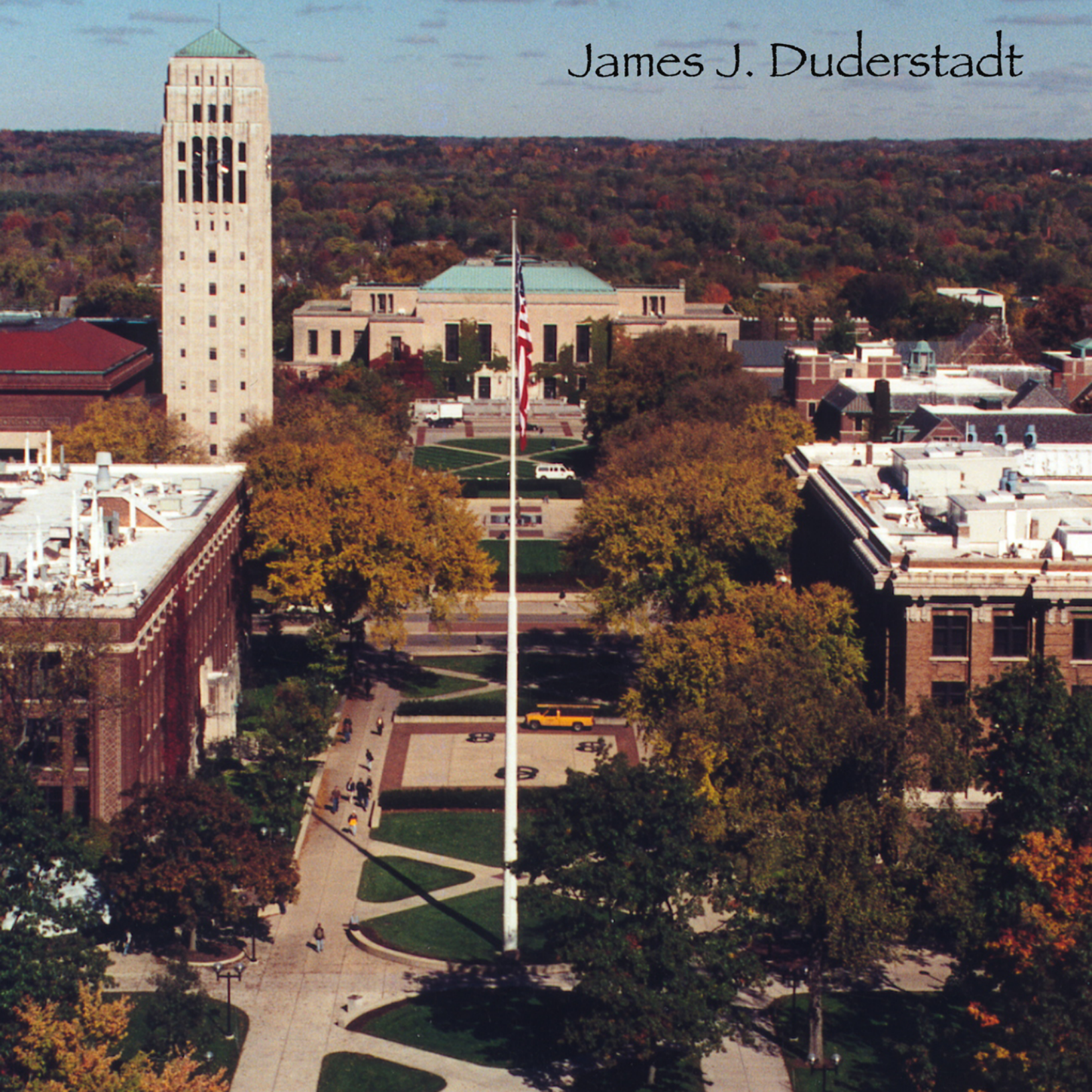


The Michigan Mandate

A Strategic Linking of
Academic Excellence and Social Diversity
1990

James J. Duderstadt





THE MICHIGAN MANDATE:

A Strategic Linking of Academic Excellence and Social Diversity

The University of Michigan

Draft 6.0

March, 1990

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The University of Michigan
Draft 6.0 March, 1990

THE MICHIGAN MANDATE:

A Strategic Linking of Academic Excellence and Social Diversity

FOREWORD

The Michigan Mandate is a preliminary version of a plan, a new agenda, a vision of the future of the University of Michigan. It is intended to assure our leadership in meeting two of the principal challenges before us in the 21st century. The first of these is that our country is rapidly becoming more ethnically and racially pluralistic. The second is our growing interdependence with the global community, which calls for greater knowledge, understanding, and appreciation of human diversity throughout the world than we have needed ever before in our history.

The fundamental premise of the Michigan Mandate is that for the University to achieve excellence in teaching and research in the years ahead, for it to serve our state, our nation, and the world, we simply must achieve and sustain a campus community recognized for its racial and ethnic diversity. But beyond this, we believe that the University has a mandate not just to reflect the growing diversity of America—indeed, the world—in our students, faculty, and staff; but to go beyond this to build a model of a pluralistic, multicultural community for our nation. We seek to build a community that values and respects and, indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

In this effort it is clear that a fundamental purpose of the Michigan Mandate must be to remove all institutional barriers to full participation in the life of the University and the educational opportunities it offers for people of all races, creeds, ethnic groups, and national origins, without regard to gender, age, or orientation. This broader agenda for the University will be addressed in other papers, proposals, and forums. For example, a strategic plan to implement an agenda for women is already in progress. However, the issue of racial and ethnic diversity is the focus of this particular document.

In its formative stages our plan has had many names . . . the "Michigan Plan," the "Michigan Commitment," and finally, the "Michigan Mandate."

But by whatever name, it is really only a road map. It is intended to set out a direction and point to a destination, but the journey itself has only begun, and much of the landscape through which we will travel is still to be discovered.

Before presenting details of the Michigan Mandate I want to point out that:

- The Michigan Mandate focuses on the joining of objectives that initially may seem incompatible, but that we must strive to join inextricably together. These are *community and pluralism* and *excellence and diversity*. Indeed, it is the goal of the Michigan Mandate to strengthen every part of our community and its missions of teaching, research, and service by increasing, acknowledging, learning from, and celebrating our great human diversity.
- The Mandate is an organic, evolving plan that will continue to respond to the concerns and suggestions of the University and the wider community. The Mandate already reflects the opinions and experience of the several hundred individuals and groups with whom I, as well as other members of our administration, have met. Every one of these meetings has been significant and contributes to changes of substance, emphasis, and approach. This is because the Mandate is intended to provide the framework for continuing dialog, planning, and implementation activities among all University groups and with our extended family of alumni, friends, and constituents. We see this consultation as a continuing dynamic process that I hope will eventually reach and involve every member of our community in planning and actions to make the Mandate's goals a reality.
- The Mandate is presented in a highly personal way that reveals, as much as anything else, my own growing education and intensifying commitment to this agenda for the University of Michigan. My commitment has evolved from my personal conviction as a scholar and citizen and from my understanding of the imperatives of the future gained through the experience of leadership at the University and various state and national groups concerned with our nation's future.
- Finally, we all recognize that women of color face the double jeopardy of racial and gender discrimination. Therefore it is critical that our

efforts to achieve the goals articulated by the Mandate take into account the special needs and concerns of women of color in order that they can participate and succeed in all aspects of University life and leadership.

The University has made a very deep commitment to the achievement of an environment that seeks, nourishes, and sustains racial, cultural, and ethnic diversity. We must learn how to resist the great pressures of prejudices, separatism, and the fear and bigotry which push us apart. Instead we must pledge ourselves to being a university, indeed, a nation, committed to working together, to achieve great public purposes.

Michigan is first and foremost a "UNI" versity—not a "DI" versity. Hence we view our challenge as learning how to weave together these dual objectives of diversity and unity in a way that strengthens our fundamental goal of academic excellence and serves our academic mission and our society. We must not abandon our quest for community and our allegiance to our academic and civic values. I do not believe the goals of diversity and community are incompatible any more than I believe that excellence and diversity are incompatible. But we will need to work hard together to weave these goals together in new ways that will inspire and strengthen our University.

It is important to state here clearly that in drafting the Michigan Mandate, I certainly did not view myself as Moses returning from the mountain with stone tablets of commandments to govern the University. Rather, this document was intended as a very personal statement of my own views and recommendations on these matters. In a sense, I viewed the Michigan Mandate both as a challenge to the University community and as a road map, setting out my personal commitments to an eventual destination for our University. I hope you will approach the plan as part of a dynamic process and not as a finished product. Indeed, as more and more students, faculty, and staff have responded to this challenge, the plan has already evolved significantly, to reflect their wisdom, experience, and commitment. Hence, in this sense, my challenge to the University, the plan I set before it, has already changed. It will continue to change as more and more people become a part of the process of commenting, criticizing, and suggesting improvements, and—it is my hope—becoming committed to and actively involved in this great challenge to the University and to America.

Hence, the Michigan Mandate is very much an organic document, a document designed to change. What cannot change, however, is my personal determination to lead the University in a direction that serves all members of our society.

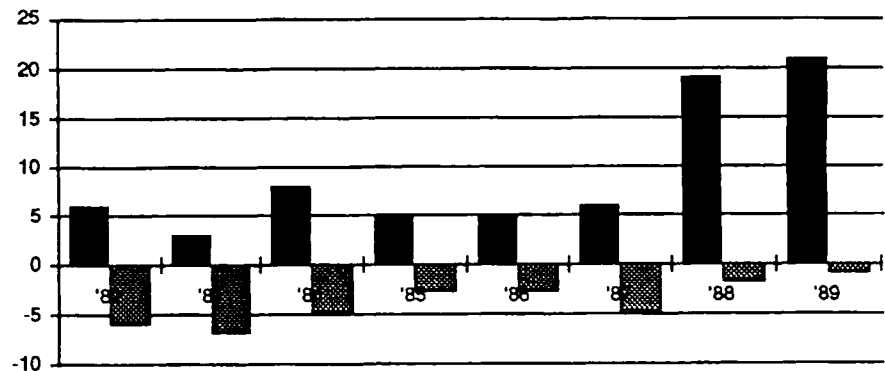
James J. Duderstadt

HIGHLIGHTS OF THE FIRST TWO YEARS

Objective 1: Faculty Recruiting and Development

- The University has added 76 new minority faculty over the past two years corresponding to a 35% increase, bringing its minority faculty representation to 12%.
- During this period, 40 new African American faculty have been added, an increase of 52%, bringing this representation to nearly 4.0%.

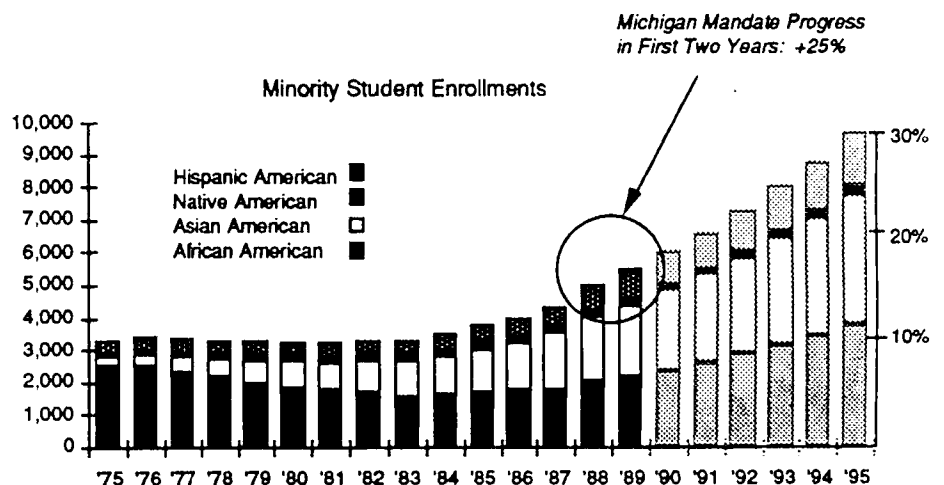
African American Faculty Hires and Attrition



- Furthermore, 11 new Hispanic American faculty have been added during this period, an increase of 120%, bringing Hispanic representation to 1.2%.

