20
Lecturers	0	5	0	2

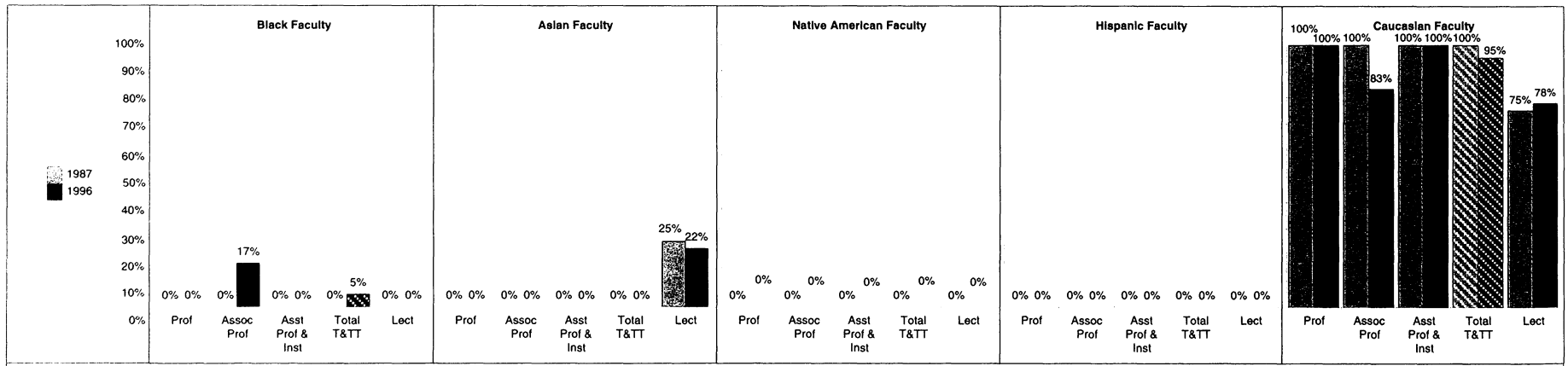
Division of Kinesiology
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	0	5	5	0	4	4
Assoc Professors	0	5	5	1	5	6
Asst Prof & Instructors	0	13	13	0	11	11
Total Tenured & Tenure Track	0	23	23	1	20	21
Lecturers	1	3	4	2	7	9

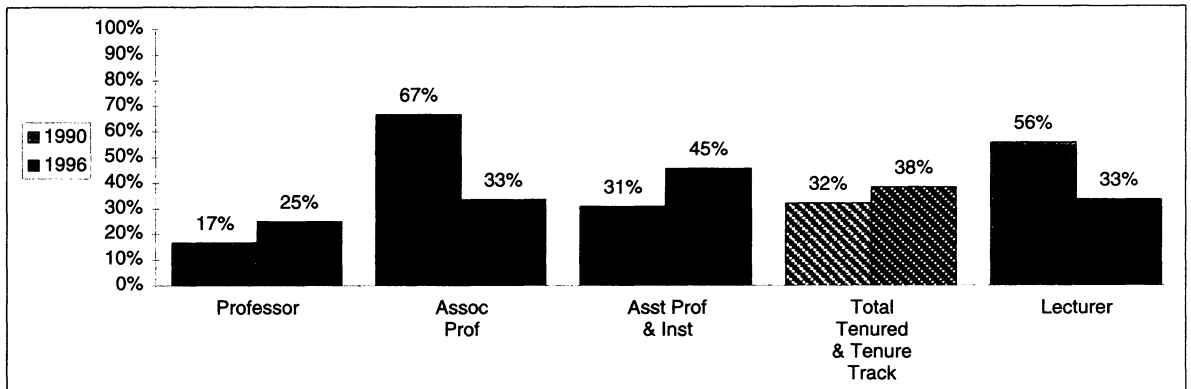
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	0	0	0	0	0	0	0	0	5	4
Assoc Professors	0	1	0	0	0	0	0	0	5	5
Asst Prof & Instructors	0	0	0	0	0	0	0	0	13	11
Total Tenured & Tenure Track	0	1	0	0	0	0	0	0	23	20
Lecturers	0	0	1	2	0	0	0	0	3	7

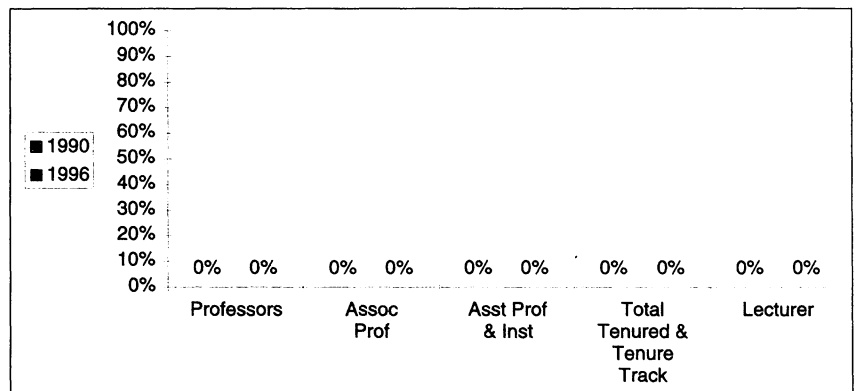
Division of Kinesiology
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	5	1	6	3	1	4
Assoc Professors	1	2	3	4	2	6
Asst Prof & Inst	9	4	13	6	5	11
Total Tenured & Tenure Track	15	7	22	13	8	21
Lecturers	4	5	9	6	3	9

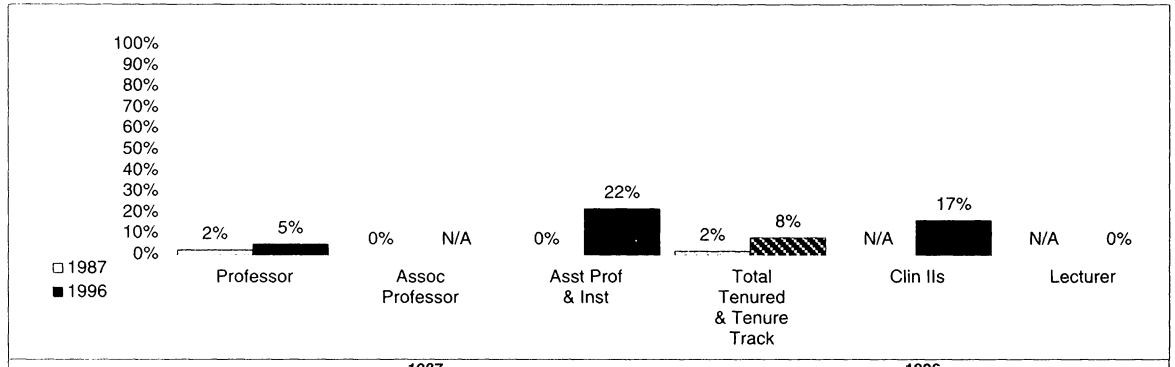
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	6	0	4
Assoc Professors	0	3	0	6
Asst Prof & Inst	0	13	0	11
Total Tenured & Tenure Track	0	22	0	21
Lecturers	0	9	0	9

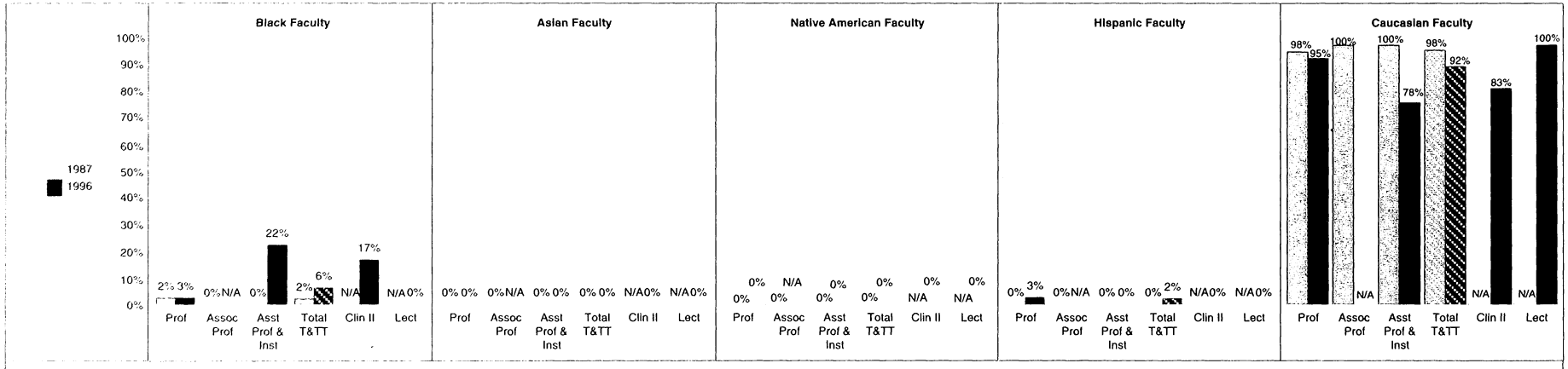
Law School
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	1	40	41	2	37	39
Assoc Professors	0	3	3	0	0	0
Asst Prof & Instructors	0	7	7	2	7	9
Total Tenured & Tenure Track	1	50	51	4	44	48
Clinical IIs	0	0	0	3	15	18
Lecturers	0	0	0	0	1	1

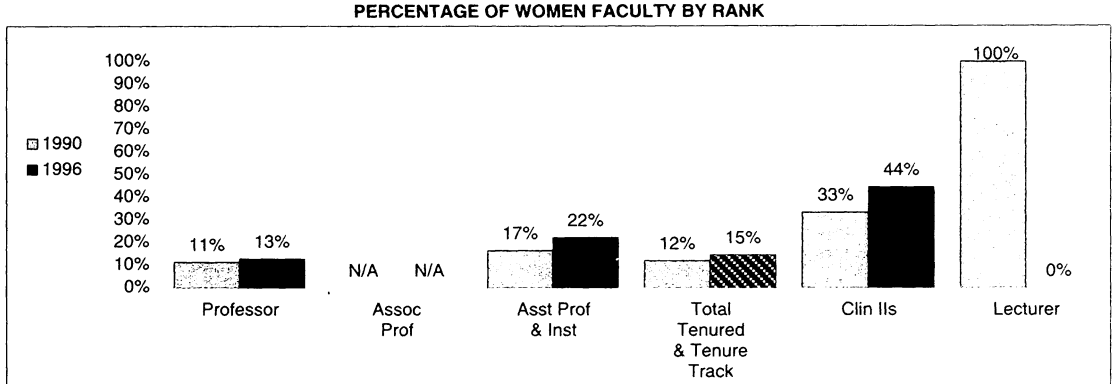
PERCENTAGE OF FACULTY BY RACE AND RANK



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	1	0	0	0	0	0	1	40	37
Assoc Professors	0	0	0	0	0	0	0	0	3	0
Asst Prof & Instructors	0	2	0	0	0	0	0	0	7	7
Total Tenured & Tenure Track	1	3	0	0	0	0	0	1	50	44
Clinical IIs	0	3	0	0	0	0	0	0	0	15
Lecturers	0	0	0	0	0	0	0	0	0	1

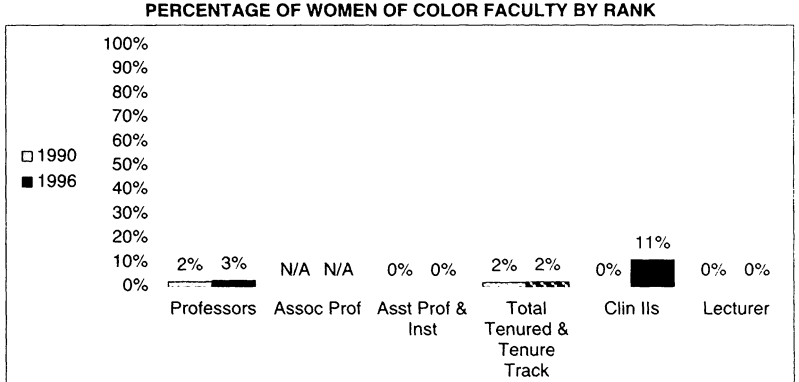
Law School
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	39	5	44	34	5	39
Assoc Professors	0	0	0	0	0	0
Asst Prof & Inst	5	1	6	7	2	9
Total Tenured & Tenure Track	44	6	50	41	7	48
Clinical IIs	2	1	3	10	8	18
Lecturers	0	1	1	1	0	1

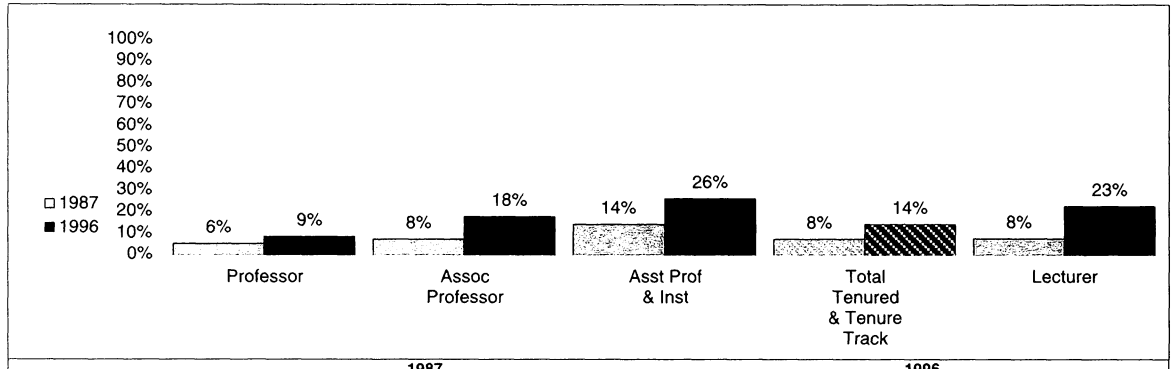
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	1	44	1	39
Assoc Professors	0	0	0	0
Asst Prof & Inst	0	6	0	9
Total Tenured & Tenure Track	1	50	1	48
Clinical IIs	0	3	2	18
Lecturers	0	1	0	1

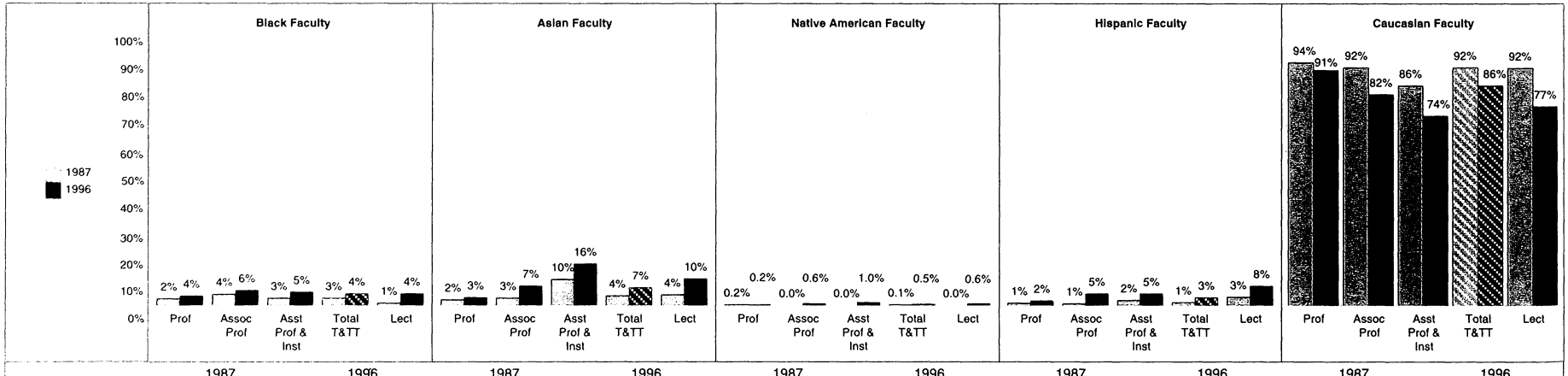
College of Literature, Science and the Arts
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	29	495	524	43	459	502
Assoc Professors	11	135	146	32	145	177
Asst Prof & Instructors	22	130	152	52	146	198
Total Tenured & Tenure Track	62	760	822	127	750	877
Lecturers	10	118	128	72	244	316

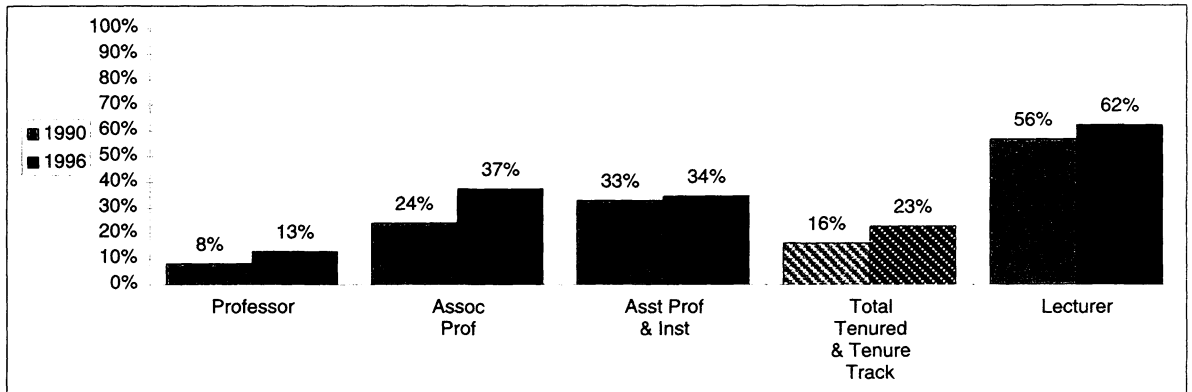
PERCENTAGE OF FACULTY BY RACE AND RANK



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	13	18	11	15	1	1	4	9	495	459
Assoc Professors	6	10	4	13	0	1	1	8	135	145
Asst Prof & Instructors	4	10	15	31	0	2	3	9	130	146
Total Tenured & Tenure Track	23	38	30	59	1	4	8	26	760	750
Lecturers	1	14	5	32	0	2	4	24	118	244

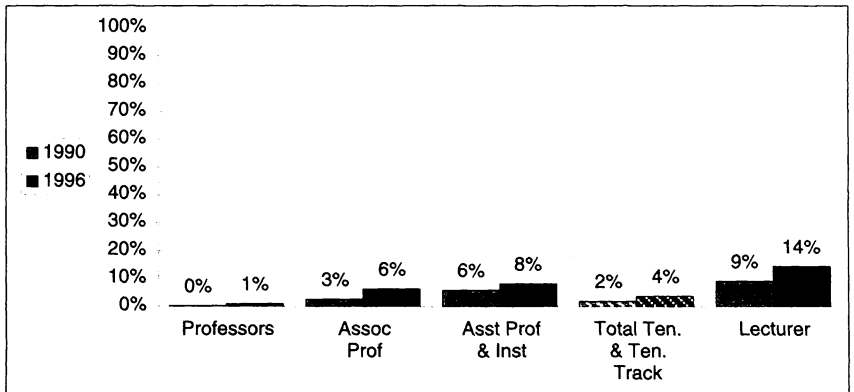
College of Literature, Science and the Arts
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	487	42	529	438	64	502
Assoc Professors	118	37	155	111	66	177
Asst Prof & Inst	130	63	193	130	68	198
Total Tenured & Tenure Track	735	142	877	679	198	877
Lecturers	77	100	177	120	196	316

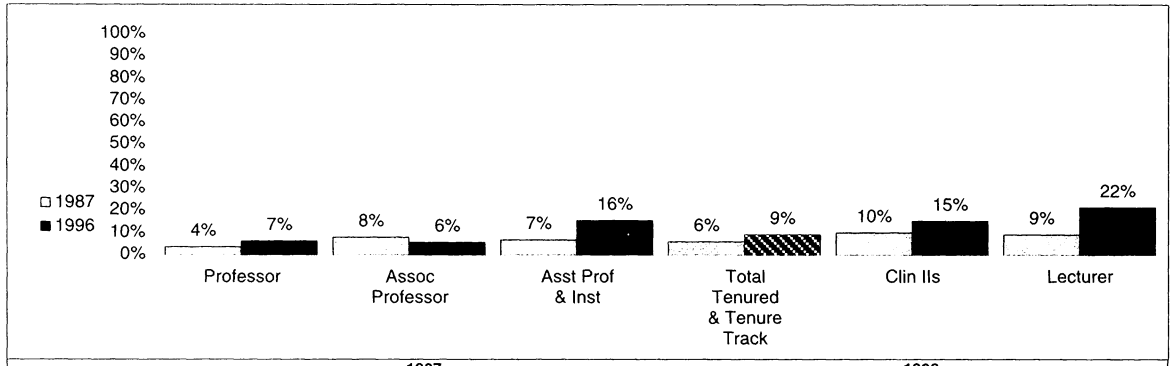
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	1	529	5	502
Assoc Professors	4	155	11	177
Asst Prof & Inst	11	193	16	198
Total Tenured & Tenure Track	16	877	32	877
Lecturers	16	177	45	316

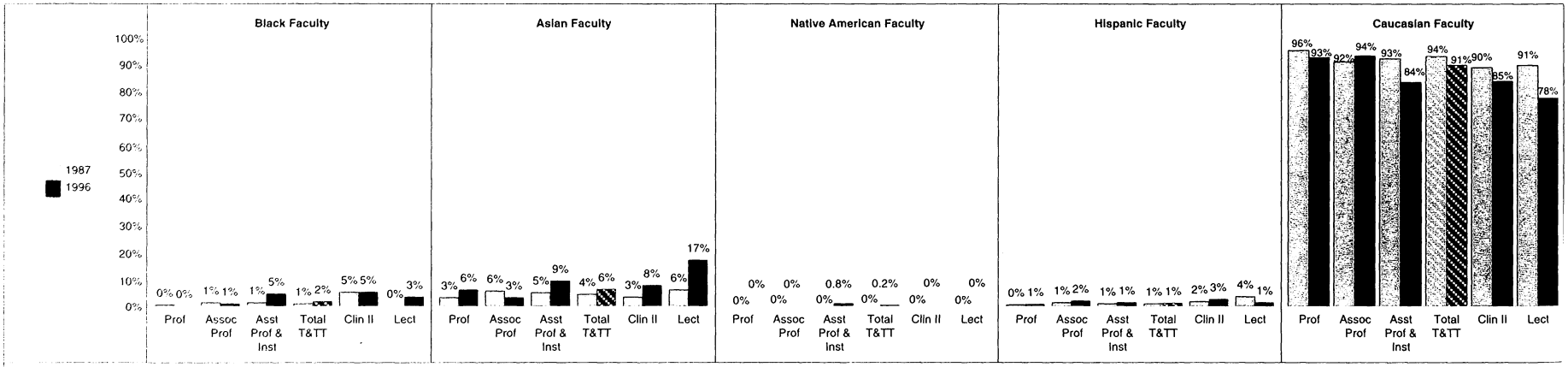
Medical School
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	10	257	267	21	302	323
Assoc Professors	13	149	162	13	211	224
Asst Prof & Instructors	24	322	346	41	220	261
Total Tenured & Tenure Track	47	728	775	75	733	808
Clinical IIs	6	53	59	42	231	273
Lecturers	8	77	85	33	119	152

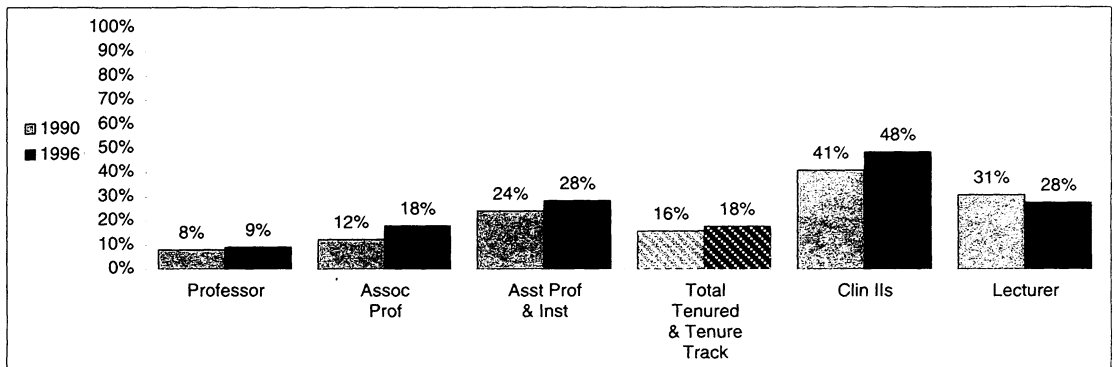
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	0	8	19	0	0	1	2	257	302
Assoc Professors	2	2	9	7	0	0	2	4	149	211
Asst Prof & Instructors	4	12	17	24	0	2	3	3	322	220
Total Tenured & Tenure Track	7	14	34	50	0	2	6	9	728	733
Clinical IIs	3	14	2	21	0	0	1	7	53	231
Lecturers	0	5	5	26	0	0	3	2	77	119

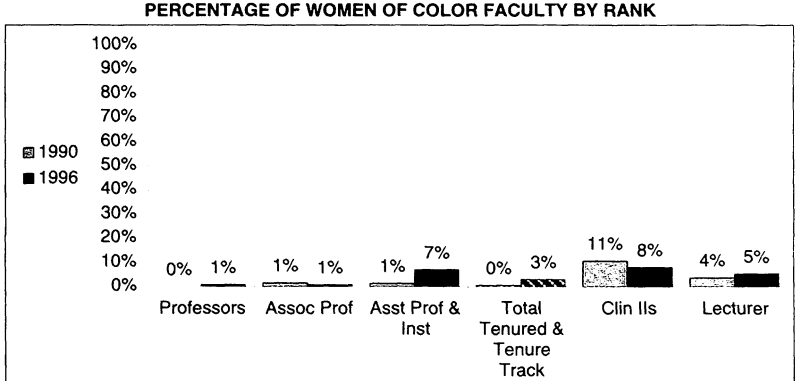
Medical School
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	251	22	273	294	29	323
Assoc Professors	178	25	203	184	40	224
Asst Prof & Inst	265	84	349	187	74	261
Total Tenured & Tenure Track	694	131	825	665	143	808
Clinical IIs	39	27	66	141	132	273
Lecturers	110	49	159	110	42	152

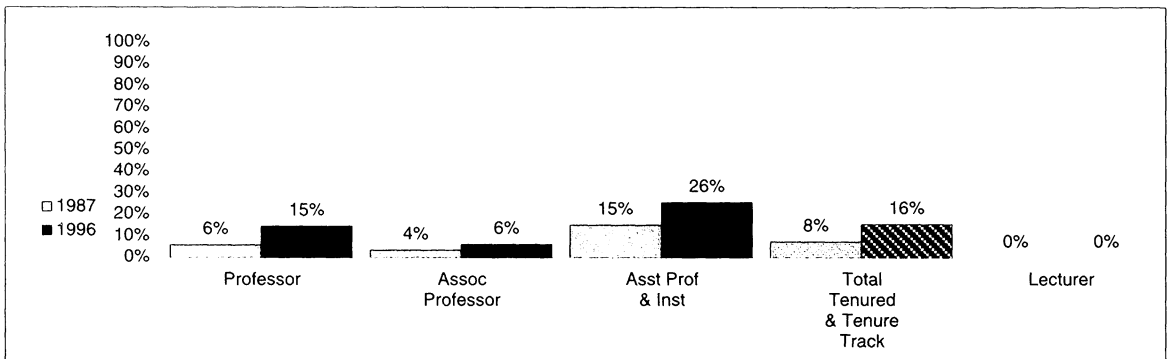
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	273	3	323
Assoc Professors	3	203	2	224
Asst Prof & Inst	5	349	18	261
Total Tenured & Tenure Track	8	825	23	808
Clinical IIs	7	66	22	273
Lecturers	6	159	8	152

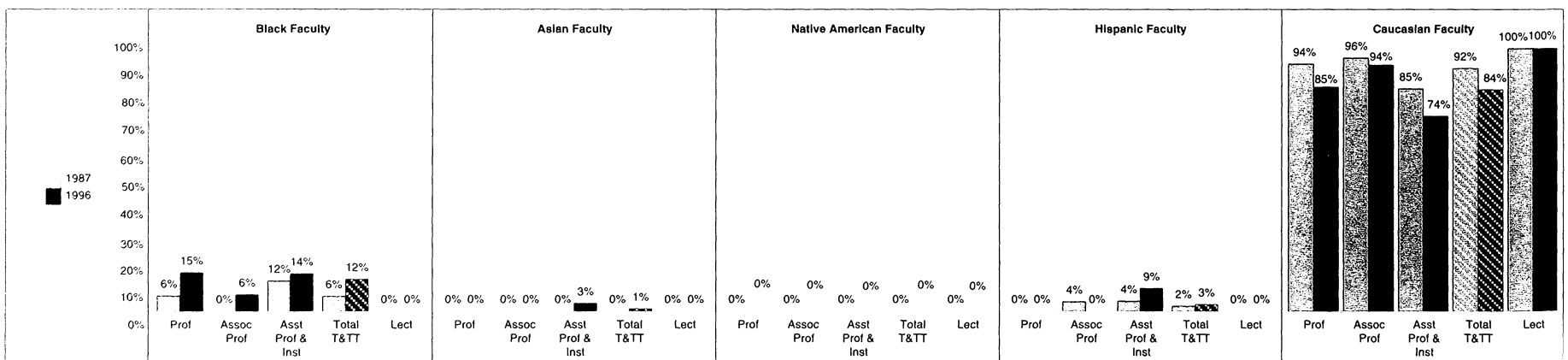
School of Music
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	3	48	51	7	41	48
Assoc Professors	1	27	28	2	30	32
Asst Prof & Instructors	4	22	26	9	26	35
Total Tenured & Tenure Track	8	97	105	18	97	115
Lecturers	0	8	8	0	20	20

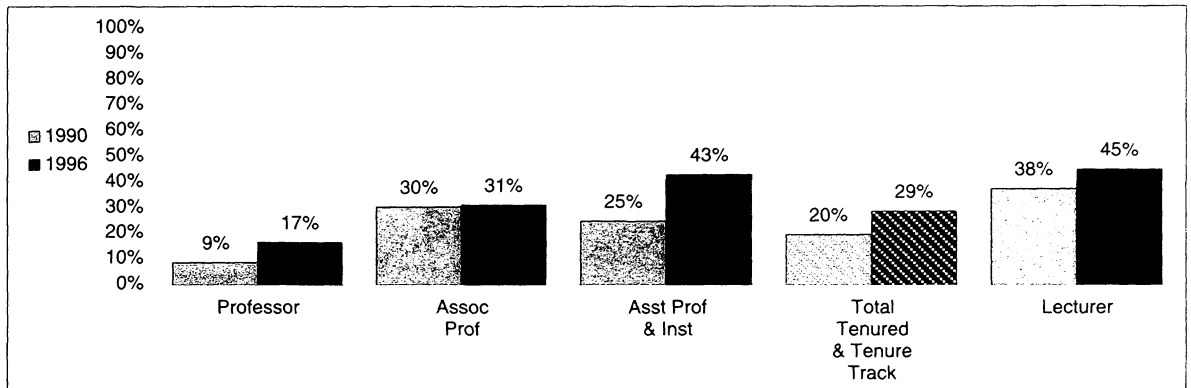
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	3	7	0	0	0	0	0	0	48	41
Assoc Professors	0	2	0	0	0	0	1	0	27	30
Asst Prof & Instructors	3	5	0	1	0	0	1	3	22	26
Total Tenured & Tenure Track	6	14	0	1	0	0	2	3	97	97
Lecturers	0	0	0	0	0	0	0	0	8	20

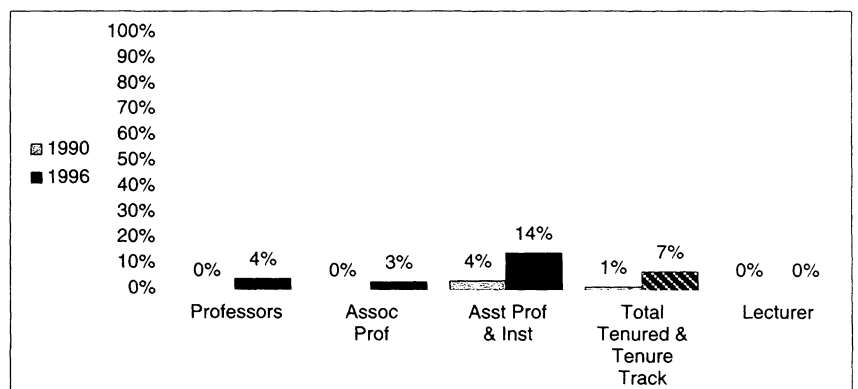
School of Music
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	42	4	46	40	8	48
Assoc Professors	23	10	33	22	10	32
Asst Prof & Inst	21	7	28	20	15	35
Total Tenured & Tenure Track	86	21	107	82	33	115
Lecturers	10	6	16	11	9	20

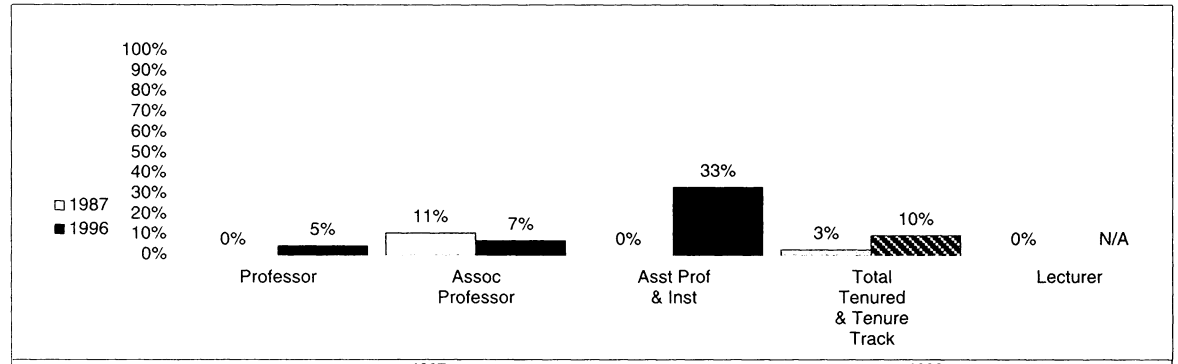
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	46	2	48
Assoc Professors	0	33	1	32
Asst Prof & Inst	1	28	5	35
Total Tenured & Tenure Track	1	107	8	115
Lecturers	0	16	0	20

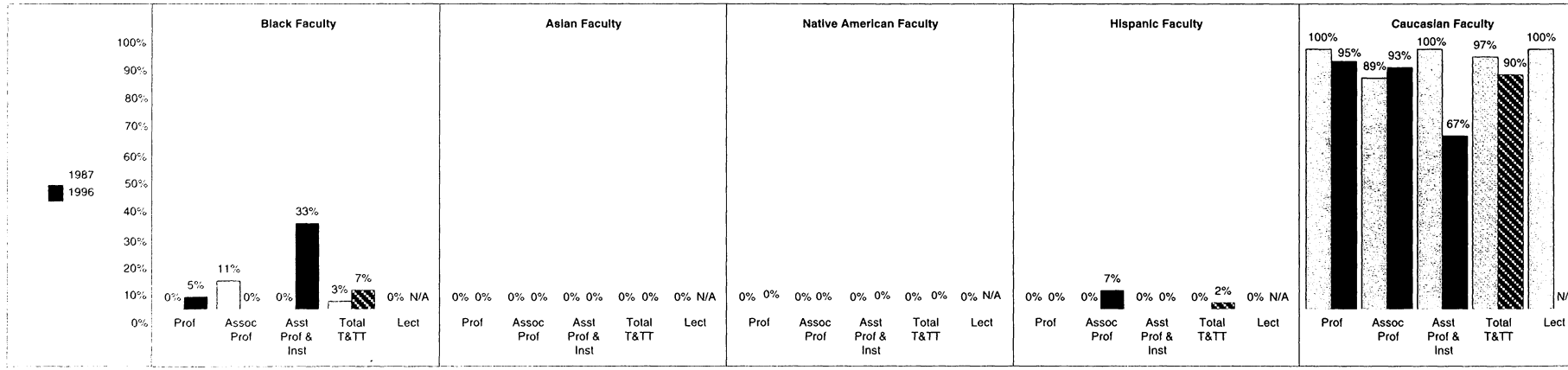
School of Natural Resources and Environment
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	0	18	18	1	20	21
Assoc Professors	1	8	9	1	13	14
Asst Prof & Instructors	0	7	7	2	4	6
Total Tenured & Tenure Track	1	33	34	4	37	41
Lecturers	0	1	1	0	0	0

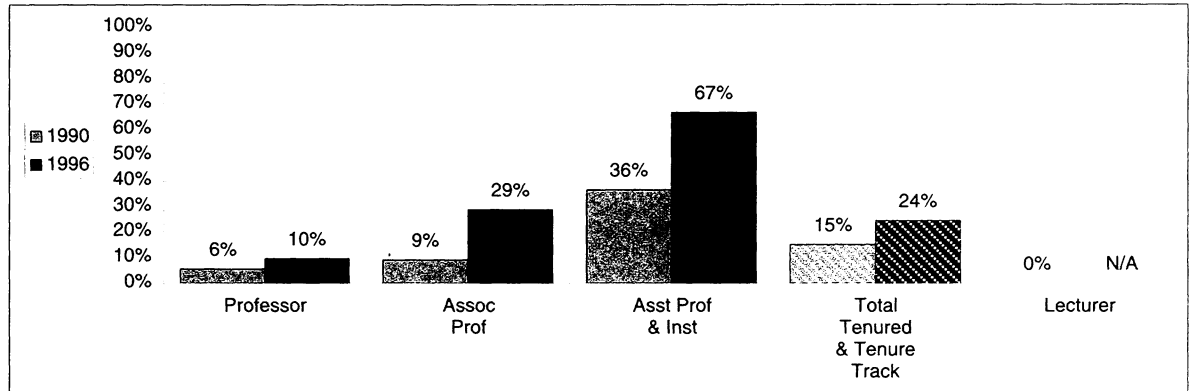
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	0	1	0	0	0	0	0	0	18	20
Assoc Professors	1	0	0	0	0	0	0	1	8	13
Asst Prof & Instructors	0	2	0	0	0	0	0	0	7	4
Total Tenured & Tenure Track	1	3	0	0	0	0	0	1	33	37
Lecturers	0	0	0	0	0	0	0	0	1	0

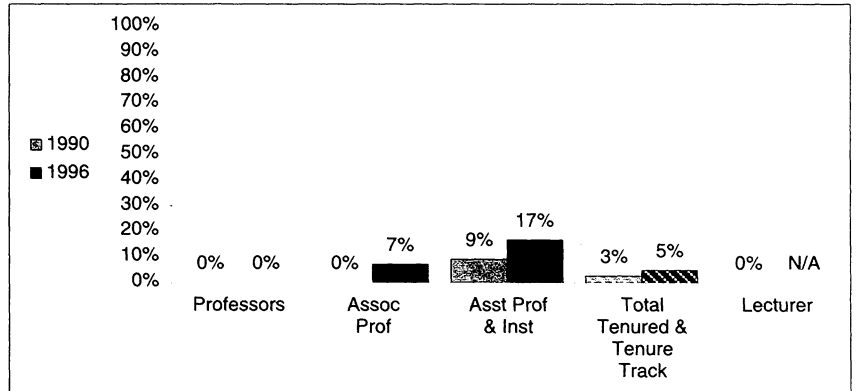
School of Natural Resources and Environment
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	17	1	18	19	2	21
Assoc Professors	10	1	11	10	4	14
Asst Prof & Inst	7	4	11	2	4	6
Total Tenured & Tenure Track	34	6	40	31	10	41
Lecturers	1	0	1	0	0	0

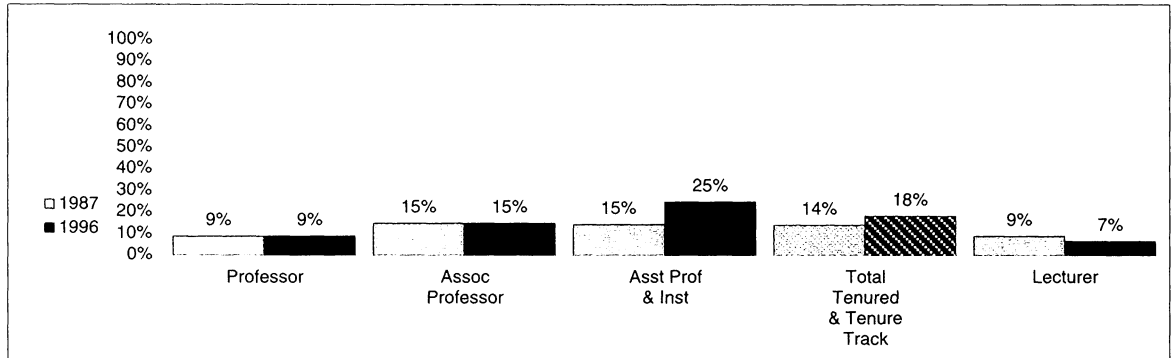
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	18	0	21
Assoc Professors	0	11	1	14
Asst Prof & Inst	1	11	1	6
Total Tenured & Tenure Track	1	40	2	41
Lecturers	0	1	0	0