Objective 2: Student Recruiting, Achievement, and Outreach

- The University has made significant progress over the past two years in moving toward its student representation goals:



African American:	23.4% increase to 2,140 students (6.5%)
Hispanic American:	36.9% increase to 927 students (2.9%)
Native American:	7.0% increase to 138 students (0.5%)
Asian American:	24.7% increase to 2,249 students (6.9%)

All Minorities:	25.6% increase to 5,454 students (16.6%)
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- Graduate minority fellows have increased from 336 to 444 (32.1%), by far the largest of any research university in the nation. Among the entering students, African American graduate fellows have increased from 24 to 80 (233%), and Hispanic American fellows have increased from 13 to 42 (223%). This is particularly important, since these students represent the next generation of faculty. At the present time, Michigan is second only to Howard University in the number of African American PhDs it graduates.
- The School of Business Administration has seen its entering MBA minority enrollments increase to 22%, including 14% African American. The School leads the nation in these efforts.
- Other schools with unusual success in recruiting African American students include Medicine (12%), Public Health (9%), and Dentistry (12%).

- Major additional commitments have been made to financial aid programs for minority students:
 - ...a 53.6% increase in undergraduate financial aid (\$4.6 million).
 - ...a 28.3% increase in graduate financial aid (\$6.8 million).
 - ...repackaging financial aid awards to stress long-term commitments and minimize loans.
- A broad series of outreach activities have been launched:
 - ...King-Chavez-Parks Program (4,000 participants to date).
 - ...Wade McCree Incentive Scholars program.
 - ...Detroit Compact.
 - ...DAPCEP (1,500 students to date).
 - ...Cooperative relationships with key school systems across the state (e.g., Detroit, Flint, Saginaw, Ann Arbor,...).
 - ...Cooperative relationships with Michigan community colleges.
 - ...Cooperative relationships with historically Black and predominantly Hispanic colleges and universities.
 - ...Major expansion of alumni recruiting efforts.
- Student retention programs have been expanded (e.g., the Comprehensive Studies Program) and retention numbers, while still lagging those of the majority population (i.e., 60% for African Americans and Hispanic Americans compared to 80% for majority students) are still highest among our peers and moving upwards.

Objective 3: Staff Recruitment and Development:

- Minority representation among senior management has increased 55% over the past two years (including a 39% increase in African American and a 200% increase in Hispanic American managers).
- Minority representation among P&A staff has increased 20.0% (including a 28.7% increase in African Americans).
- Key appointments:
 - ...Vice Provost for Minority Affairs.
 - ...Director of Minority Affairs.
 - ...Director of Affirmative Action.
 - ...Director of Admissions.
 - ...Director of Comprehensive Studies Program.

Objective 4: Improving the Environment for Diversity:

- Completion of 1987 Six-Point Plan:
 - ...Establishment of position of Vice Provost for Minority Affairs.
 - ...Funding for Black Student Union.
 - ...Implementation of policy and grievance procedure for racial harassment by faculty, students, and staff.
 - ...Additional budget support for attracting and retaining minority faculty.
 - ...Development of unit goals and annual review process.
 - ...Formation of Presidential Advisory Committee on Minority Affairs.
- The University established the position of Vice-Provost for Minority Affairs, supported by the staff of an Office of Minority Affairs (budgeted for FY89-90 at a level of \$1.2 million).
- Over the past six years, the University has invested almost \$4,000,000 in its support of the facilities and programs of the Center for Afroamerican and African Studies.
- The University developed and implemented a series of orientation and educational programs for students, faculty, and staff at all levels to increase understanding and sensitivity to multicultural issues.
- The University has set aside Martin Luther King, Jr. Day as a time for drawing the campus community together in a broad set of educational and commemorative activities in which thousands of students, faculty, and staff join together to celebrate diversity.
- The Regents of the University have divested all University stock holdings in companies with interests in South Africa.

INTRODUCTION

The leadership of the University of Michigan is firmly convinced that our institution's ability to achieve and sustain a campus community recognized for its racial, cultural, and ethnic diversity will in large part determine our capacity to serve successfully our state and nation and the world in the challenging times before us. Indeed, this diversity will become a cornerstone of our efforts to achieve excellence in teaching, research, and service in the years ahead.

The University has put forth the Michigan Mandate as both a challenge and a framework to build a multicultural community that will be a model for our society. The purpose of this Mandate is to guide the University of Michigan in creating a community that:

- Supports the aspirations and achievements of all individuals, regardless of race, creed, national origin, or gender;
- Embodies and transmits those fundamental, academic, and civic values that must bond us together as a scholarly community and as part of a democratic society;
- Values, respects, and, indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

The reasoning that leads us to consider this commitment to the achievement of diversity to be a key element in our efforts to build a University for the 21st century grows out of our tradition of educational leadership as well as our assessment of the trends we anticipate in our nation's future.

RATIONALE FOR THE MICHIGAN MANDATE

The University of Michigan is at an important turning point in its history. The students we are educating today will spend most of their lives in the 21st century. Theirs will be a very different world than the one we have known. Most of us who are leaders and teachers in the University are products of the 20th century. Furthermore, the structure of the American university as we see it today is a product of the 19th century and, of course, many of its features originated long before that in far different and distant times and places.

RATIONALE, con't

As we look to the profound changes ahead of us, it is important to keep in mind that throughout their history, universities have evolved as integral parts of their societies to meet the challenges of their changing environments. They continue to evolve today. This disposition to change is a basic characteristic and strength of university life, the result of our constant generation of new knowledge through research that in turn changes the education we provide and influences the societies that surround us. At the same time, this propensity of universities to change is balanced by vital continuities, especially those arising from our fundamental scholarly commitments and values and from our roots in a democratic society. While the emphasis, structure, or organization of university activity may change over time to respond to new challenges, it is these scholarly principles, values, and traditions that animate the academic enterprise and give it continuity and meaning. Thus, an integral part of the life of the University of Michigan has always been to continuously evaluate the world around us, in order to adjust our teaching, research, and service missions to serve the changing needs of our constituents while preserving basic values and commitments. Today we must once again try to anticipate the future direction of our society in order to prepare students for the world they will inherit.

For the past several years, the leadership of the University of Michigan has been trying to look ahead and to anticipate the future as part of our strategic planning initiatives. While it is always risky to speculate about the exact shape of things to come, especially in the face of the accelerating pace of change we are experiencing, three themes dominate the future we foresee in 21st century America:

- The United States will become a truly multicultural society, with a cultural, racial, and ethnic diversity that will be greater than we have ever known before.
- Our nation will be "internationalized" as every aspect of American life becomes ever more dependent on other nations and other peoples. Through immigration, too, we are becoming truly a "world nation," with ethnic ties to every corner of the globe. Increasingly, all of our activities must be viewed within the broader context of our interdependence in the global community.

RATIONALE, con't

- The United States and the world community will rapidly evolve from a resource-and labor-intensive society to a knowledge-intensive society, in which intellectual capital—educated people and their ideas—become the keys to our own and, indeed, world productivity, prosperity, security, and well-being.

We cannot ignore these trends and their profound implications for our society and our University. Nor should we react to them passively. In keeping with our heritage of leadership in higher education, we must act directly to determine our own destiny, to make our ideals a reality.

Our faculty, students, staff, alumni, and friends must join together to anticipate and prepare for this future. The Michigan Mandate is one important part of that preparation. It is intended to build a new model of a multicultural academic community more capable of serving the highly pluralistic society that will characterize America in the 21st century.

The Michigan Mandate is based on the following premise:

Premise

Embracing and, even more importantly, capitalizing on our racial, cultural, and ethnic diversity will be a critical element of the University's ability to achieve excellence in teaching and research while serving our state, nation, and world in the years ahead.

Future Imperatives

Several imperatives support this premise including our moral and social responsibilities, our academic aspirations, the national interest, and the changing nature of our workforce.

Moral Responsibility

First and foremost, the University of Michigan's commitment to affirmative action and equal opportunity is based on our fundamental social, institutional, and scholarly commitment to freedom, democracy, and social justice. These require us to:

- Take affirmative action to overcome the inequities imposed by our society on people who historically have been prevented from participating fully in the life of our nation. The University has an obligation to reach out to make a special effort to increase the participation of those racial, ethnic, and cultural groups who are not adequately

RATIONALE, con't

represented among our students, faculty, and staff. This is a fundamental issue of equity and social justice that we must address if we want to keep faith with our values, responsibilities, and purposes.

- Provide equal opportunity for every individual regardless of race, nationality, class, gender, or belief, both as part of our basic obligations as a public institution, and as a major source of leaders of our society.
- Provide equal access to all educational resources to individuals from under-represented racial and ethnic groups to enable them to achieve a fulfilling life and the rewards of meaningful work in a knowledge-based society.

Equity and social justice are fundamental values of this institution and integral to its scholarly mission. They are the basic reasons for making a commitment to promoting diversity.

Academic Aspirations

The University of Michigan's ability to achieve excellence in teaching, scholarship, and service will be determined over time to a considerable degree by the diversity and pluralism of our campus community. Diversity is in our best intellectual interest because diversity will increase the intellectual vitality of our education, scholarship, service, and communal life. Many African Americans, Hispanic Americans, Native Americans and Asian Americans, women, foreign students and faculty, and other groups bring special ways of representing and conceptualizing problems and addressing intellectual issues. Research in progress at the University—in politics, history, and literature, for example—has already discovered the valuable insights that these under-represented voices and viewpoints bring to those fields. Simultaneously scholars in areas like anthropology, art, or sociology are discovering new patterns in and theories of the social construction of "difference"—racial, gender, ethnic, national, etc.—which reveal its distorting effects on both the dominant culture and the culture of people of color.

In addition to these intellectual benefits, the inclusion of under-represented groups allow the University to tap reservoirs of human talents and experiences from which it has not yet fully drawn. *Indeed, it seems apparent that we cannot sustain the distinction of our university in the pluralistic world society that is our future without diversity and openness to new perspectives, experiences, and talents.*

RATIONALE, con't

Furthermore, drawing an analogy from the sciences, we believe that as an institution we draw strength from diversity in the same way that biological populations often benefit from variation that helps them to successfully adapt to the challenges and opportunities posed by their environment. This points to the way that excellence and diversity can be conceived of as not only mutually compatible, but in many ways they should be viewed as mutually reinforcing objectives.

Clearly, in the years ahead we will need to draw on the insights provided by many diverse perspectives to understand and function effectively in our own as well as the national and world community.

National Interest

America's population is changing rapidly. Our nation's ability to face the challenge of diversity in the years ahead will determine our strength and vitality. We all need to understand that those groups we refer to today as minorities will become the majority population of our nation in the century ahead, just as they are today throughout the world. Our nation will cease to have a majority culture—we will become a nation of minorities. For example:

- By the year 2000, one of three college-age Americans will be a person of color.
- By the year 2000, roughly 50 percent of our school children (K-12) will be African American or Hispanic American.
- By 2020, the American population which now includes 26.5 million African Americans and 14.6 million Hispanic Americans, will include 44 million African Americans and 47 million Hispanic Americans.
- By the late 21st century, some demographers predict that Hispanic Americans will become the largest population group in America.

Indeed, the America of the 21st century seems destined to become one of the most socially diverse nations on earth. This does not necessarily mean that America will be a "melting pot" in which all cultures are homogenized into a uniform blend. Adaptation and the blending of cultures is likely to

RATIONALE, con't

occur over several generations and then to varying degrees as our past history has already shown. The truth is that most of us retain proud ties to our ethnic roots. And our future is likely to continue to be pluralistic in this sense—composed of peoples different in backgrounds, cultures, and beliefs, who seek to retain their cultural identities as other Americans have done before them—to retain their distinctiveness within the society—while at the same time becoming full participants in the economic and civic life of our country. This pluralism poses a continuing challenge to our nation and its institutions. We want to build and maintain a fundamental common ground of civic values that will inspire mutually beneficial cohesion and purpose—a true sense of community—for our society.

As both a leader and a reflection of our society, universities—especially the University of Michigan, with its long heritage of leadership—must accept the special challenge and responsibility to help develop effective models of community, developing and transmitting intellectual and social values that will help bind us together. These are needed to help inspire and inform our country and enable it to cope successfully with our changing demographic make-up and interdependence in the global community. Education has always been the crucible for our democratic culture, and this function has never been more necessary to our social health than it is today. The task before us is formidable, but consider our future if we do not commit ourselves wholeheartedly to the effort.

Human Resources

The demographic trends we see in our future hold some significant implications for the national economic and political life and for education. For example:

- During the 1990s, 90 percent of the net additions to the workforce will be non-minority women, members of minority groups, and immigrants.
- By the mid-1990s, there will be only three workers for each retiree, and one of the three will be a member of a minority group.

Our clearly demonstrated need for an educated workforce in the years ahead means that America can no longer afford to waste the human potential, cultural richness and leadership represented by minorities and women. In America today, we are experiencing a profound transformation of our society. Our traditional industrial economy is shifting to a new

RATIONALE, con't

knowledge-based economy, just as our industrial economy evolved from an agrarian society in an earlier era. Now as people and knowledge are the source of new wealth, we will rely increasingly on a well-educated and trained workforce to maintain our competitive position in the world and our quality of life at home.

Yet our country faces an educational and human crisis of unprecedented proportions in the knowledge-intensive professions, as we prepare to enter the Age of Knowledge. This is that the number of high school graduates is declining by 20 to 25 percent during the 1980s and early 1990s. Because of the predicted demographic shortfall in the college-age population, America is expected to face serious shortfalls in key professions and academic disciplines.

Clearly, we must make special efforts to expand educational achievement and workforce participation by minorities and women not just because that is good social policy, but because we cannot afford to waste their talents! America will need to call on the full contribution of all of its citizens in the years ahead.

Summary

America of the 21st century will be one of the most pluralistic, multicultural nations on earth.

- *In this future, the full participation of under-represented groups in all realms of national life will not be just a matter of equity and social justice.*
- *It will be the key to the future strength and prosperity of America, since our country cannot afford to waste the human talent represented by its under-represented populations. This human potential, cultural richness, and leadership are needed by government, business, education, and the arts, if American society is to continue to govern itself successfully and prosper in a new age.*
- *If we do not create a nation that mobilizes the talents of all of our citizens, we are destined for a diminished role in the global community.*
- *Most important of all, if we do not meet the challenge of diversity, we will have tragically failed to fulfill the promise of democracy on which this nation was founded and for which the world looks to us still for leadership.*

This is probably the most serious challenge facing American society today. While it is true that universities cannot solve this problem alone, we must not use this fact as an excuse for doing nothing. Our nation looks to us for leadership.

CHALLENGES

We are determined that the University of Michigan will take the initiative to prepare for the future. We must commit ourselves to leadership in higher education by developing a model of what a pluralistic, multicultural university community must be to serve our nation in the 21st century. The way ahead will not be an easy one. There are many challenges to overcome including continuing racism, an eroding sense of community, and the challenge of change itself.

The Challenge of Racism

Prejudice and ignorance continue to exist on our nation's campuses as they do in our society. As our colleagues Reynolds Farley and Walter R. Allen have pointed out in their book The Color Line and the Quality of Life in America, American society today is characterized by very high levels of racial segregation in housing and education in spite of decades of legislative efforts to reduce it. To quote our colleagues, this has led to a situation in which most students "complete their (elementary and secondary) education without ever having attended a school that enrolled students of the other race and without living in a neighborhood where the other race was well represented. This isolation may perpetuate stereotypes . . . which reinforce the idea that one race is superior to the other."

Not surprisingly, then, new students arrive on our campuses bringing with them the many flaws characterizing society-at-large. It is here that many students for the first time have the opportunity to live and work with students from very different backgrounds. In many ways our campuses act as lenses that focus the social challenges before our country. It is not easy to overcome this legacy of prejudice and fear that divides us.

Obviously we must:

- Decry racism in all its forms, both individual and institutional.
- Demonstrate clearly and unequivocally that racism on this campus will not be tolerated.
- Initiate programs to help make us learn to value diversity individually and collectively, to promote reflection on social values, and to encourage greater civility in social relations.
- Provide new networks and forums to promote interaction among campus groups.

CHALLENGES, con't

But this is not enough. Our University Mandate is intended to take us far beyond mere reactive measures.

The Challenge of Community

As a public institution, the University can find direction in our history and tradition. The idea of the campus as a melting pot of cultures and races must evolve towards a vision of a more varied and tolerant environment—a more pluralistic, cosmopolitan community. We must become a community in which all barriers to full participation of all people in the life of our University are removed; a place where every person is valued and respected; a place where we can all rejoice in the richness of our human variety; but also a place where we can work constructively together as a community of scholars and as citizens of a democratic society.

That is the challenge before us now. We must work together to achieve tolerance, understanding, and respect. As citizens we must reaffirm our commitment to justice and equality. As scholars we must unwaveringly support our shared commitment to academic freedom and the pursuit of excellence. The task is large and calls on the best that is in each of us. It demands that we become leaders for change on our campus and in our society.

The Challenge of Change

Let us not fool ourselves. Institutions do not change quickly and easily any more than do the societies of which they are a part. In confronting the issues of racial and ethnic inequality in America we are both probing one of the most painful wounds in American history and rejecting the prescription of "benign neglect," which for too long has paralyzed action. The road we must travel is neither well traveled nor well marked; there are very few truly diverse institutions in American society. The challenge is great; we must literally make our own history. To do this we need both a commitment and a plan.

To move toward our goal of diversity, the University of Michigan must leave behind those current reactive and uncoordinated efforts which have characterized our own and most other campuses and move back toward a more strategic approach designed to achieve long-term systemic change.

CHALLENGES, con't

We must recognize the limitations of those efforts, essential though they are, that focus only on affirmative action; that is, on access and retention and on representation. Of course, increased representation of minorities is the foundation upon which we will build. But without deeper, more fundamental institutional change, these efforts by themselves will inevitably fail. While we continue our affirmative action efforts, we must now strive to achieve more permanent and fundamental change in our institution.

To make progress in achieving this change, the first, vital step is to link diversity and excellence as our two most compelling goals. We must recognize that these goals are not only complementary, but will be tightly linked in the multicultural society characterizing our nation and the world in the years ahead. We must start now to broaden our vision, to draw strength from our differences, and to learn from new voices, new perspectives, different experiences of the world.

In our efforts, we must take the long view, one that will require patient and persistent leadership. Progress also will require sustained vigilance and hard work as well as a great deal of help and support. The plan must build on the best that we already have. We must persuade the community that there is a real stake for all of us in seizing this moment to chart a more diverse future where the gains to be achieved more than compensate for the sacrifices called for.

The Michigan Mandate will succeed only if we keep it on a long-term, *strategic* rather than a short-term, *reactive* level. We must keep our eyes focused on the prize ahead and resist efforts to react to every issue that arises. We will make mistakes. There will be setbacks and disappointments. There will be criticism from those who believe we are moving too slowly or too fast. But we are making this commitment for the long-range and should not be distracted from our vision of leadership for change.

While commitment and support within and outside the University community are essential ingredients for success, they are not likely to succeed alone. We must also have a strategy, a plan, designed to guide institutional change.

EVOLUTION OF THE MICHIGAN MANDATE

Universities are learning to appreciate the value of strategic planning. As they have become larger and more complex, they have found it increasingly helpful to apply principles of systematic planning to allocate more efficiently the scarce resources of the competitive world of the nineties.

EVOLUTION OF THE MICHIGAN MANDATE, con't

Increasingly we are seeing that institutional planning is a useful tool for making informed, conscious choices for shaping our own destiny rather than passively allowing external events and forces to determine our fate.

At the University of Michigan we are trying to think and act more strategically in order to preserve our autonomy and unique mission. As one of the world's leading centers of learning, we are determined to initiate change and influence the direction of our rapidly evolving society. More than two years ago, a broadly representative group of faculty and administrators began to develop a planning process for the University that has since been incorporated by all academic and administrative units. Early in our discussions, it became clear that a central issue confronting us as an institution and as a society is to take action to better reflect the growing pluralism of American society both in the diversity of the people who comprise our campus population and in our intellectual activities, our teaching, research, and public service.

Planning models for the institutional change necessary to become a genuinely pluralistic, multicultural community are still difficult to find. However, we were fortunate to be able to draw on the expertise of faculty colleagues with experience in other arenas, particularly in the corporate world, where significant cultural changes in the workplace have been achieved, using strategic approaches and techniques. A small group of advisors with first-hand corporate experience was assembled to help forge the first outlines of the Michigan Mandate. They conceived this Mandate not as a bureaucratic directive, but as an organic and evolving framework for organizational change that would attract and reflect the active participation of faculty, students, and staff at all levels of the University.

Our goals in developing the plan were to:

- develop a carefully designed strategic process for achieving, cherishing, and using diversity;
- achieve a community strongly committed in philosophy to our objectives; and
- allocate the necessary resources to accomplish the task.

EVOLUTION OF THE MICHIGAN MANDATE, con't

We sought a plan that:

- featured clear, concise, and simple goals;
- proposed specific actions and evaluation mechanisms; and
- reflected extensive interaction with and direct comment from a variety of constituencies and individuals to ensure the responsiveness of the plan.

Once the basic outlines of the plan were in place, we began a broad process of consultation with scores of groups and hundreds of individuals both within and outside the University. This consultation process will continue as we implement and evolve the Mandate.

STRATEGIC PROCESS

The traditional planning process can be formulated in terms of the following steps, and these were followed in developing and implementing the first phase of the Michigan Mandate.

- I. Identification of mission and goals.
- II. Realistic assessment of our environment.
- III. Establishment of operational objectives.
- IV. Identification of strategic actions aimed at achieving these objectives.
- V. Tactical implementation of these actions.
- VI. Continual evaluation, assessment, and reporting.

Missions and Goals

I. Missions and Goals

The first step in the Mandate development process was to establish the institutional mission and goals. These were quite deliberately designed to be both simple and broad in nature:

Commitment

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

STRATEGIC PROCESS, con't

Representation

To commit to the recruitment, support, and success of members of historically under-represented groups among our students, faculty, staff, and leadership.

Environment

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

Environmental Assessment

II. Environmental Assessment

With our goals in place we undertook a preliminary assessment to determine the relative effectiveness of our own efforts within the University and in relation to other institutions both within Michigan and across the nation. This involved an evaluation of our current minority representation; the programs we had in place and their appropriateness and effectiveness; the investments needed to enhance diversity; the unique opportunities and potential partnership afforded by our environment especially in Ann Arbor, Detroit, and other nearby communities of southeastern Michigan; and the quality of the environment that we offered minority members of our community.

We discovered that the University of Michigan compares well with many similar institutions in terms of minority representation. [Comparisons are shown in the Appendix] But this hardly makes us complacent. We know that much more is possible and necessary both in terms of representation and in terms of institutional culture.

As we analyze the foregoing population statistics in relation to our current minority enrollment, it is obvious that increasing the pool of students in the pipeline through improved educational opportunity presents the greatest challenge to this institution in the years ahead. Unless we work with educators and students to improve educational opportunity for all Michigan students, we will not be able to increase the numbers of students we admit and the numbers we graduate. Thus, increasing the minority students in the educational pipeline is our best opportunity to achieve the goals we have set for ourselves. This understanding is leading us to initiate cooperative arrangements with elementary and secondary schools and to aggressively seek out opportunities for collaboration with others to help improve the total educational process in the state of Michigan and nationally.

STRATEGIC PROCESS, con't

At the same time, we have undertaken surveys of students in the applicant pool to learn of ways we can attract a larger proportion of Michigan's minority students. We are also looking for ways to increase out-of-state enrollments of minority students. Other outreach efforts to community colleges, historically Black colleges, and predominantly Hispanic and Native American institutions, have been undertaken to expand our pool of prospective minority students both for our undergraduate as well as graduate and professional schools.

Program Inventory

A preliminary canvass of campus programs and activities addressing minority needs revealed hundreds of efforts at the central administrative level and by all the Schools and Colleges, as well as by groups of faculty, students, and staff. Many programs are of long standing and many more are newly instituted. They represent a broad and deep commitment by units and individuals. However, viewed strategically, even after two years, it is clear that greater coordination, evaluation, and support are needed. It is essential to do more, to experiment and learn from experience—to create a risk-tolerant environment for testing new approaches and, at the same time, provide a rigorous assessment of programs to eliminate those that do not work while allocating resources to those that do.

Investments

In 1988 some \$27 million were allocated for minority programs. In addition, there are many programs and allocations that support activities, services, and staff related to minority interests that are a regular part of unit budgets and not separately identified as minority-related budget items. The \$27 million expenditures for minority programs include new and incremental funding for faculty hiring, student recruitment, admissions and counseling, graduate support, faculty development and research, and the Office of Minority Affairs, as well as targeted financial aid from federal, state, and private sources.

Environment for Diversity

Already our campus community is reflecting the more diverse and changing society in which we live. The University of Michigan, like its peer institutions across America, must build an environment that sustains, indeed thrives, on this diversity. Diversity should strengthen our intellectual mission and add vitality and joyful variety to our cultural and social life.

STRATEGIC PROCESS, con't

This will not be easy. Our University and many others are enrolling many students who have lived and been schooled in environments offering little opportunity for interaction with people from different racial, ethnic, economic, religious, or generational backgrounds. Thus, many new students arriving on our campuses have had little experience in understanding and appreciating racial, ethnic, economic, or other differences found among their classmates.

In short—the growing economic and ethnic divisions characterizing our society and their manifestations—prejudice, bigotry, discrimination and even racism—are mirrored on our own and most of our nation's campuses. We have a long way to go to achieve our goal of an environment that values diversity and creates community and to remove institutional barriers to full participation in the life and leadership of our institution.