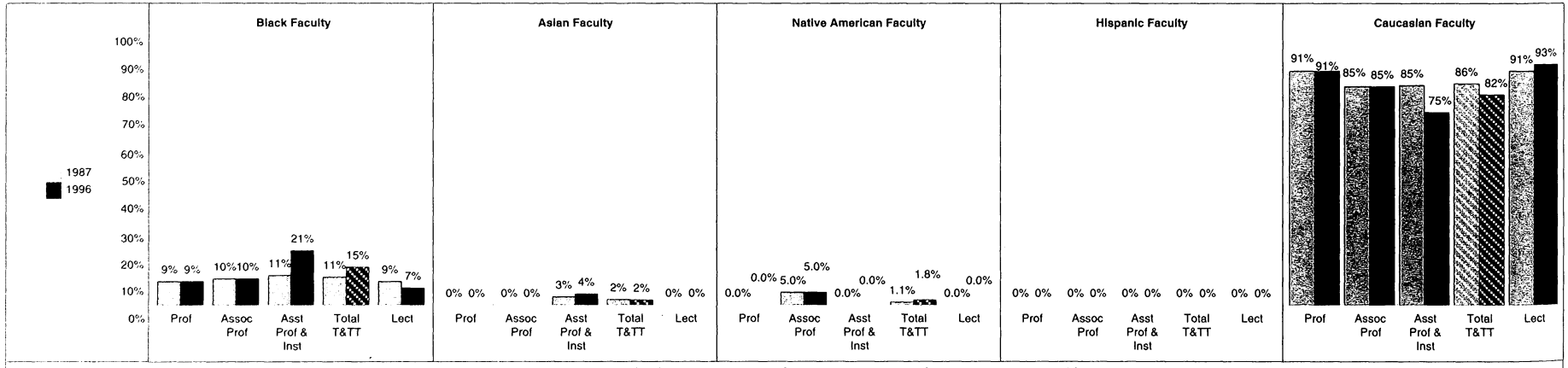
School of Nursing
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	1	10	11	1	10	11
Assoc Professors	3	17	20	3	17	20
Asst Prof & Instructors	9	53	62	6	18	24
Total Tenured & Tenure Track	13	80	93	10	45	55
Lecturers	1	10	11	3	43	46

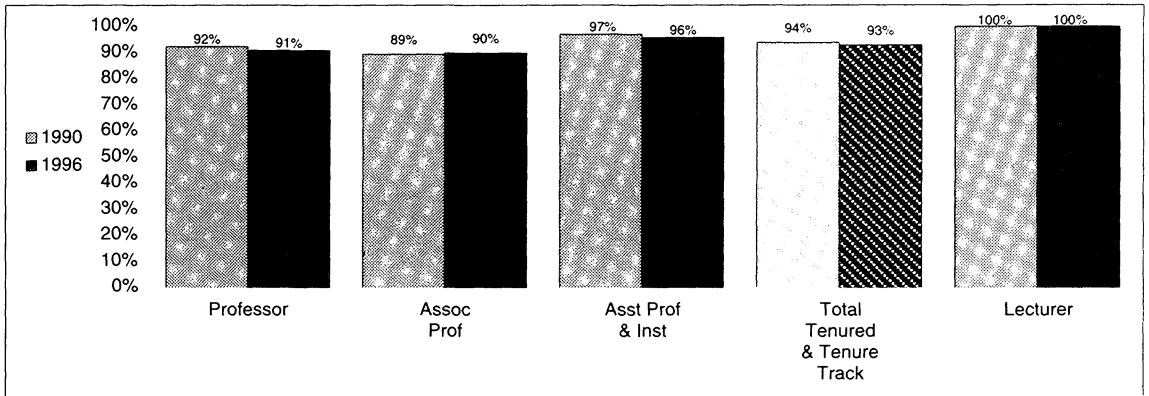
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	1	0	0	0	0	0	0	10	10
Assoc Professors	2	2	0	0	1	1	0	0	17	17
Asst Prof & Instructors	7	5	2	1	0	0	0	0	53	18
Total Tenured & Tenure Track	10	8	2	1	1	1	0	0	80	45
Lecturers	1	3	0	0	0	0	0	0	10	43

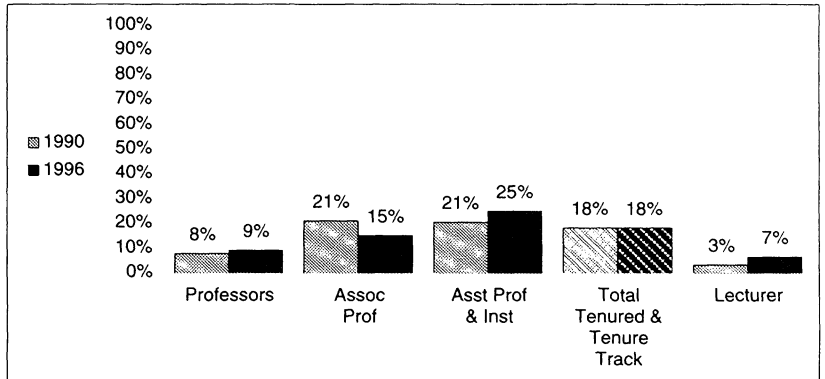
School of Nursing
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	1	12	13	1	10	11
Assoc Professors	2	17	19	2	18	20
Asst Prof & Inst	1	33	34	1	23	24
Total Tenured & Tenure Track	4	62	66	4	51	55
Lecturers	0	30	30	0	46	46

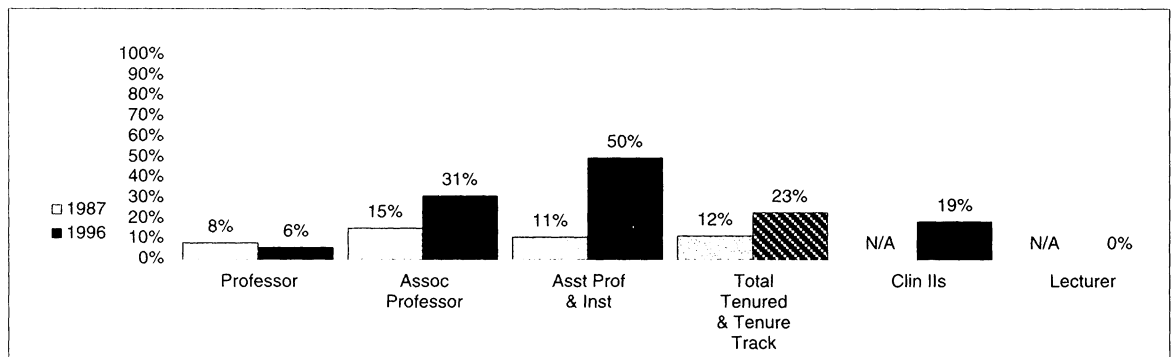
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	1	13	1	11
Assoc Professors	4	19	3	20
Asst Prof & Inst	7	34	6	24
Total Tenured & Tenure Track	12	66	10	55
Lecturers	1	30	3	46

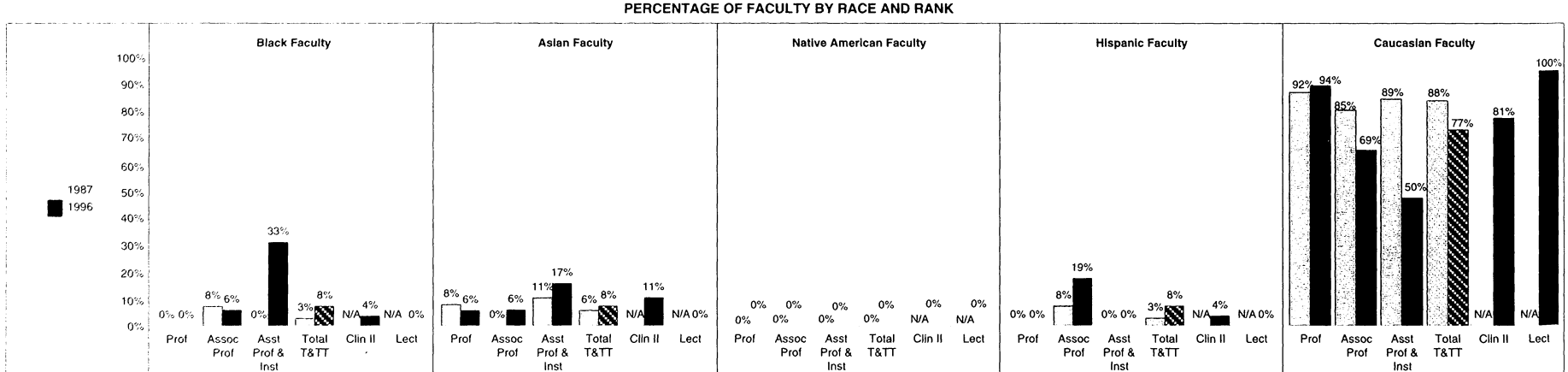
College of Pharmacy
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	1	11	12	1	16	17
Assoc Professors	2	11	13	5	11	16
Asst Prof & Instructors	1	8	9	3	3	6
Total Tenured & Tenure Track	4	30	34	9	30	39
Clinical IIs	0	0	0	5	22	27
Lecturers	0	0	0	0	1	1

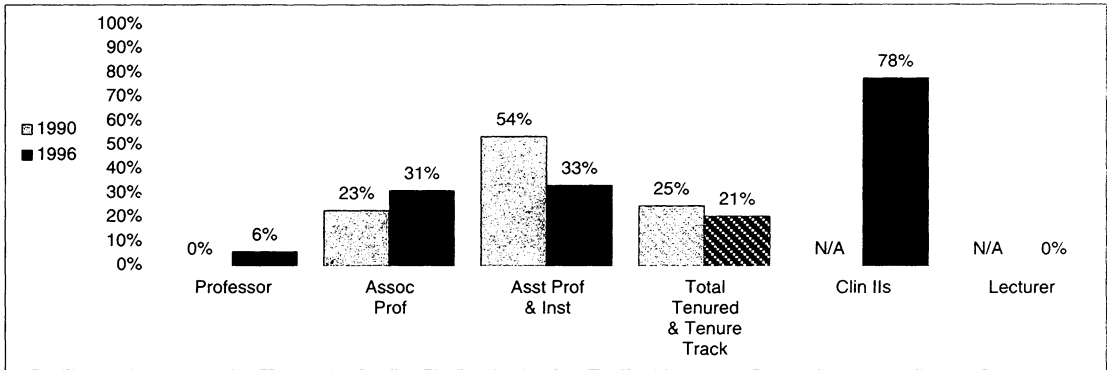
PERCENTAGE OF FACULTY BY RACE AND RANK



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	0	0	1	1	0	0	0	0	11	16
Assoc Professors	1	1	0	1	0	0	1	3	11	11
Asst Prof & Instructors	0	2	1	1	0	0	0	0	8	3
Total Tenured & Tenure Track	1	3	2	3	0	0	1	3	30	30
Clinical IIs	0	1	0	3	0	0	0	1	0	22
Lecturers	0	0	0	0	0	0	0	0	0	1

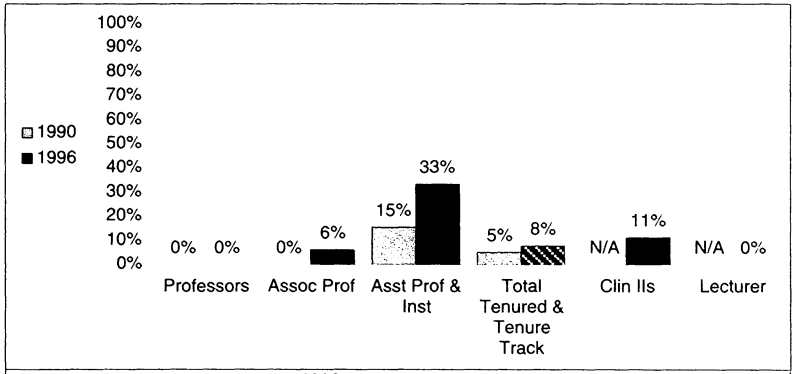
College of Pharmacy
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	14	0	14	16	1	17
Assoc Professors	10	3	13	11	5	16
Asst Prof & Inst	6	7	13	4	2	6
Total Tenured & Tenure Track	30	10	40	31	8	39
Clinical IIs	0	0	0	6	21	27
Lecturers	0	0	0	1	0	1

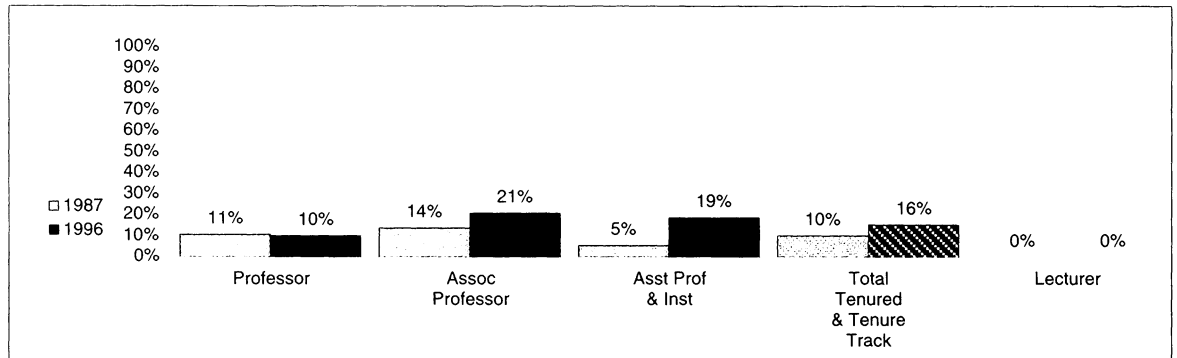
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	14	0	17
Assoc Professors	0	13	1	16
Asst Prof & Inst	2	13	2	6
Total Tenured & Tenure Track	2	40	3	39
Clinical IIs	0	0	3	27
Lecturers	0	0	0	1

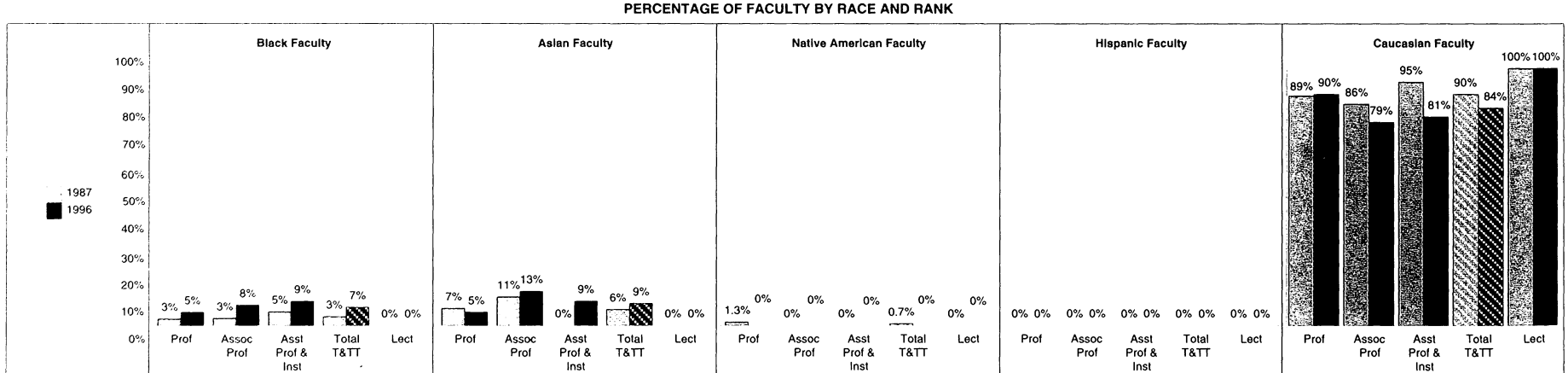
School of Public Health
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	8	67	75	6	53	59
Assoc Professors	5	31	36	8	30	38
Asst Prof & Instructors	2	35	37	6	26	32
Total Tenured & Tenure Track	15	133	148	20	109	129
Lecturers	0	12	12	0	6	6

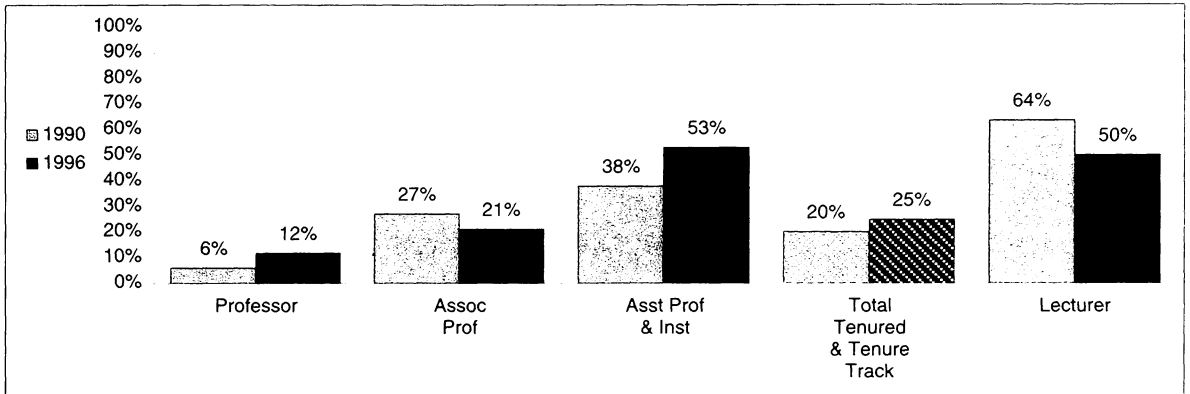
PERCENTAGE OF FACULTY BY RACE AND RANK



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	2	3	5	3	1	0	0	0	67	53
Assoc Professors	1	3	4	5	0	0	0	0	31	30
Asst Prof & Instructors	2	3	0	3	0	0	0	0	35	26
Total Tenured & Tenure Track	5	9	9	11	1	0	0	0	133	109
Lecturers	0	0	0	0	0	0	0	0	12	6

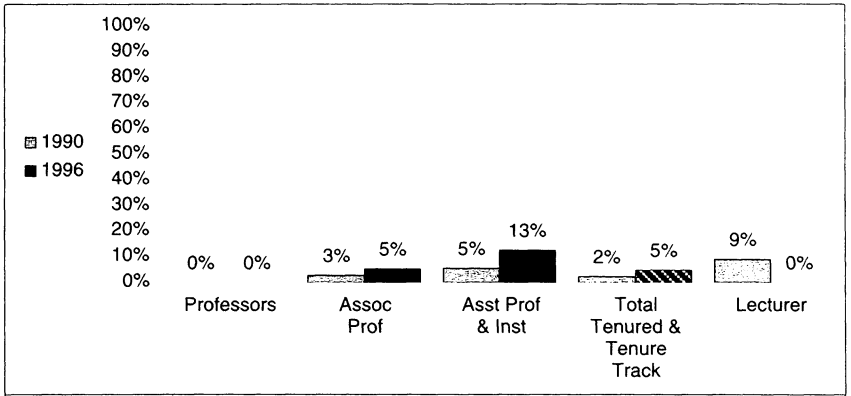
School of Public Health
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	62	4	66	52	7	59
Assoc Professors	27	10	37	30	8	38
Asst Prof & Inst	23	14	37	15	17	32
Total Tenured & Tenure Track	112	28	140	97	32	129
Lecturers	4	7	11	3	3	6

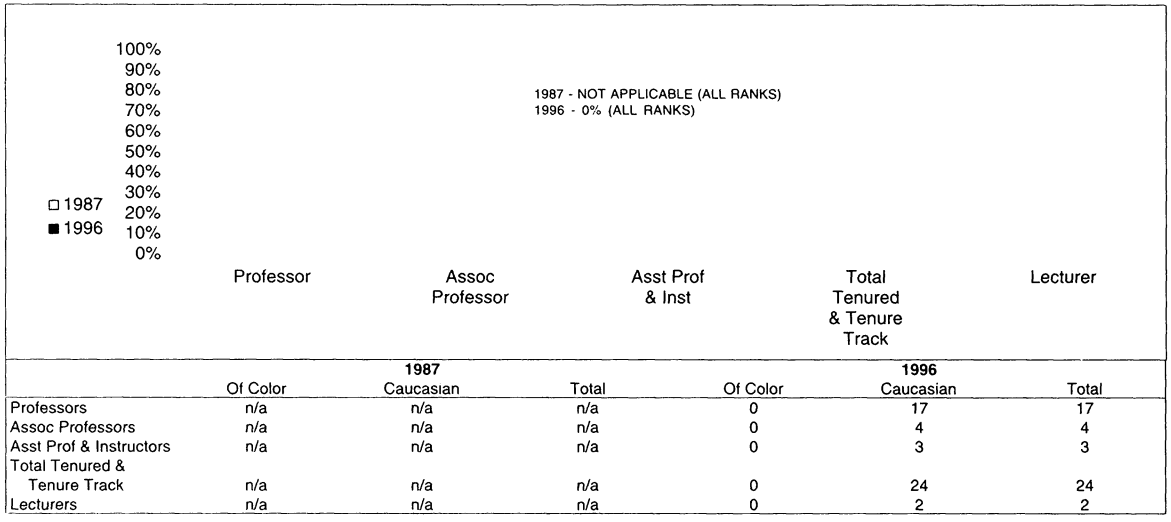
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	66	0	59
Assoc Professors	1	37	2	38
Asst Prof & Inst	2	37	4	32
Total Tenured & Tenure Track	3	140	6	129
Lecturers	1	11	0	6

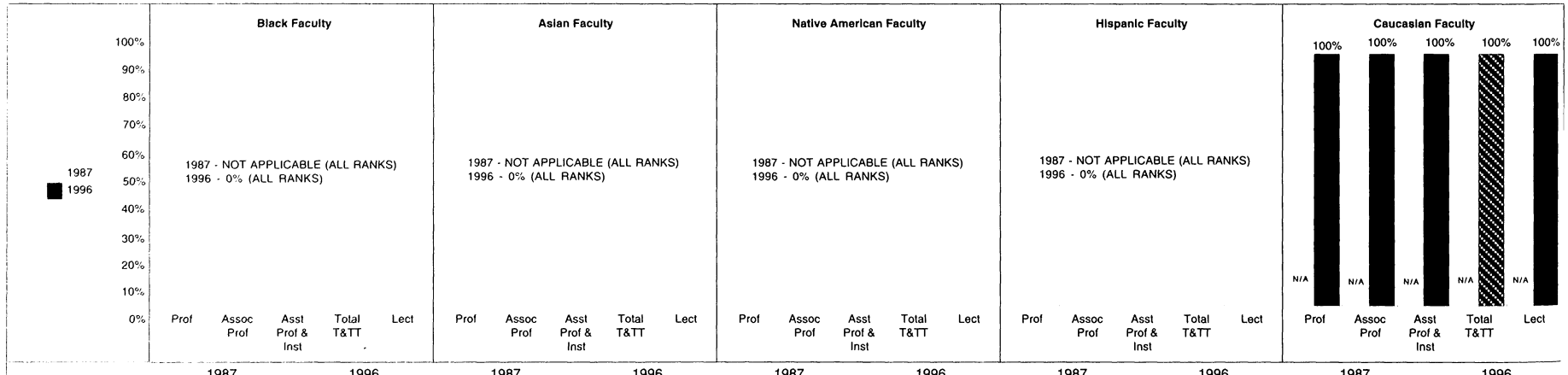
School of Public Policy
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	n/a	n/a	n/a	0	17	17
Assoc Professors	n/a	n/a	n/a	0	4	4
Asst Prof & Instructors	n/a	n/a	n/a	0	3	3
Total Tenured & Tenure Track	n/a	n/a	n/a	0	24	24
Lecturers	n/a	n/a	n/a	0	2	2

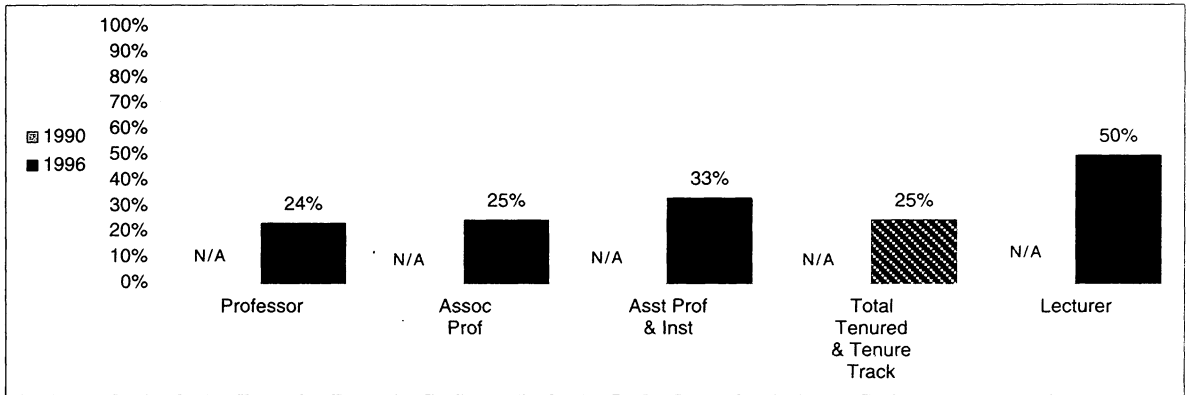
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	n/a	0	n/a	0	n/a	0	n/a	0	n/a	17
Assoc Professors	n/a	0	n/a	0	n/a	0	n/a	0	n/a	4
Asst Prof & Instructors	n/a	0	n/a	0	n/a	0	n/a	0	n/a	3
Total Tenured & Tenure Track	n/a	0	n/a	0	n/a	0	n/a	0	n/a	24
Lecturers	n/a	0	n/a	0	n/a	0	n/a	0	n/a	2

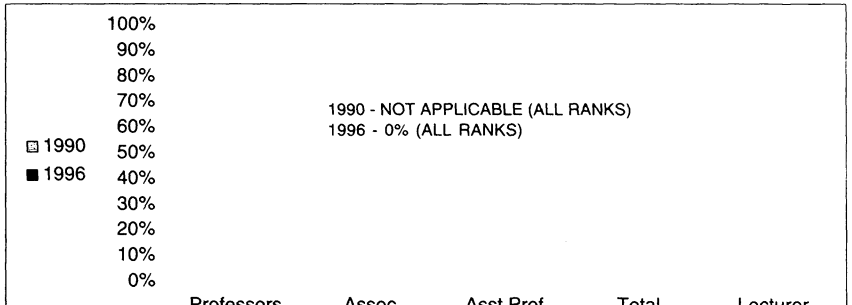
School of Public Policy
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	N/A	N/A	N/A	13	4	17
Assoc Professors	N/A	N/A	N/A	3	1	4
Asst Prof & Inst	N/A	N/A	N/A	2	1	3
Total Tenured & Tenure Track	N/A	N/A	N/A	18	6	24
Lecturers	N/A	N/A	N/A	1	1	2

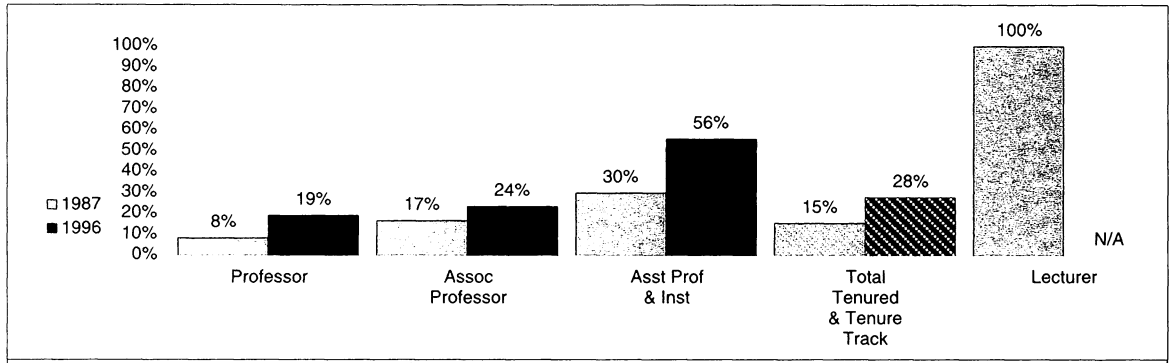
PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	N/A	0	17
Assoc Professors	0	N/A	0	4
Asst Prof & Inst	0	N/A	0	3
Total Tenured & Tenure Track	0	N/A	0	24
Lecturers	0	N/A	0	2

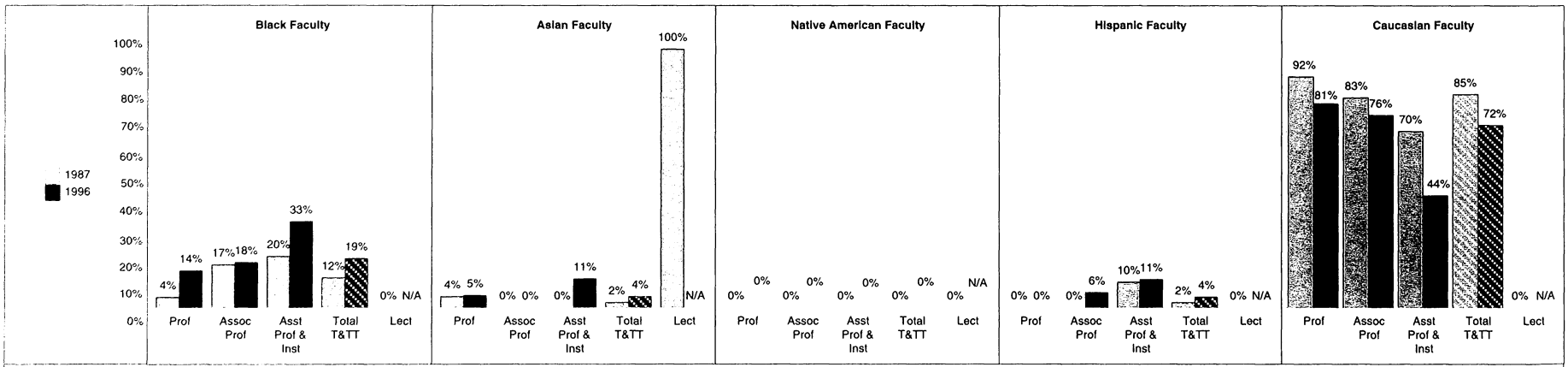
School of Social Work
Changes in the Composition of Regular Instructional Faculty, 1987 and 1996

PERCENTAGE OF FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Professors	2	22	24	4	17	21
Assoc Professors	3	15	18	4	13	17
Asst Prof & Instructors	3	7	10	5	4	9
Total Tenured & Tenure Track	8	44	52	13	34	47
Lecturers	1	0	1	0	0	0

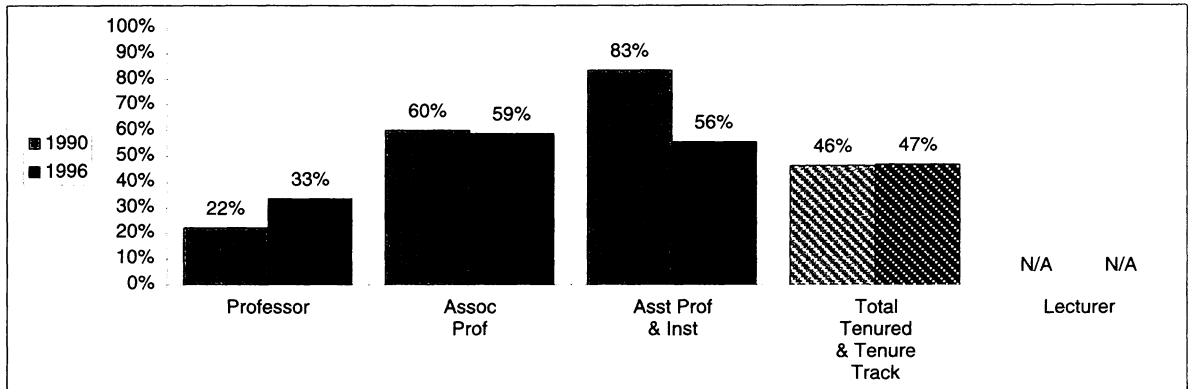
PERCENTAGE OF FACULTY BY RACE AND RANK



	Black Faculty		Asian Faculty		Native American Faculty		Hispanic Faculty		Caucasian Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Professors	1	3	1	1	0	0	0	0	22	17
Assoc Professors	3	3	0	0	0	0	0	1	15	13
Asst Prof & Instructors	2	3	0	1	0	0	1	1	7	4
Total Tenured & Tenure Track	6	9	1	2	0	0	1	2	44	34
Lecturers	0	0	1	0	0	0	0	0	0	0

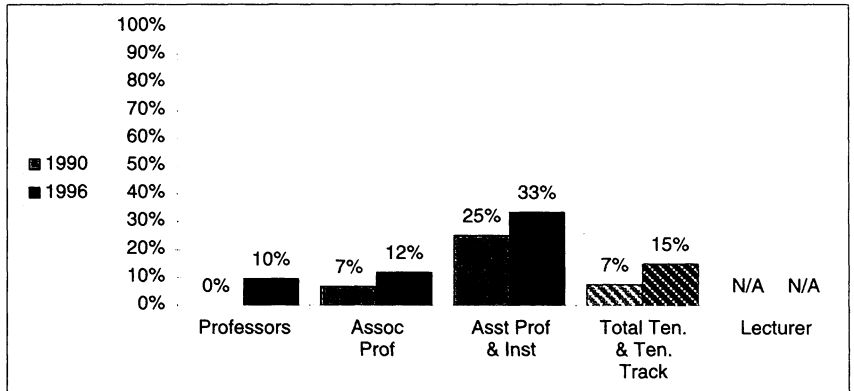
School of Social Work
Changes in the Composition of Regular Instructional Faculty, 1990 and 1996

PERCENTAGE OF WOMEN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Professors	21	6	27	14	7	21
Assoc Professors	6	9	15	7	10	17
Asst Prof & Inst	2	10	12	4	5	9
Total Tenured & Tenure Track	29	25	54	25	22	47
Lecturers	0	0	0	0	0	0

PERCENTAGE OF WOMEN OF COLOR FACULTY BY RANK



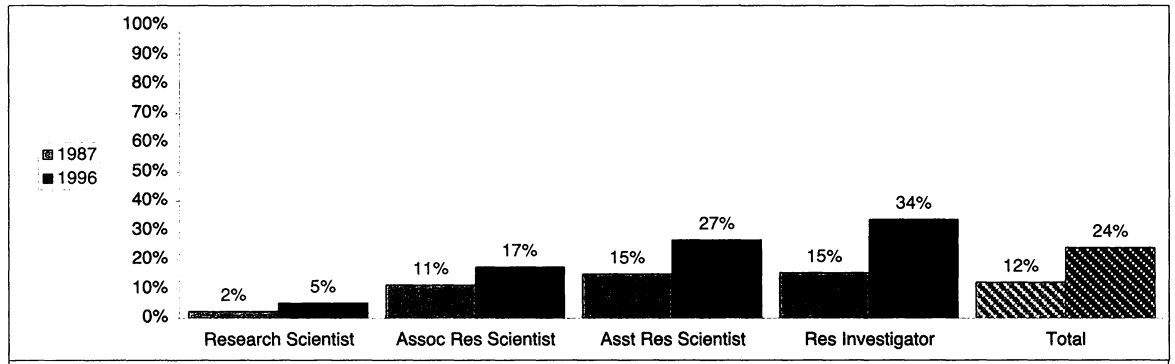
	1990		1996	
	Women of Color	Total	Women of Color	Total
Professors	0	27	2	21
Assoc Professors	1	15	2	17
Asst Prof & Inst	3	12	3	9
Total Tenured & Tenure Track	4	54	7	47
Lecturers	0	0	0	0

Research Faculty by Race and Ethnicity
Research Faculty by Gender
Archivists, Librarians, and Curators by Race and Ethnicity
Archivists, Librarians, and Curators by Gender

The following charts display regular primary faculty information for the Ann Arbor campus of the University of Michigan. Primary faculty includes all ranks of research scientists, archivists, librarians, and curators. Individuals who hold a regular instructional faculty appointment and a primary faculty appointment are counted in the regular instructional faculty data and are excluded from the primary faculty counts.