Operational Objectives III. Operational Objectives

The next step in developing the Michigan Mandate has been to establish operational objectives aimed at achieving specific goals derived from analysis of our situation and from our overall mission. We seek objectives that are:

- Clear and narrowly focused.
- Capable of measurement and evaluation.
- Capable of expansion and adjustment.

The basic objectives the Michigan Mandate sets out for the University of Michigan include:

Objective 1

1. Faculty Recruiting and Development

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

Objective 2

2. Student Recruiting, Achievement, and Outreach

- In each of the next five years, achieve increases in the number of entering under-represented minority students, as well as in our total under-represented minority enrollment.
- Establish and achieve specific minority enrollment targets in all schools and colleges.
- Increase minority graduation rates.
- Develop new programs to attract back-to-campus minority students who have withdrawn from our academic programs.
- Design new and strengthen existing outreach programs which have demonstrable impact on the pool of minority applicants to undergraduate, graduate, and professional programs.

Objective 3

3. Staff Recruiting and Development

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

Objective 4

4. Improving the Environment for Diversity

- Foster a culturally diverse environment.
- Significantly reduce the number of incidents of prejudice and discrimination.
- Increase community-wide commitment to diversity and involvement in diversity initiatives among students, faculty, and staff.
- Broaden the base of diversity initiatives; e.g., by including comparative perspectives drawn from international studies and experiences.
- Ensure the compatibility of University policies, procedures, and practice with the goal of a multicultural community.

STRATEGIC PROCESS, con't

- Improve communications and interactions with and among all groups.
- Provide more opportunities for minorities to communicate their needs and experiences and to contribute directly to the change process.

Strategic Actions

IV. Strategic Actions

Having identified operational goals for the University, we next turned to developing strategic actions aimed at achieving these goals. Some essential features of these actions are that they include:

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

The following are the strategic actions identified and implemented thus far by the Michigan Mandate:

Strategic Action 1

Target of Opportunity Faculty Recruiting Program

General Goal

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

Action

Through a joint program involving the central administration and the Schools and Colleges, we will agree to meet full base and start-up funding requirements for tenure-track minority faculty candidates proposed by academic units in consultation with the administration.

Responsibility

President, Provost, Deans, Department and Unit Chairs, and Faculty.

Strategic Action 2

Minority Faculty Development

General Goal

To identify and remove institutional barriers to minority faculty success and to ensure equitable access to opportunities for professional development and success.

Actions

- Assess and where necessary adjust workloads of minority faculty.
- Within Schools and Colleges, provide equitable access to human, financial, and technical resources which contribute to success and achievement.
- Establish specific funding designed to assist minority and women faculty in professional development during the pre-tenure period.

Responsibility

President, Provost, Deans, Graduate Dean, Vice President for Research.

Strategic Action 3

Minority Student Financial Aid Programs

General Goal

To meet the full financial needs of all under-represented minority students who are Michigan residents and to expand significantly the financial aid resources available to nonresident under-represented minority students.

Actions

- Assess effectiveness of all financial aid programs.
- Optimize packaging of financial aid; e.g., by giving to four-year commitments which minimize additional components.
- Launch major efforts to increase both public and private support of minority financial aid programs.
- Initiate special incentive programs that match central resources against those of units.

Responsibility

President, Provost, Deans.

Strategic Action 4

Minority Student Recruiting

General Goal

To develop and implement a comprehensive plan for minority student recruitment.

Actions

- Assess effectiveness of all current recruiting programs.
- Restructure and expand minority recruiting function in the Office of Admissions.
- Establish task forces to coordinate all campus recruiting activity.
- Develop alumni recruiting network through joint efforts with Alumni Association.
- Strengthen research capability in areas such as longitudinal studies, pool identification, and program design and evaluation.

Responsibility

President, Provost, Deans.

Strategic Action 5

Outreach Programs

General Goal

Develop strong programs for mutually beneficial cooperation and interaction with K-12, community colleges, historically Black colleges and universities, and predominantly Hispanic and Native American colleges, community colleges, and universities to address the pipeline problem.

Actions

- Establish both formal and informal partnerships with K-12, community colleges, and colleges and universities for mutually beneficial outreach activities to improve educational opportunities.
- Develop effective mechanisms to promote communication, collaboration, and consultation between the University of Michigan, and elementary and secondary schools.

Responsibility

President, Provost, Deans.

Strategic Action 6

Minority Student Achievement

General Goal

To develop and implement a comprehensive plan to enhance minority student success.

Actions

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

Responsibility

President, Provost, Deans, Faculty.

Strategic Action 7

Staff Recruitment and Development

General Goal

To expand efforts to recruit and develop minority staff.

Actions

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

Responsibility

President, Executive Officers, Deans and Directors.

Strategic Action 8

Research Strengths

General Goal

To launch key research thrusts responding to the needs and experience of under-represented minorities.

Actions

- Stimulate major initiatives in the basic and applied social sciences which support scholarship in fields of ethnic studies and intergroup relations.

STRATEGIC PROCESS, con't

- Coordinate the capacities of key University units such as the Schools of Education and Social Work; the College of Literature, Science, and the Arts; the Institute for Social Research; the Institute for Public Policy Studies; and other units to address the underlying issues that limit the opportunities for under-represented minorities with special focus on Southeastern Michigan.
- Develop the nation's leading program in race and ethnic studies.

Responsibility

President, Provost, Graduate Dean, Vice President for Research, Deans, Faculty.

Strategic Action 9

Office of Minority Affairs

General Goal

Provide guidance, assistance, and coordination for University efforts to achieve diversity.

Actions

- Strategic planning.
- Policy leadership.
- Evaluation.
- Strategic funding.
- Infrastructure to sustain and facilitate progress.
- Internal and external communication and liaison.

Responsibility

President, Provost, Vice Provost.

Strategic Action 10

Identification and Support of "Change Agents"

General Goal

To identify and mobilize key leadership among faculty, students, and staff.

STRATEGIC PROCESS, con't

Actions

- Develop small action teams of Deans and Directors.
- Develop action teams of key faculty opinion leaders.
- Strengthen Affirmative Action Coordinator appointments.
- Support student leadership development.
- Support staff leadership development.

Responsibility

President, Provost, Deans, Vice Provost, Executive Officers.

Strategic Action 11

Multicultural and Ethnic Studies Education Programs

General Goal

To implement efforts to achieve better understanding of multicultural communities.

Actions

- Launch pilot programs to encourage faculty to integrate multicultural material into the curriculum.
- Identify, retain, and fund the use of both internal and external consultants in race relations and organizational change.
- Stimulate faculty leadership to envision the characteristics of a diverse academic and civil community.
- Strengthen existing and launch new programs for student, faculty, and staff education (e.g., Orientation, Housing, In-Service Staff Training).

Responsibility

President, Provost, Deans, Faculty, Vice Provost.

Strategic Action 12

Student, Faculty, and Staff Policies to Combat Harassment

General Goal

To develop clear policies for handling incidents of racial harassment and discrimination.

STRATEGIC PROCESS, con't

Actions

- Clarify faculty and staff policies.
- Develop and implement student policies.

Responsibility

President, Provost, Vice President for Student Services, Vice President for Finance, Deans and Directors.

Implementation Strategies

"Bottom-up" Initiatives in Creating Diversity Coupled with Top-down Incentives

The University of Michigan community traditionally is one of high ideals. Desiring greater diversity is not the most difficult issue. Accomplishing diversity, however, has been an issue in the minds of some. And with good reason. For our performance, and that of the rest of American higher education, has failed to live up to our obligations and commitments.

But these are new times that require new and firmer resolve. The initial results we have to offer from the Michigan Mandate provide hope for the real possibility of creating diversity here at the University of Michigan. As departments that have not actively been engaged by the Michigan Mandate become involved, momentum for diversity across the entire University will build.

We have little doubt that all of our academic units will become engaged, both because they can see the possibility of the achievement of their ideals for diversity and because the University reward structure, especially in terms of available faculty positions, will favor and support those units that aggressively pursue the enhancement of diversity.

A good example of how the strategic approach works is shown in the faculty hiring program instituted in 1987-88.

Target of Opportunity Faculty Recruitment Program

The most important ingredients of effective strategic action are adherence to our values and traditions as a public university, understanding of our unique culture, and imaginative and innovative thinking. The Target of Opportunity Faculty Recruitment Program was based on this understanding.

STRATEGIC PROCESS, con't

Traditionally, university faculties have been driven by a concern for academic specializations within their respective disciplines. This is fundamentally laudable and certainly has fostered the exceptional strength in disciplinary character that we see at universities across the country; it also can be constraining. Too often in recent years we have seen faculty searches that are, literally, "replacement" searches rather than "enhancement" searches.

To achieve our goals at the University of Michigan we cannot be constrained by this perspective. Therefore, we have sent out the following message to our units: Be vigorous and creative in identifying minority teacher/scholars who can enrich the activities of your unit. Do not be limited by concerns relating to narrow specialization; do not be concerned about the availability of a faculty slot within the unit. The principal criterion for the recruitment of a minority faculty member is whether that individual can enhance the department. If so, resources will be made available to recruit that person to the University of Michigan.

We have agreed to provide full funding for both non-tenured and tenured minority faculty hires from central rather than unit funds. This initiative has placed strong incentives for minority faculty recruitment at the department level where the key search committees are formed. Moreover, since the funds for this program are reallocated from the base budget of the University as a whole, there are strong disincentives for "business as usual" behavior by Schools and Colleges.

In this way some academic barriers to minority recruitment have been removed. Those departments that have been able to identify candidates have often found that not only is their vitality enhanced, but their numbers are enlarged. The results of the program during its first two years have been spectacular: 75 new minority faculty hires (+35%), including 40 African Americans (+52%), 11 Hispanic Americans (+120%), and 22 Asian Americans (+20%). The "Target of Opportunity Program" is one example of idealism joining self-interest; it also is an example of breaking down the barriers.

VI Evaluation

Leadership and Assessment

The achievement of goals at a university, as with any organization, ultimately depends on the people charged with the task of carrying them out. Of course, as we present the Michigan Mandate, we know that those in key administrative positions must be sufficiently capable and committed to lead this institution towards true diversity. Not only are we operating from strength in our key administrative offices, but we can draw heavily on the expertise and counsel of a variety of individuals and groups who are experienced and committed to this agenda.

At the same time it is essential to understand that in a structure as decentralized as ours at the University of Michigan, real change must come at the unit level. And in the units, it will be the concerted effort and commitment of individuals that will carry us forward and make the difference. The central administration can provide incentives and leadership, but every member of our community must take personal responsibility to opt for change if we are to succeed.

The inclusion of affirmative action criteria as part of the performance evaluations of units, departments, and their heads, has brought substantial progress, but still shows an uneven response. We expect even better results as the units become more committed to this new policy and begin to accept the opportunity that it represents to achieve greater cultural and scholarly creativity.

Finally, accountability is an important part of the Michigan Mandate and will be accomplished through established channels, improved and expanded reporting, and by several oversight committees. We expect to identify membership and convene several such groups over the course of the coming two years. With the inauguration of the plans for the creation of diversity among all our academic units, the involvement of these oversight committees will assume increasing importance in the assessment and course adjustment process.

THE CONSTITUENCIES

The University of Michigan's Constituencies: Part of the Process, Essential to the Success of the Michigan Mandate

It is only the collective commitment of the University of Michigan community that will cause the Michigan Mandate to succeed. That

**THE
CONSTITUENCIES,
con't**

community includes every person on our campus and our many alumni, friends, and constituents beyond it.

As a major public research university, the University of Michigan is not apart from society, but in and of it. We believe that, if we cannot create here a truly equal participatory, diverse community, there is little chance that one will be created in the broader society.

We have the responsibility to succeed with the Michigan Mandate, a responsibility that requires the active involvement of many constituencies. We believe that with the involvement of all, the Michigan Mandate will guide us to greater diversity on campus, enriching this community as well as the state and nation. This will ensure our continued leadership in teaching, research, and service in the coming century.

We have very high expectations of those who will join us in achieving the objectives of the Michigan Mandate. To each of them we address the following challenge to help us succeed:

**The Board of Regents
and the Legislature**

Give us your personal support and the resources to accomplish our goals. Provide us with the means and your own clear mandate to accomplish our objectives, to serve the needs of the state by creating an institution that provides opportunity and access in our rapidly diversifying society. Above all, be patient, but hold us to our high aspirations.