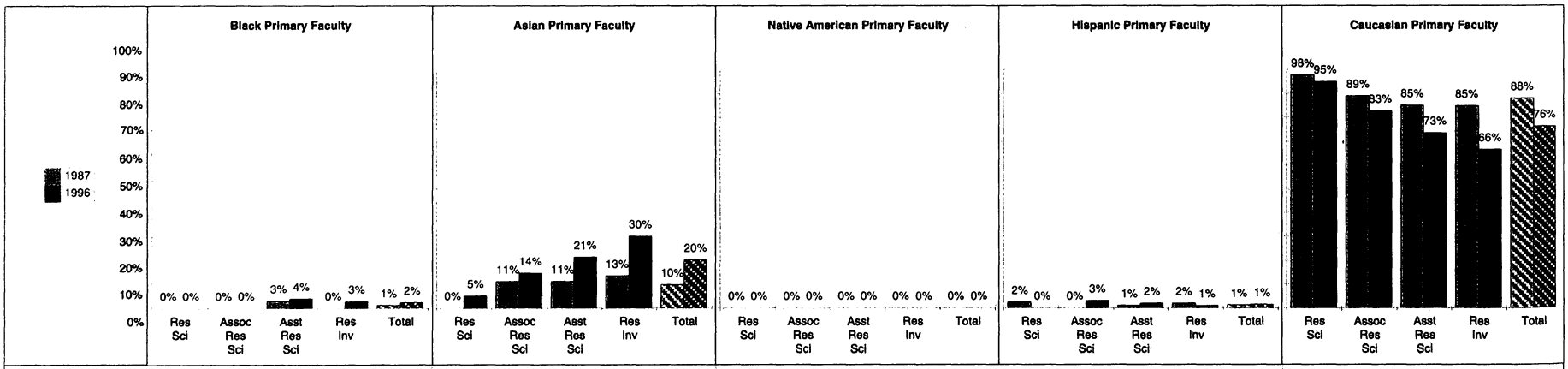
University of Michigan - Ann Arbor
Changes in the Composition of Primary Research Faculty, 1987 and 1996

PERCENTAGE OF PRIMARY RESEARCH FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Research Scientists	1	44	45	3	56	59
Assoc Res Scientists	6	48	54	12	57	69
Asst Res Scientists	16	91	107	44	121	165
Res Investigators	8	44	52	38	75	113
Total	31	227	258	97	309	406

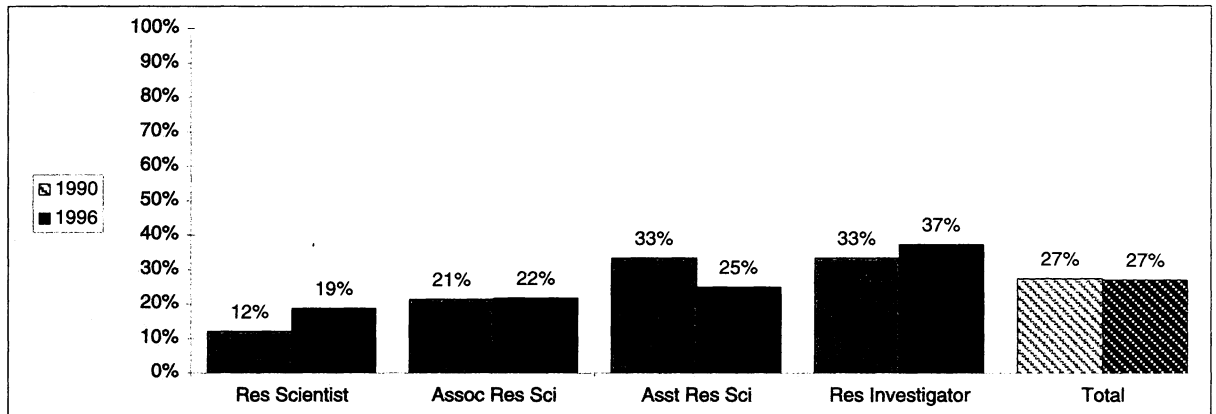
PERCENTAGE OF PRIMARY RESEARCH FACULTY BY RACE AND RANK



	Black Primary Faculty		Asian Primary Faculty		Native American Primary Faculty		Hispanic Primary Faculty		Caucasian Primary Faculty	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Research Scientists	0	0	0	3	0	0	1	0	44	56
Assoc Res Scientists	0	0	6	10	0	0	0	2	48	57
Asst Res Scientists	3	6	12	35	0	0	1	3	91	121
Res Investigators	0	3	7	34	0	0	1	1	44	75
Total	3	9	25	82	0	0	3	6	227	309

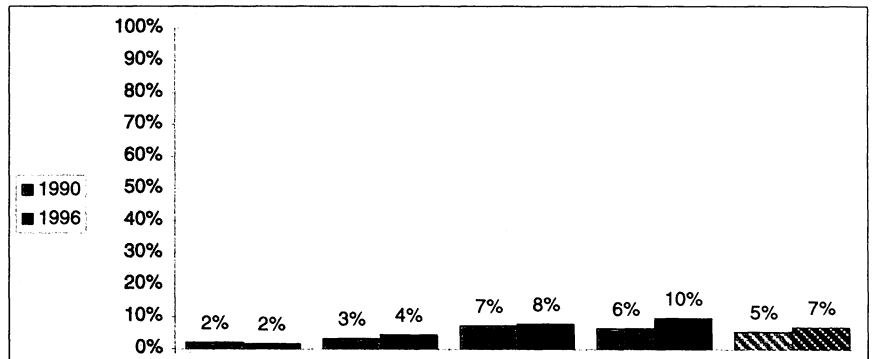
University of Michigan - Ann Arbor
Changes in the Composition of Primary Research Faculty, 1990 and 1996

PERCENTAGE OF WOMEN PRIMARY RESEARCH FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Res Scientists	44	6	50	48	11	59
Assoc Res Sci	48	13	61	54	15	69
Asst Res Sci	84	42	126	124	41	165
Res Investigators	42	21	63	71	42	113
Total	218	82	300	297	109	406

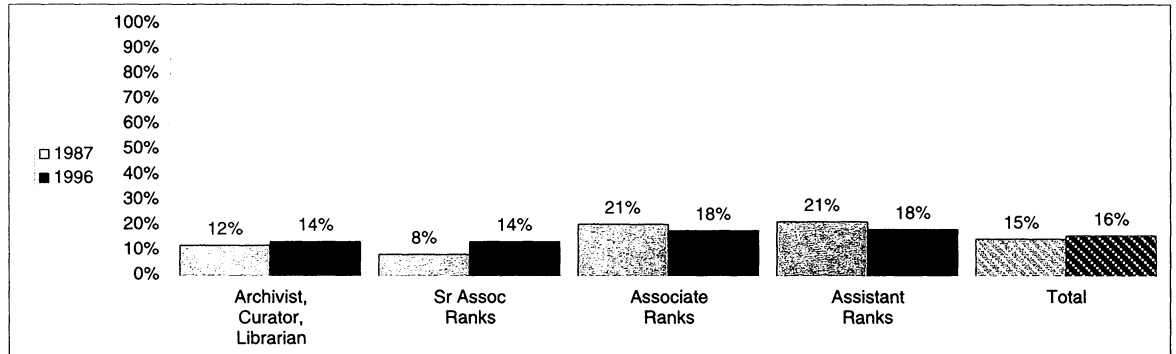
PERCENTAGE OF WOMEN OF COLOR PRIMARY RESEARCH FACULTY BY RANK



	1990		1996	
	Women of Color	Total	Women of Color	Total
Res Scientists	1	50	1	59
Assoc Res Sci	2	61	3	69
Asst Res Sci	9	126	13	165
Res Investigators	4	63	11	113
Total	16	300	28	406

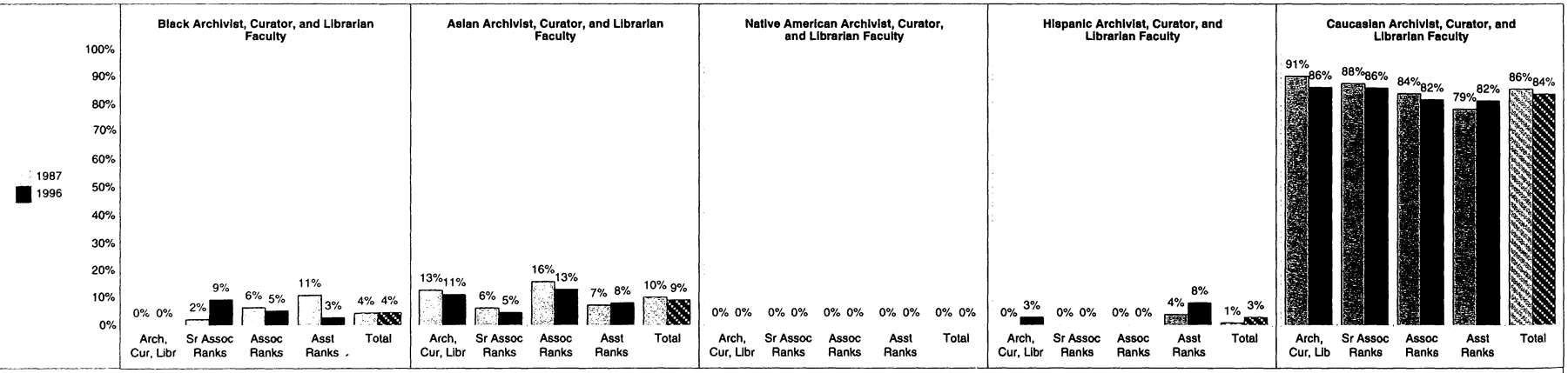
University of Michigan - Ann Arbor
Changes in the Composition of Archivist, Curator, and Librarian Faculty, 1987 and 1996

PERCENTAGE OF ARCHIVIST, CURATOR, AND LIBRARIAN FACULTY OF COLOR BY RANK



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Arch, Cur, Libr	4	29	33	5	32	37
Senior Assoc Ranks	4	44	48	6	38	44
Associate Ranks	7	27	34	7	32	39
Assistant Ranks	6	22	28	7	31	38
Total	21	122	143	25	133	158

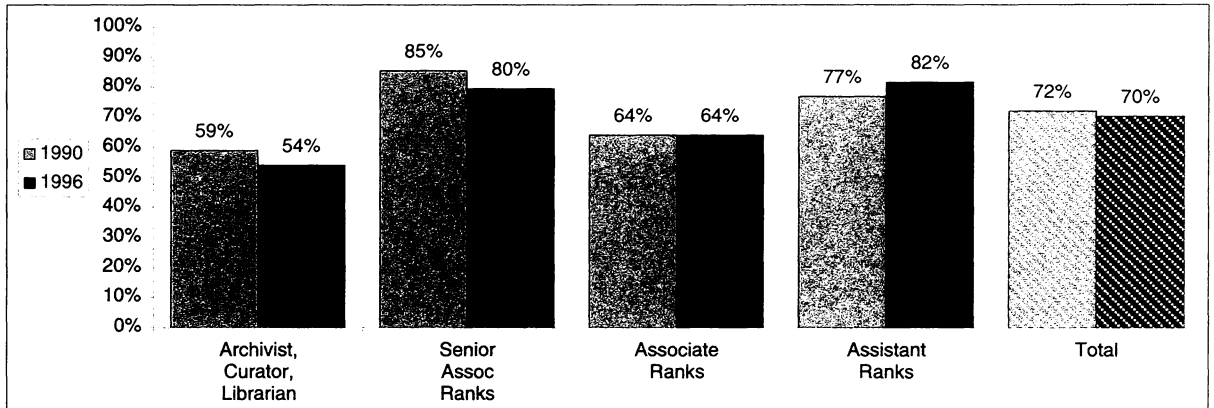
PERCENTAGE OF ARCHIVIST, CURATOR, AND LIBRARIAN FACULTY BY RACE AND RANK



	Black		Asian		Native American		Hispanic		Caucasian	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Arch, Cur, Libr	0	0	4	4	0	0	0	1	29	32
Senior Assoc Ranks	1	4	3	2	0	0	0	0	44	38
Associate Ranks	2	2	5	5	0	0	0	0	27	32
Assistant Ranks	3	1	2	3	0	0	1	3	22	31
Total	6	7	14	14	0	0	1	4	122	133

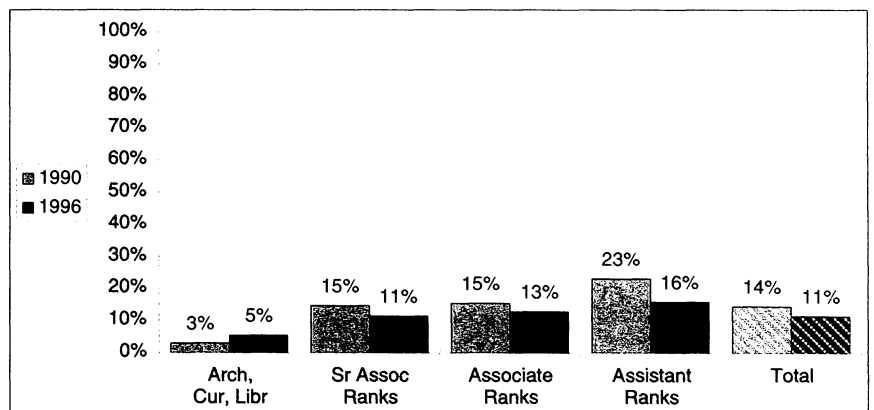
University of Michigan - Ann Arbor
Changes in the Composition of Archivist, Curator, and Librarian Faculty, 1990 and 1996

PERCENTAGE OF WOMEN ARCHIVIST, CURATOR, AND LIBRARIAN FACULTY BY RANK



	1990			1996		
	Men	Women	Total	Men	Women	Total
Arch, Cur, Libr	14	20	34	17	20	37
Sr Assoc Ranks	6	35	41	9	35	44
Associate Ranks	14	25	39	14	25	39
Assistant Ranks	9	30	39	7	31	38
Total	43	110	153	47	111	158

PERCENTAGE OF WOMEN OF COLOR ARCHIVIST, CURATOR, AND LIBRARIAN FACULTY BY RANK



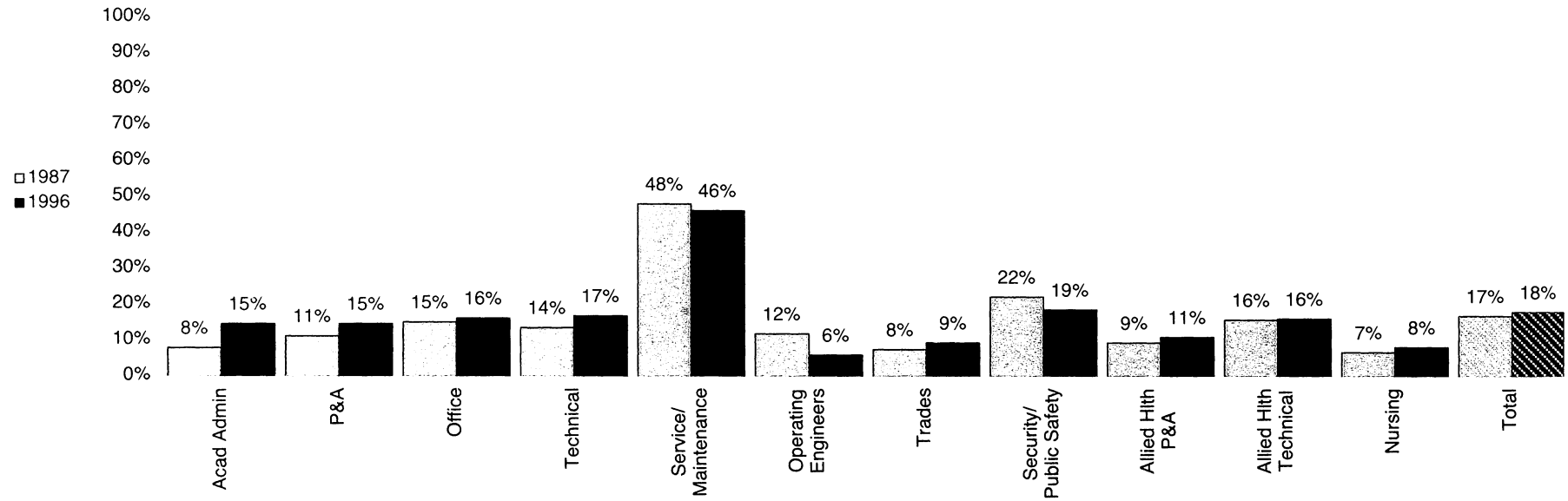
	1990		1996	
	Women of Color	Total	Women of Color	Total
Arch, Cur, Libr	1	34	2	37
Sr Assoc Ranks	6	41	5	44
Associate Ranks	6	39	5	39
Assistant Ranks	9	39	6	38
Total	22	153	18	158

Staff Appointments by Race and Ethnicity
Staff Appointments by Gender

The following charts display information on staff appointments at the University of Michigan - Ann Arbor. Data are shown separately for the Ann Arbor campus and for the University of Michigan Hospitals, as well as the combined total. Individuals who hold appointments in more than one job family are counted in every job family in which they hold an appointment. Individuals who hold appointments on the Ann Arbor campus and in the Hospitals are counted in both places, but only once in the combined total display.

University of Michigan - Ann Arbor Total (Ann Arbor and Hospitals)
Changes in the Composition of Staff Appointments, 1987 and 1996

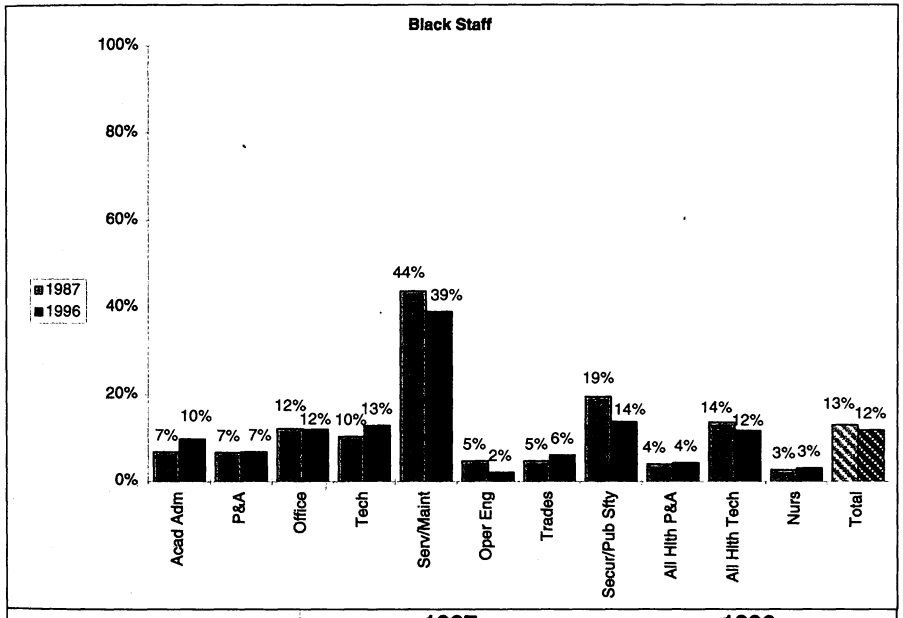
PERCENTAGE OF STAFF APPOINTMENTS HELD BY STAFF OF COLOR BY JOB FAMILY



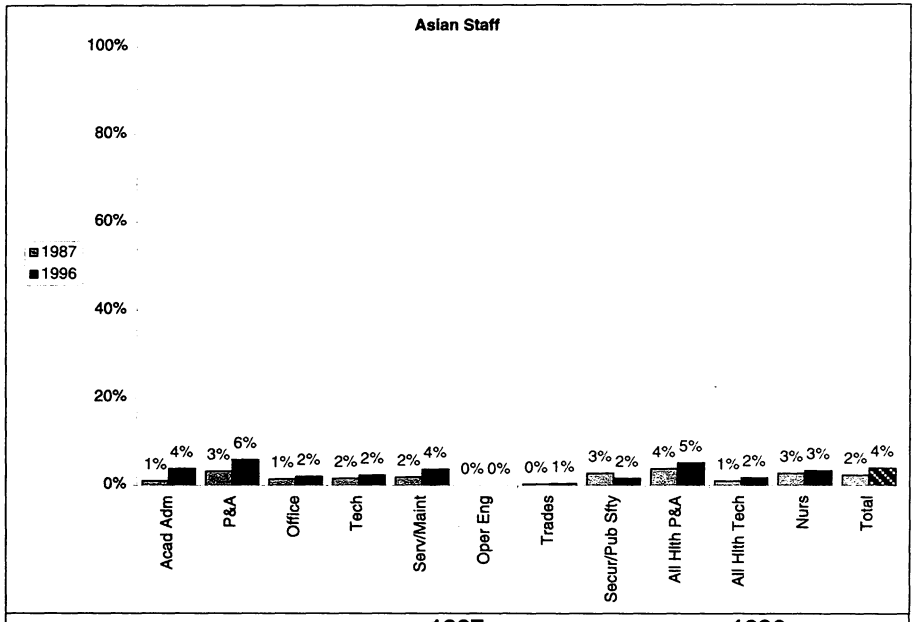
	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Academic Admin	25	286	311	57	333	390
Professional & Admin	537	4228	4765	1001	5849	6850
Office	510	2844	3354	559	2881	3440
Technical	60	382	442	91	446	537
Service/Maintenance	963	1039	2002	1014	1177	2191
Operating Engineers	5	37	42	3	47	50
Trades	27	331	358	37	356	393
Security/Pub Safety	8	28	36	23	101	124
Allied Health P&A	56	543	599	91	743	834
Allied Health Tech	107	574	681	162	844	1006
Nursing	107	1498	1605	159	1788	1947
Total	2405	11790	14195	3197	14565	17762

University of Michigan - Ann Arbor Total (Ann Arbor and Hospitals)
Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY



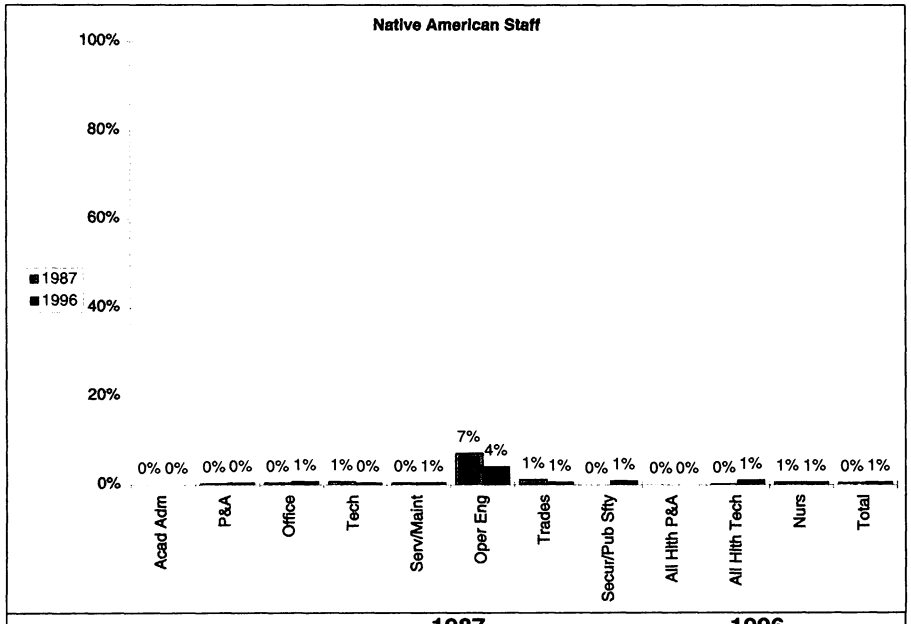
	1987	1996
Academic Admin	21	38
Professional & Admin	317	463
Office	408	414
Technical	46	69
Service/Maintenance	876	856
Operating Engineers	2	1
Trades	17	24
Security/Public Safety	7	17
Allied Health P&A	24	36
Allied Health Tech	93	117
Nursing	43	61
Total	1854	2096



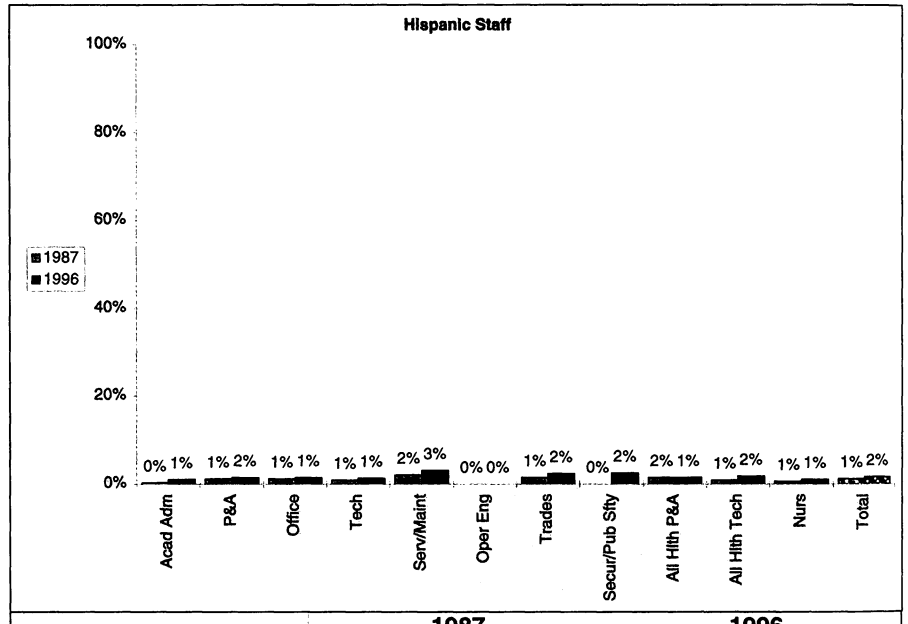
	1987	1996
Academic Admin	3	15
Professional & Admin	153	402
Office	48	69
Technical	7	13
Service/Maintenance	39	79
Operating Engineers	0	0
Trades	1	2
Security/Public Safety	1	2
Allied Health P&A	23	43
Allied Health Tech	7	18
Nursing	45	66
Total	282	709

University of Michigan - Ann Arbor Total (Ann Arbor and Hospitals)
Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY (CONT'D)



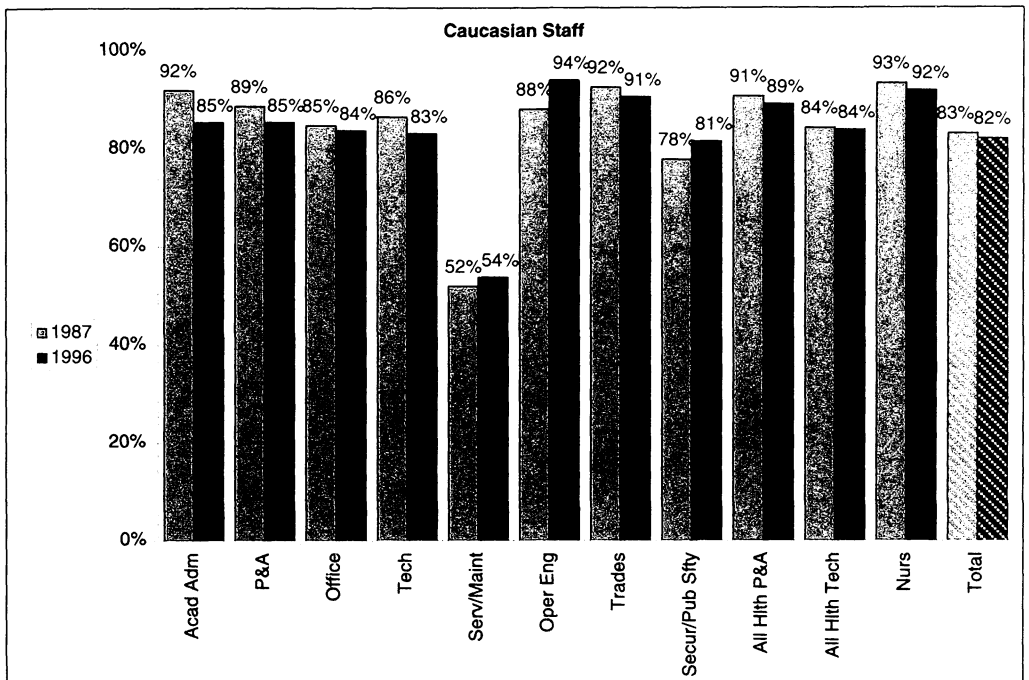
	1987	1996
Academic Admin	0	0
Professional & Admin	11	32
Office	13	26
Technical	3	2
Service/Maintenance	8	11
Operating Engineers	3	2
Trades	4	2
Security/Public Safety	0	1
Allied Health P&A	0	0
Allied Health Tech	1	10
Nursing	10	12
Total	**53**	**98**



	1987	1996
Academic Admin	1	4
Professional & Admin	56	104
Office	41	50
Technical	4	7
Service/Maintenance	40	68
Operating Engineers	0	0
Trades	5	9
Security/Public Safety	0	3
Allied Health P&A	9	12
Allied Health Tech	6	17
Nursing	9	20
Total	**171**	**294**

University of Michigan - Ann Arbor Total (Ann Arbor and Hospitals)
Changes in the Composition of Staff Appointments, 1987 and 1996

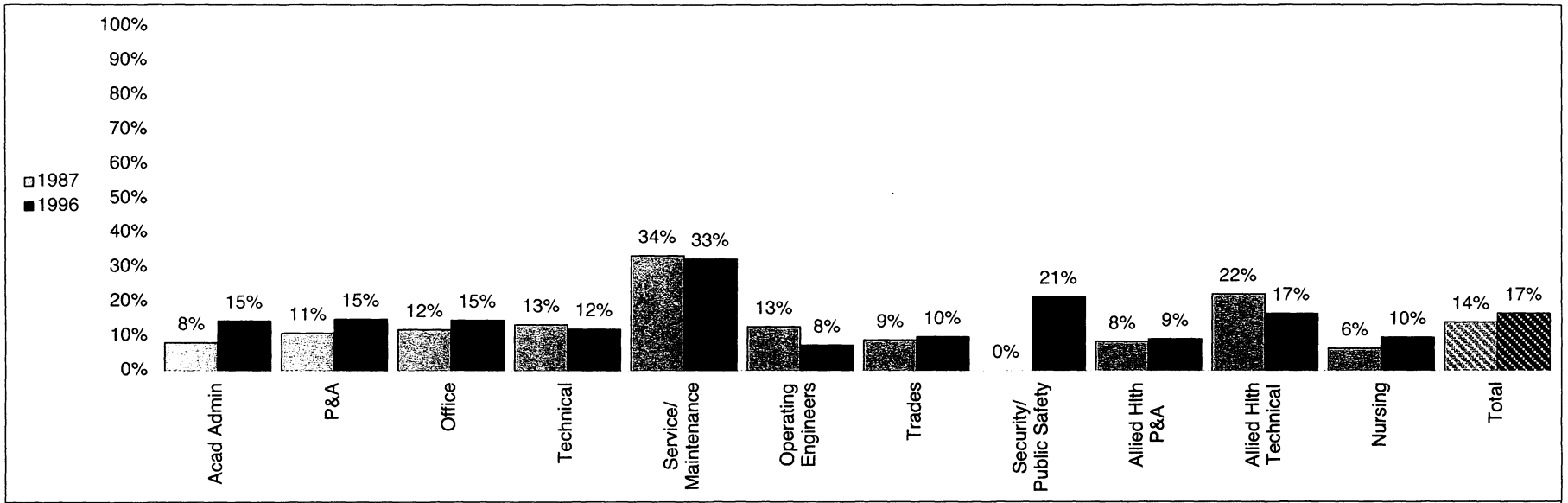
PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY (CONT'D)



	1987	1996
Academic Admin	286	333
Professional & Admin	4228	5849
Office	2844	2881
Technical	382	446
Service/Maintenance	1039	1177
Operating Engineers	37	47
Trades	331	356
Security/Public Safety	28	101
Allied Health P&A	543	743
Allied Health Tech	574	844
Nursing	1498	1788
Total	11790	14565

University of Michigan - Ann Arbor
Changes in the Composition of Staff Appointments, 1987 and 1996

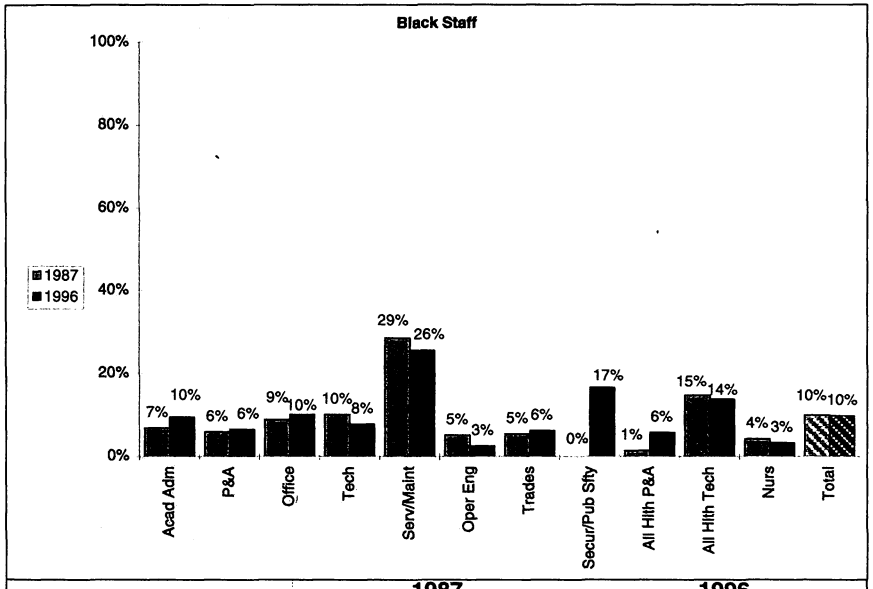
PERCENTAGE OF STAFF APPOINTMENTS HELD BY STAFF OF COLOR BY JOB FAMILY



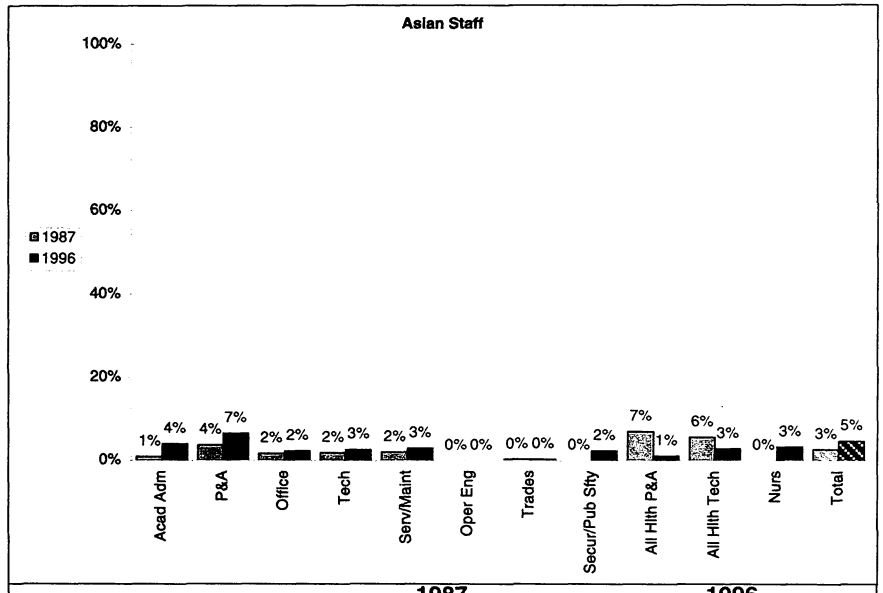
	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Academic Admin	25	281	306	55	322	377
Professional & Admin	418	3396	3814	862	4855	5717
Office	287	2112	2399	330	1913	2243
Technical	52	337	389	47	341	388
Service/Maintenance	372	738	1110	398	826	1224
Operating Engineers	5	34	39	3	37	40
Trades	26	269	295	32	294	326
Security/Pub Safety	0	8	8	18	66	84
Allied Health P&A	6	66	72	8	79	87
Allied Health Tech	12	42	54	6	30	36
Nursing	3	44	47	3	28	31
Total	1206	7327	8533	1762	8791	10553

University of Michigan - Ann Arbor
Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY



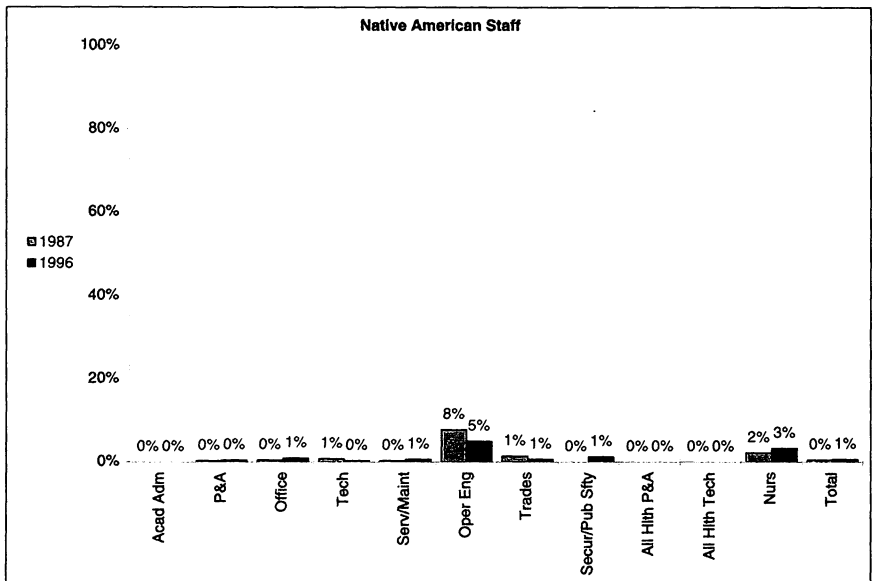
	1987	1996
Academic Admin	21	36
Professional & Admin	225	371
Office	214	228
Technical	39	30
Service/Maintenance	317	314
Operating Engineers	2	1
Trades	16	20
Security/Public Safety	0	14
Allied Health P&A	1	5
Allied Health Tech	8	5
Nursing	2	1
Total	845	1025



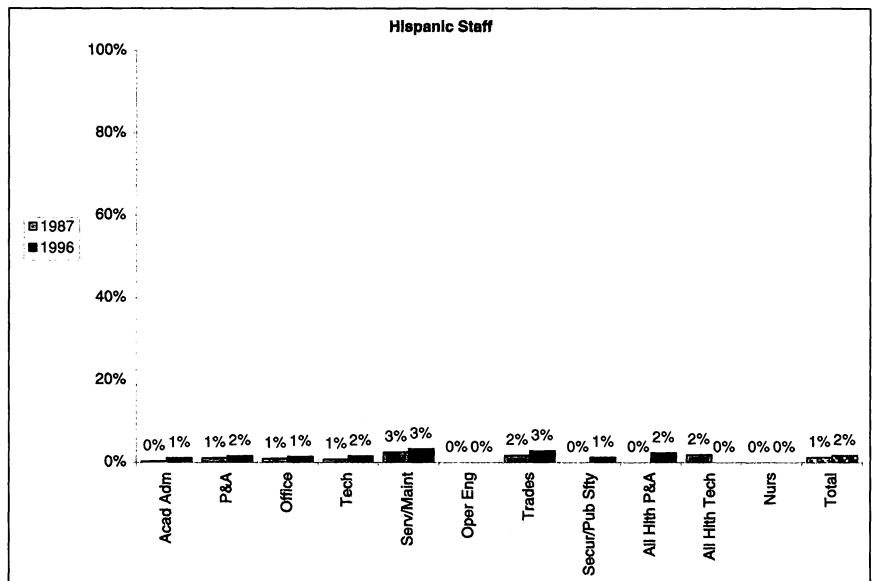
	1987	1996
Academic Admin	3	15
Professional & Admin	139	375
Office	39	51
Technical	7	10
Service/Maintenance	23	36
Operating Engineers	0	0
Trades	1	1
Security/Public Safety	0	2
Allied Health P&A	5	1
Allied Health Tech	3	1
Nursing	0	1
Total	220	493

University of Michigan - Ann Arbor
Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY (CONT'D)



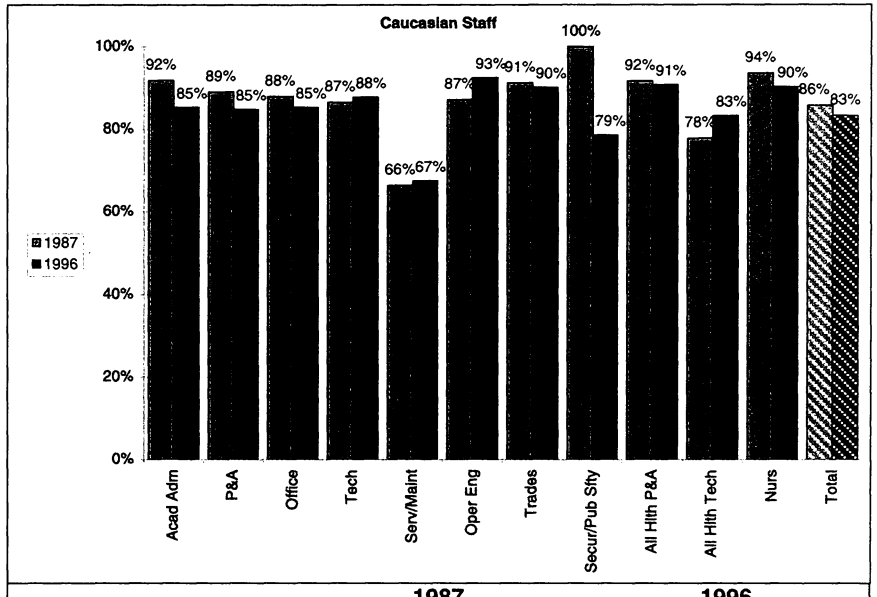
	1987	1996
Academic Admin	0	0
Professional & Admin	10	27
Office	10	21
Technical	3	1
Service/Maintenance	4	7
Operating Engineers	3	2
Trades	4	2
Security/Public Safety	0	1
Allied Health P&A	0	0
Allied Health Tech	0	0
Nursing	1	1
Total	35	62



	1987	1996
Academic Admin	1	4
Professional & Admin	44	89
Office	24	30
Technical	3	6
Service/Maintenance	28	41
Operating Engineers	0	0
Trades	5	9
Security/Public Safety	0	1
Allied Health P&A	0	2
Allied Health Tech	1	0
Nursing	0	0
Total	106	182

University of Michigan - Ann Arbor
Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY (CONT'D)

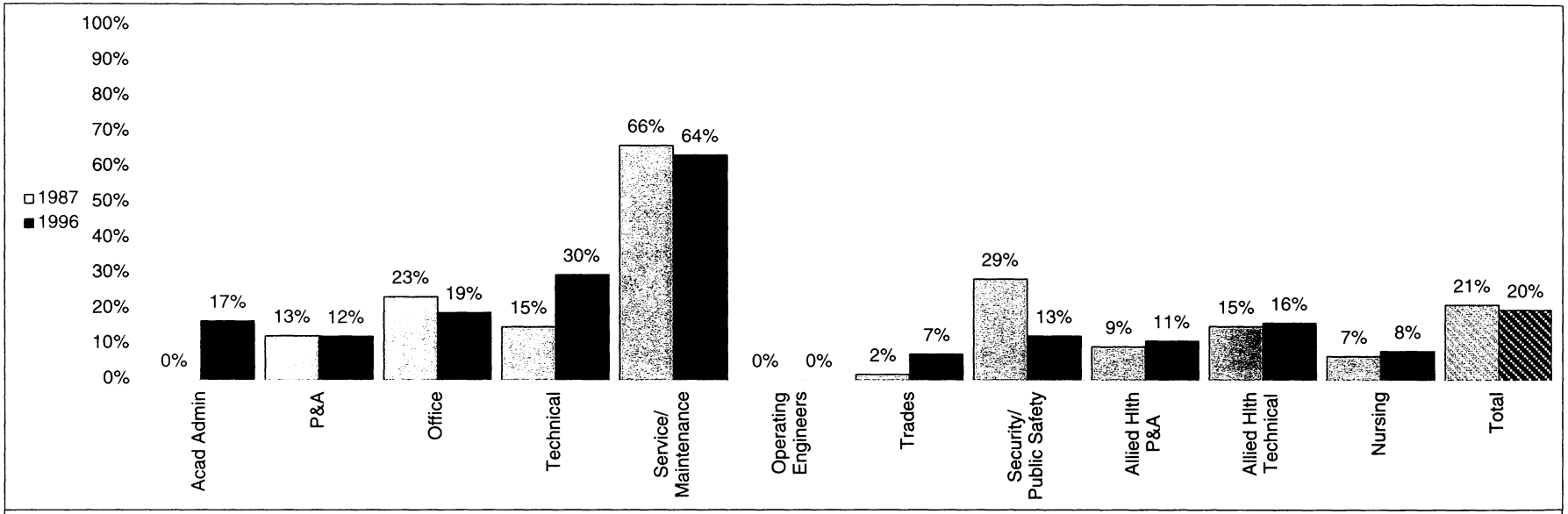


	1987	1996
Academic Admin	281	322
Professional & Admin	3396	4855
Office	2112	1913
Technical	337	341
Service/Maintenance	738	826
Operating Engineers	34	37
Trades	269	294
Security/Public Safety	8	66
Allied Health P&A	66	79
Allied Health Tech	42	30
Nursing	44	28
Total	7327	8791

University of Michigan - Hospitals

Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF APPOINTMENTS HELD BY STAFF OF COLOR BY JOB FAMILY

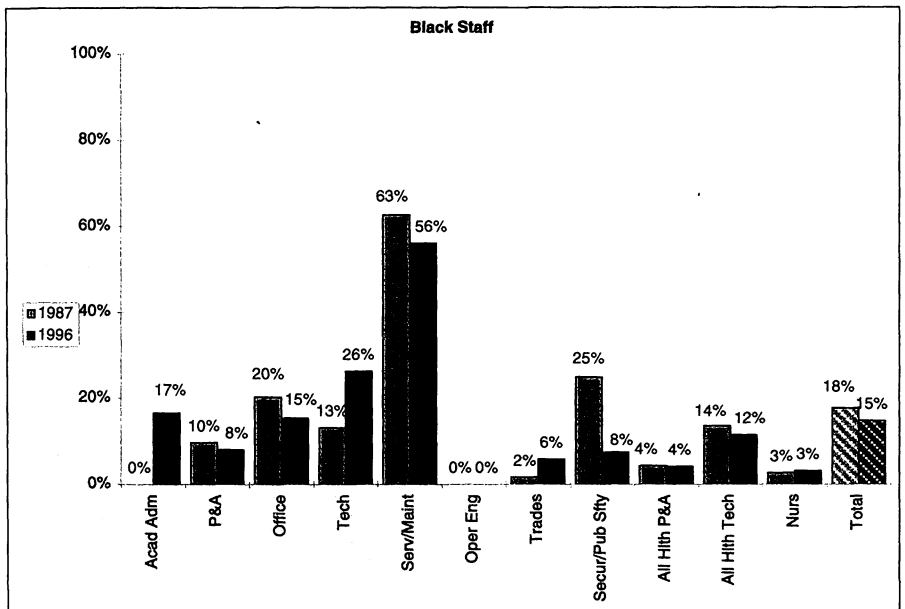


	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Academic Admin	0	6	6	2	10	12
Professional & Admin	119	833	952	139	991	1130
Office	224	732	956	230	984	1214
Technical	8	45	53	44	104	148
Service/Maintenance	591	301	892	615	352	967
Operating Engineers	0	3	3	0	10	10
Trades	1	62	63	5	63	68
Security/Pub Safety	8	20	28	5	35	40
Allied Health P&A	50	478	528	83	665	748
Allied Health Tech	95	532	627	156	815	971
Nursing	104	1455	1559	156	1760	1916
Total	1200	4467	5667	1435	5789	7224

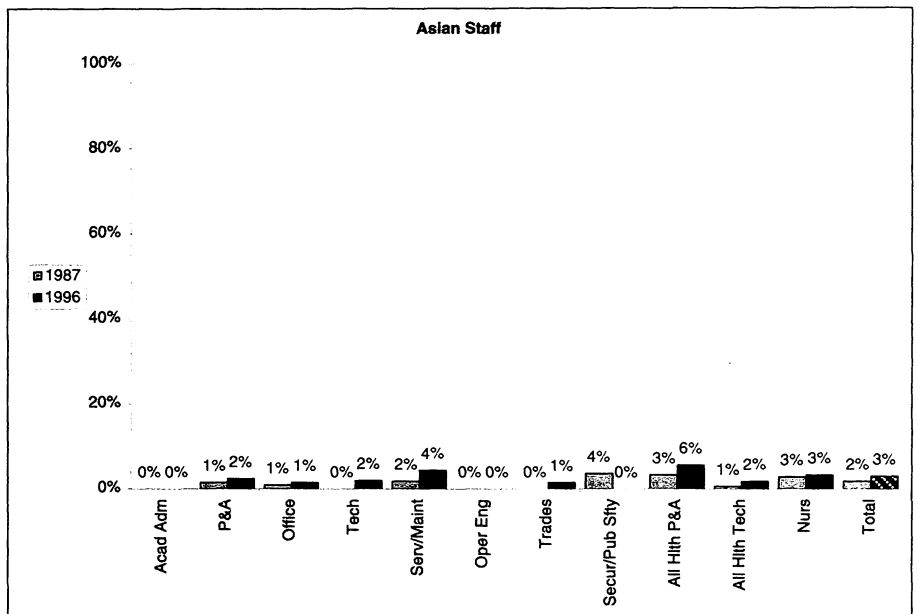
University of Michigan - Hospitals

Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF STAFF BY RACE AND JOB FAMILY



	1987	1996
Academic Admin	0	2
Professional & Admin	92	92
Office	195	187
Technical	7	39
Service/Maintenance	559	542
Operating Engineers	0	0
Trades	1	4
Security/Public Safety	7	3
Allied Health P&A	23	31
Allied Health Tech	85	112
Nursing	41	60
Total	1010	1072

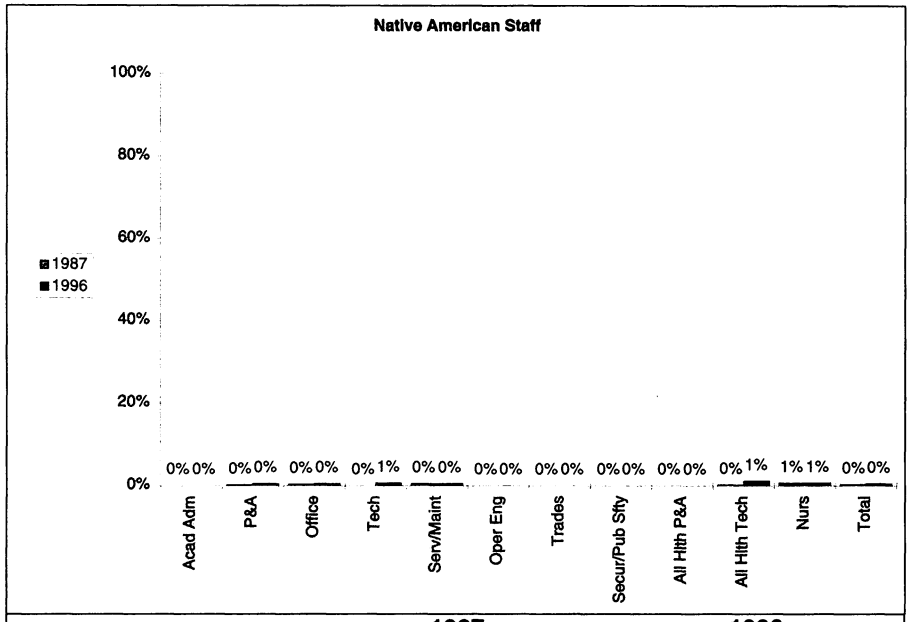


	1987	1996
Academic Admin	0	0
Professional & Admin	14	27
Office	9	18
Technical	0	3
Service/Maintenance	16	42
Operating Engineers	0	0
Trades	0	1
Security/Public Safety	1	0
Allied Health P&A	18	42
Allied Health Tech	4	17
Nursing	45	65
Total	107	215

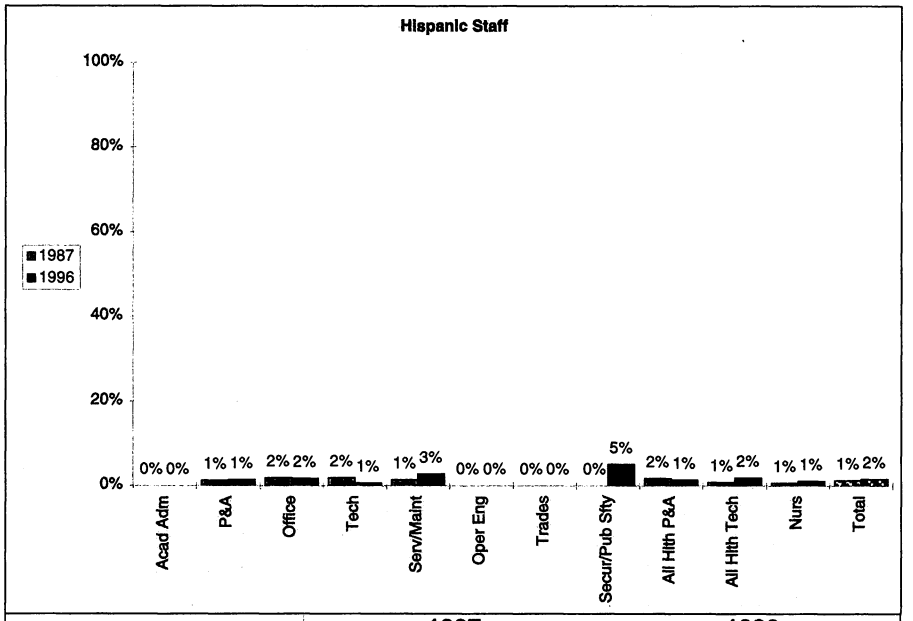
University of Michigan - Hospitals

Changes in the Composition of Staff Appointments, 1987 and 1996

PERCENTAGE OF STAFF BY RACE AND JOB FAMILY (CONT'D)



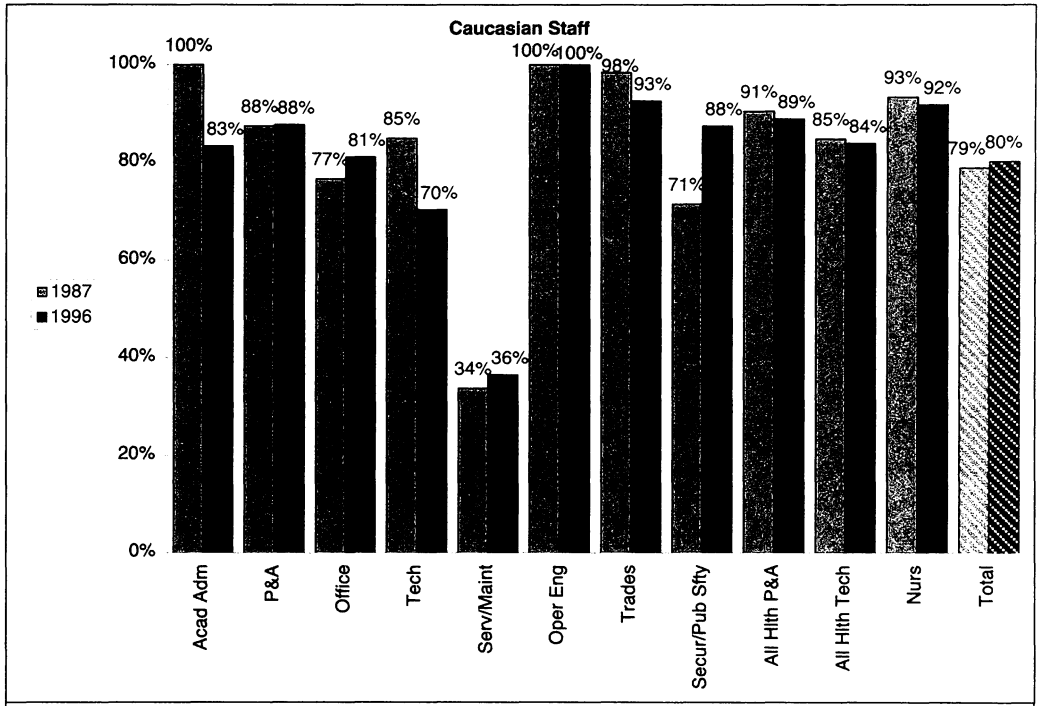
	1987	1996
Academic Admin	0	0
Professional & Admin	1	5
Office	3	5
Technical	0	1
Service/Maintenance	4	4
Operating Engineers	0	0
Trades	0	0
Security/Public Safety	0	0
Allied Health P&A	0	0
Allied Health Tech	1	10
Nursing	9	11
Total	18	36



	1987	1996
Academic Admin	0	0
Professional & Admin	12	15
Office	17	20
Technical	1	1
Service/Maintenance	12	27
Operating Engineers	0	0
Trades	0	0
Security/Public Safety	0	2
Allied Health P&A	9	10
Allied Health Tech	5	17
Nursing	9	20
Total	65	112

University of Michigan - Hospitals
Changes in the Composition of Staff Appointments, 1987 and 1996

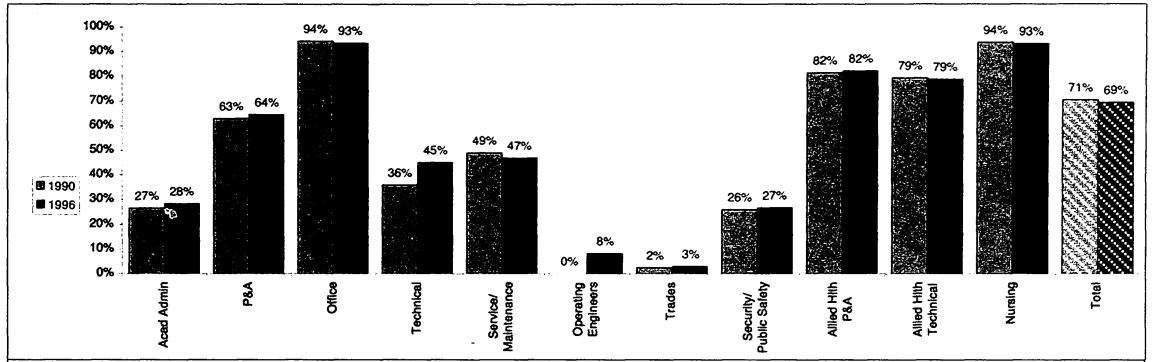
PERCENTAGE OF APPOINTMENTS HELD BY STAFF BY RACE AND JOB FAMILY (CONT'D)



	1987	1996
Academic Admin	6	10
Professional & Admin	833	991
Office	732	984
Technical	45	104
Service/Maintenance	301	352
Operating Engineers	3	10
Trades	62	63
Security/Public Safety	20	35
Allied Health P&A	478	665
Allied Health Tech	532	815
Nursing	1455	1760
Total	4467	5789

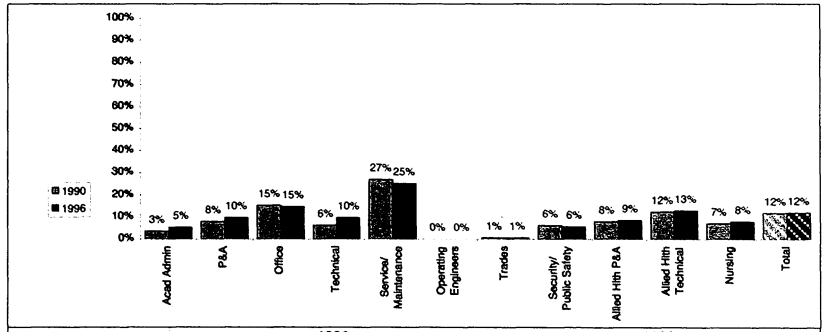
University of Michigan - Ann Arbor Total (Ann Arbor and Hospitals)
Changes in the Composition of Staff Appointments, 1990 and 1996

PERCENTAGE OF STAFF APPOINTMENTS HELD BY WOMEN BY JOB FAMILY



	1990			1996		
	Men	Women	Total	Men	Women	Total
Academic Admin	235	85	320	280	110	390
Professional & Admin	2058	3496	5554	2440	4410	6850
Office	217	3491	3708	224	3216	3440
Technical	298	166	464	295	242	537
Service/Maintenance	1082	1040	2122	1165	1026	2191
Operating Engineers	46	0	46	46	4	50
Trades	387	9	396	382	11	393
Security/Pub Safety	71	25	96	91	33	124
Allied Health P&A	147	649	796	148	686	834
Allied Health Tech	179	684	863	213	793	1006
Nursing	129	1954	2083	134	1813	1947
Total	4849	11599	16448	5418	12344	17762

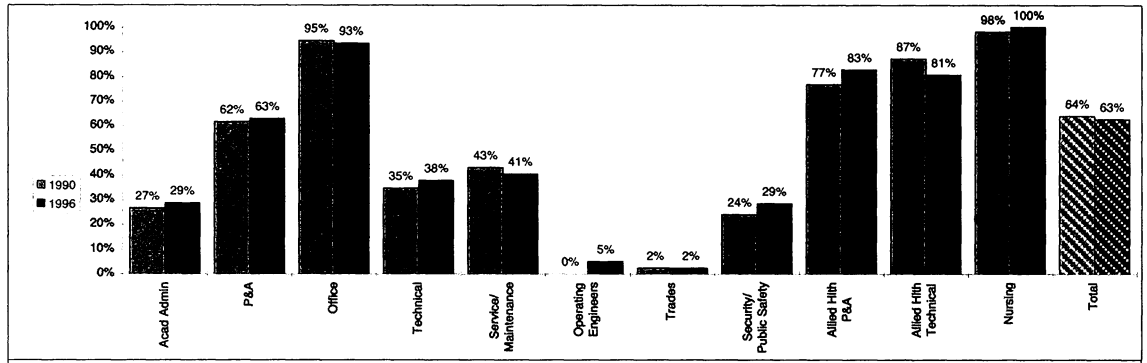
PERCENTAGE OF STAFF APPOINTMENTS HELD BY WOMEN OF COLOR BY JOB FAMILY



	1990		1996	
	Women of Color	Total	Women of Color	Total
Academic Admin	11	320	20	390
Professional & Admin	445	5554	657	6850
Office	569	3708	499	3440
Technical	29	464	52	537
Service/Maintenance	569	2122	554	2191
Operating Engineers	0	46	0	50
Trades	2	396	2	393
Security/Pub Safety	6	96	7	124
Allied Health P&A	62	796	71	834
Allied Health Tech	105	863	130	1006
Nursing	149	2083	151	1947
Total	1947	16448	2143	17762

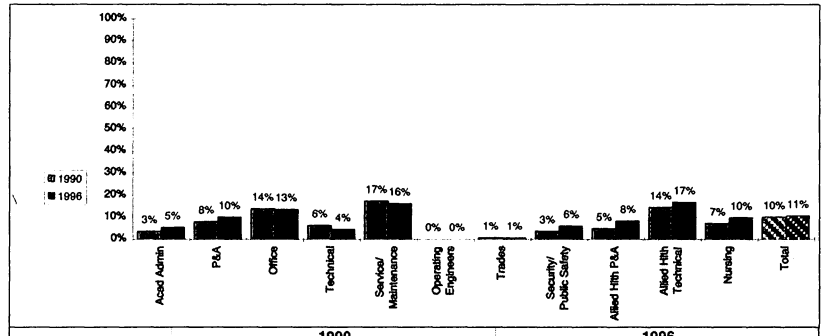
University of Michigan - Ann Arbor
Changes in the Composition of Staff Appointments, 1990 and 1996

PERCENTAGE OF STAFF APPOINTMENTS HELD BY WOMEN BY JOB FAMILY



	1990			1996		
	Men	Women	Total	Men	Women	Total
Academic Admin	231	84	315	269	108	377
Professional & Admin	1757	2813	4570	2116	3601	5717
Office	141	2444	2585	147	2096	2243
Technical	261	139	400	241	147	388
Service/Maintenance	686	518	1204	728	496	1224
Operating Engineers	38	0	38	38	2	40
Trades	303	7	310	318	8	326
Security/Pub Safety	44	14	58	60	24	84
Allied Health P&A	30	99	129	15	72	87
Allied Health Tech	8	55	63	7	29	36
Nursing	1	56	57	0	31	31
Total	3500	6229	9729	3939	6614	10553

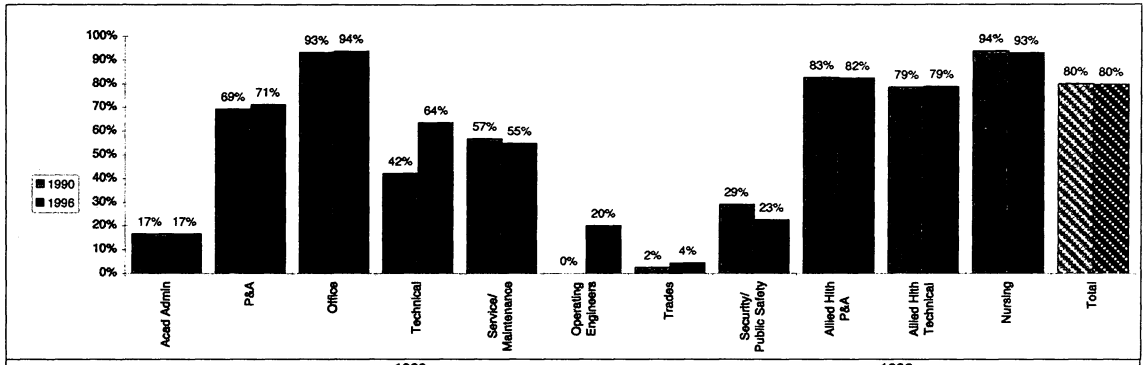
PERCENTAGE OF STAFF APPOINTMENTS HELD BY WOMEN OF COLOR BY JOB FAMILY



	1990		1996	
	Women of Color	Total	Women of Color	Total
Academic Admin	11	315	20	377
Professional & Admin	358	4570	560	5717
Office	356	2585	299	2243
Technical	25	400	17	388
Service/Maintenance	208	1204	197	1224
Operating Engineers	0	38	0	40
Trades	2	310	2	326
Security/Pub Safety	2	58	5	84
Allied Health P&A	6	129	7	87
Allied Health Tech	9	63	6	36
Nursing	4	57	3	31
Total	981	9729	1116	10553

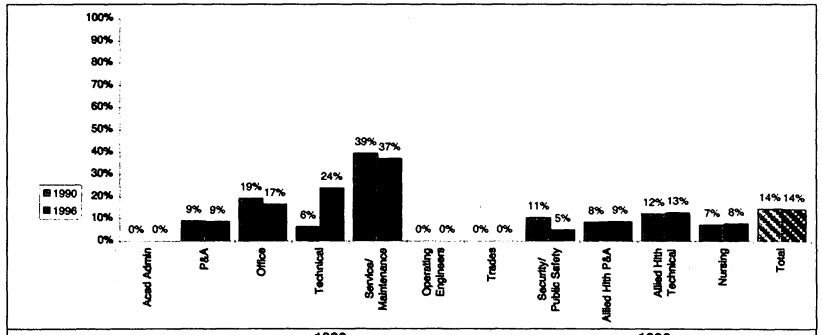
University of Michigan - Hospitals
Changes in the Composition of Staff Appointments, 1990 and 1996

PERCENTAGE OF STAFF APPOINTMENTS HELD BY WOMEN BY JOB FAMILY



	1990			1996		
	Men	Women	Total	Men	Women	Total
Academic Admin	5	1	6	10	2	12
Professional & Admin	302	684	986	326	804	1130
Office	76	1049	1125	77	1137	1214
Technical	37	27	64	54	94	148
Service/Maintenance	396	522	918	436	531	967
Operating Engineers	8	0	8	8	2	10
Trades	84	2	86	65	3	68
Security/Pub Safety	27	11	38	31	9	40
Allied Health P&A	117	554	671	132	616	748
Allied Health Tech	171	629	800	206	765	971
Nursing	128	1899	2027	133	1783	1916
Total	1351	5378	6729	1478	5746	7224

PERCENTAGE OF STAFF APPOINTMENTS HELD BY WOMEN OF COLOR BY JOB FAMILY



	1990		1996	
	Women of Color	Total	Women of Color	Total
Academic Admin	0	6	0	12
Professional & Admin	88	986	97	1130
Office	214	1125	201	1214
Technical	4	64	35	148
Service/Maintenance	361	918	357	967
Operating Engineers	0	8	0	10
Trades	0	86	0	68
Security/Pub Safety	4	38	2	40
Allied Health P&A	56	671	64	748
Allied Health Tech	96	800	124	971
Nursing	145	2027	148	1916
Total	968	6729	1028	7224

Enrollments by Race and Ethnicity
Enrollments by Gender

The following charts display student enrollment information for the Ann Arbor campus of the University of Michigan, and for each of the academic units on the Ann Arbor campus.

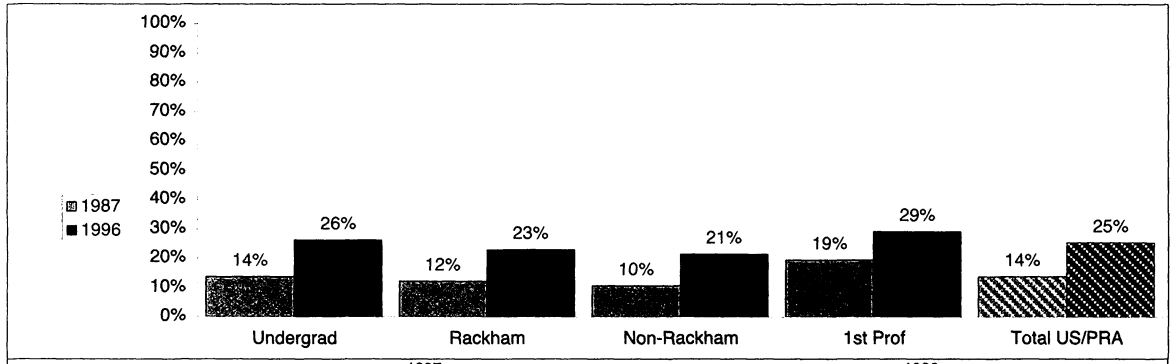
Enrollments are headcount information. Students enrolled in more than one academic unit are counted in their priority unit as assigned by the Office of the Registrar.

Charts showing information by race and ethnicity exclude international students and students in some special, non-degree programs. Therefore, the total enrollment in these charts differs from the actual total enrollment on the Ann Arbor campus. Percentage of enrollment by race and ethnicity is calculated using this adjusted basis.

Charts showing information by gender, but not also by race, include all enrolled students.

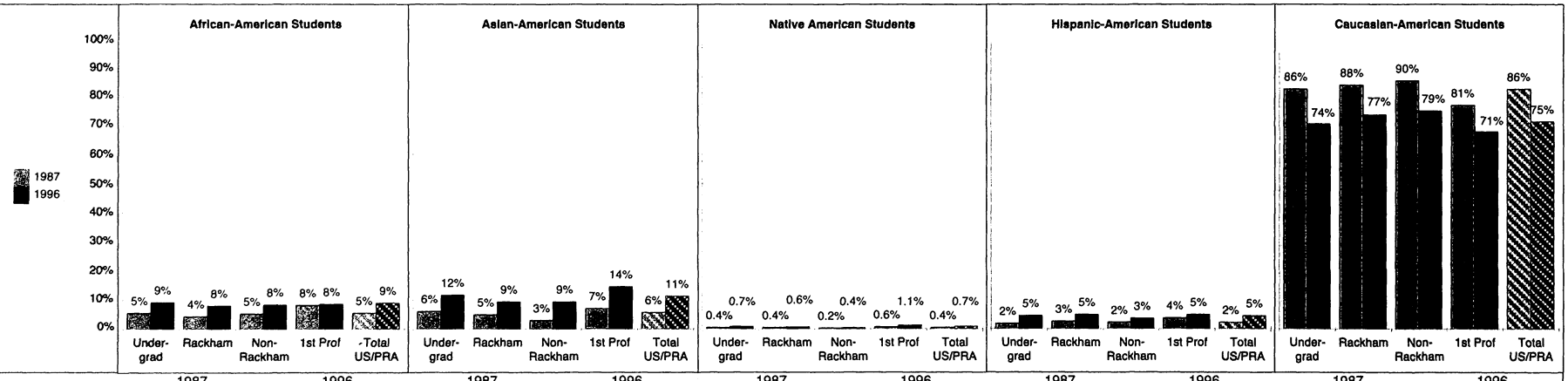
University of Michigan - Ann Arbor
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	3041	19302	22343	5892	16712	22604
Rackham	528	3845	4373	1054	3551	4605
Non-Rackham	316	2700	3016	643	2365	3008
First Professional	458	1905	2363	620	1524	2144
Total US/PRA	4343	27752	32095	8209	24152	32361

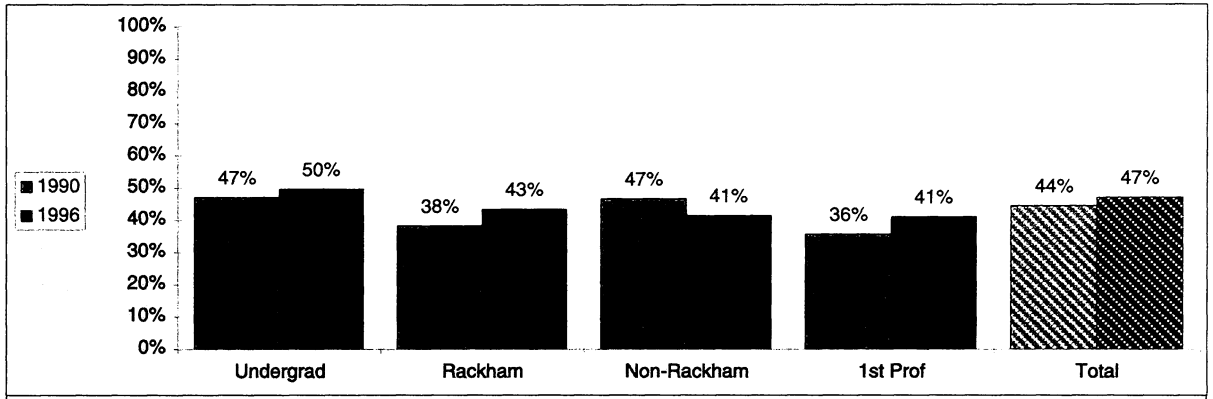
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	1199	2072	1344	2621	89	165	409	1034	19302	16712
Rackham	188	368	208	431	19	26	113	229	3845	3551
Non-Rackham	156	248	88	280	7	11	65	104	2700	2365
First Professional	191	182	163	310	14	24	90	104	1905	1524
Total US/PRA	1734	2870	1803	3642	129	226	677	1471	27752	24152

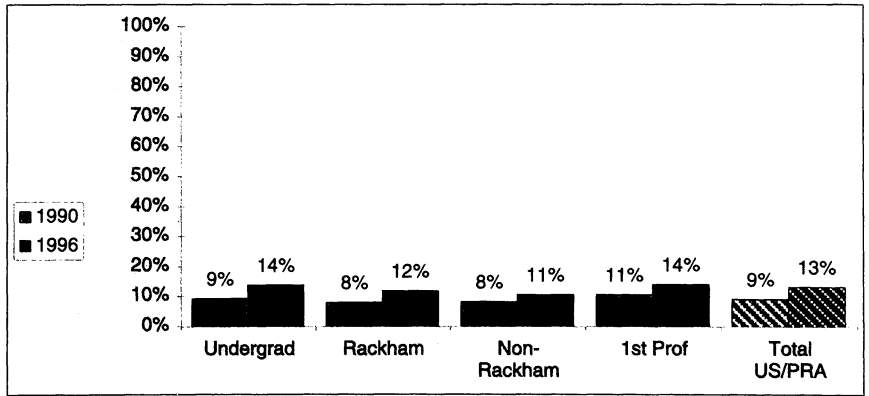
University of Michigan - Ann Arbor
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	12313	10883	23196	11904	11686	23590
Rackham	4036	2505	6541	3593	2748	6341
Non-Rackham	1853	1620	3473	2036	1433	3469
First Professional	2049	1135	3184	1843	1282	3125
Total	20251	16143	36394	19376	17149	36525

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

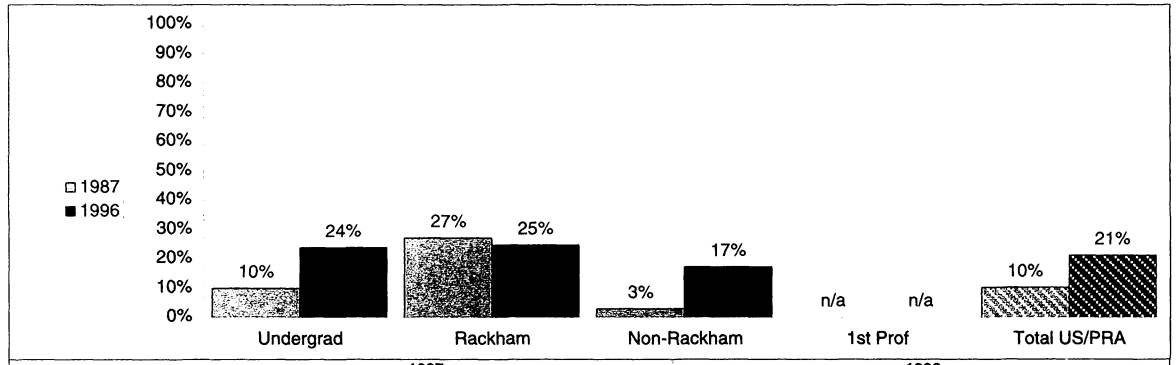


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	2100	22797	3082	22604
Rackham	381	4797	547	4605
Non-Rackham	257	3164	319	3008
First Professional	249	2365	297	2144
Total US/PRA	2987	33123	4245	32361

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

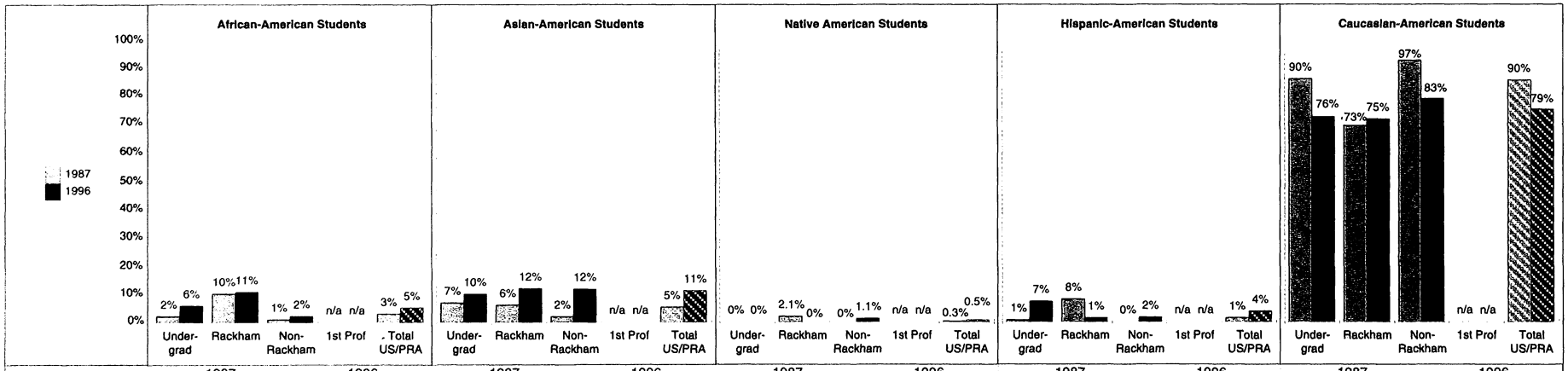
School of Architecture and Urban Planning
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	18	165	183	35	112	147
Rackham	13	35	48	18	55	73
Non-Rackham	3	100	103	30	145	175
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	34	300	334	83	312	395

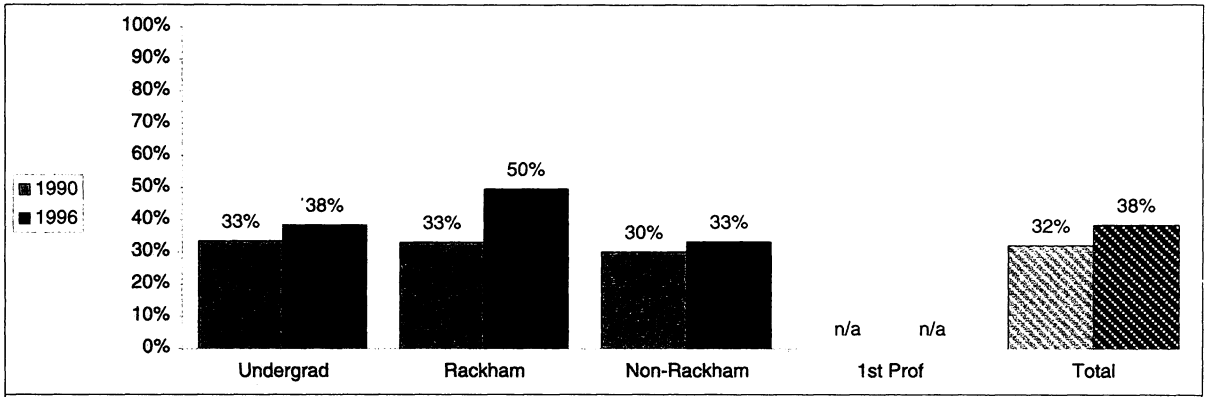
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	4	9	13	15	0	0	1	11	165	112
Rackham	5	8	3	9	1	0	4	1	35	55
Non-Rackham	1	4	2	21	0	2	0	3	100	145
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	10	21	18	45	1	2	5	15	300	312

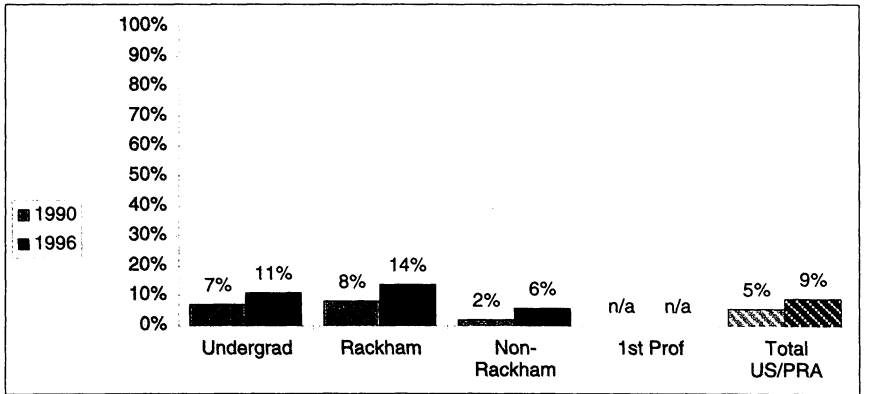
School of Architecture and Urban Planning
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	135	68	203	98	61	159
Rackham	73	36	109	54	53	107
Non-Rackham	133	57	190	153	76	229
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	341	161	502	305	190	495

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

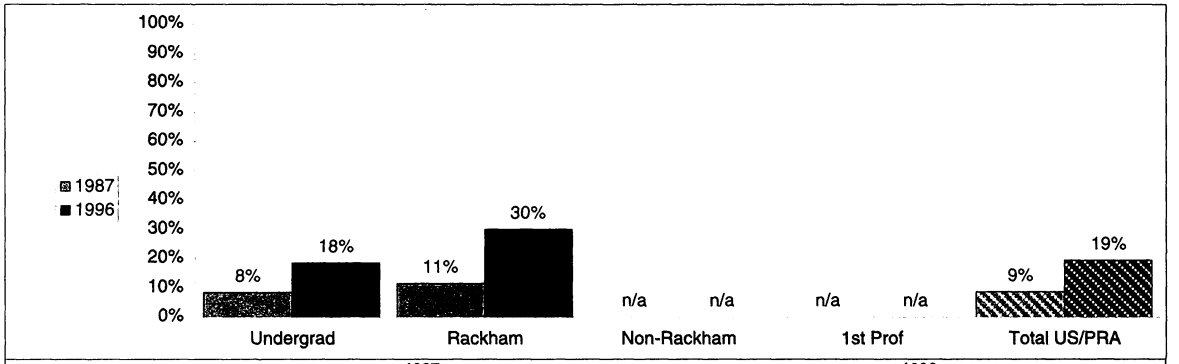


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	14	197	16	147
Rackham	6	74	10	73
Non-Rackham	3	149	10	175
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	23	420	36	395