**The Students of the
University**

Demand of your University and yourselves a campus environment that supports diversity to prepare you for a pluralistic society and global economy. Be bold in proclaiming your own best ideals about dignity and the worth of individuals. Realize that your ideals and your educational objectives converge in the Michigan Mandate. Demonstrate responsibility and leadership rather than negativity or passivity. Take an active role in creating diversity by volunteering in community outreach programs, by tutoring, by forming and participating in the multi-cultural activities on this campus, and by working with each other in a spirit of mutual respect and cooperation.

**The Faculty of the
University**

Help us continue the commitment to excellence and the openness that has long characterized this great University. Uphold the quality and integrity of discourse and strengthen it by seeking out diverse perspectives. Foster a regard for the intellectual interests, concerns, even new intellectual

THE CONSTITUENCIES, con't

paradigms that accompany the growing diversity in the academic arena, not only in this country but across the world. Let your teaching and research reflect an enlarged world view that encompasses the reality of a pluralistic campus and world community. Join with your students in applying knowledge to solve problems through service and outreach. Help to identify and recruit minority faculty members and students. Exercise creativity in developing opportunities for minority faculty members and students to succeed and enrich our intellectual vitality. Help to articulate a vision of the University's future that fosters diversity and community.

University Officers, Deans and Directors

Provide leadership to the University. Use the framework of the Michigan Mandate to develop strategic plans for every unit of the University with goals, timetables, assessment, evaluation, and commitment of resources that will assure success. Communicate with one another and the larger community about successes and failures so that we can all learn together. Hold yourself and your associates accountable for progress. Create an atmosphere that encourages learning and welcomes constructive change.

The Staff of the University

Use your daily contacts to affect positively the quality of life enjoyed by our students, faculty, and staff of all races and backgrounds. In your work, set a high standard of civility, an orientation to service, and personal concern in every interaction with students, faculty, and the public. Commit yourselves to the creation of greater diversity in your own unit and throughout the University. Pursue the principles of affirmative action with vigor. Encourage your colleagues and create opportunities for your subordinates to improve their skills and assume greater responsibility and leadership.

The Alumni of the University

Inform yourselves about the changes in American society. Communicate with us your views of the educational needs to improve and sustain our democratic and economic welfare. Criticize and shape, but also support our efforts to prepare the next generations of citizens and leaders. Become involved. Together our actions will protect and enhance the value of the University of Michigan degree that you have earned.

Corporations and Other Employers

Your interests and ideals are as compelling as ours in the promotion of a truly pluralistic society that offers equal access to all our citizens. We envision and invite your creativity and commitment in working with the University to bring under-represented groups into those positions that will be crucial to the success of our society in the future. Also out of conscience and self-interest, join with us to extend educational opportunity to all of our youth.

The Educational Community

Especially faculty and administrators of elementary and secondary schools: as we actively seek partnerships to expand the hopes and opportunities of those disadvantaged by racism, we invite the same of you. Your collaboration with the University is an important component of the Michigan Mandate, and we invite you not just to be responsive but to initiate possibilities, to challenge the University to do more, to identify different ways that we can have an impact on your important task of educating and creating hope among these children.

The Citizens of Michigan

All of us, as citizens of Michigan, have directly felt the meaning of the word "change" in the last fifteen years. Change will be even more profound in the future, both in the types of jobs that will become available and in terms of the types of people who will do them. With that understanding, we seek the support of the people of Michigan for the Michigan Mandate and the recognition that it represents an important continuation of the University's commitment to serve the State with excellence.

National Leadership

There is no more compelling agenda before our nation than to improve education at all levels and to extend its benefits to all of our people. There may be difficult decisions ahead, but we must approach each one with a sense of the needs of the future as well as those of the present. This country must invest now to develop its most precious resource—its people—if it is to survive and prosper in the new century.

CONCLUSION

The University of Michigan has a rich academic tradition as well as an exciting intellectual future. We can honor that tradition and secure that future by setting aside confrontation and empty rhetoric, by overcoming ignorance and resistance to change, by seeking the understanding that comes from working side by side, by engaging in thoughtful dialogue, and by standing firm in our commitment to the creation of a diverse community on this campus.

We must do so with an awareness that institutional change is a complex process and that, despite our best intentions, occasionally we will falter. While setbacks may be a measure of the difficulty of our task, most of the people in our University community are committed to our agenda and will not be diverted from progressing toward our goals.

CONCLUSION, con't

The current pace of intellectual, cultural, and social change throughout our nation and the world creates enormous pressures on the University. In addition to the challenge of creating pluralism and diversity, America's leading research universities face a number of other formidable challenges, including the financing of academic excellence, preparing for the globalization of America, sustaining and encouraging intellectual innovation and advances, and leading America's metamorphosis from a resource-intensive to a knowledge-intensive society.

All of these challenges are interrelated. Thus the success of the Michigan Mandate is also intricately related to our success in meeting the many other challenges facing the University. We have met challenges of equal magnitude before. Leadership is both the heritage and the destiny of the University of Michigan.

We approach the 21st century confident that the University of Michigan will once again assert its tradition of leadership for the people of this state, for this nation, and for the world, to build a better future for us all.

Appendix A

A Two Year Status Report

Appendix A

A Two Year Status Report

Objective 1: Faculty Recruiting and Development

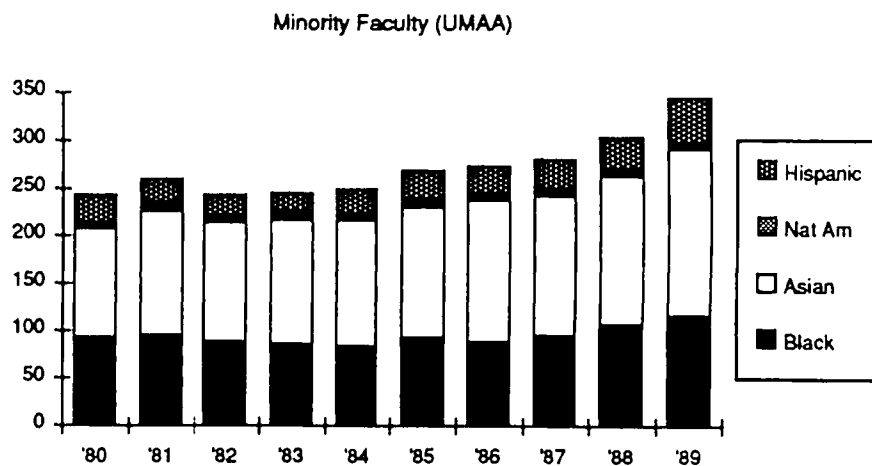
Goals:

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

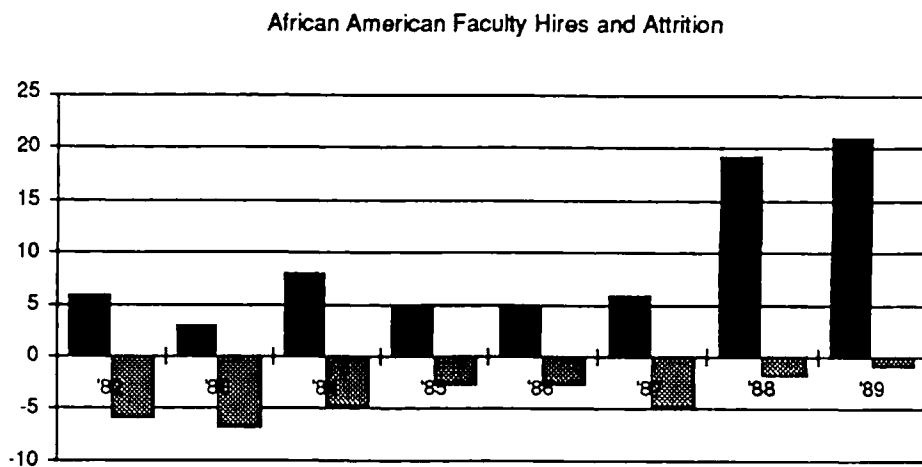
Results to Date:

The Target of Opportunity Program, combined with aggressive recruiting efforts through normal mechanisms, has created significant growth in minority faculty representation over the past two years:

- The University has added 76 new minority faculty over the past two years, corresponding to a 35% increase, bringing its minority faculty representation to 12%.
- During this period, 40 new African American faculty have been added, an increase of 52%, bringing this representation to 4.0%.
- Furthermore, 11 new Hispanic American faculty have been added during this period, an increase of 120%, bringing Hispanic representation to 1.2%.



A better sense of the real impact of the Michigan Mandate on faculty hiring can be seen by comparing faculty hires and attrition, for example, for African American faculty:



The distribution of new minority faculty appointments among the Schools and Colleges during this period is provided in the table below:

<u>School</u>	<u>Number</u>
Architecture	1 aP
Art	1 L, 1 AP
Business Administration	6 aP
Dentistry	5 L, 1 aP
Education	
Engineering	5 aP, 3 P
Information and Library Studies	1 L
Law	2 P
LS&A/Humanities	2 L, 7 aP, 4 AP
LS&A/Social Sciences	1 L, 3 aP, 1 AP, 2 P
LS&A/Natural Sciences	7 aP, 2 AP
Medicine	2 L, 3 I, 1 aP, 2 AP
Music	1 L, 1 aP, 1 AP
Natural Resources	2 aP
Nursing	1 L, 1 aP
Pharmacy	3 aP
Public Health	1 aP, 1 P
Social Work	1 aP

L = Lecturer
I = Instructor
aP = Assistant Professor
AP = Associate Professor
P = Professor

Objective 2: Student Recruiting, Achievement, and Outreach

Goals:

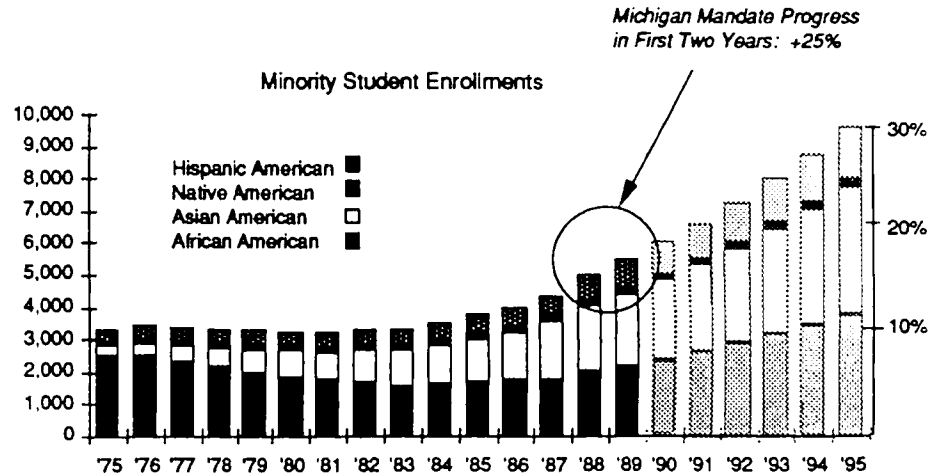
- In each of the next five years, achieve increases in the number of entering under-represented minority students, as well as in our total under-represented minority enrollment.
- Establish and achieve specific minority enrollment targets in all Schools and Colleges.
- Increase minority graduation rates.
- Develop new programs to attract back to campus minority students who have withdrawn from our academic programs.
- Design new and strengthen existing outreach programs which have demonstrable impact on the pool of minority applicants to undergraduate, graduate, and professional programs.