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

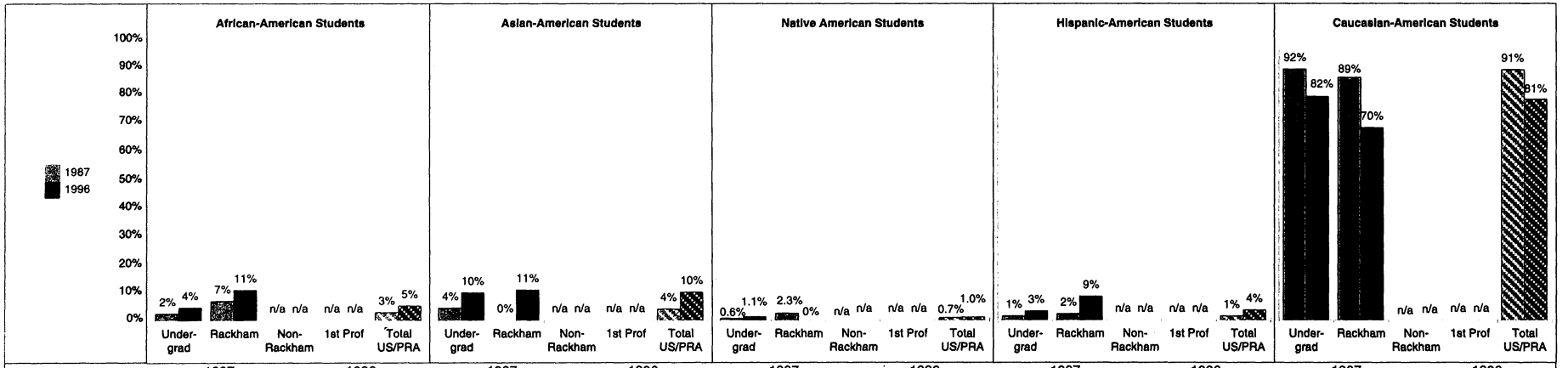
School of Art and Design
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	44	478	522	99	437	536
Rackham	5	39	44	14	33	47
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	49	517	566	113	470	583

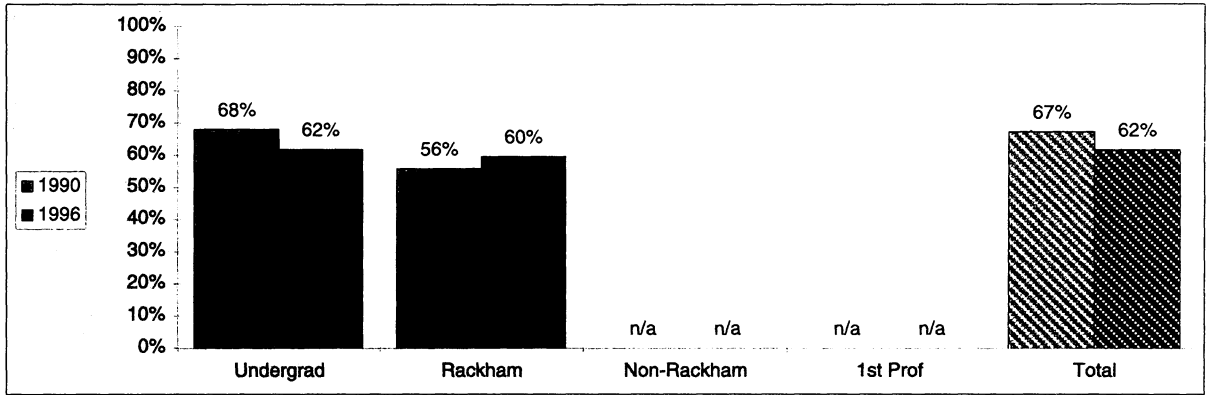
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	12	24	22	52	3	6	7	17	478	437
Rackham	3	5	0	5	1	0	1	4	39	33
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	15	29	22	57	4	6	8	21	517	470

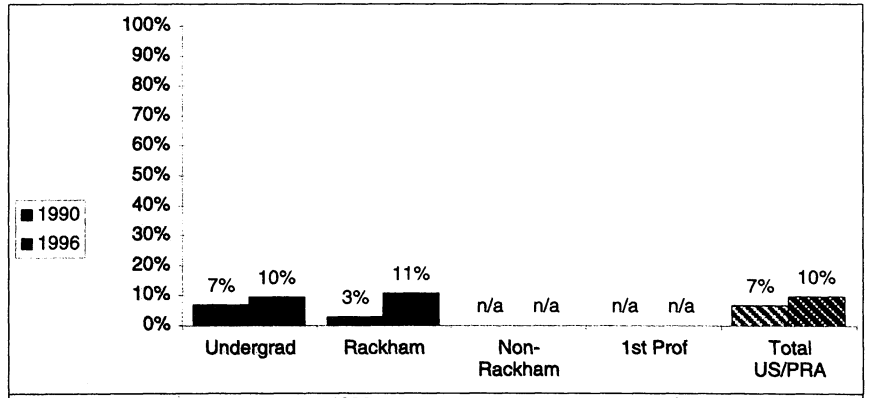
School of Art and Design
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	172	367	539	211	342	553
Rackham	19	24	43	21	31	52
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	191	391	582	232	373	605

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

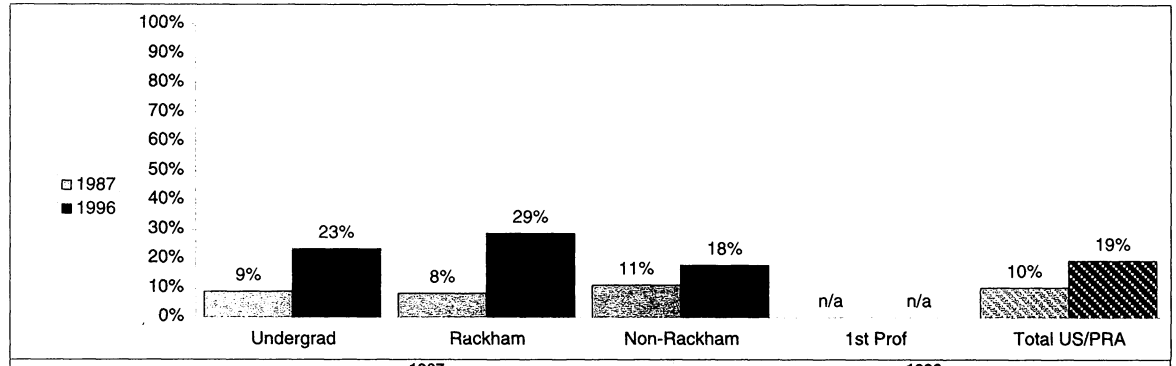


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	37	534	51	536
Rackham	1	35	5	47
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	38	569	56	583

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

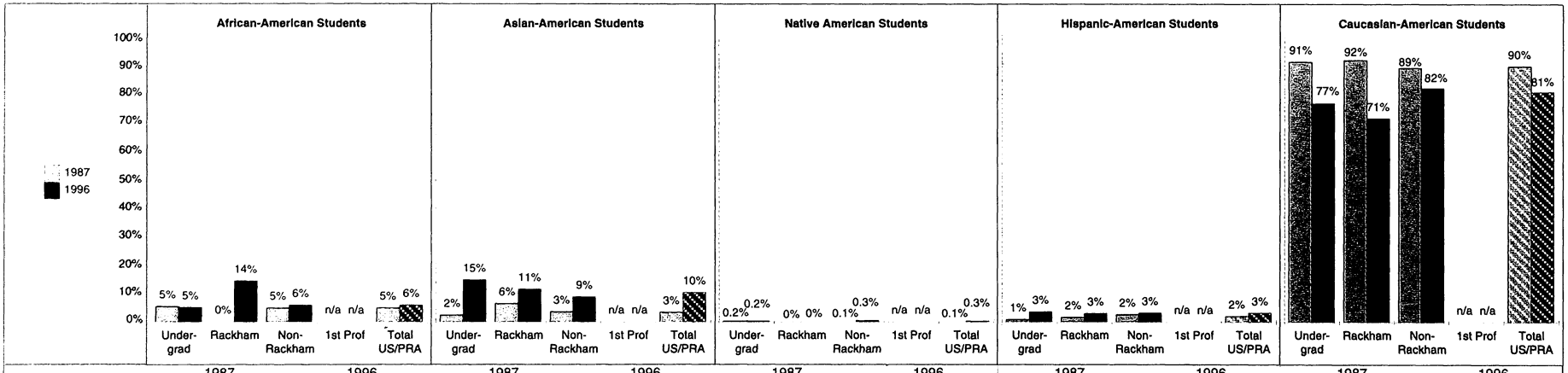
School of Business Administration
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	54	565	619	115	377	492
Rackham	5	57	62	10	25	35
Non-Rackham	167	1368	1535	289	1325	1614
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	226	1990	2216	414	1727	2141

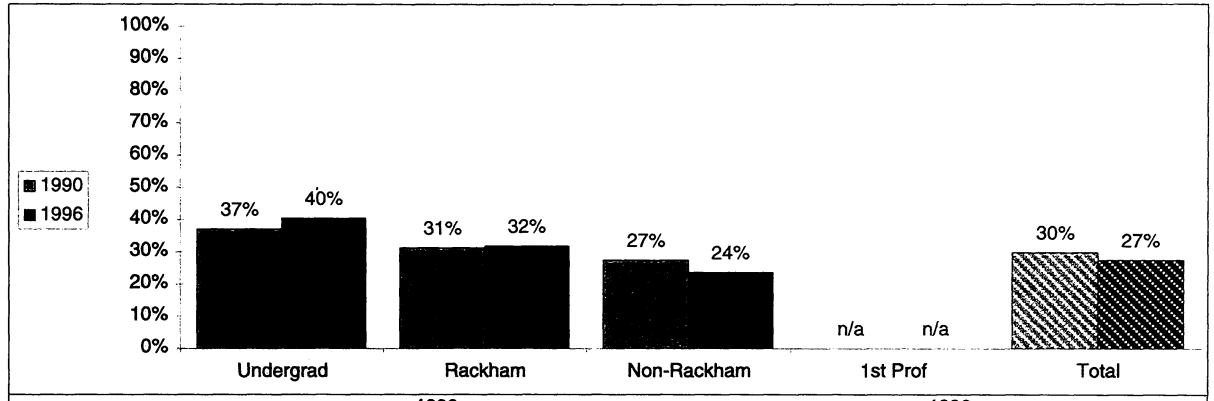
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	34	25	14	72	1	1	5	17	565	377
Rackham	0	5	4	4	0	0	1	1	57	25
Non-Rackham	75	94	53	142	1	5	38	48	1368	1325
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	109	124	71	218	2	6	44	66	1990	1727

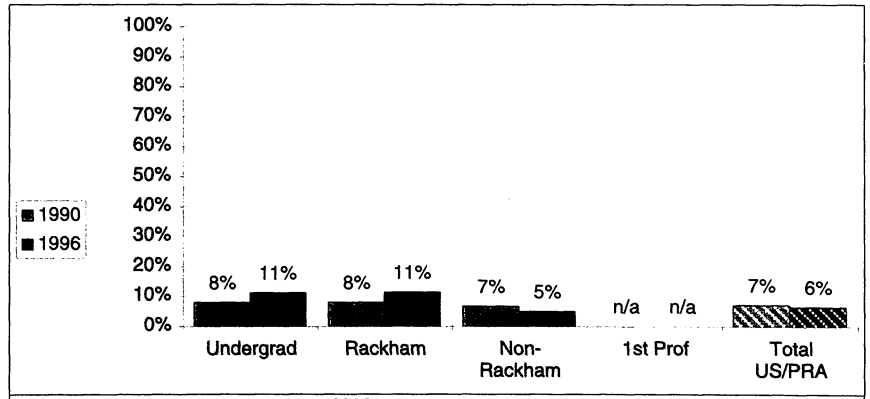
School of Business Administration
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	370	218	588	325	220	545
Rackham	73	33	106	43	20	63
Non-Rackham	1342	508	1850	1449	449	1898
First Professional	n/a	n/a	n/a	n/a		n/a
Total	1785	759	2544	1817	689	2506

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

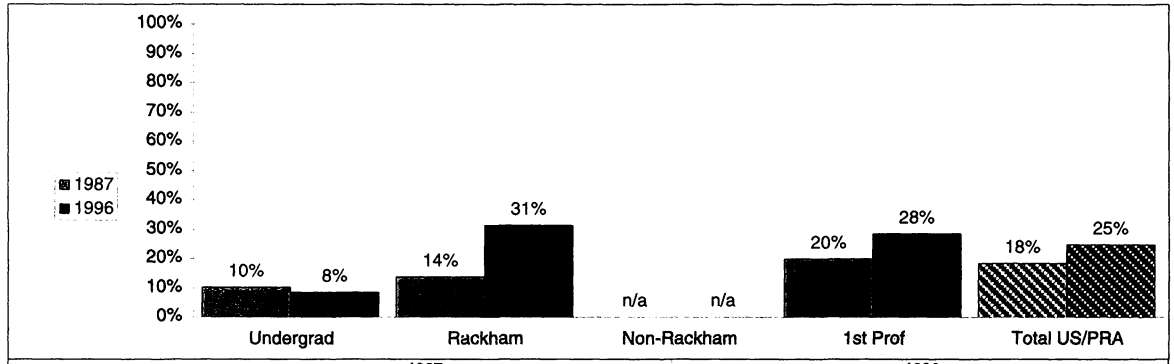


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	45	574	55	492
Rackham	5	63	4	35
Non-Rackham	117	1731	78	1614
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	167	2368	137	2141

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

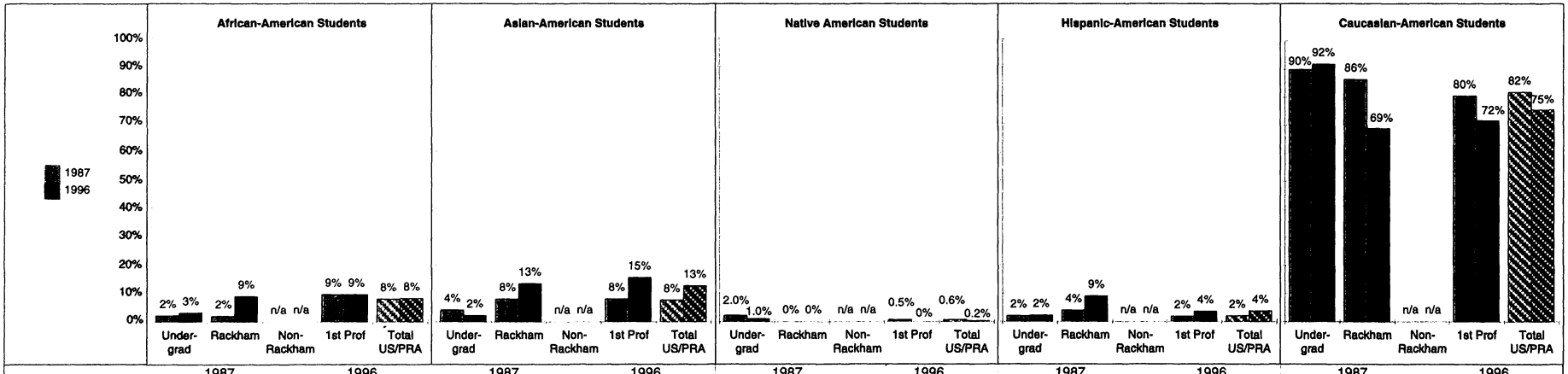
School of Dentistry
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	5	44	49	8	89	97
Rackham	7	44	51	14	31	45
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	79	322	401	96	242	338
Total US/PRA	91	410	501	118	362	480

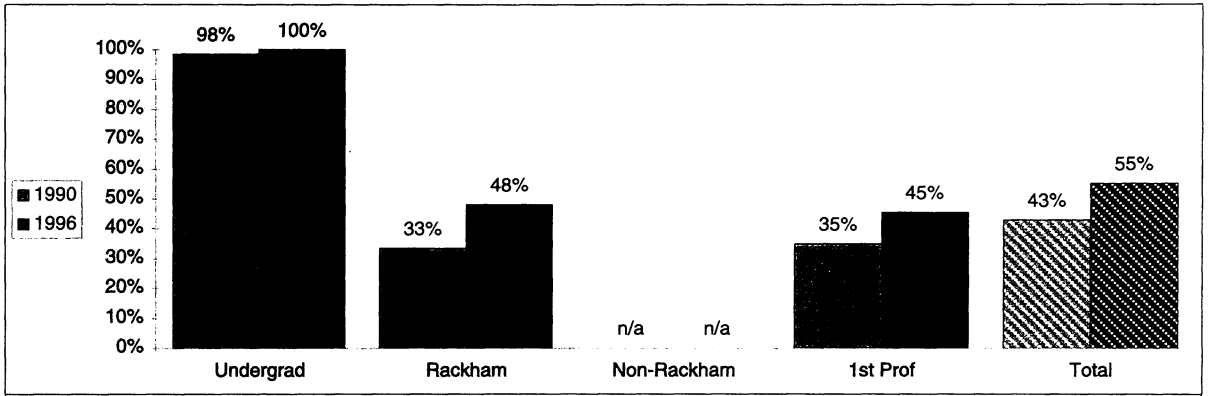
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	1	3	2	2	1	1	1	2	44	89
Rackham	1	4	4	6	0	0	2	4	44	31
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	38	32	32	52	2	0	7	12	322	242
Total US/PRA	40	39	38	60	3	1	10	18	410	362

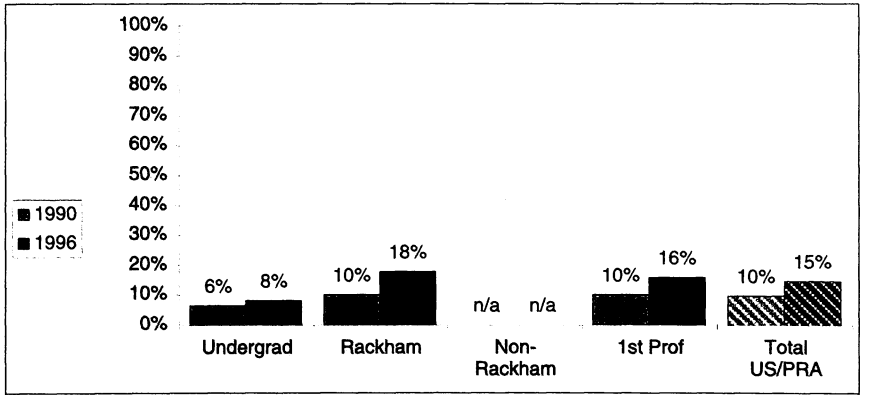
School of Dentistry
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	1	63	64	0	98	98
Rackham	46	23	69	40	37	77
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	234	125	359	215	179	394
Total	281	211	492	255	314	569

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

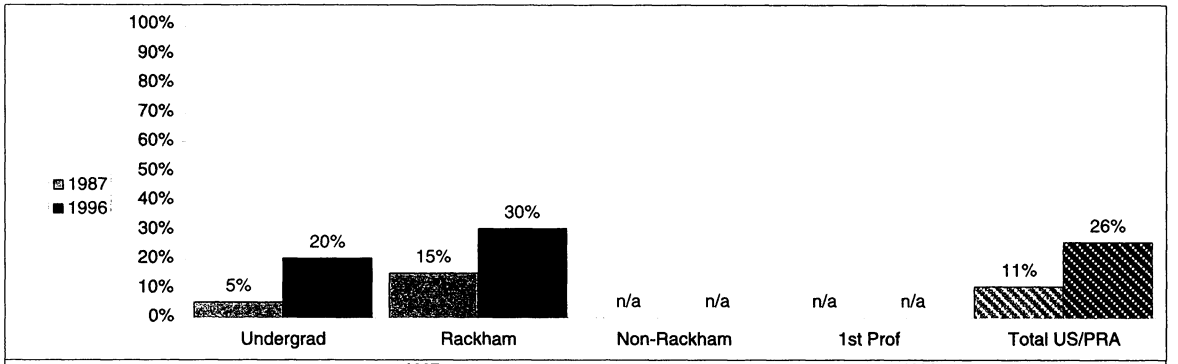


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	4	63	8	97
Rackham	5	50	8	45
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	34	334	54	338
Total US/PRA	43	447	70	480

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

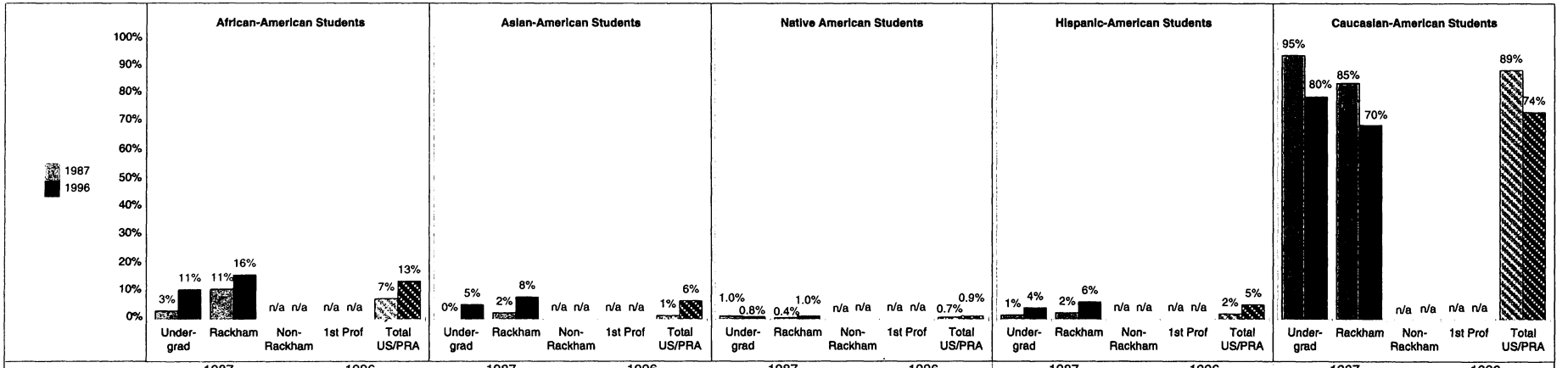
School of Education
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	11	197	208	52	205	257
Rackham	37	206	243	91	209	300
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	48	403	451	143	414	557

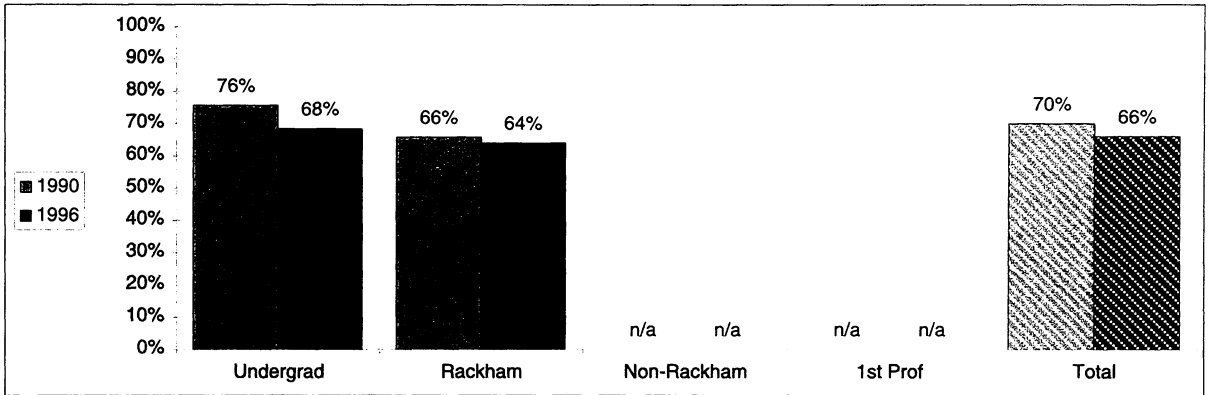
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	6	27	0	13	2	2	3	10	197	205
Rackham	26	47	5	23	1	3	5	18	206	209
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	32	74	5	36	3	5	8	28	403	414

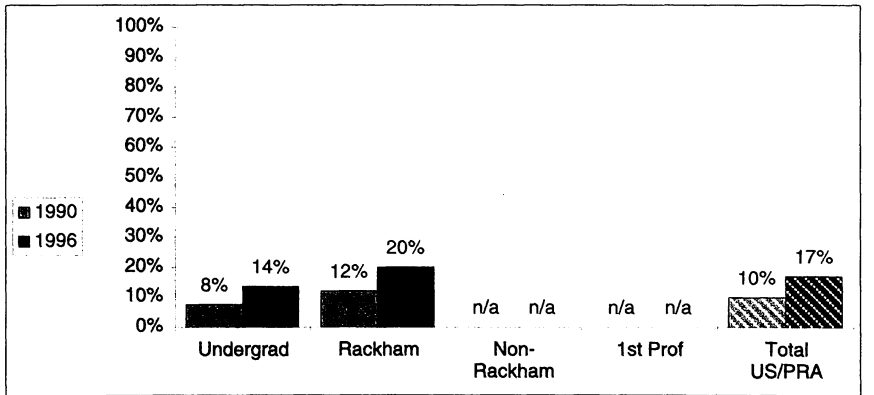
School of Education
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	48	149	197	82	178	260
Rackham	86	165	251	118	209	327
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	134	314	448	200	387	587

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

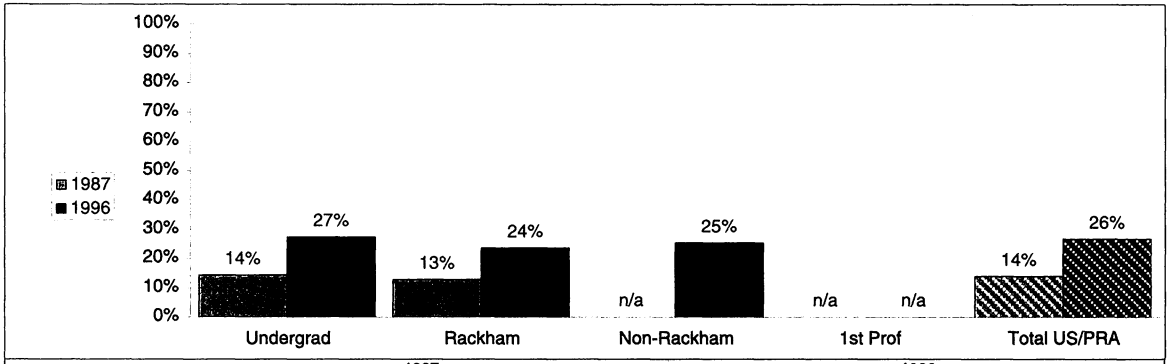


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	15	197	35	257
Rackham	27	225	60	300
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	42	422	95	557

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

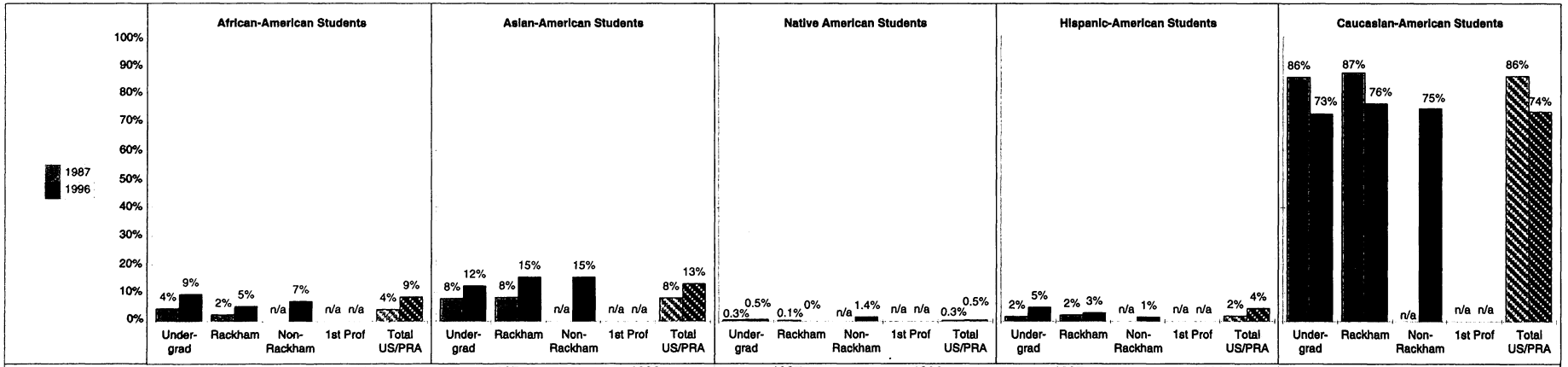
College of Engineering
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	538	3248	3786	1147	3065	4212
Rackham	114	779	893	242	787	1029
Non-Rackham	n/a	n/a	n/a	18	53	71
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	652	4027	4679	1407	3905	5312

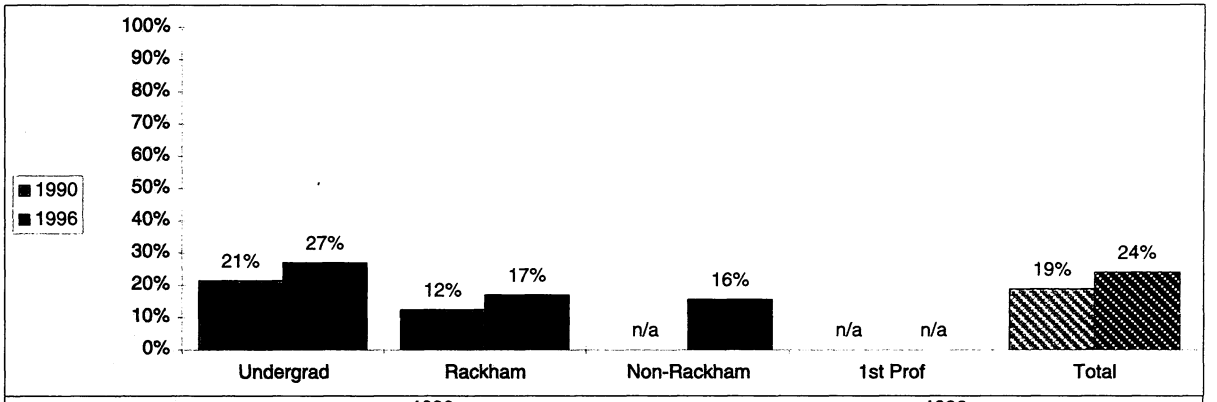
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	165	398	303	525	11	23	59	201	3248	3065
Rackham	21	53	74	159	1	0	18	30	779	787
Non-Rackham	n/a	5	n/a	11	n/a	1	n/a	1	n/a	53
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	186	456	377	695	12	24	77	232	4027	3905

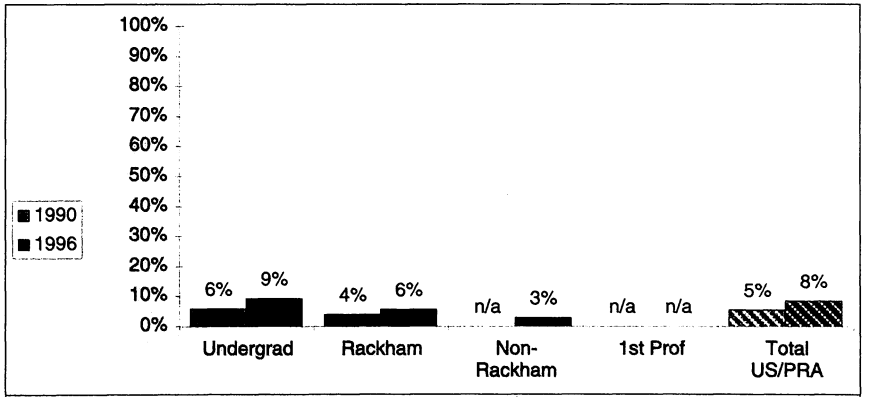
College of Engineering
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	3305	899	4204	3283	1218	4501
Rackham	1547	219	1766	1506	310	1816
Non-Rackham	n/a	n/a	n/a	86	16	102
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	4852	1118	5970	4875	1544	6419

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

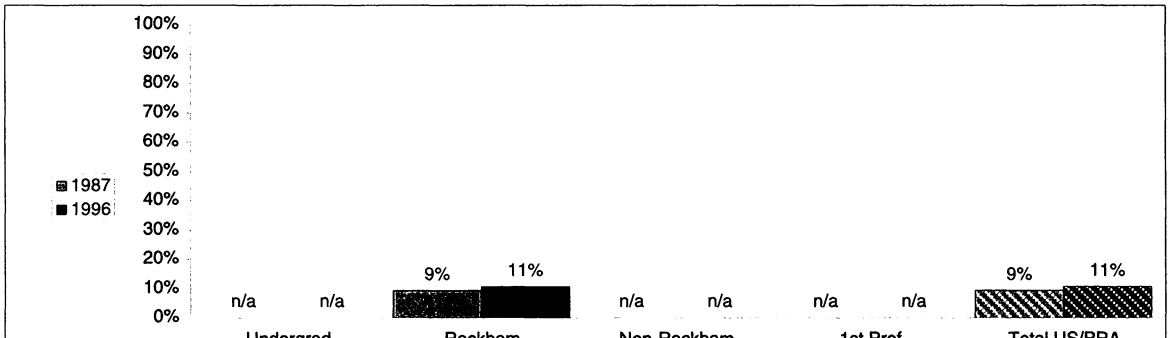


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	238	4100	388	4212
Rackham	37	984	58	1029
Non-Rackham	n/a	n/a	2	71
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	275	5084	448	5312

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

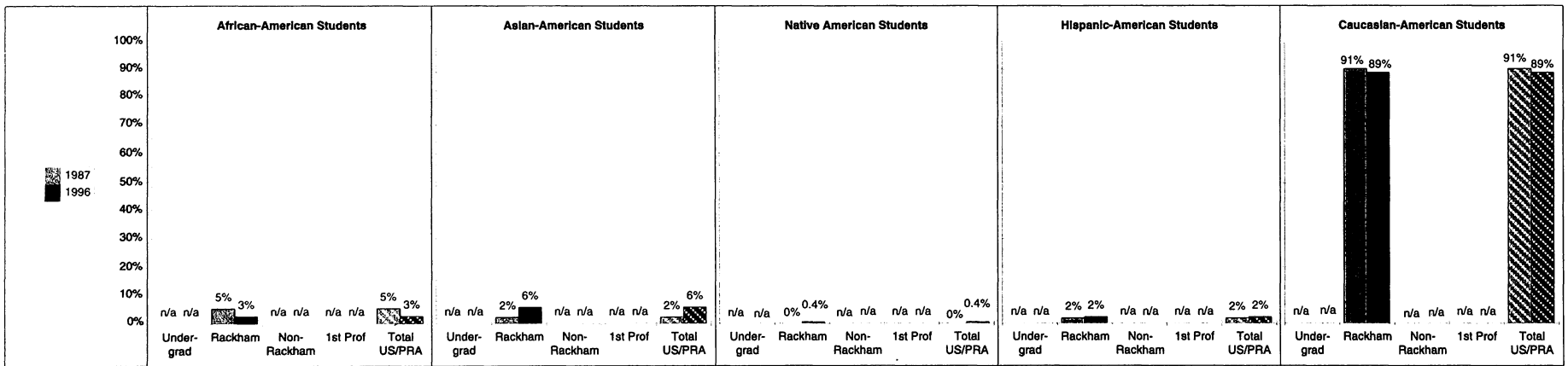
School of Information
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	26	257	283	25	210	235
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	26	257	283	25	210	235

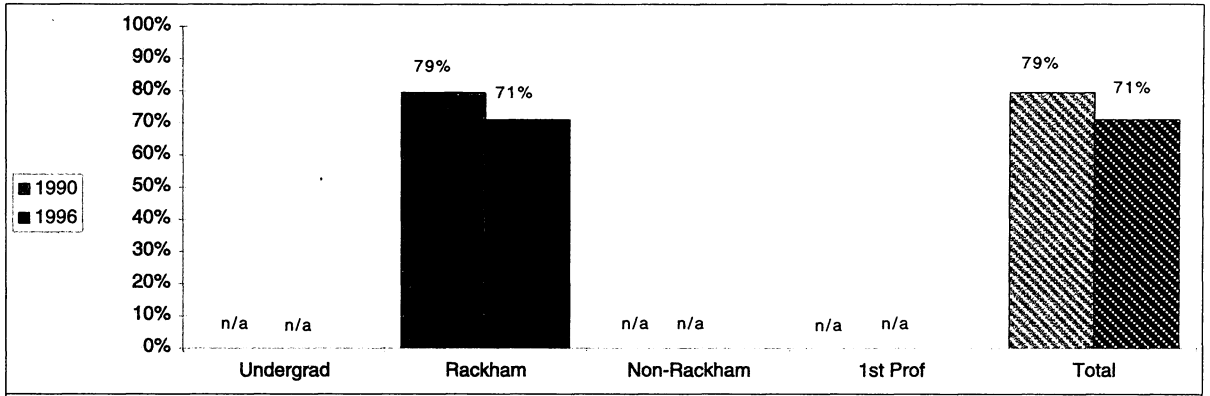
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	15	6	6	13	0	1	5	5	257	210
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	15	6	6	13	0	1	5	5	257	210

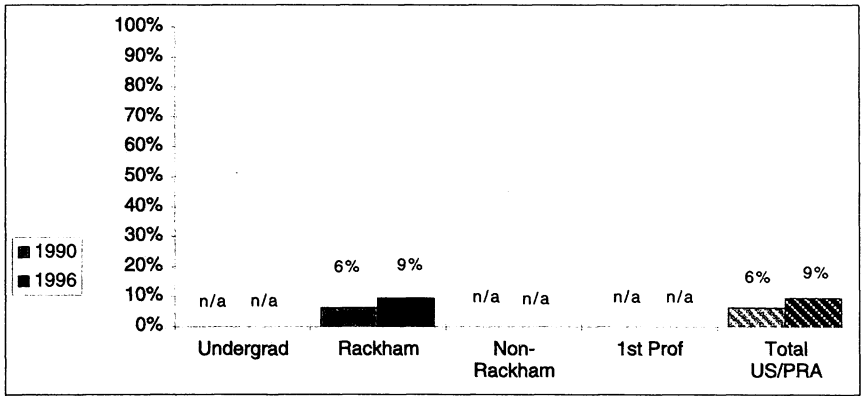
School of Information
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	54	207	261	73	179	252
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	54	207	261	73	179	252

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

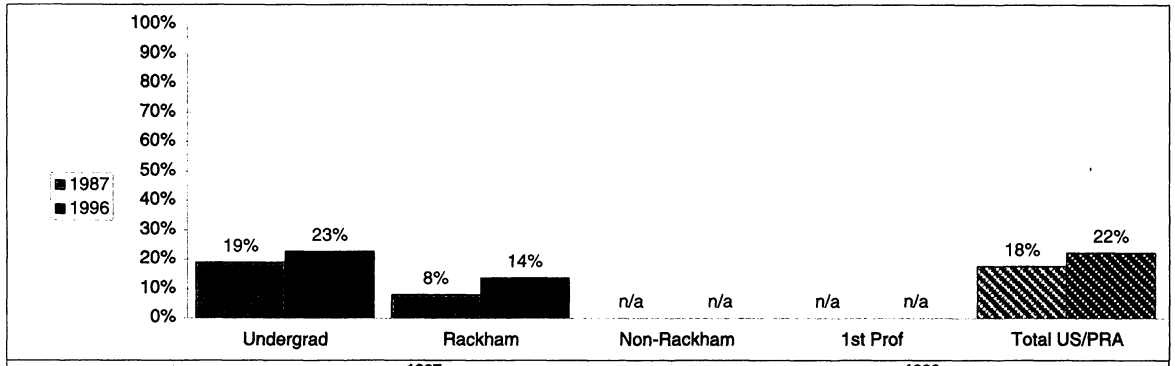


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	16	256	22	235
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	16	256	22	235

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

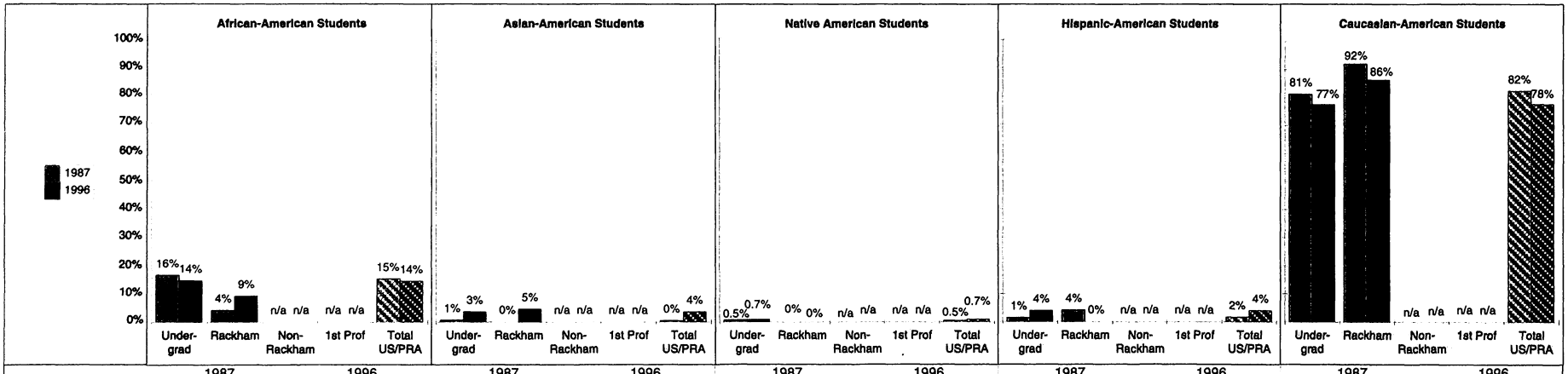
Division of Kinesiology
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	71	305	376	155	532	687
Rackham	4	46	50	3	19	22
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	75	351	426	158	551	709

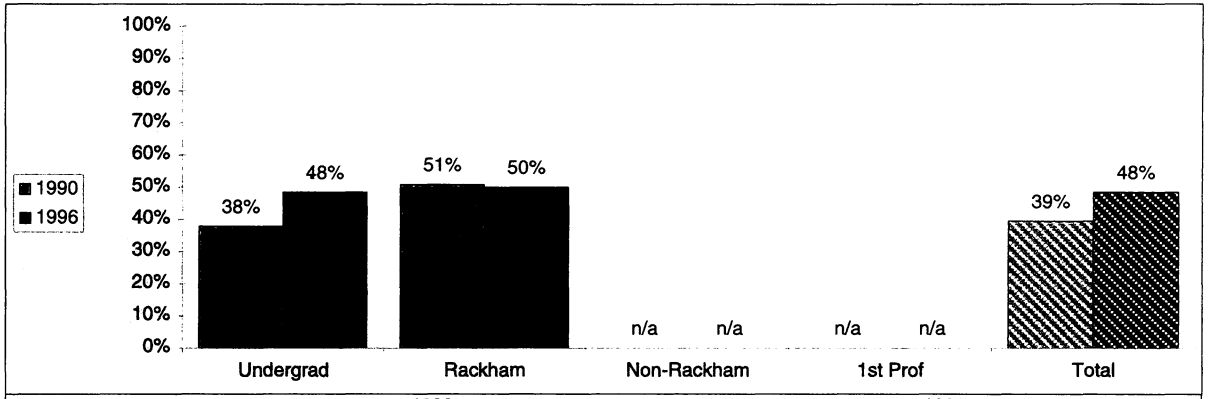
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	62	99	2	24	2	5	5	27	305	532
Rackham	2	2	0	1	0	0	2	0	46	19
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	64	101	2	25	2	5	7	27	351	551

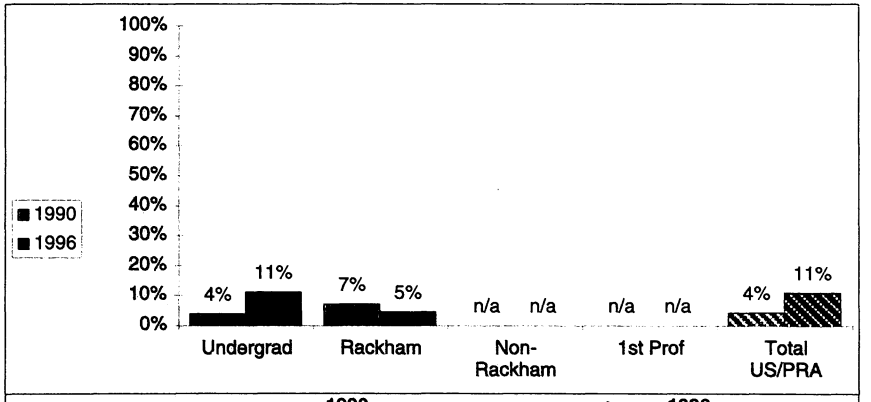
Division of Kinesiology
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	269	163	432	368	345	713
Rackham	31	32	63	12	12	24
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	300	195	495	380	357	737

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

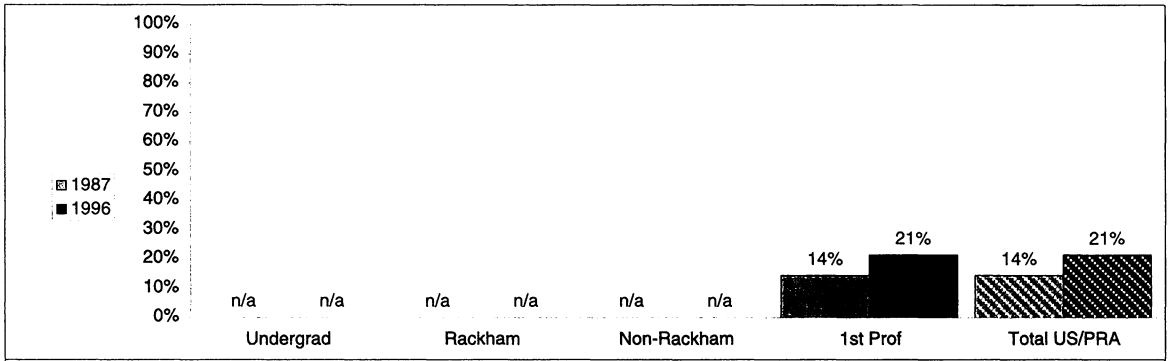


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	16	418	76	687
Rackham	4	56	1	22
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	20	474	77	709

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

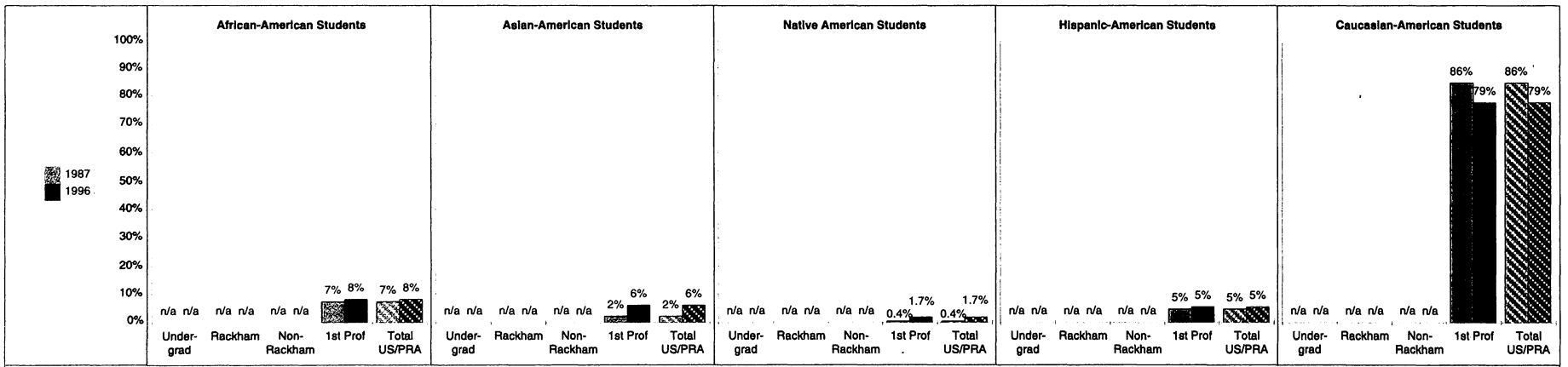
Law School
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a	n/a	n/a
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	164	976	1140	224	828	1052
Total US/PRA	164	976	1140	224	828	1052

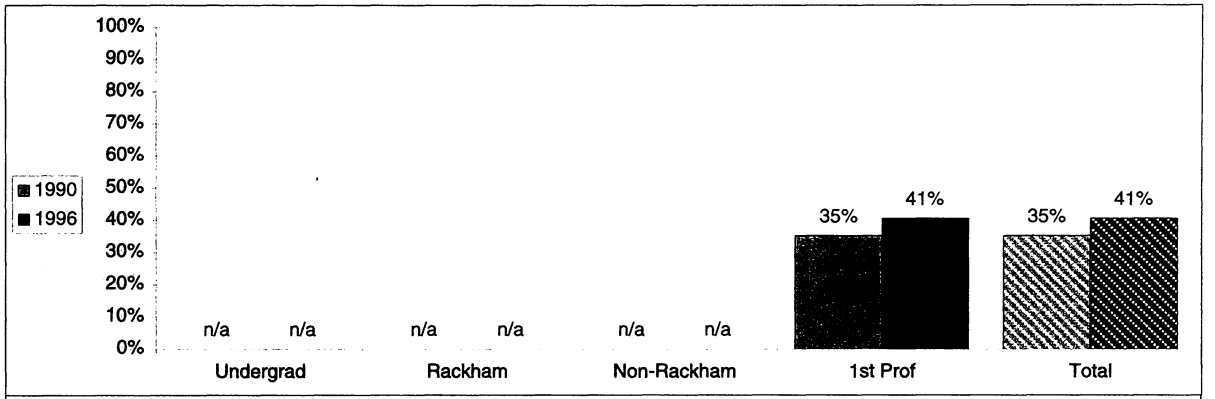
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	83	85	24	64	4	18	53	57	976	828
Total US/PRA	83	85	24	64	4	18	53	57	976	828

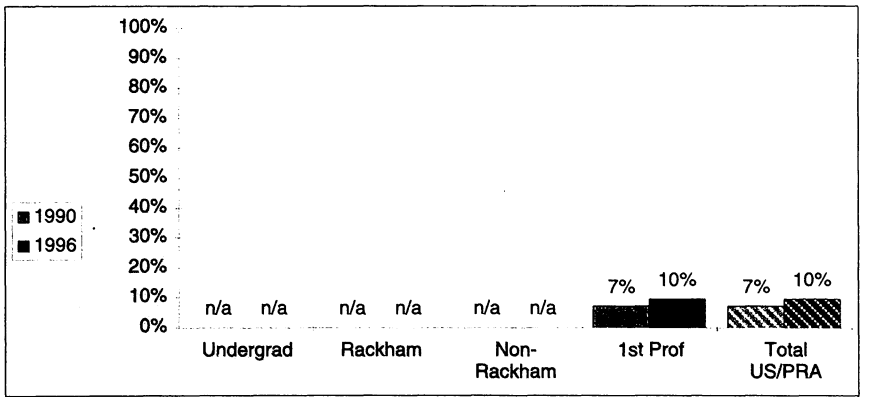
Law School
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a	n/a	n/a
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	757	411	1168	660	452	1112
Total	757	411	1168	660	452	1112

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

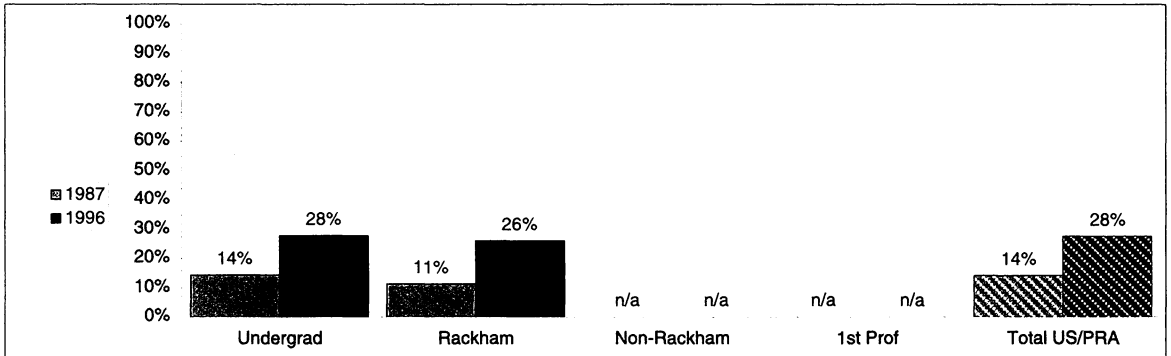


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	79	1129	100	1052
Total US/PRA	79	1129	100	1052

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

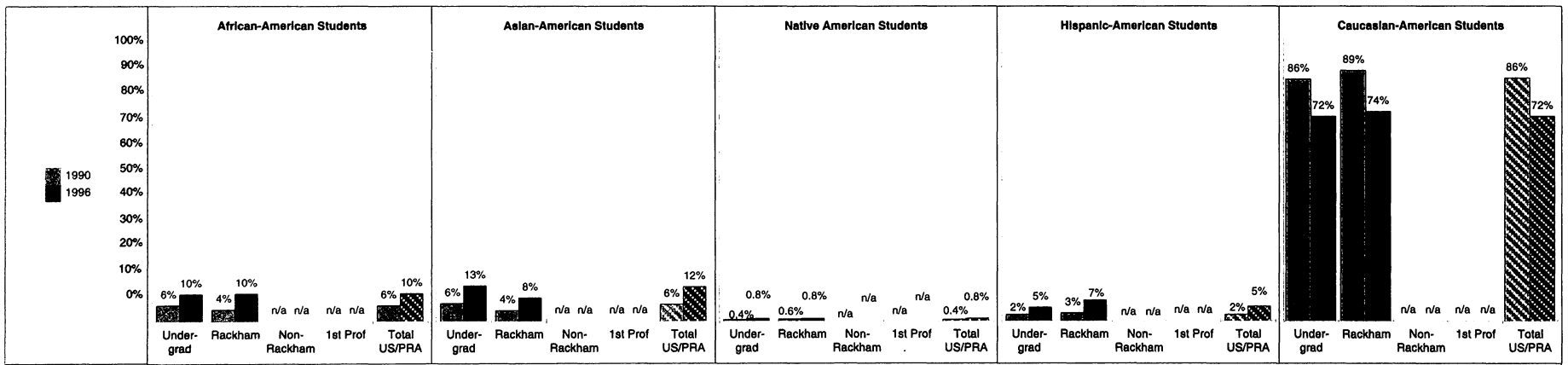
College of Literature, Science and the Arts
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1990			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	2194	13116	15310	4016	10471	14487
Rackham	197	1544	1741	387	1104	1491
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	2391	14660	17051	4403	11575	15978

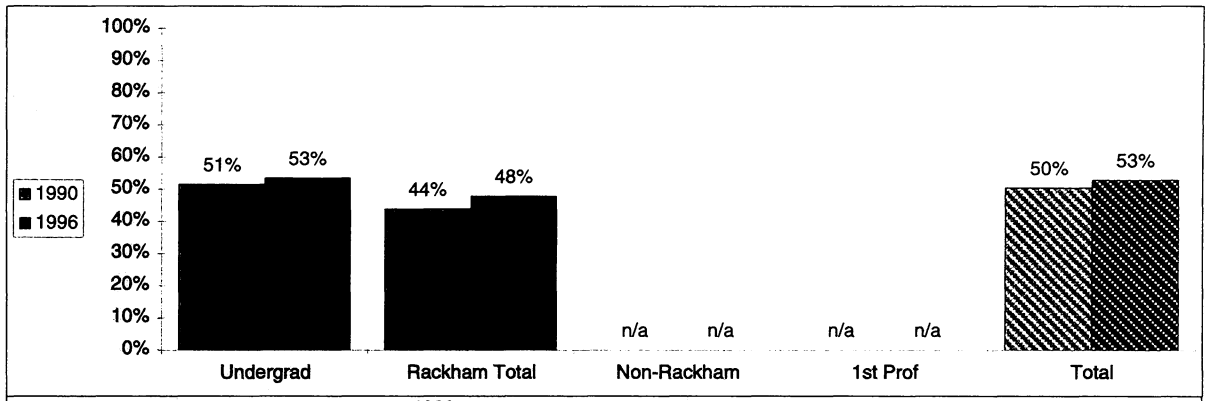
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1990	1996	1990	1996	1990	1996	1990	1996	1990	1996
Undergraduate	865	1398	947	1814	63	114	319	690	13116	10471
Rackham	73	147	66	121	11	12	47	107	1544	1104
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	938	1545	1013	1935	74	126	366	797	14660	11575

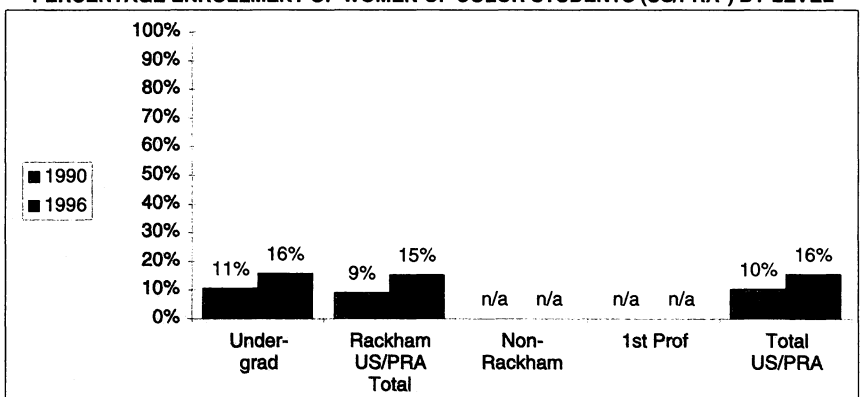
College of Literature, Science and the Arts
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	7526	7932	15458	6966	8006	14972
Rackham	1338	1043	2381	1004	921	1925
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	**8864**	**8975**	**17839**	**7970**	**8927**	**16897**

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

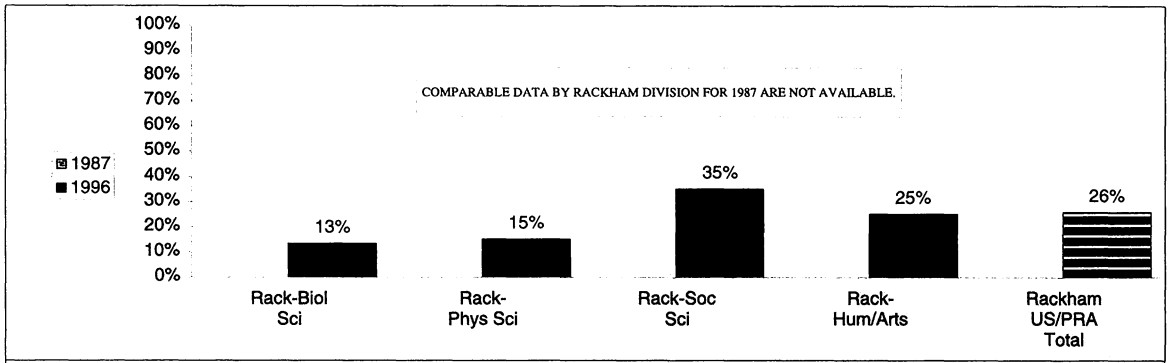


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	1611	15300	2260	14487
Rackham	174	1924	227	1491
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total	**1785**	**17224**	**2487**	**15978**

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

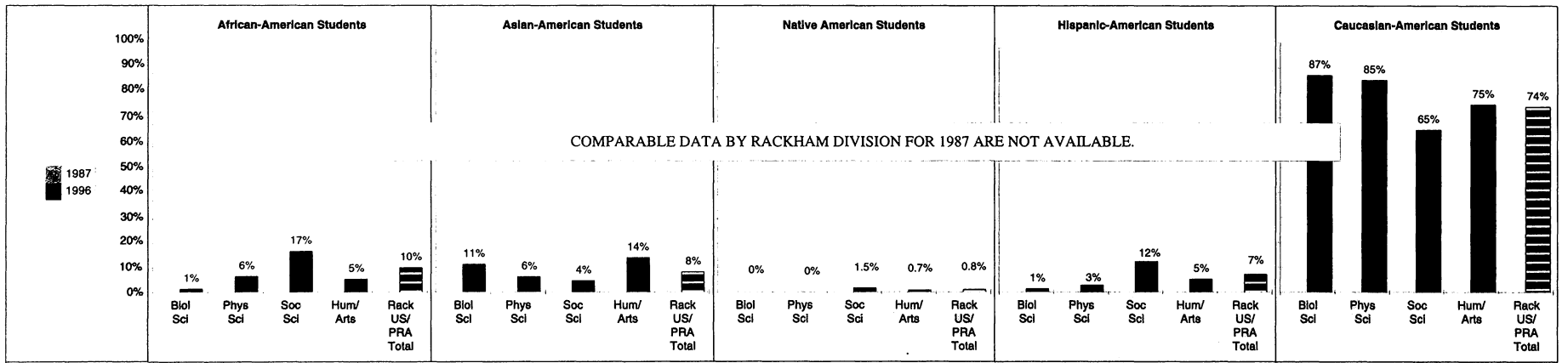
College of Literature, Science and the Arts
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY RACKHAM DIVISION



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Rackham - Biol Sci				13	85	98
Rackham - Phys Sci		COMPARABLE DATA BY RACKHAM DIVISION FOR 1987 ARE NOT AVAILABLE.		52	294	346
Rackham - Soc Sci				211	392	603
Rackham - Hum/Arts				111	333	444
Rackham Total	197	1544	1741	387	1104	1491

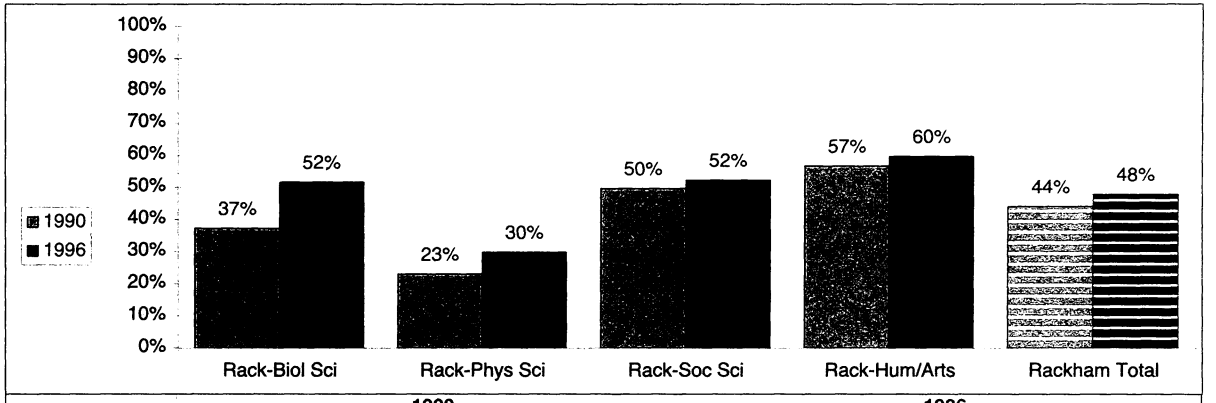
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY RACKHAM DIVISION



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Rackham - Biol Sci		1		11		0		1		85
Rackham - Phys Sci	COMPARABLE DATA NOT AVAILABLE.	22	COMPARABLE DATA NOT AVAILABLE.	21	COMPARABLE DATA NOT AVAILABLE.	0	COMPARABLE DATA NOT AVAILABLE.	9	COMPARABLE DATA NOT AVAILABLE.	294
Rackham - Soc Sci		101		27		9		74		392
Rackham - Hum/Arts		23		62		3		23		333
Rackham Total	73	147	66	121	11	12	47	107	1544	1104

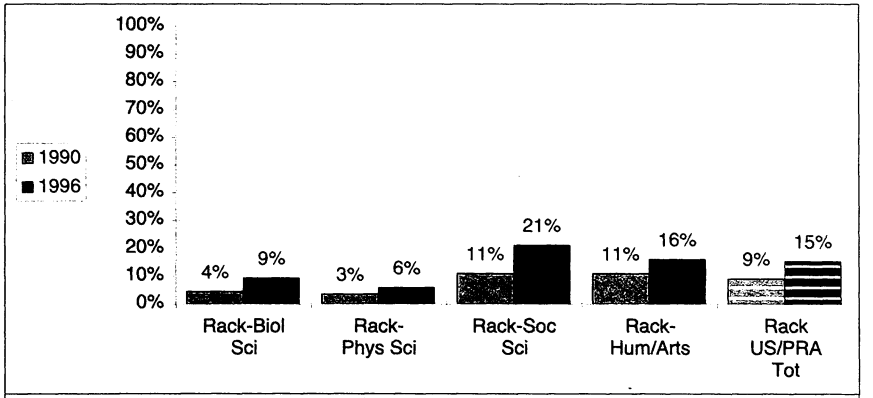
College of Literature, Science and the Arts
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY RACKHAM DIVISION



	1990			1996		
	Men	Women	Total	Men	Women	Total
Rack: Biol Sci	83	49	132	59	63	122
Rack: Phys Sci	463	139	602	380	161	541
Rack: Soc Sci	502	493	995	360	394	754
Rack: Hum/Arts	275	360	635	205	303	508
Rackham Total	1323	1041	2364	1004	921	1925

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY RACKHAM DIVISION

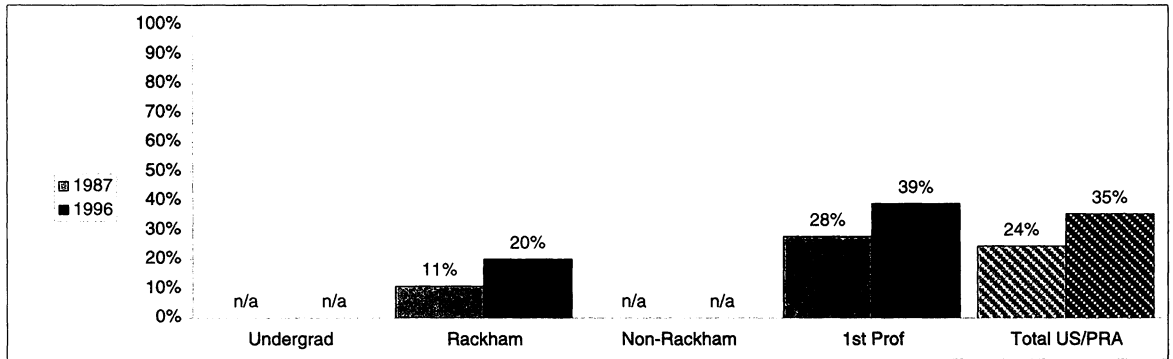


	1990		1996	
	Women of Color	Total	Women of Color	Total
Rack - Biol Sci	5	114	9	98
Rack - Phys Sci	13	384	20	346
Rack - Soc Sci	93	846	127	603
Rack - Hum/Arts	62	575	71	444
Rack US/PRA Tot	173	1919	227	1491

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

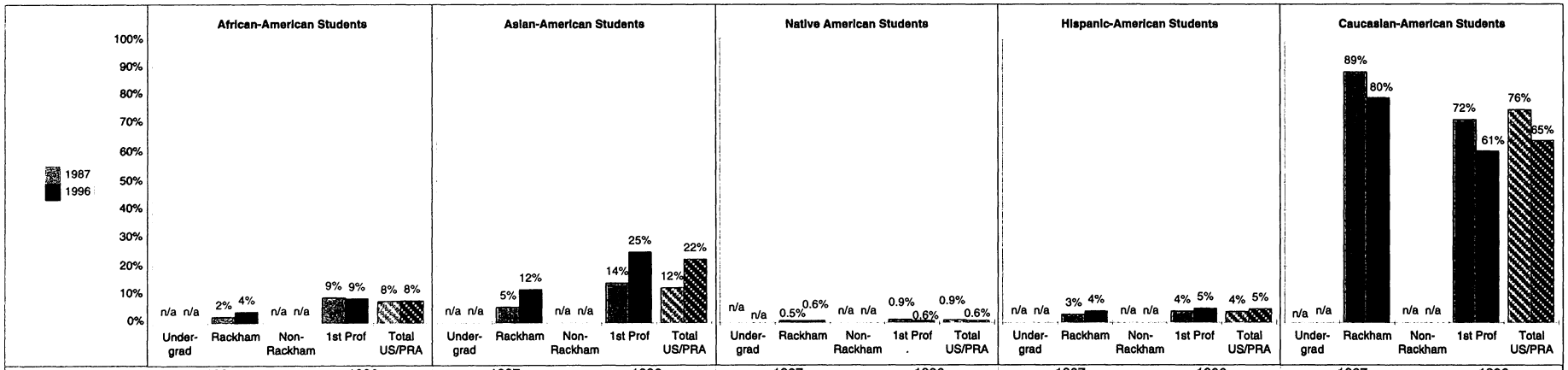
Medical School
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	20	167	187	31	124	155
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	207	538	745	254	398	652
Total US/PRA	227	705	932	285	522	807

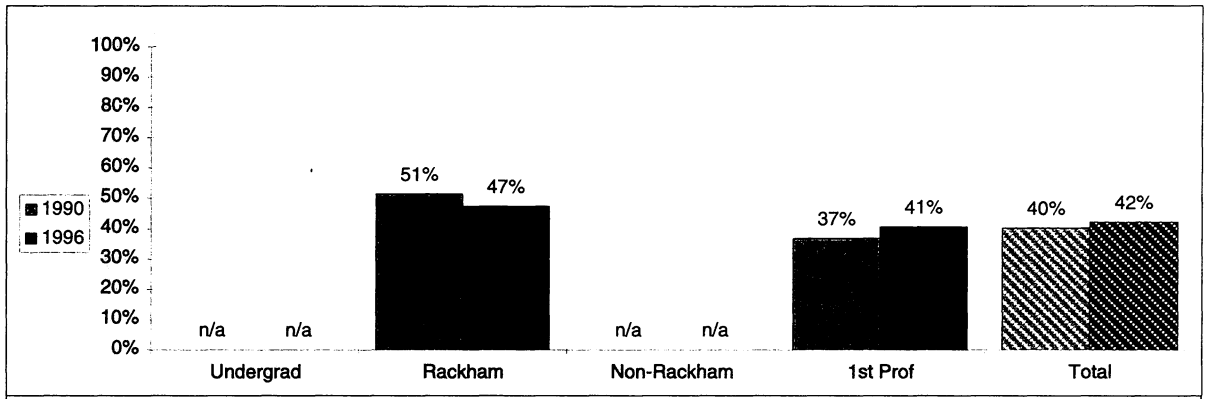
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	4	6	10	18	1	1	5	6	167	124
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	67	56	104	162	7	4	29	32	538	398
Total US/PRA	71	62	114	180	8	5	34	38	705	522

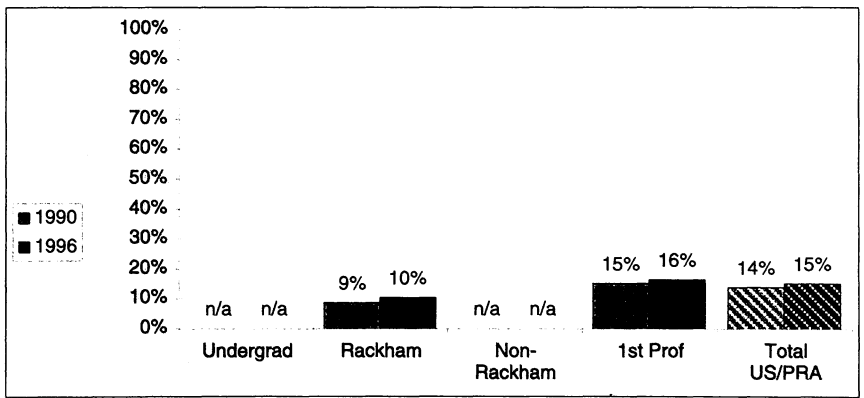
Medical School
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	117	124	241	97	87	184
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	522	303	825	392	268	660
Total	639	427	1066	489	355	844

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

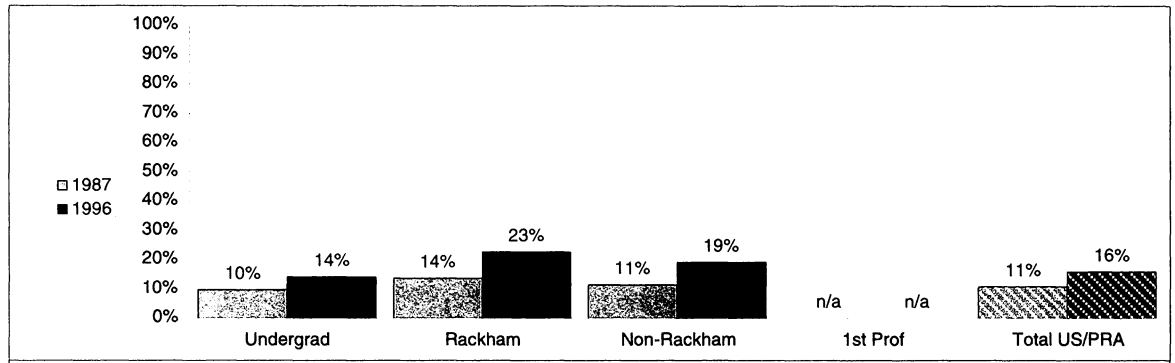


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	17	196	16	155
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	123	823	106	652
Total US/PRA	140	1019	122	807

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

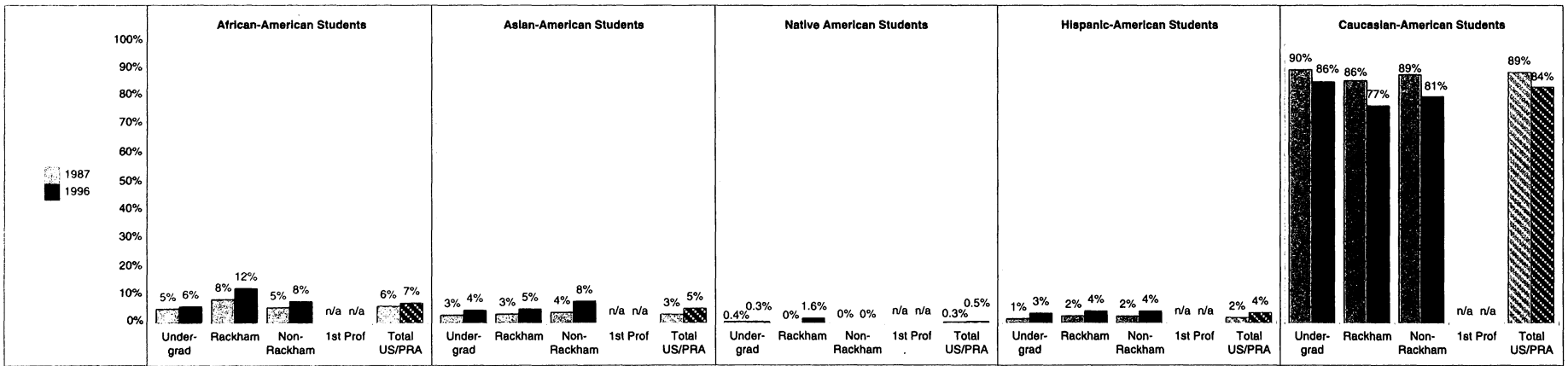
School of Music
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	43	406	449	87	536	623
Rackham	18	115	133	28	96	124
Non-Rackham	19	148	167	23	97	120
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	80	669	749	138	729	867

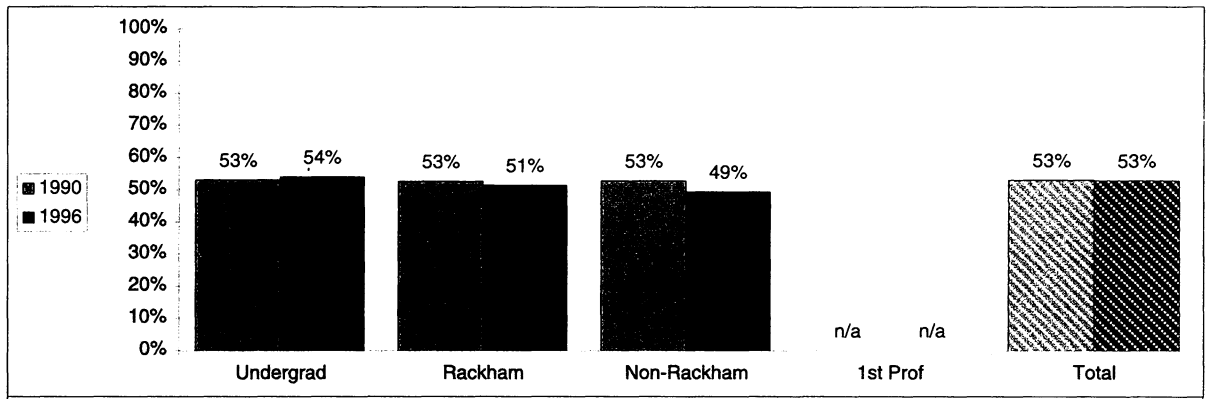
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	23	36	12	28	2	2	6	21	406	536
Rackham	11	15	4	6	0	2	3	5	115	96
Non-Rackham	9	9	6	9	0	0	4	5	148	97
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	43	60	22	43	2	4	13	31	669	729

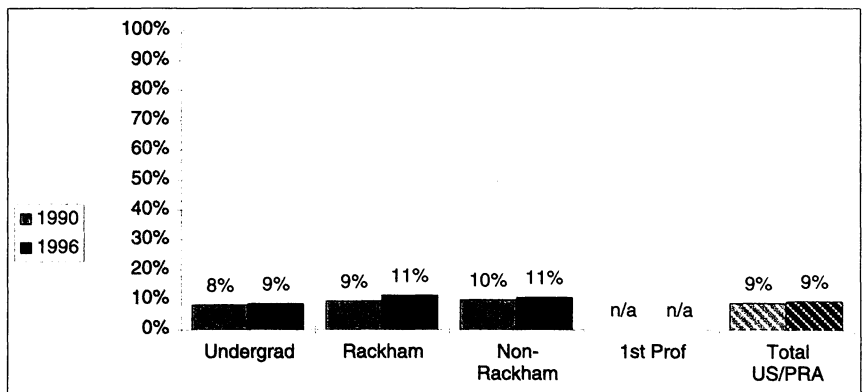
School of Music
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	216	244	460	292	344	636
Rackham	81	90	171	72	76	148
Non-Rackham	59	66	125	81	79	160
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	356	400	756	445	499	944

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

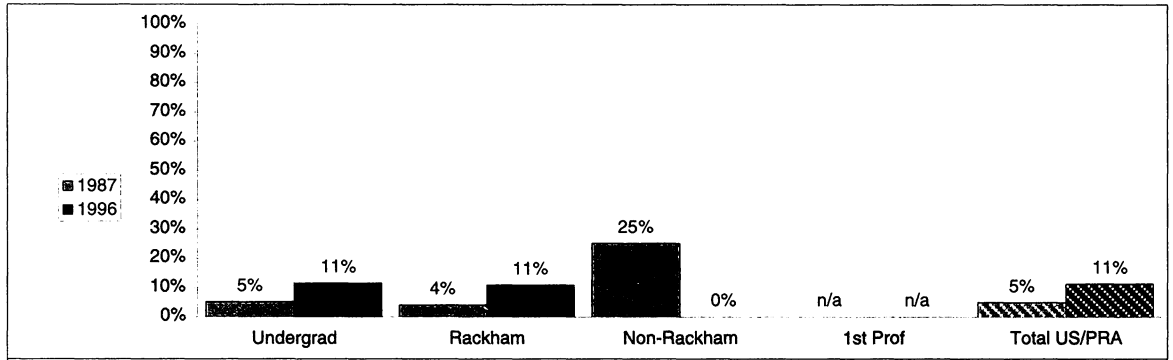


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	37	453	54	623
Rackham	14	148	14	124
Non-Rackham	11	112	13	120
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	62	713	81	867

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

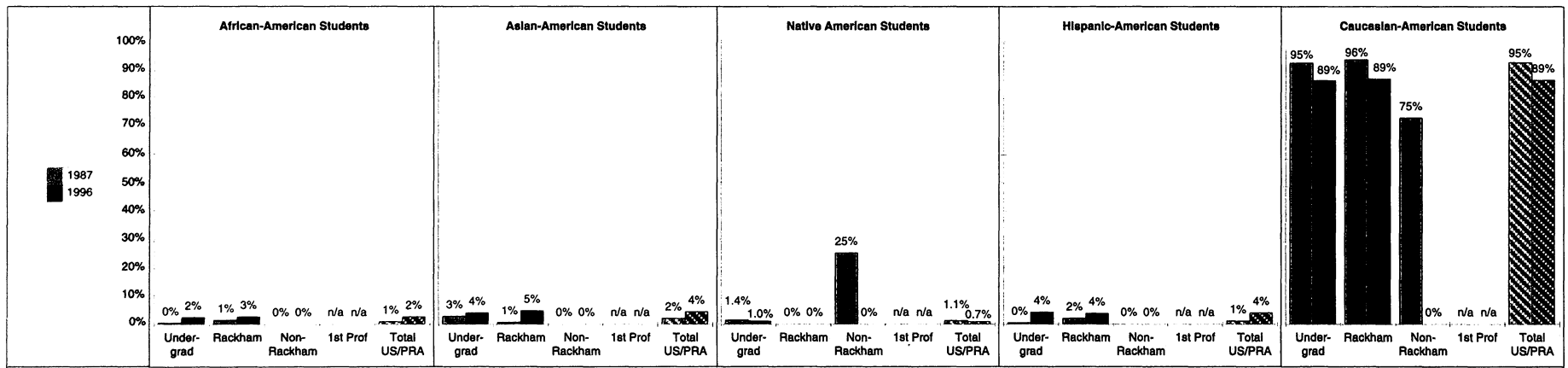
School of Natural Resources and Environment
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	11	205	216	44	339	383
Rackham	6	148	154	21	173	194
Non-Rackham	1	3	4	0	0	0
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	18	356	374	65	512	577