Results to date:

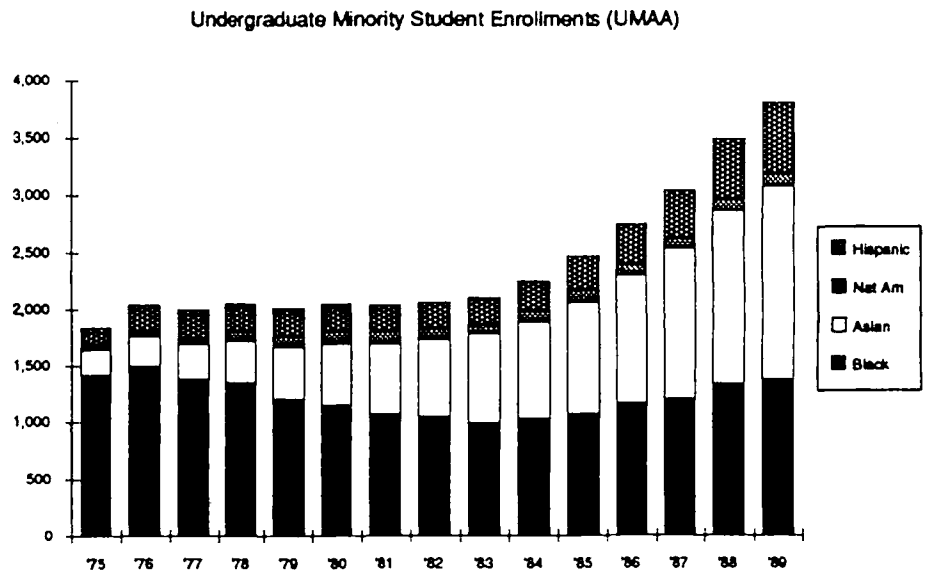
Student Enrollments:

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

African American:	23.4% increase to 2,140 students (6.5%)
Hispanic American:	36.9% increase to 927 students (2.9%)
Native American:	7.0% increase to 138 students (0.5%)
Asian American:	24.7% increase to 2,249 students (6.9%)
All Minorities:	25.6% increase to 5,454 students (16.6%)



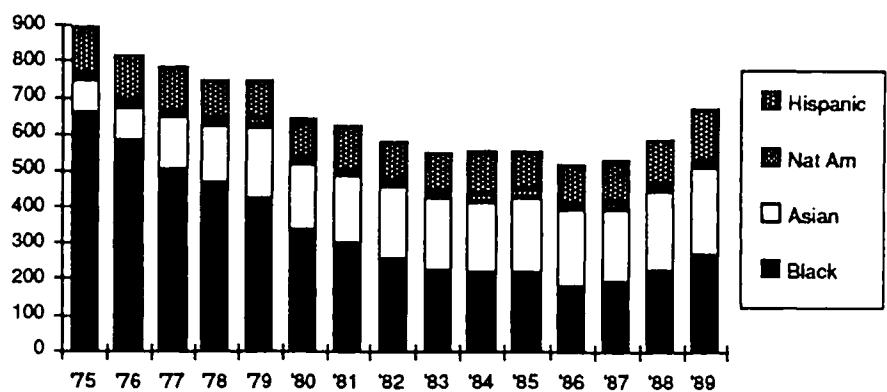
Undergraduate minority enrollments reflect this strong growth:



Since our graduate student population represents the next generation of faculty, particular effort has been focused on increasing minority graduate enrollment. During the first two years of the Michigan Mandate, graduate minority enrollments have increased by 27.5% (African American: +39.4%, Hispanic American: +31.0%, Asian American: +19.7%):

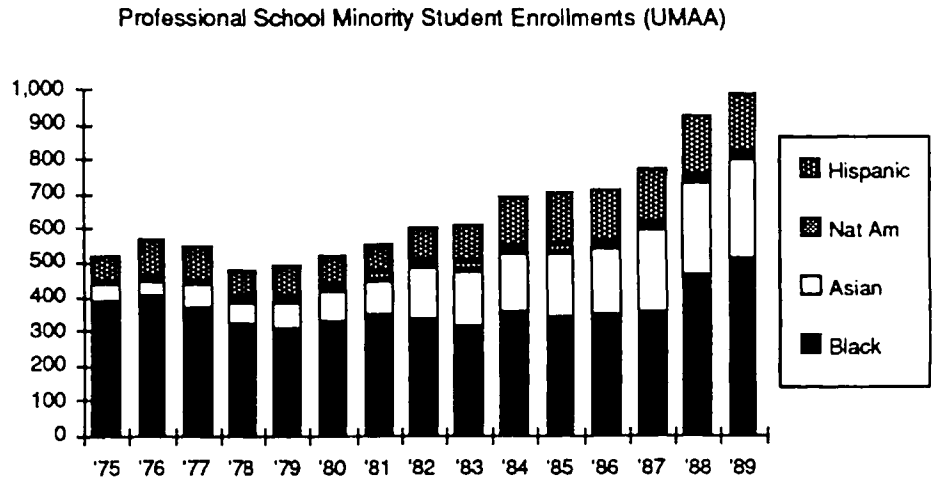
Graduate minority fellows have increased from 336 to 444 (32.1%), by far the largest of any research university in the nation. Among the entering students, African American graduate fellows have increased from 24 to 80 (233%), and Hispanic American fellows have increased from 13 to 42 (223%). This is particularly important, since these students represent the next generation of faculty. At the present time, Michigan is second only to Howard University in the number of African American PhDs it graduates.

Graduate Minority Student Enrollments (UMAA)

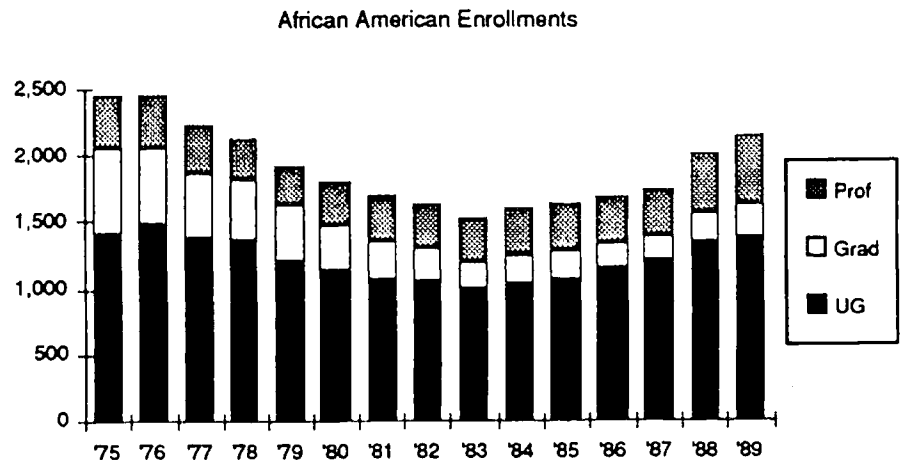


Particularly strong growth has been seen in the minority enrollments of our professional schools during the first two years of the Michigan Mandate, with minority enrollments up 27.2% (African American: +45.5%, Hispanic American: +4.5%, Native American: +9.5%, Asian American: +17.5%):

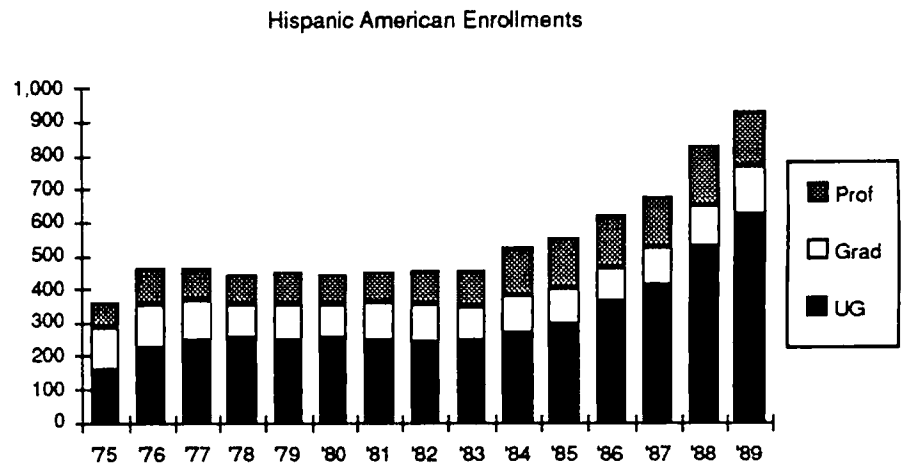
- The School of Business Administration has seen its MBA minority enrollments increase to 22%, including 14% African American. The School leads the nation in these efforts.
- Other Schools with unusual success in recruiting African American students include Medicine (12%), Public Health (9%), and Dentistry (12%).



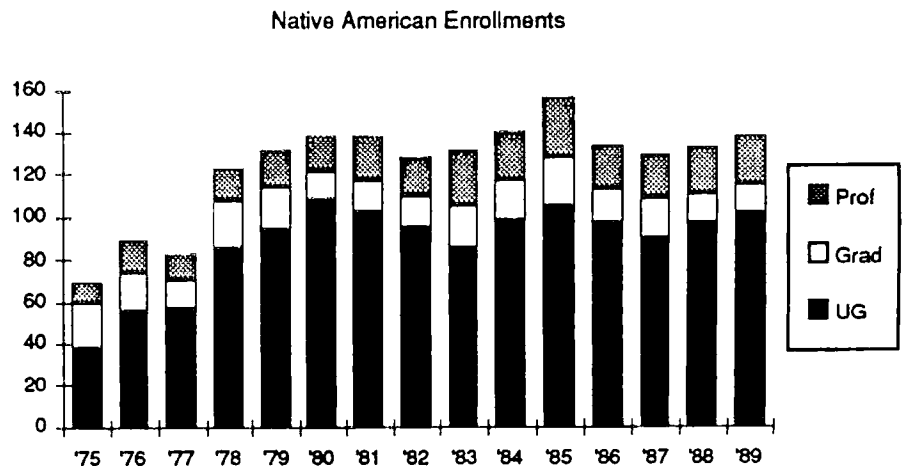
It is also of interest to plot enrollments for each ethnic group separately, showing the breakout among undergraduate, graduate, and professional school enrollments. Below we have shown African American enrollments, which reflect the strong recovery in recent years, building to their present level of 2,140 students or 6.5% of the student population:



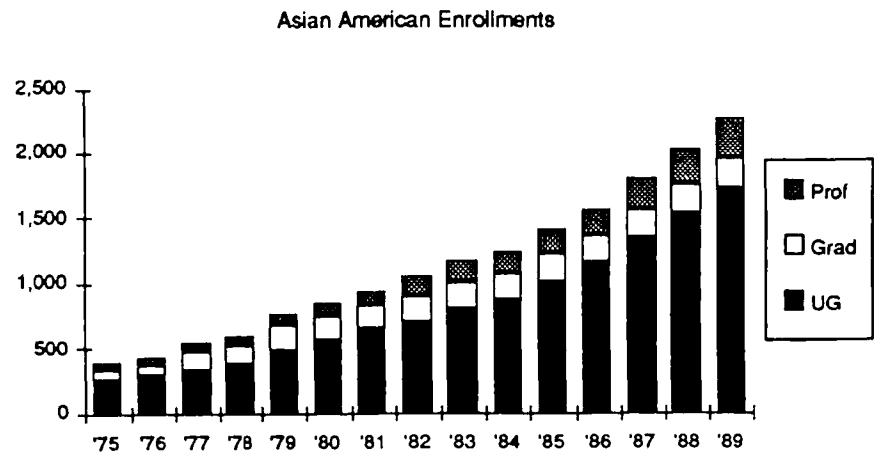
Hispanic American enrollments have grown steadily since the mid-1980s, and now stand at 927 students or 2.9% of the student population:



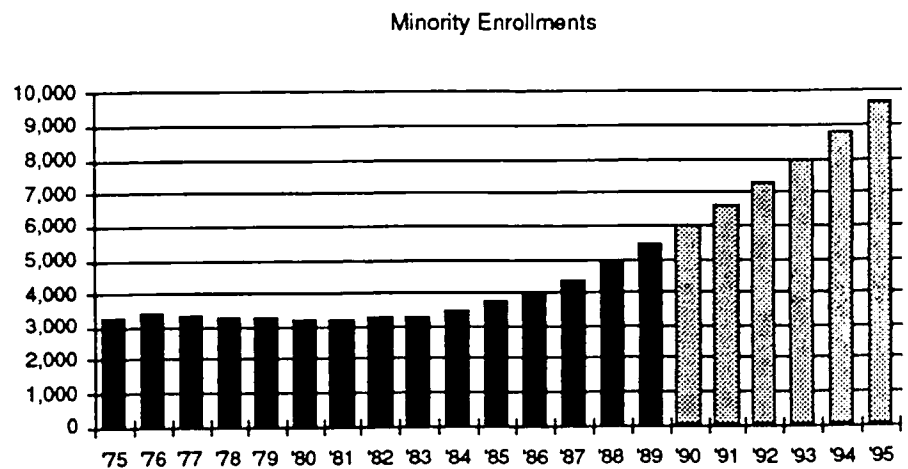
Native American enrollments have fluctuated for some time, without showing appreciable progress. It is clear that we need to do much more work in this area.