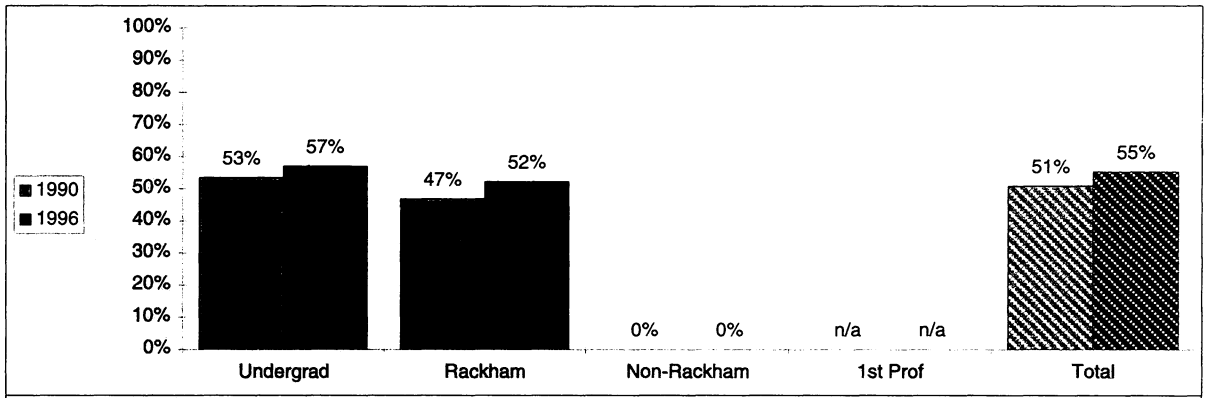
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	1	9	6	15	3	4	1	16	205	339
Rackham	2	5	1	9	0	0	3	7	148	173
Non-Rackham	0	0	0	0	1	0	0	0	3	0
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	3	14	7	24	4	4	4	23	356	512

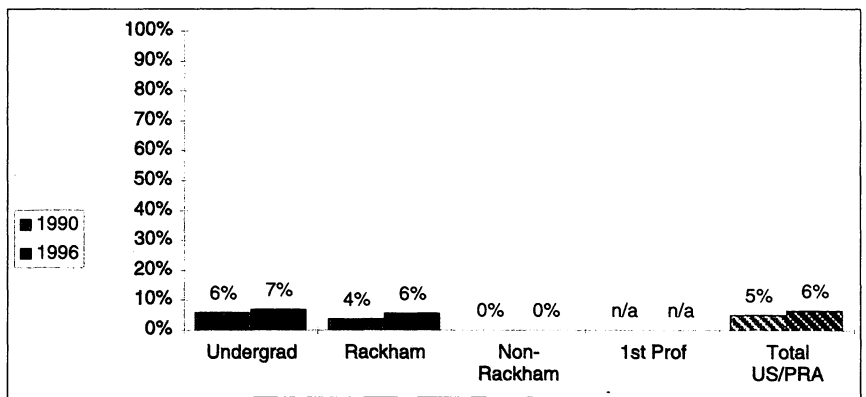
School of Natural Resources and Environment
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	156	179	335	167	221	388
Rackham	99	87	186	100	109	209
Non-Rackham	2	0	2	0	0	0
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	257	266	523	267	330	597

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

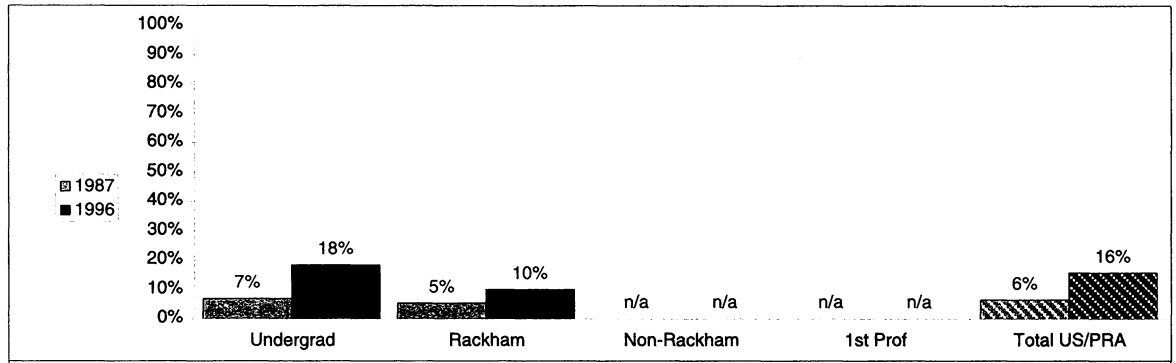


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	19	332	26	383
Rackham	6	164	11	194
Non-Rackham	0	2	0	0
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	25	498	37	577

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

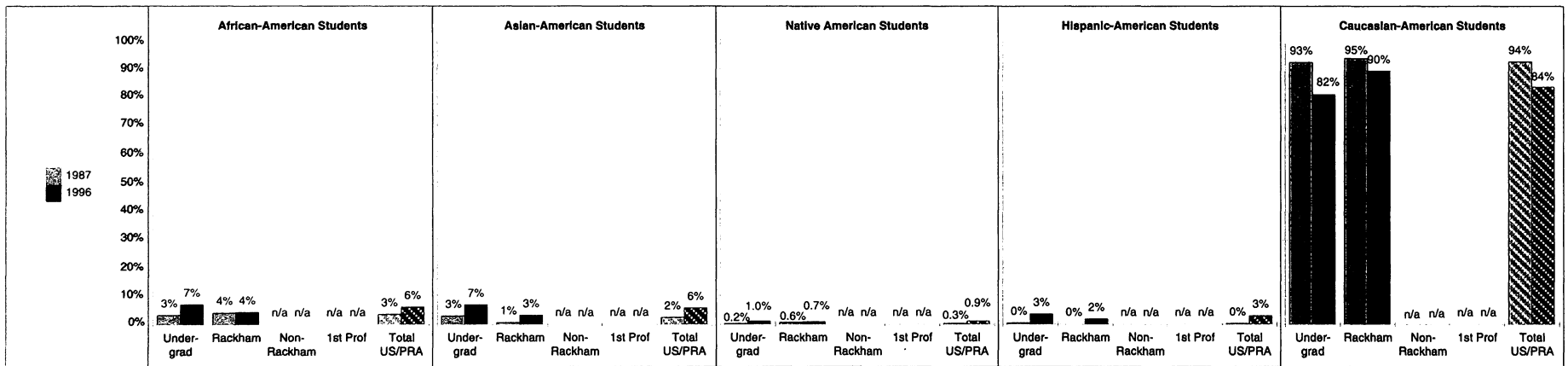
School of Nursing
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	37	511	548	105	468	573
Rackham	9	162	171	28	256	284
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	46	673	719	133	724	857

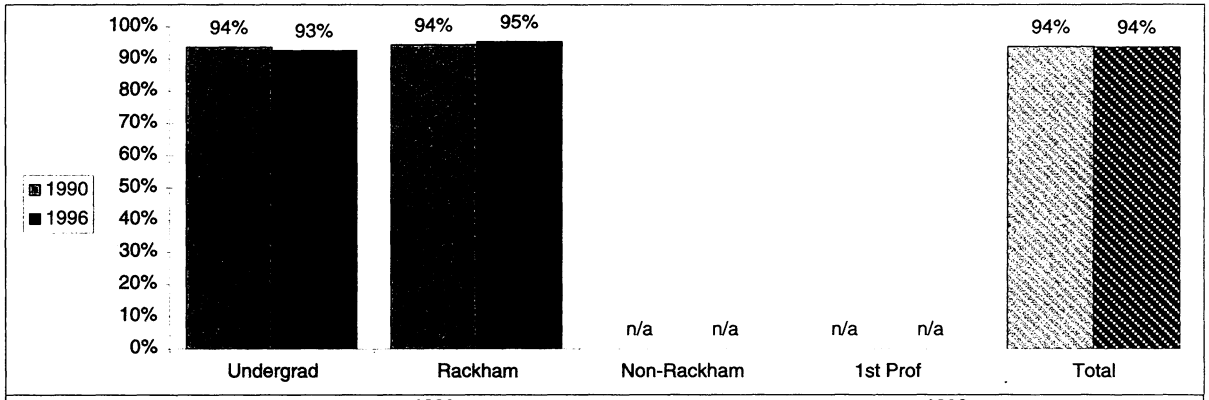
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	18	40	16	39	1	6	2	20	511	468
Rackham	7	12	1	9	1	2	0	5	162	256
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	25	52	17	48	2	8	2	25	673	724

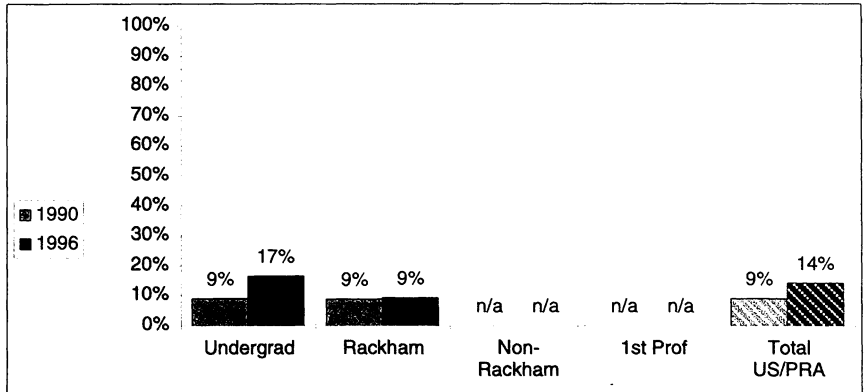
School of Nursing
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	35	504	539	42	531	573
Rackham	13	219	232	14	287	301
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	48	723	771	56	818	874

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

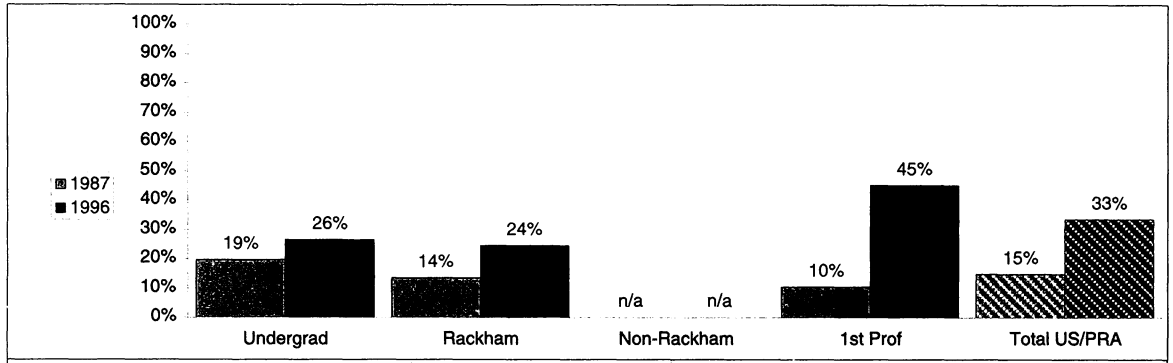


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	49	539	95	573
Rackham	20	225	26	284
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	69	764	121	857

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

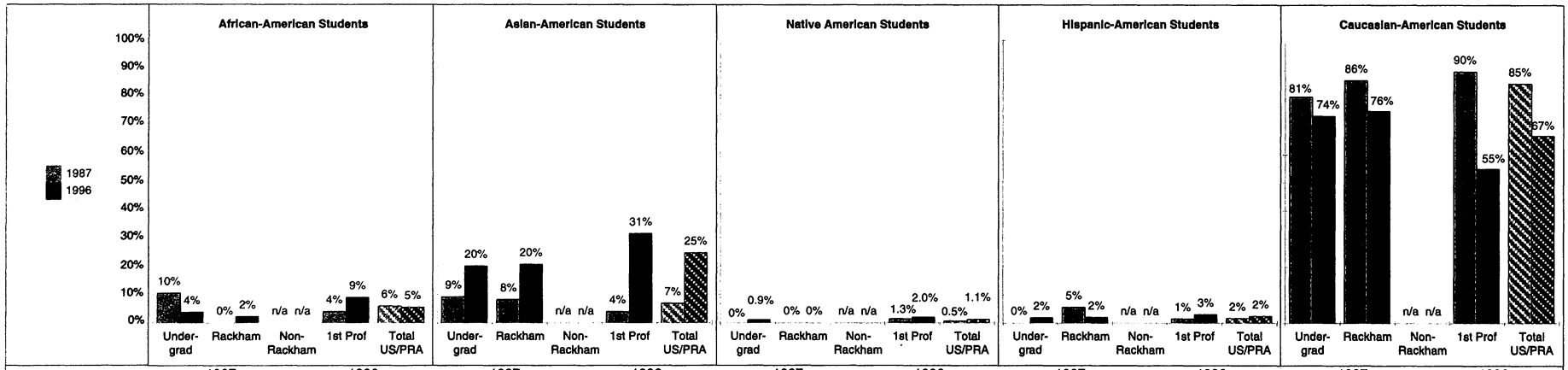
College of Pharmacy
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	15	62	77	29	81	110
Rackham	5	32	37	12	37	49
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	8	69	77	46	56	102
Total US/PRA	28	163	191	87	174	261

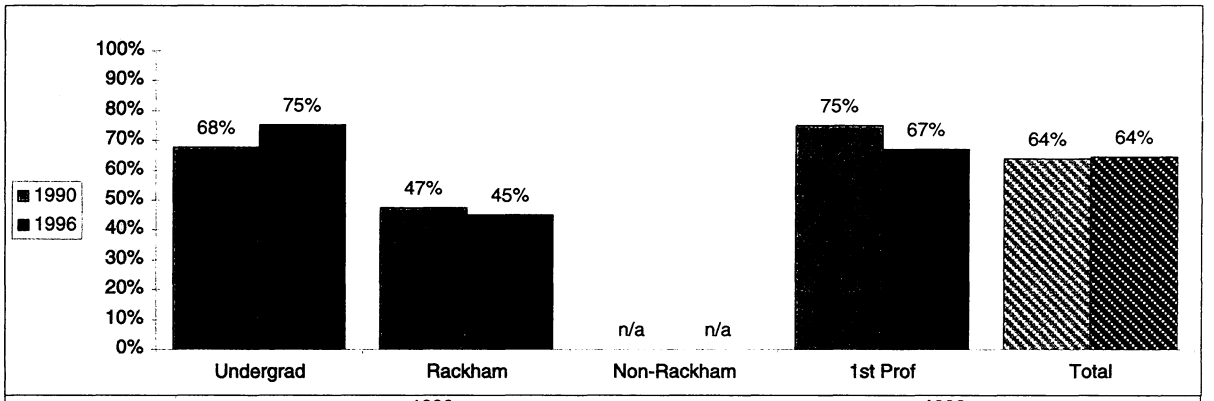
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	8	4	7	22	0	1	0	2	62	81
Rackham	0	1	3	10	0	0	2	1	32	37
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	3	9	3	32	1	2	1	3	69	56
Total US/PRA	11	14	13	64	1	3	3	6	163	174

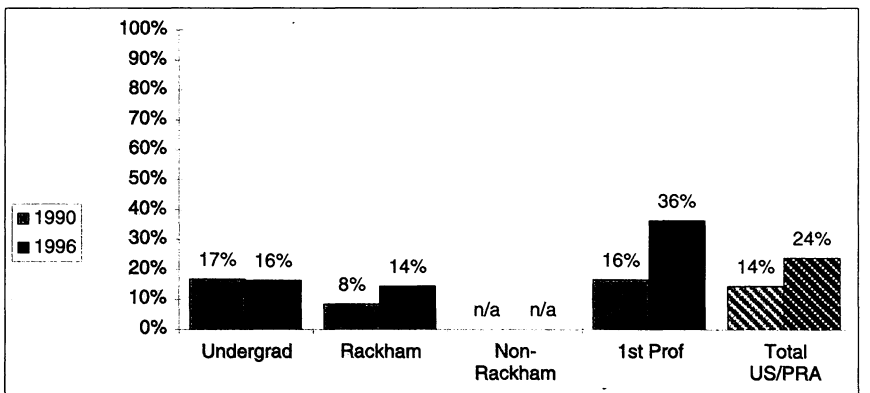
College of Pharmacy
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	31	65	96	29	88	117
Rackham	41	37	78	44	36	80
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	20	60	80	37	75	112
Total	92	162	254	110	199	309

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

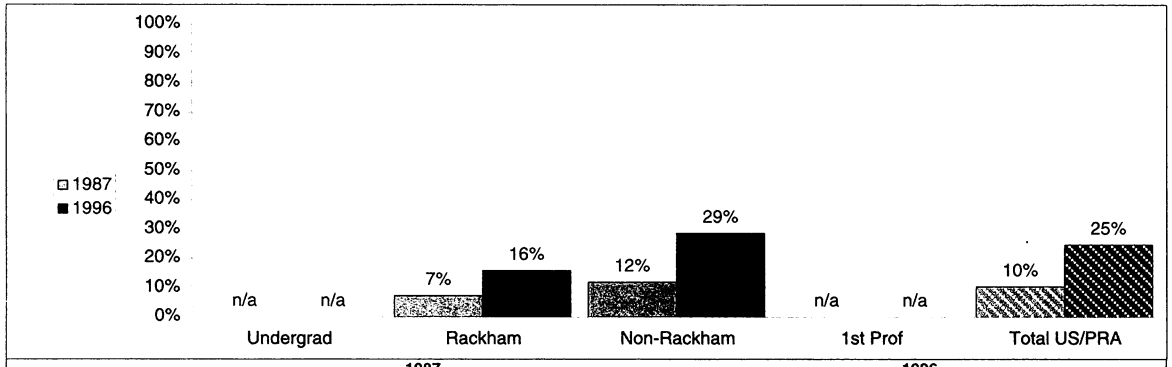


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	15	90	18	110
Rackham	5	60	7	49
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	13	79	37	102
Total US/PRA	33	229	62	261

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

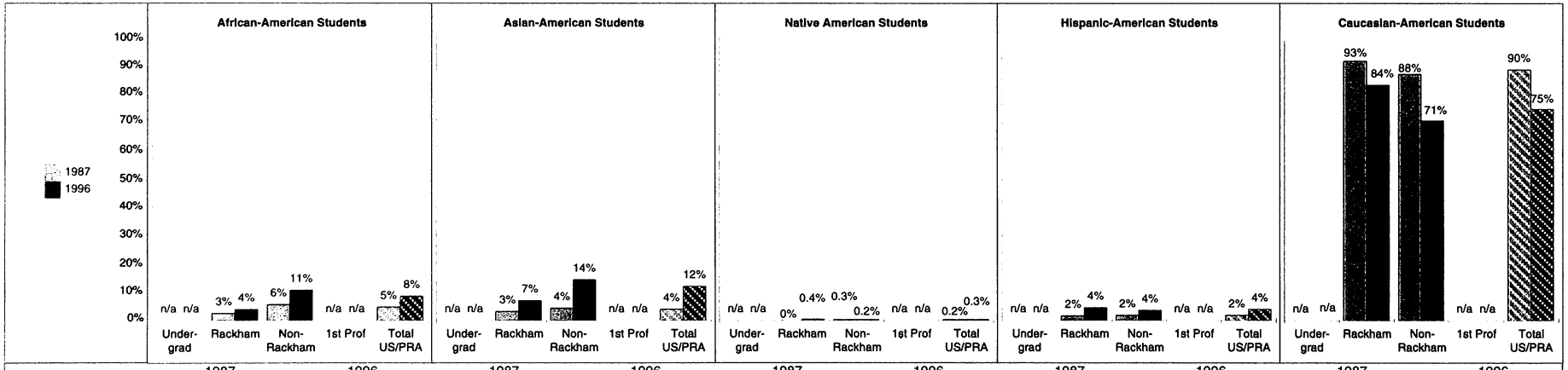
School of Public Health
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	14	180	194	36	191	227
Non-Rackham	47	347	394	138	344	482
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	61	527	588	174	535	709

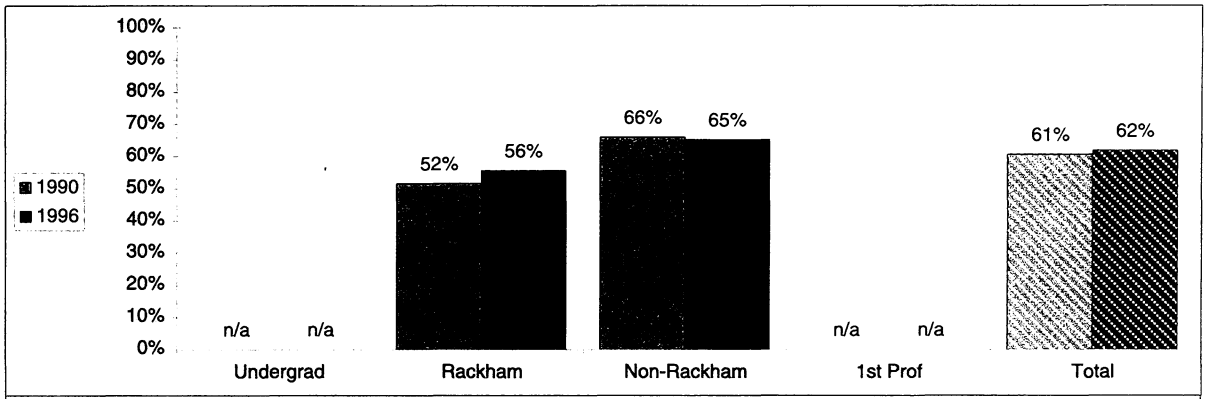
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	5	9	6	16	0	1	3	10	180	191
Non-Rackham	22	51	17	69	1	1	7	17	347	344
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	27	60	23	85	1	2	10	27	527	535

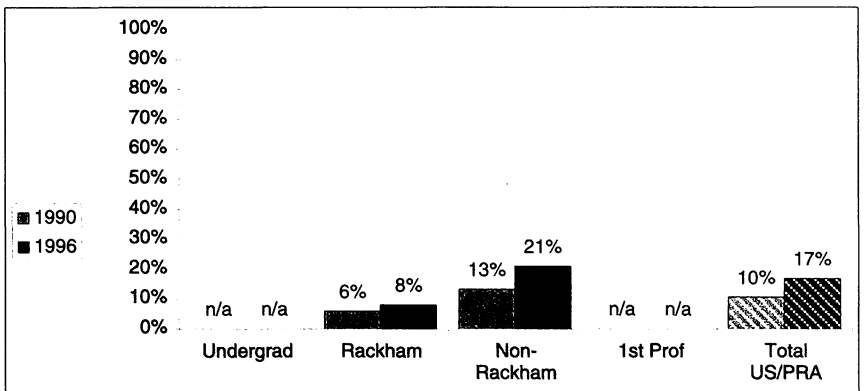
School of Public Health
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	132	141	273	126	158	284
Non-Rackham	152	295	447	179	336	515
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	284	436	720	305	494	799

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

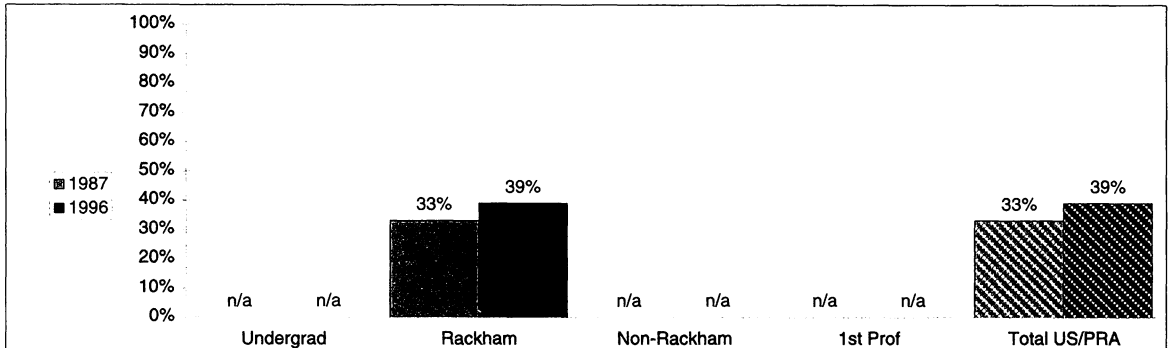


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	12	211	18	227
Non-Rackham	51	392	100	482
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	63	603	118	709

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

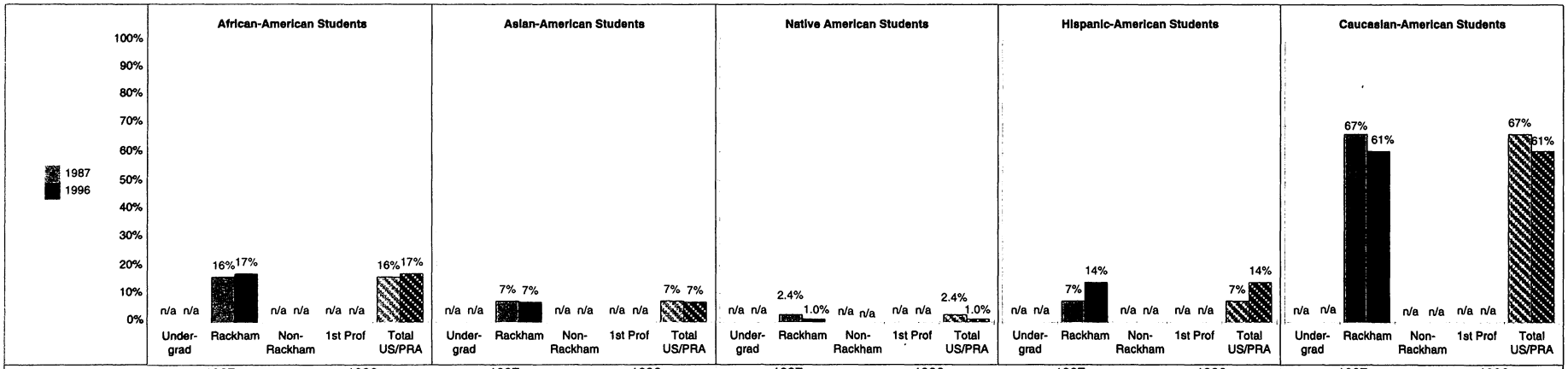
School of Public Policy
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	27	55	82	39	61	100
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	27	55	82	39	61	100

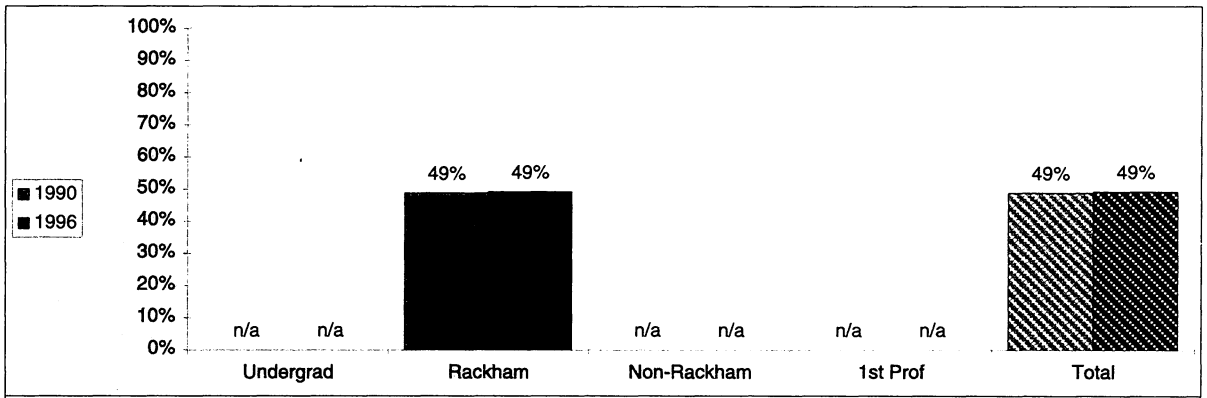
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	13	17	6	7	2	1	6	14	55	61
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	13	17	6	7	2	1	6	14	55	61

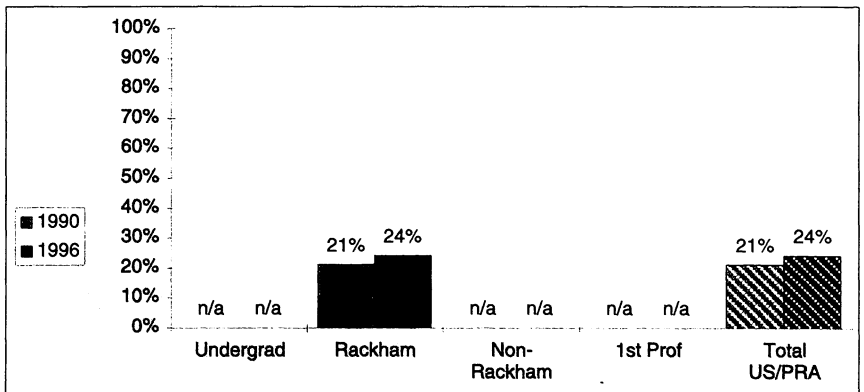
School of Public Policy
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	41	39	80	60	58	118
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	41	39	80	60	58	118

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

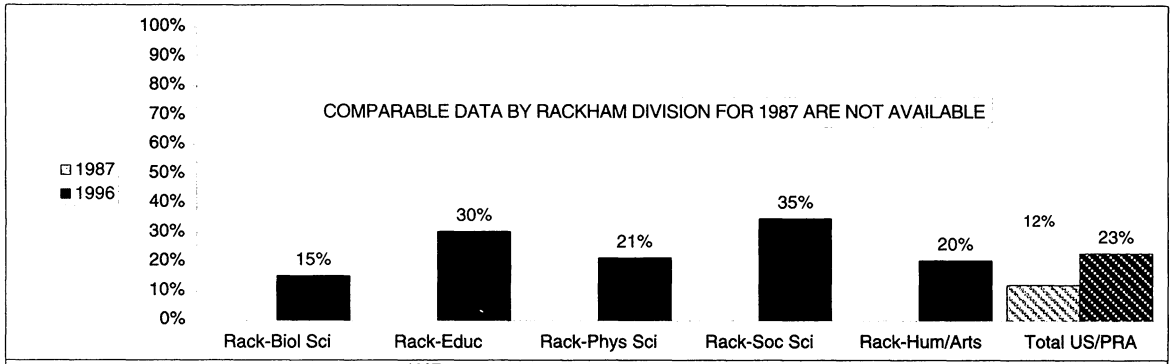


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	16	76	24	100
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	16	76	24	100

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

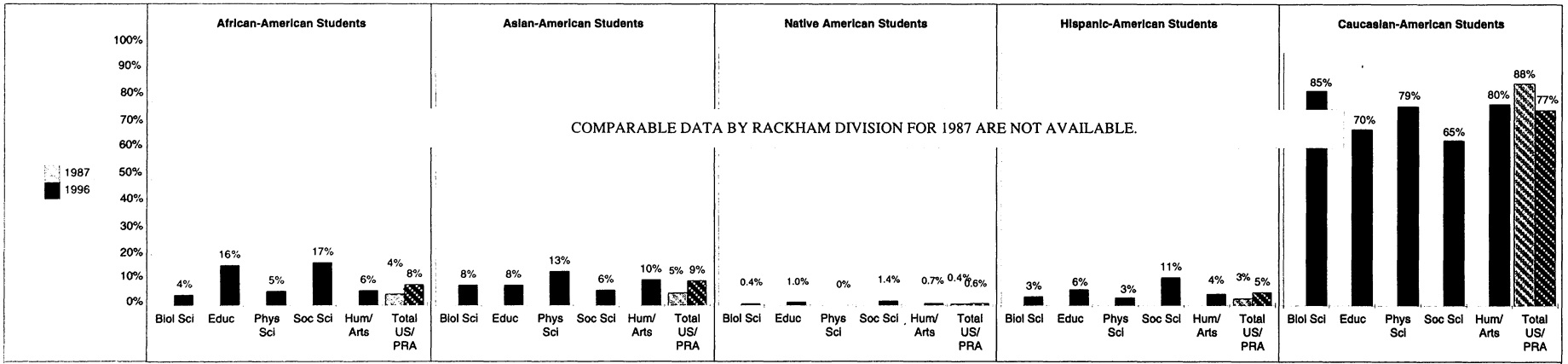
Rackham School of Graduate Studies
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY RACKHAM DIVISION



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Rackham - Biol Sci				167	930	1097
Rackham - Educ				91	209	300
Rackham - Phys Sci	COMPARABLE DATA BY RACKHAM DIVISIONS FOR 1987 ARE NOT AVAILABLE.			296	1092	1388
Rackham - Soc Sci				313	588	901
Rackham - Hum/Arts				187	732	919
Total US/PRA	528	3845	4373	1054	3551	4605

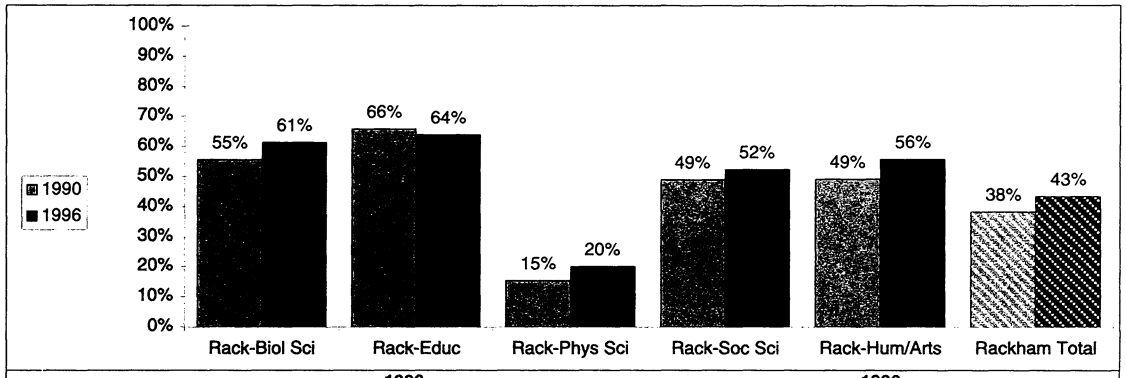
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY RACKHAM DIVISION



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Rackham - Biol Sci		43		85		4		35		930
Rackham - Educ		47		23		3		18		209
Rackham - Phys Sci	COMPARABLE DATA NOT AVAILABLE.	76	COMPARABLE DATA NOT AVAILABLE.	181	COMPARABLE DATA NOT AVAILABLE.	0	COMPARABLE DATA NOT AVAILABLE.	39	COMPARABLE DATA NOT AVAILABLE.	1092
Rackham - Soc Sci		150		52		13		98		588
Rackham - Hum/Arts		52		90		6		39		732
Total US/PRA	188	368	208	431	19	26	113	229	3845	3551

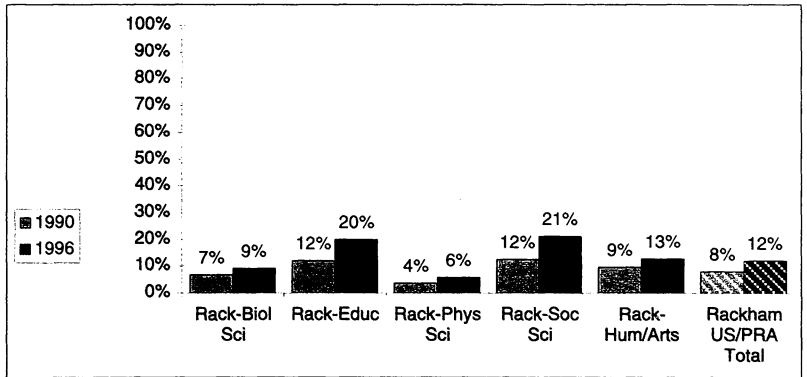
Rackham School of Graduate Studies
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY RACKHAM DIVISION



	1990			1996		
	Men	Women	Total	Men	Women	Total
Rack - Biol Sci	593	739	1332	505	799	1304
Rack - Educ	86	165	251	118	209	327
Rack - Phys Sci	2087	379	2466	1899	475	2374
Rack - Soc Sci	707	677	1384	539	592	1131
Rack - Hum/Arts	563	546	1109	532	673	1205
Rackham Total	4036	2506	6542	3593	2748	6341

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY RACKHAM DIVISION

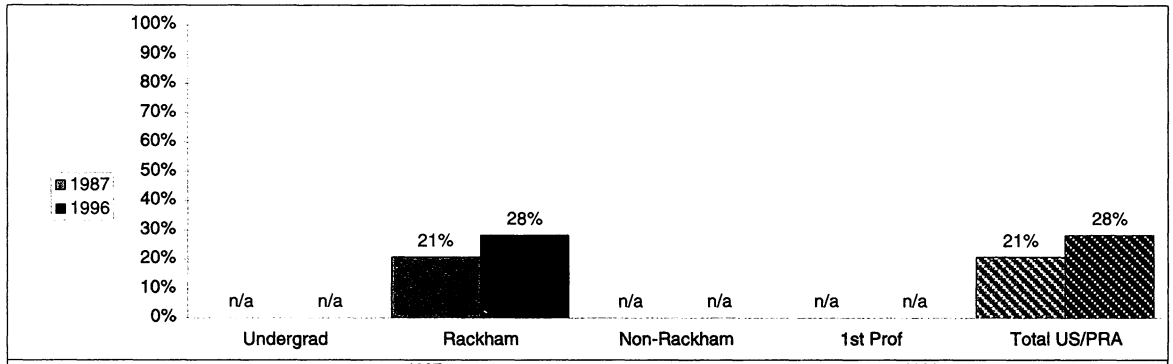


	1990		1996	
	Women of Color	Total	Women of Color	Total
Rack - Biol Sci	77	1134	101	1097
Rack - Educ	27	225	60	300
Rack - Phys Sci	52	1434	79	1388
Rack - Soc Sci	145	1162	191	901
Rack - Hum/Arts	80	843	116	919
Rack-US/PRA Tot	381	4798	547	4605

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

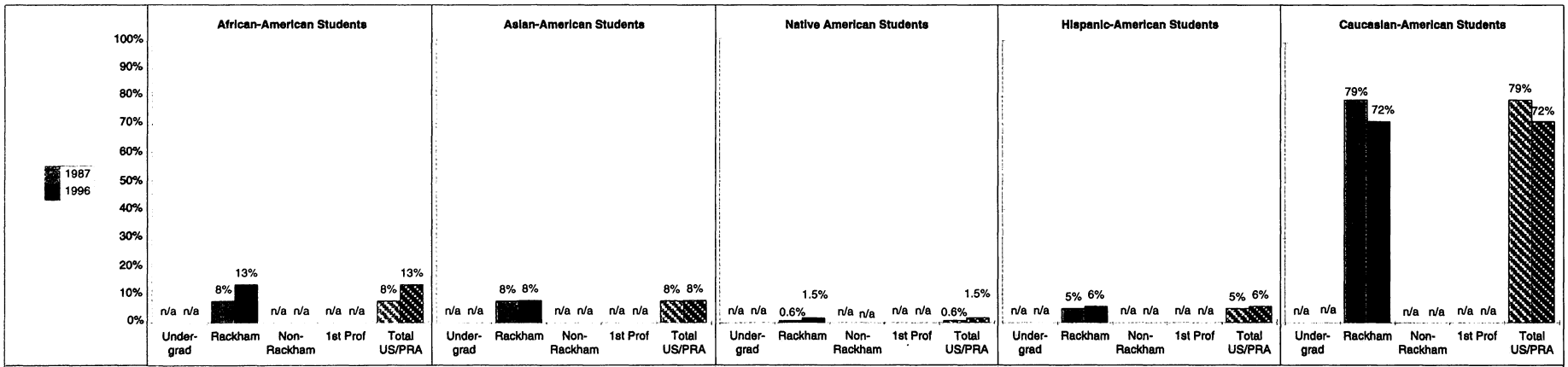
Rackham School of Graduate Studies Intercollege Programs
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	73	281	354	55	140	195
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	73	281	354	55	140	195