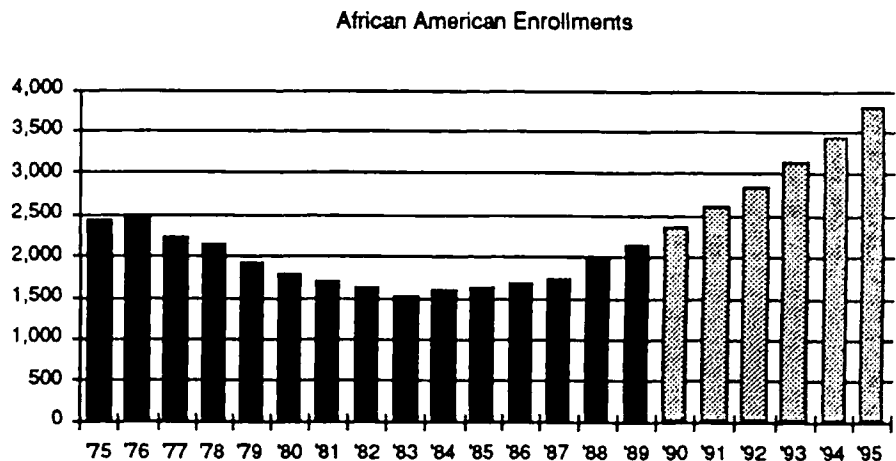
Asian American enrollments have been growing steadily for some time, now standing at 2,249 students or 6.9% of the student population:



In recent years, we have experienced a steady growth in our minority student population of roughly 10% each year. It is interesting to extrapolate such progress to the mid-1990s, where we would find that roughly 30% of the total student population would be comprised of people of color:



A similar 10%-per-year extrapolation of African American student data—where the University is most seriously under-represented—indicates that if we are able to stay on this pace, we would achieve 12% representation by 1995, roughly the same as the Michigan population:



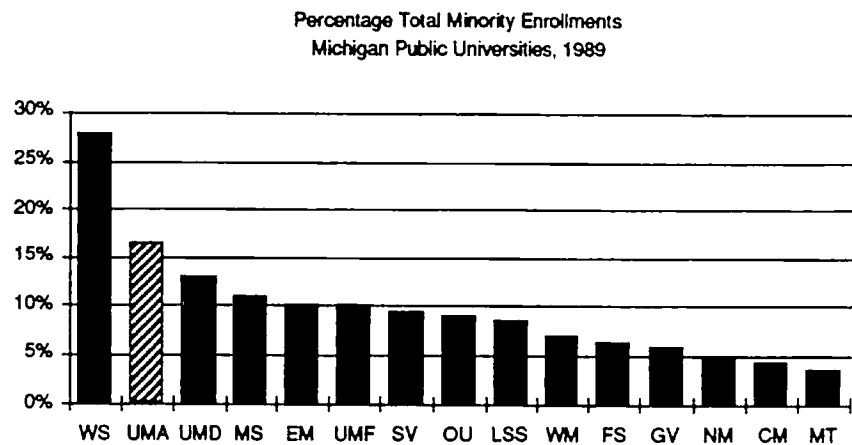
Other Actions Taken in Student Recruitment, Achievement, and Outreach:

- Over the past two years major additional commitments have been made to financial aid programs for minority students:
 - ...a 43.8% increase in undergraduate financial aid (\$4.1 million)
 - ...a 28.3% increase in graduate financial aid (\$6.8 million)
 - ...repackaging financial aid awards to stress long-term commitments and minimize loans
- A broad series of outreach activities have been launched:
 - ...King-Chavez-Parks Program (4,000 participants to date)
 - ...Wade McCree Incentive Scholars program
 - ...Detroit Compact
 - ...DAPSEP (1,500 students to date)
 - ...Cooperative relationships with key school systems across the state (e.g., Detroit, Flint, Saginaw, Ann Arbor,...)
 - ...Cooperative relationships with Michigan community colleges
 - ...Cooperative relationships with historically Black and predominantly Hispanic colleges and universities
 - ...Major expansion of alumni recruiting efforts

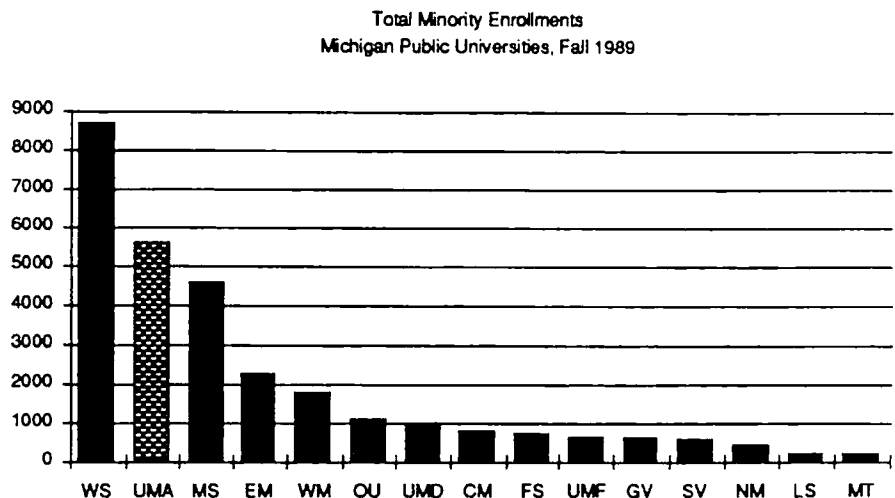
- Student retention programs have been expanded (e.g., the Comprehensive Studies Program) and retention numbers, while still lagging those of the major population (i.e., 60% for African Americans and Hispanic Americans compared to 80% for majority students) are still highest among our peers and moving upwards.

A Comparison With Michigan Institutions and Big Ten Institutions

It is instructive to compare the current status of student enrollments with data from other Michigan and Big Ten universities. In terms of percentages, the University of Michigan is second only to Wayne State University in total minority student enrollment:

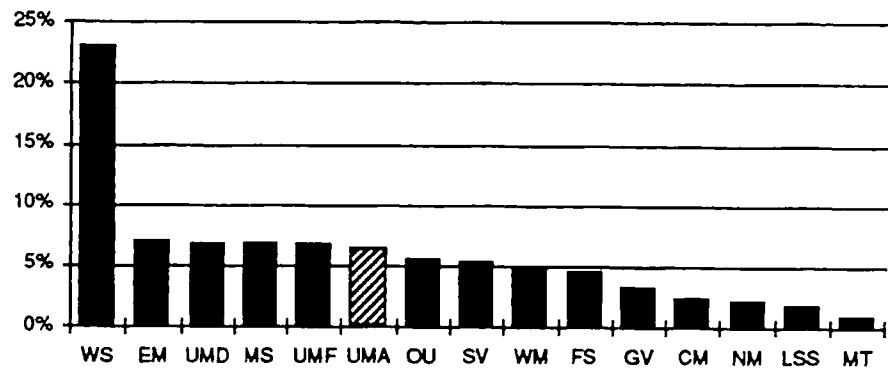


UM ranks second among Michigan universities in the absolute number of minority students enrolled:



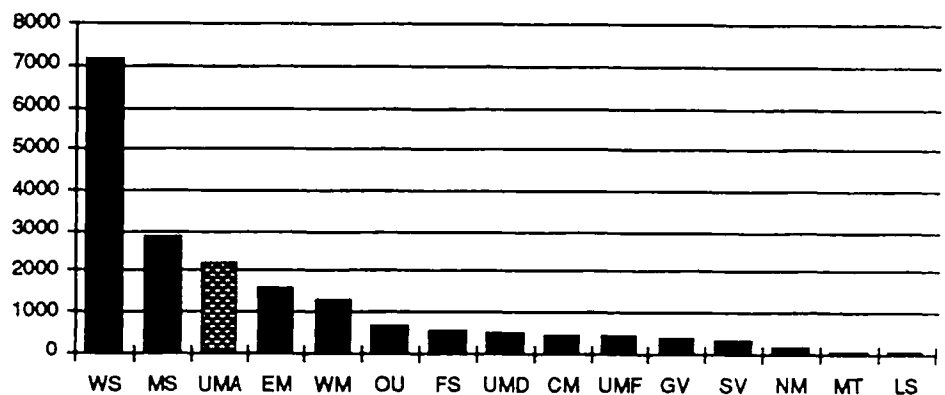
With the exception of Wayne State University, UM's percentage enrollment of African American students is comparable to those of the state's other major universities at roughly 7%.

Percentage African-American Enrollments
Michigan Public Universities, 1989

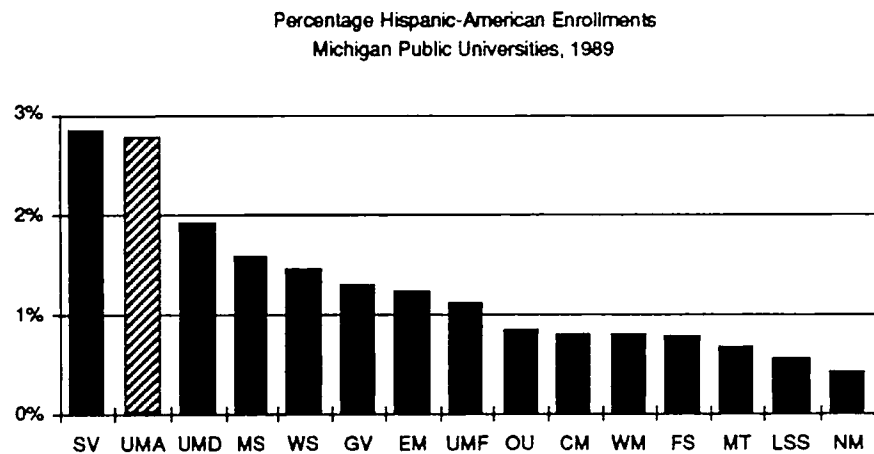


A similar ranking holds for absolute number of African American students enrolled, with UM and MSU roughly comparable because of their size.

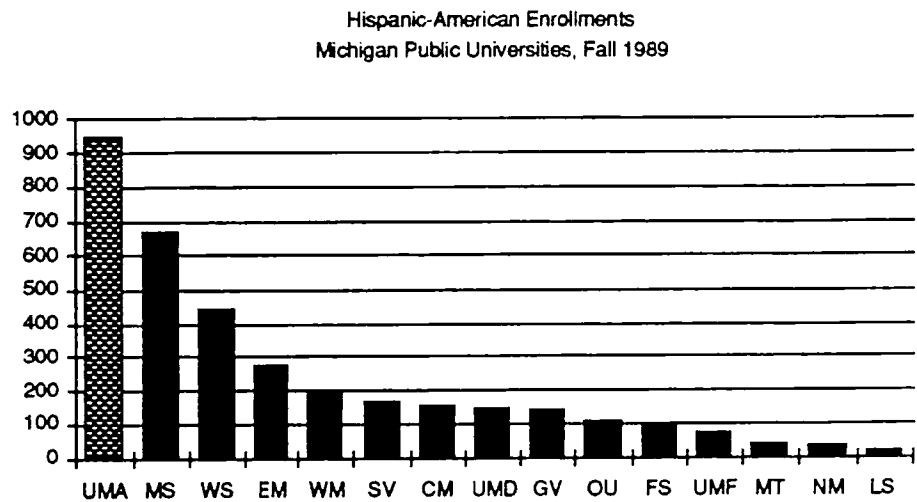
African-American Enrollments
Michigan Public Universities, Fall 1989



UM ranks second only to Saginaw Valley in Hispanic American enrollment percentage.

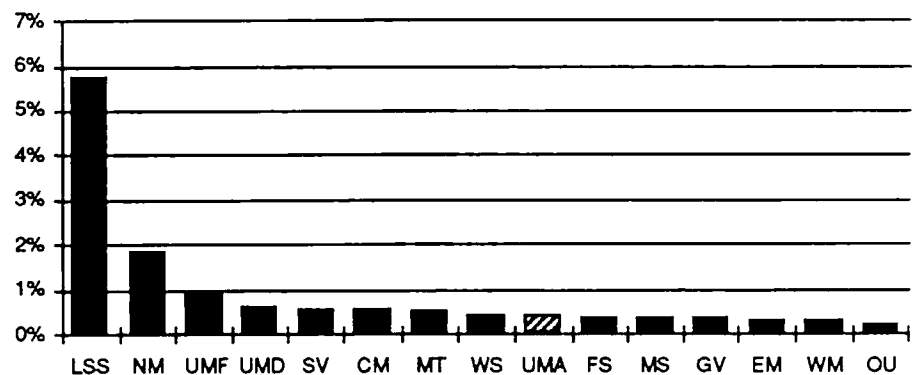


However, when absolute numbers of Hispanic American students are compared, UM ranks first among state institutions.