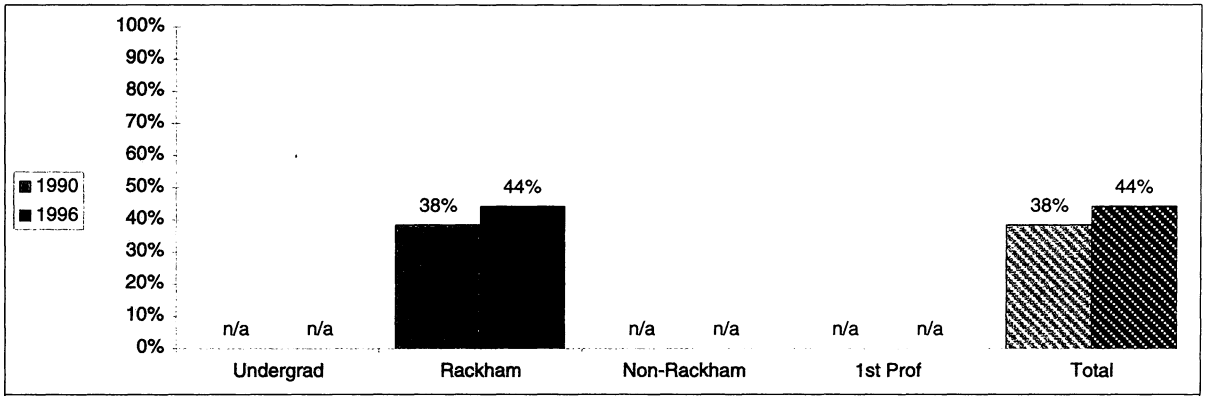
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	27	26	27	15	2	3	17	11	281	140
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	27	26	27	15	2	3	17	11	281	140

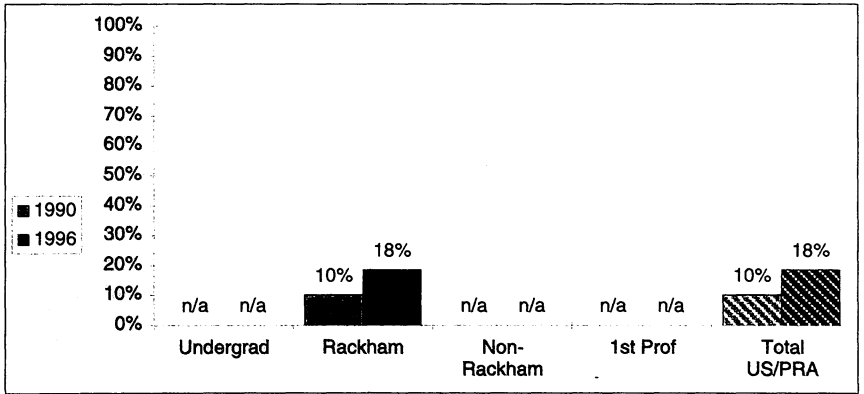
Rackham School of Graduate Studies Intercollege Programs
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	296	185	481	209	165	374
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	296	185	481	209	165	374

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

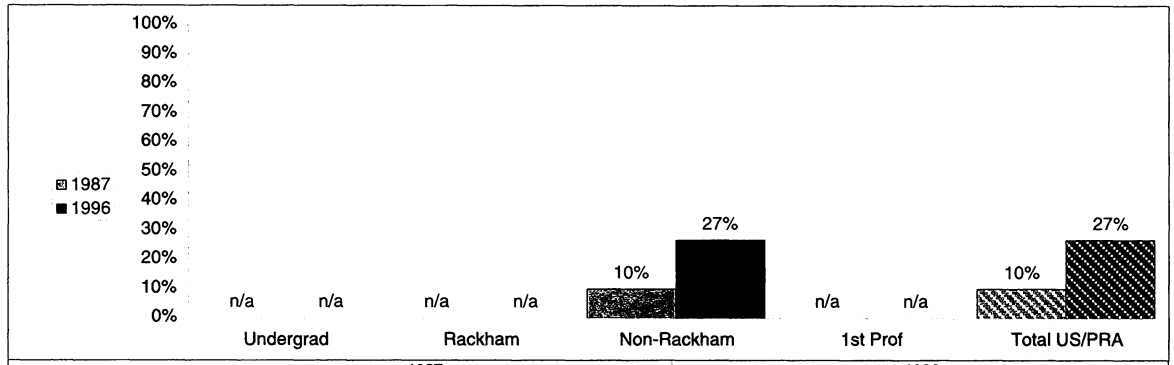


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	30	296	36	195
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	30	296	36	195

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

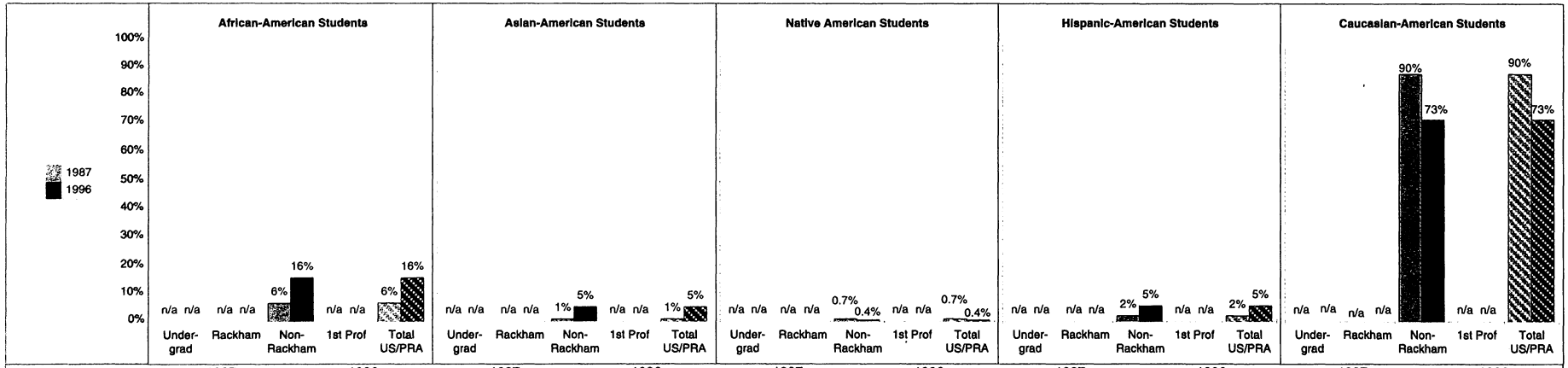
School of Social Work
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a	n/a	n/a
Non-Rackham	54	487	541	145	401	546
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	54	487	541	145	401	546

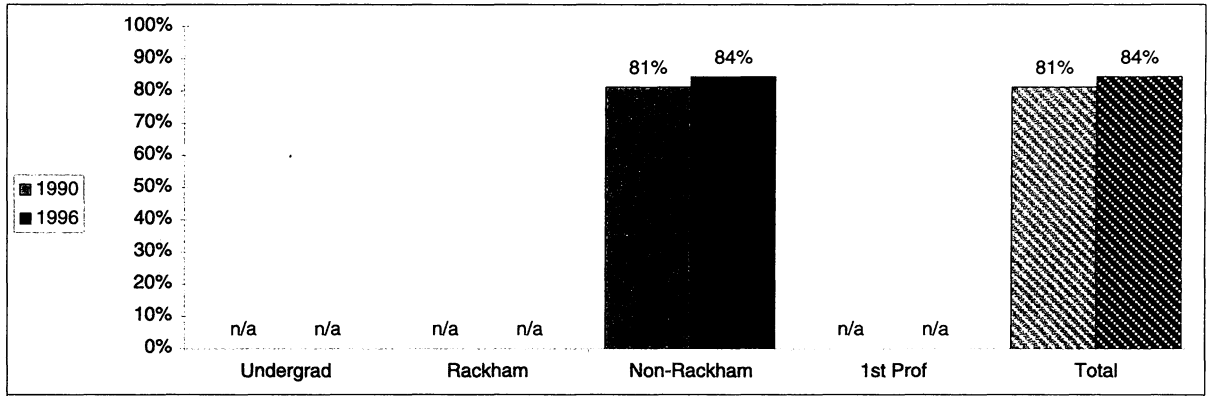
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non-Rackham	35	85	4	28	4	2	11	30	487	401
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	35	85	4	28	4	2	11	30	487	401

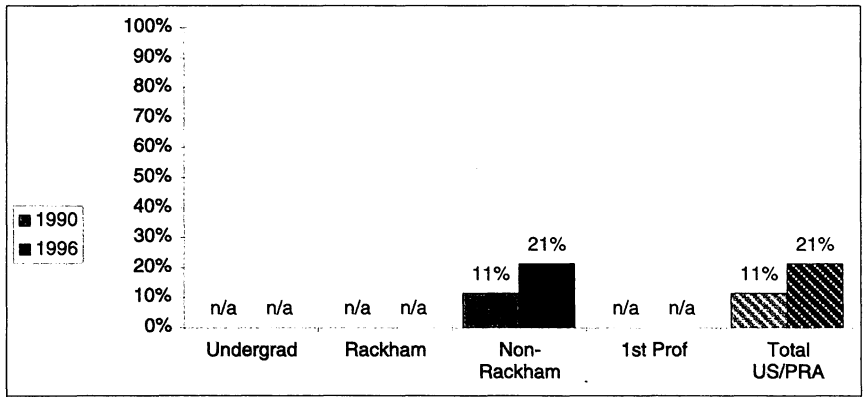
School of Social Work
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a	n/a	n/a
Non-Rackham	113	489	602	88	477	565
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	113	489	602	88	477	565

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL

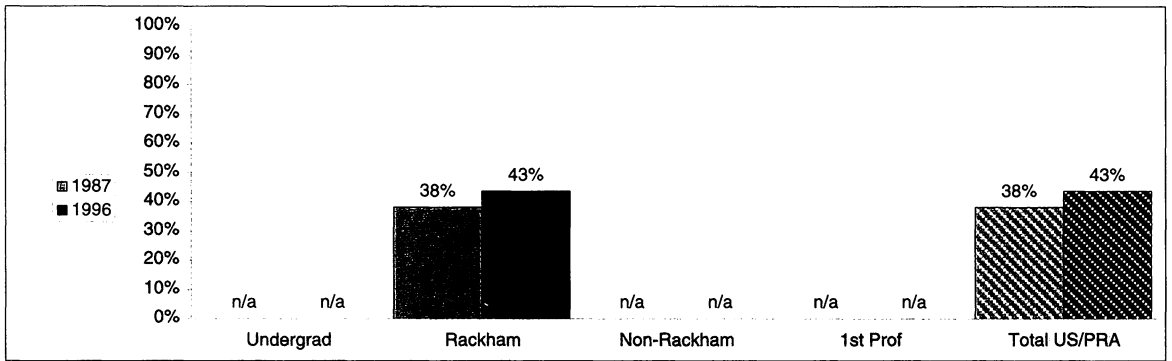


	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	n/a	n/a	n/a	n/a
Non-Rackham	61	532	116	546
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	61	532	116	546

*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

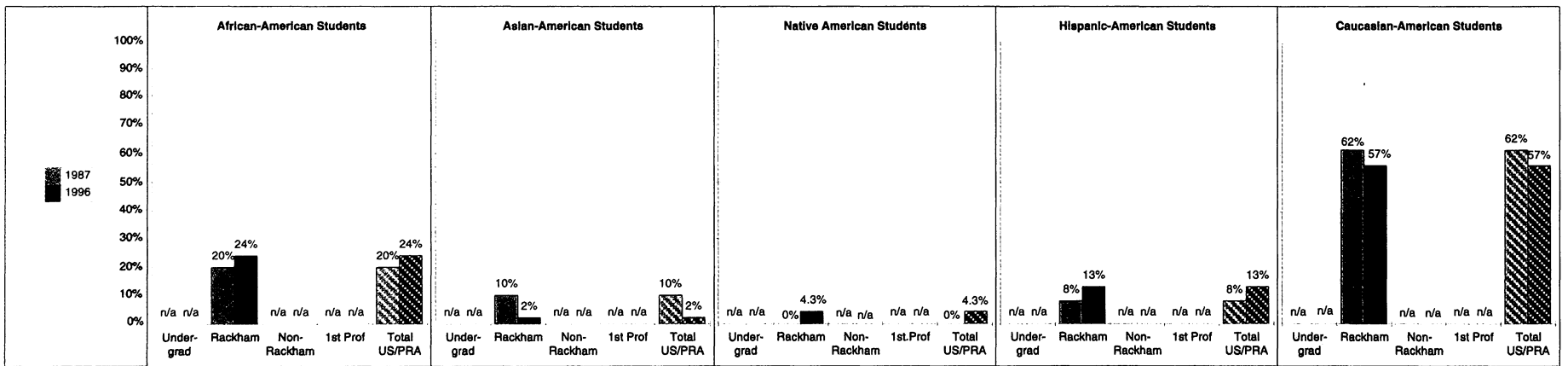
Rackham Interdepartmental Programs in Social Work and Social Sciences
Changes in Enrollment of U.S. Citizens and Permanent Resident Aliens (US/PRA), 1987 and 1996

PERCENTAGE ENROLLMENT OF US/PRA STUDENTS OF COLOR BY LEVEL



	1987			1996		
	Of Color	Caucasian	Total	Of Color	Caucasian	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	19	31	50	20	26	46
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	19	31	50	20	26	46

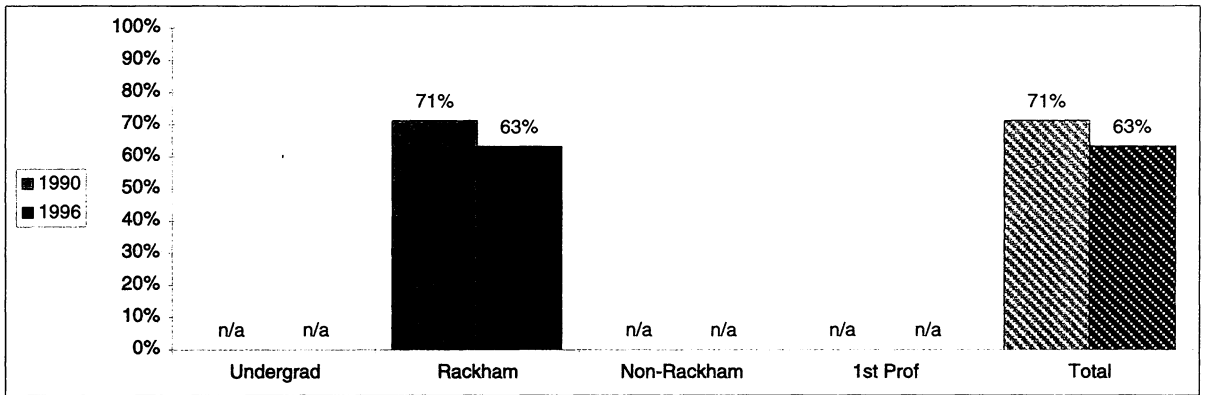
PERCENTAGE ENROLLMENT OF US/PRA STUDENTS BY LEVEL



	African-American Students		Asian-American Students		Native American Students		Hispanic-American Students		Caucasian-American Students	
	1987	1996	1987	1996	1987	1996	1987	1996	1987	1996
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	10	11	5	1	0	2	4	6	31	26
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total US/PRA	10	11	5	1	0	2	4	6	31	26

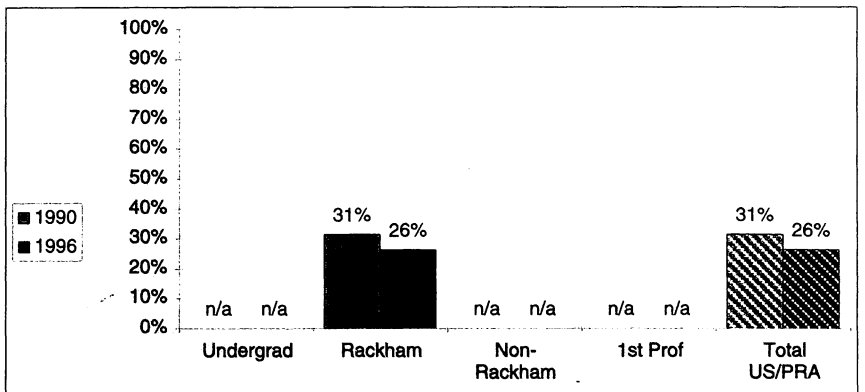
Rackham Interdepartmental Programs in Social Work and Social Sciences
Changes in Enrollment, 1990 and 1996

PERCENTAGE ENROLLMENT OF WOMEN STUDENTS BY LEVEL



	1990			1996		
	Men	Women	Total	Men	Women	Total
Undergraduate	n/a	n/a	n/a	n/a	n/a	n/a
Rackham	15	37	52	18	31	49
Non-Rackham	n/a	n/a	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a	n/a	n/a
Total	15	37	52	18	31	49

PERCENTAGE ENROLLMENT OF WOMEN OF COLOR STUDENTS (US/PRA*) BY LEVEL



	1990		1996	
	Women of Color	Total	Women of Color	Total
Undergraduate	n/a	n/a	n/a	n/a
Rackham	15	48	12	46
Non-Rackham	n/a	n/a	n/a	n/a
First Professional	n/a	n/a	n/a	n/a
Total US/PRA	15	48	12	46

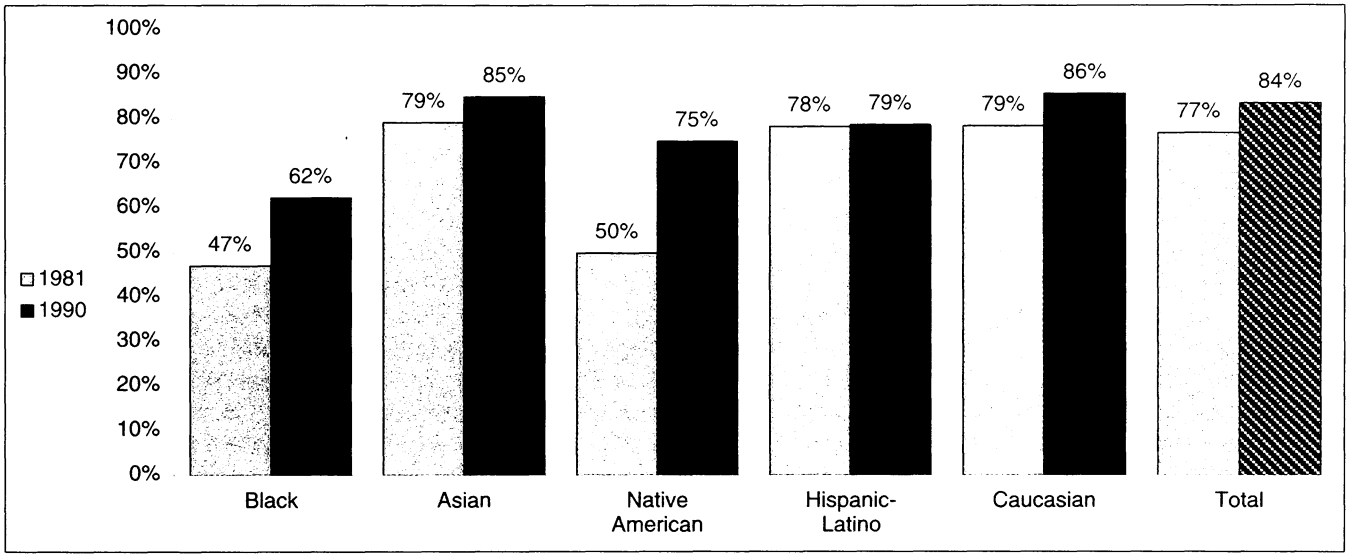
*Note: Minority calculations are based on U.S. citizens and permanent residents (US/PRA); exclude nonresident aliens.

Graduation Rates by Race and Ethnicity
Graduation Rates by Gender

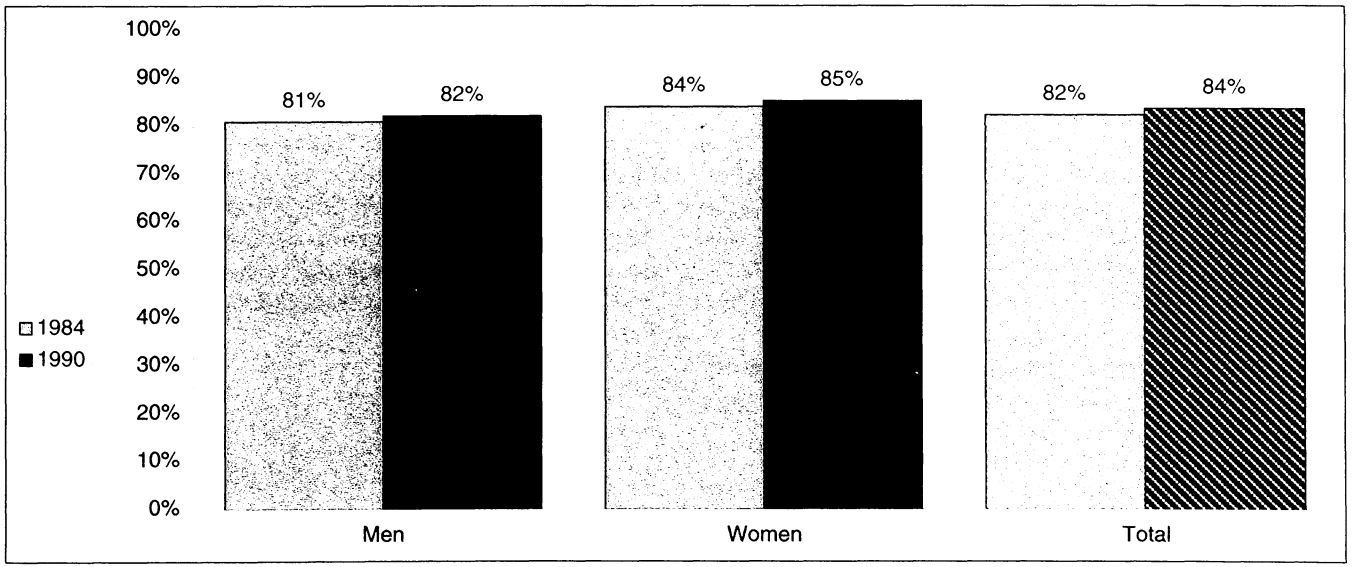
These charts display the six-year graduation rates for cohorts of students who entered the University of Michigan as freshmen. The cohorts include students who entered in the summer and fall of the relevant year and exclude international students.

University of Michigan - Ann Arbor
Changes in Six-Year Graduation Rates for Undergraduate Students

GRADUATION RATES FOR STUDENTS BY RACE, ENTERING COHORTS 1981 AND 1990



GRADUATION RATES FOR STUDENTS BY GENDER, ENTERING COHORTS 1984 AND 1990



ENDNOTES: SOURCES AND DEFINITIONS

These charts display comparisons between two points in time, either 1987 compared to 1996 or 1990 compared to 1996. Any such display of snapshot data may be affected by some unusual circumstance in one of the years. However, there is no evidence to suggest some inherent distortion in any of the years displayed and a trend line, if shown, would suggest the same conclusions warranted by these points in time snapshots. Of course, anytime that the number in a category is small — as is the case with many of the racial breakouts — small fluctuations can appear more significant than they may be. Caution should be used when interpreting the change in groupings with small numbers.

The comparison years were chosen to illustrate the state of diversity at the University in the years prior to the announcement of the Michigan Mandate and the Michigan Agenda for Women. Therefore, charts displaying comparisons of groupings on the basis of race and ethnicity display data for Fall 1987 (the year that the Michigan Mandate was announced) and Fall 1996, (the most recently available fall term data). Charts showing comparisons of groupings on the basis of gender display data for Fall 1990, several years before the 1994 announcement of the Michigan Women's Agenda, and data for Fall 1996. The earlier year was chosen so that a time period of at least five years could be compared rather than relying on the limited span of time that would be represented by comparing the much more recent year of announcement.

Faculty Composition

Regular Instructional Faculty

The regular instructional faculty includes individuals who are tenured or who have appointments of any rank on the tenure-track, lecturers, and individuals with appointments in any rank of Clinical II titles. Counts are shown for the Ann Arbor campus only.

Faculty counts, except as noted below, are provided by Human Resource Records and Information Services. 1987 and 1990 data are drawn from the Personnel Data Base Extract as of November 1 of the relevant year. 1996 data are from Human Resource Data Access as of November 1, 1996.

1990 data for women of color faculty are taken from Human Resource Data Access as of November 1, 1990. Clinical II data for 1987 and 1990 and lecturer counts for 1987 also are taken from Human Resource Data Access as of November 1 of the relevant year.

Instructional faculty counts are taken from appointment information and include tenured and tenure-track faculty with regular appointments and lecturers with regular appointments. These counts also include senior faculty without tenure. Faculty counts are headcount information and include any faculty member with a current appointment, regardless of fraction or funding. Faculty with funded appointments in all ranks of Clinical II titles also are included. According to Regents Bylaws, only four schools appoint in the Clinical II ranks: Medical, Dental, Law, and Pharmacy. Supplemental faculty are excluded from all counts.

Faculty members with joint appointments are counted in each school or college in which they hold an appointment. However, the University summary tables count each individual only once.

Counts for faculty of color include all faculty who self-report as a member of one of the four federally recognized minority groups (Black, Asian, Native American, or Hispanic/Latino). Faculty counts include U.S. citizens, permanent resident aliens, and foreign nationals whose visa status allows their employment by the University.

Primary research faculty and archivists, curators, and librarians are shown separately from instructional faculty.

The former Institute of Public Policy Studies (IPPS), now the School of Public Policy, underwent a change of status in 1992 to become a degree-granting academic unit with its own faculty. Prior to that time, no faculty were appointed in IPPS so faculty counts for 1987 and 1990 are not applicable in the School of Public Policy display.

ENDNOTES: SOURCES AND DEFINITIONS

Primary Faculty

Faculty at the University of Michigan include members of the "teaching and research staff together with the executive officers, the directors of various teaching, research, and library units, research associates, curators, and persons with similar duties" (Regent's Bylaws Section 5.01). In this report, non-instructional faculty are shown separately from the regular instructional faculty, and are grouped in the section labeled "Primary Faculty."

The Primary Research Faculty group includes regular appointments in the following ranks: research scientist, associate research scientist, assistant research scientist, and research investigator.

Librarians, curators, and archivists are grouped together and include the following ranks: Curator titles include Curator and Curator Slide/Photo. Senior Associate rank includes Senior Associate Curator Slide/Photo and Senior Associate Librarian. Associate rank includes Associate Archivist, Associate Curator, Associate Curator Slide/Photo, and Associate Librarian. Assistant rank includes Assistant Archivist, Assistant Curator, Assistant Curator Slide/Photo, and Assistant Librarian.

Primary counts are from Human Resource Data Access as of November 1 of the relevant year.

Counts are for Ann Arbor campus only.

Counts include primary research faculty and archivists, curators, and librarians with a paid appointment as of November 1 of the relevant year. Primary faculty who also have a regular instructional faculty appointment are excluded from these counts. In 1987 and 1990, only those whose regular instructional faculty appointment had funding were excluded. In 1996, all those with regular instructional faculty appointments, regardless of funding level, were excluded.

Staff Counts

All data come from Human Resource Data Access as of November 1 of the relevant year.

Counts are shown separately for the Ann Arbor campus and for the Hospitals.

Staff of color include all staff who self-report as a member of one of the four federally recognized minority groups (Black, Asian, Native American or Hispanic/Latino). Staff counts include U.S. citizens, permanent resident aliens, and foreign nationals whose visa status allows their employment by the University.

This section counts individuals' appointments by U-M job family and so include any staff member with a paid appointment in that job family as of November 1 of the relevant year. Staff counts are not unduplicated: individuals may be counted more than once if they have paid appointments in more than one job family on the same campus or have an appointment both on the Ann Arbor campus and in the Hospitals. Staff appointment counts may include individuals who also have a regular faculty appointment on the Ann Arbor campus and who are counted also in the faculty counts. (Details follow.)

The following paragraphs provide the count of all individuals who have an appointment with funding in one or more of the staff job families for the relevant year and campus. Details of dual appointments also are included. Regular faculty appointments on the Ann Arbor campus are noted regardless of fraction or funding. Clinical II, primary faculty, and staff appointments are noted only if they have funding and are on the same campus. Dual staff appointments between campuses are not listed.

November 1, 1996 by Gender - Ann Arbor Campus

As of November 1, 1996 there were 10,549 employees who had an appointment in one or more of the relevant staff job families for the Ann Arbor campus.

The Academic Administrative Ungraded counts include 44 females and 157 males who also have a regular faculty appointment. Two females and one male

also have a Clinical II appointment and 3 females and 13 males also have a primary faculty appointment.

The Professional/Administrative (P&A) counts include 14 females and 18 males who also have a regular faculty appointment. One female and one male also have a primary faculty appointment. Three females have an appointment in both the Professional/Administrative job family and one of the following job families: Technical, Office, and Allied Health P&A Non-Exempt.

One female has an appointment in both the Technical and the Office job families.

November 1, 1996 by Gender - Hospital Campus

As of November 1, 1996 there were 7,221 employees who had an appointment in one or more of the relevant staff job families on the Hospital campus.

The Academic Administrative Ungraded counts include 3 males who have a regular faculty appointment.

The P&A counts include 4 females and 6 males who also have a regular faculty appointment. Two females and one male have an appointment in both P&A and Allied Health P&A Exempt job families.

The Nursing counts include 3 females who also have a regular faculty appointment.

Allied Health P&A Exempt counts include one female and one male who have a regular faculty appointment.

November 1, 1996 by Race - Ann Arbor Campus

As of November 1, 1996 there were 10,549 employees who had an appointment in one or more of the relevant staff job families for the Ann Arbor campus.

The Academic Administrative Ungraded counts include 16 Blacks, 9 Asians, 1 Hispanic, and 175 Caucasians who also have a regular faculty appointment. One Black and 2 Caucasians also have a Clinical II appointment, and 1 Black and 15 Caucasians also have a primary faculty appointment.

The Professional/Administrative counts include 1 Hispanic and 31 Caucasians who also have a regular faculty appointment. Two Caucasians also have a primary faculty appointment. One Caucasian also has an appointment in the Technical job family and one Caucasian has an appointment in the Office job family. One Hispanic also has an appointment in Allied Health P&A Non-Exempt.

One Caucasian has an appointment in both Technical and Office job families.

November 1, 1996 by Race - Hospital Campus

As of November 1, 1996 there were 7,221 employees who had an appointment in one or more of the relevant staff job families on the Hospital campus.

The Academic Administrative Ungraded counts include 3 Caucasians who also have a regular faculty appointment.

The P&A counts include 1 Black, 1 Hispanic and 8 Caucasians who also have a regular faculty appointment. Three Caucasians have an appointment in both P&A and Allied Health P&A Exempt job families.

The Nursing counts include 3 Caucasians who also have a regular faculty appointment.

Allied Health P&A Exempt counts include 2 Caucasians who also have a regular faculty appointment.

November 1, 1990 by Gender - Ann Arbor Campus

As of November 1, 1990 there were 9,724 employees who had an appointment in one or more of the relevant staff job families for the Ann Arbor campus.

The Academic Administrative Ungraded counts include 47 females and 153 males who also have a regular faculty appointment. One female and one male also have a Clinical II appointment and 2 females, and 11 males also have a primary faculty appointment.

The Professional/Administrative counts include 15 females and 28 males who also have a regular faculty appointment. One female also has a primary faculty appointment. Three males also have an appointment in the Technical job family and 2 females also have an appointment in the Office job family.

The Nursing counts include 2 females who have a regular faculty appointment.

The Allied Health P&A Exempt counts include one female and one male who have a regular faculty appointment.

November 1, 1990 by Gender - Hospital Campus
As of November 1, 1990 there were 6,734 employees who had an appointment in one or more of the relevant staff job families for the Hospital campus.

The Academic Administrative Ungraded counts include 4 males who also have a regular faculty appointment.

The Professional/Administrative counts include 5 females and 3 males who also have a regular faculty appointment.

The Nursing counts include 4 females who also have a regular faculty appointment and one female who also has an appointment in Allied Health P&A Exempt.

Allied Health P&A Exempt counts include 6 females and 3 males who also have a regular faculty appointment.

November 1, 1987 by Race - Ann Arbor Campus
As of November 1, 1987 there were 8,532 employees who had an appointment in one or more of the relevant staff job families for the Ann Arbor campus.

The Academic Administrative Ungraded counts include 16 Blacks, 3 Asians and 190 Caucasians who also have a regular faculty appointment. Two Caucasians also have a Clinical II appointment and 16 Caucasians also have a primary faculty appointment.

The Professional/Administrative counts include 1 Asian and 20 Caucasians who also have a regular faculty appointment. Two Caucasians also have a primary faculty appointment. One Caucasian has an appointment in the Office job family.

The Nursing counts include one Caucasian who also has a regular faculty appointment.

The Allied Health P&A Exempt counts include one Caucasian who has a regular faculty appointment.

November 1, 1987 by Race - Hospital Campus
As of November 1, 1987 there were 5,666 employees who had an appointment in one or more of the relevant staff job families for the Hospital campus.

The Academic Administrative Ungraded counts include 4 Caucasians who also have a regular faculty appointment.

The Professional/Administrative counts include 11 Caucasians who also have a regular faculty appointment.

The Nursing counts include 3 Caucasians who also have a regular faculty appointment and one Caucasian who also has an appointment in Allied Health Technical.

Allied Health P&A Exempt counts include 7 Caucasians who also have a regular faculty appointment.

Ann Arbor Total (Ann Arbor and Hospital Campuses)
Counts differ slightly from the total of the two separate campuses because employees may have appointments on both campuses. Also, a slight difference may be due to different extract dates because of the dynamic nature of the data source.

Student Data

Enrollment of US/PRA Students of Color by Level
Student enrollments are based on official third-week counts for each fall term. Minority reporting for any type of student count excludes foreign students, i.e. non-resident aliens. Therefore, counts for students of color in this set of tables include United States citizens and permanent resident aliens (US/PRA) who self-report as a member of one of the four minority groups (Hispanic American, Native American, Asian American, African American). This number is then shown as a percentage of all United States citizens and permanent resident aliens in the particular student classification.

Students who are U.S. citizens or permanent resident aliens, but whose race is unknown to the University, are included in "Caucasian" counts.

Minority counts are based on the above-mentioned U.S. citizens and permanent resident aliens in degree programs on the Ann Arbor campus. Excluded are students in Postgraduate Medicine, Hospital Training, Anesthesiology, Visiting Scholars, and other location enrollments in the School of Education, College of Engineering, School of Nursing, and the School of Social Work. Total enrollments on this set of charts are, therefore, not the same as the total enrollment for the University of Michigan-Ann Arbor.

Enrollment of Women Students by Level
Student enrollments are based on official third week counts for each fall term.

The first chart and table, which describe percentage enrollment of women students by level, are based on counts of all students on the Ann Arbor campus, including non-resident aliens. The percentage of women is calculated on this total official enrollment.

The second chart and accompanying table describing percentage enrollment of women of color students (US/PRA) by level are based on minority counts as described in *Enrollment of US/PRA Students of Color by Level,* i.e. minority reporting for any type of student count excludes foreign students. Therefore, counts for students of color in this set of tables include United States citizens and permanent resident aliens (US/PRA) who self-report as a member of one of the four minority groups (Hispanic American, Native American, Asian American, African American). This number is then shown as a percentage of all United States citizens and permanent resident aliens in the particular student classification.

Students who are U.S. citizens or permanent resident aliens, but whose race is unknown to the University, are included in "Caucasian" counts.

Minority counts area based on the above-mentioned U.S. citizens and permanent resident aliens in degree programs on the Ann Arbor campus. Excluded are students in Postgraduate Medicine, Hospital Training, Anesthesiology, Visiting Scholars, and other location enrollments in the School of Education, College of Engineering, School of Nursing, and the School of Social Work.

All Enrollment Charts
School of Dentistry:
First Professional refers to the D.D.S. program.

College of Engineering:
The College of Engineering now has graduate programs within the College that are not affiliated with Rackham that did not exist in 1987 and 1990. Data points for their non-Rackham Graduate programs in 1987 and 1990 are marked n/a for not applicable.

Law School:
In accordance with the Registrar's Office conventions, Law School enrollments are all shown as first professional, but include not only students in the J.D. program but those in all the other Law School degree programs (M.C.L., L.L.M., and S.J.D.).

College of Literature, Science, and the Arts:
LS&A's Rackham graduate enrollments are in many fields and the diversity within those fields varies. For that reason, LSA's Rackham enrollments by race and ethnicity for 1990 and 1996 are shown by Rackham division as well as in total. Comparable data for 1987 are not available.

ENDNOTES: SOURCES AND DEFINITIONS

Medical School:
First Professional refers to the M.D. program. Information on enrollments by race and ethnicity excludes Medical School enrollments in Postgraduate Medicine, Hospital Training, and Anesthesiology.

College of Pharmacy:
Undergraduate enrollments in Pharmacy include students in the first two years of the first professional Pharm.D. program. First Professional enrollments include students in the subsequent program years.

School of Public Policy:
In 1995, the School of Public Policy was created from the former Institute for Public Policy Studies (IPPS). Prior to 1995, enrollments in fields of study associated with IPPS were considered enrollments in a Rackham Intercollege Program. However, in this set of charts, the 1987 and 1990 enrollments in the fields of study associated with Public Policy are shown on the table for the School of Public Policy and have been excluded from the Rackham Intercollege Programs.

Rackham School of Graduate Studies:
Total Ann Arbor Rackham enrollments are shown by division and in total for 1990 and 1996. Enrollments by division are not available for 1987.

Rackham Intercollege Program enrollments are shown separately and include students enrolled in programs classified as intercollege by the Registrar's Office and students enrolled in Rackham as a non-candidate for degree. Information on enrollments by race and ethnicity excludes Visiting Scholars.

School of Social Work:
The Rackham Intercollege Programs in Social Work and Social Sciences have a close affiliation with the School of Social Work and so are shown separately along with the School's own enrollment and degree data. These programs also are included in the totals for the Rackham Intercollege display.

Graduation Rates for Students by Race and Gender
Tables showing graduation rates are based on a cohort analysis and the definition of the cohort agrees with the one used by the Office of the Registrar in producing Report 864, considered one of the Minority Reports set. The data are for a freshman cohort entering in the summer and fall terms of the specified year, excluding individuals who enter the U-M as part of the Summer Bridge Program, and show the percentage of that cohort graduating within six years after initial entry.

These charts then display the percentage of the 1981 cohort that had graduated by 1987; the percentage of the 1984 cohort that had graduated by 1990, and the percentage of the 1990 cohort that had graduated by 1996.

This table is produced as a University summary. These charts exclude foreign students, i.e. non-resident aliens. Therefore, counts in this set of tables include United States citizens and permanent resident aliens (US/PRA) who self-report as a member of one of the four minority groups (Hispanic American, Native American, Asian American, African American). This number is then shown as a percentage of all United States citizens and permanent resident aliens in the particular student classification.

Students who are U.S. citizens or permanent resident aliens, but whose race is unknown to the University, are included in "Caucasian" counts.

Many thanks to the women and men who graciously shared their perspectives on diversity at the University of Michigan, and to News and Information Services, particularly Kathleen Conrad, Jane R. Elgass, Bob Kalmbach, and John Woodford, for their editorial and photographic contributions.

This publication was created by: Lisa B. Baker, Lucy E. Drotning, Mary Jo Frank, Sally Grace, Liene A. Karels, Marilyn Knepp, Lisa A. Tedesco, and Patricia A. Yester.

Printed with pride by University of Michigan Printing Services

Summer 1997

I have a sense that there is a critical mass that is necessary for true diversity to be a reality. What is that critical mass? I cannot define it, but I know when I have felt it and when it has been achieved. There is a paradigm shift — from an awareness of the differences to a celebration of the richness and fullness of the human dimension.

I TRULY BELIEVE THAT PEOPLE LIVE UP TO YOUR EXPECTATIONS OF THEM. IT IS EXTRAORDINARILY HARD TO OVERCOME NEGATIVE EXPECTATIONS

My expectation is that reasonable people will deal with the realities of diversity and will see the pragmatic importance of having a diversity of students, faculty, and staff. It makes good practical sense.

Homogeneous communities are often too comfortable to encourage creativity. Frequently it is the conflict between different life experiences, perspectives, values, and knowledge that sparks new insight into the nature of a problem and stimulates ideas about new solutions.

As diversity infuses the curricula of the various disciplines, it enriches the experiences of faculty and students.