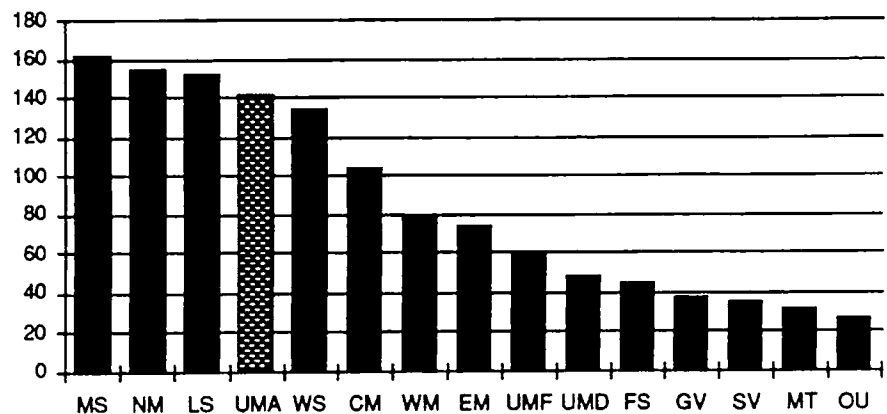
Because of its location in the Upper Peninsula, Lake Superior State University enrolls by far the largest percentage of Native American students, followed by Northern Michigan University. UM is comparable to other major institutions in the state with roughly 0.5% Native American enrollment.

Percentage Native-American Enrollments
Michigan Public Universities, 1989



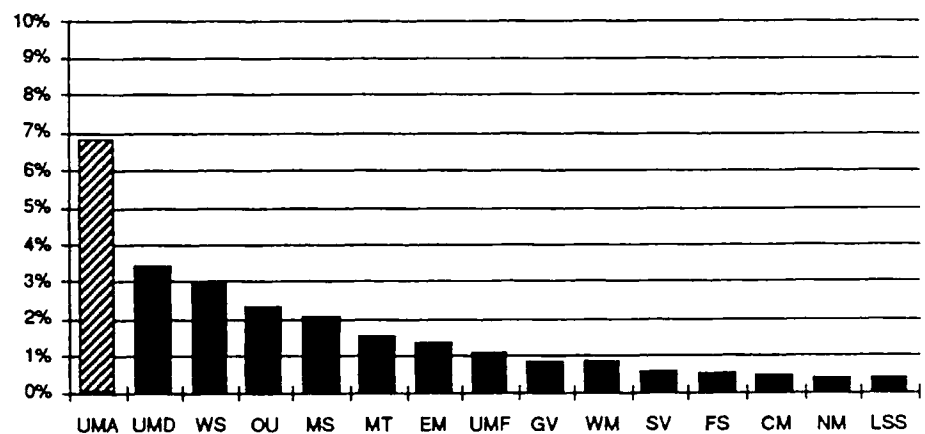
Once again, UM fares somewhat better in comparisons of absolute number of Native American students enrolled, because of its size.

Native-American Enrollments
Michigan Public Universities, Fall 1989

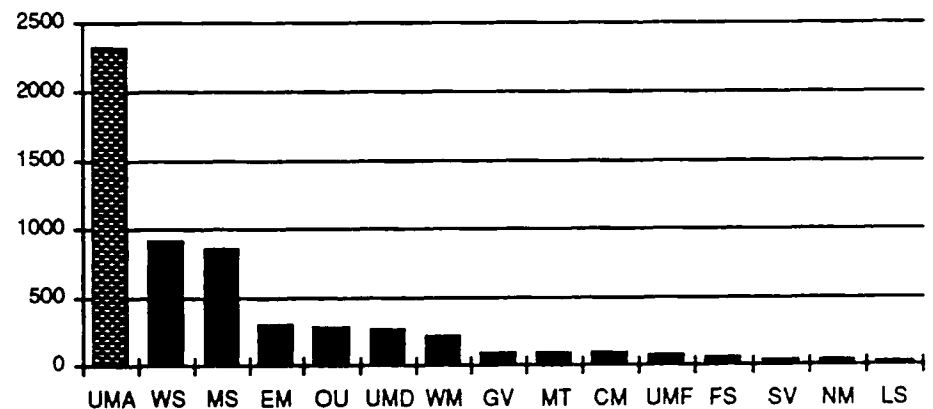


UM ranks first, both in percentage and absolute numbers, in the enrollment of Asian American students. This is due primarily to the University's high national visibility which attracts outstanding students from all parts of the nation, including the West Coast, with large Asian American populations.

Percentage Asian-American Enrollments
Michigan Public Universities, 1989

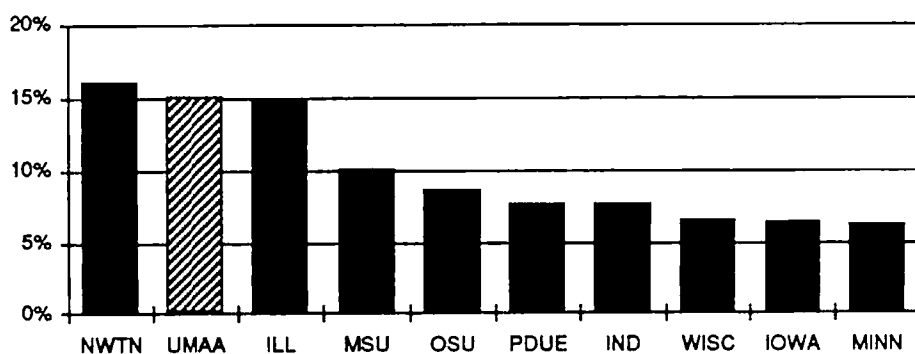


Asian-American Enrollments
Michigan Public Universities, Fall 1989

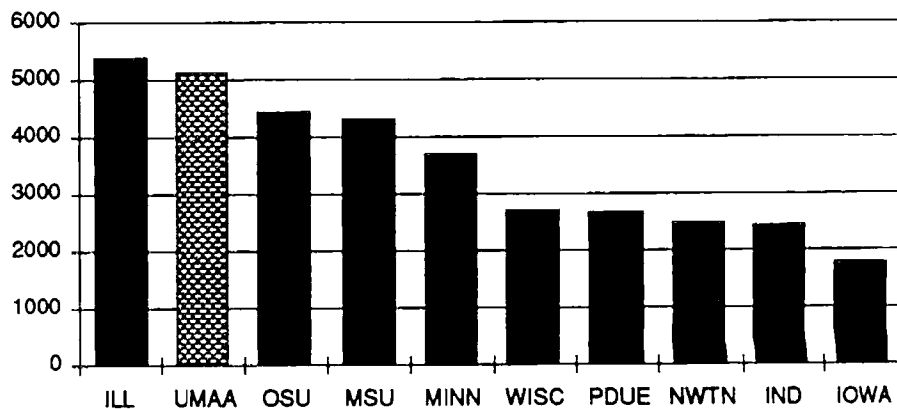


It is clear that the University of Michigan compares quite favorably with Big Ten institutions, both in percentage and absolute number of minority students enrolled, ranking at or near the top in both categories.

Percentage Total Minority Enrollments
Big Ten Institutions, Fall 1988

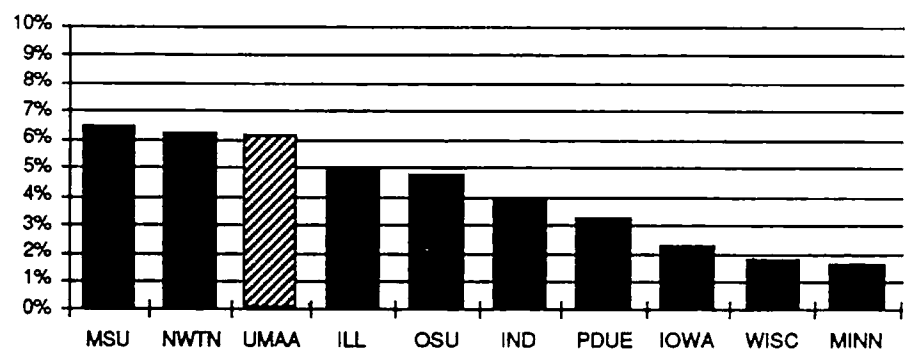


Total Minority Enrollments
Big Ten Institutions, Fall 1988

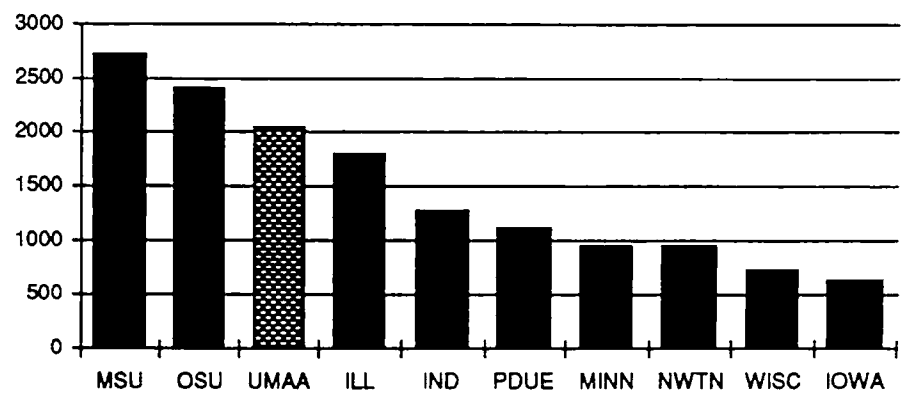


The University of Michigan also clearly ranks as a leader in its enrollment of African American students among Big Ten peer institutions.

Percentage African-American Enrollments
Big Ten Institutions, Fall 1988

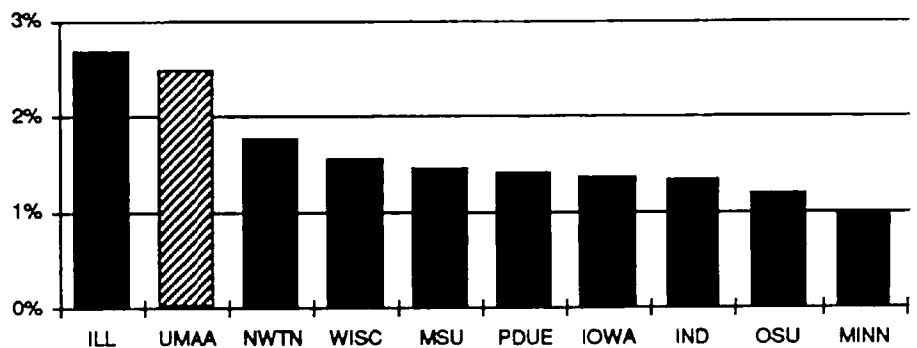


African-American Enrollments
Big Ten Institutions, Fall 1988

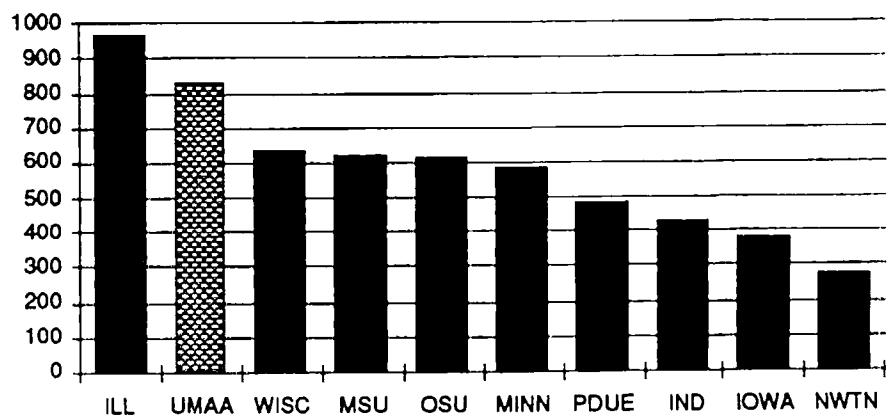


A similar situation applies to Hispanic American students, in which the University of Michigan again ranks second in both percentage and absolute number enrolled:

Percentage Hispanic-American Enrollments
Big Ten Institutions, Fall 1988

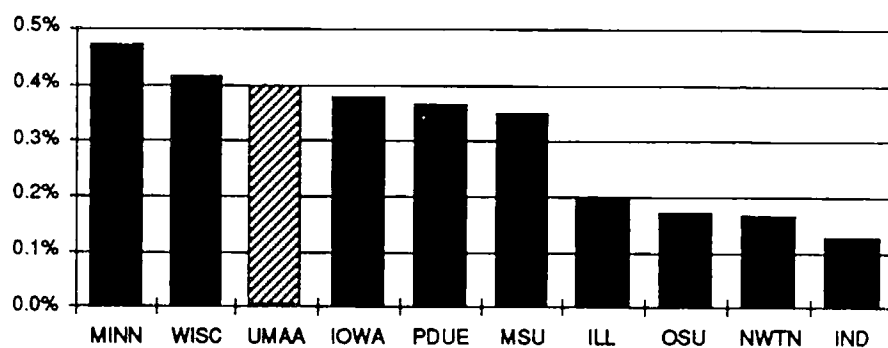


Hispanic-American Enrollments
Big Ten Institutions, Fall 1988

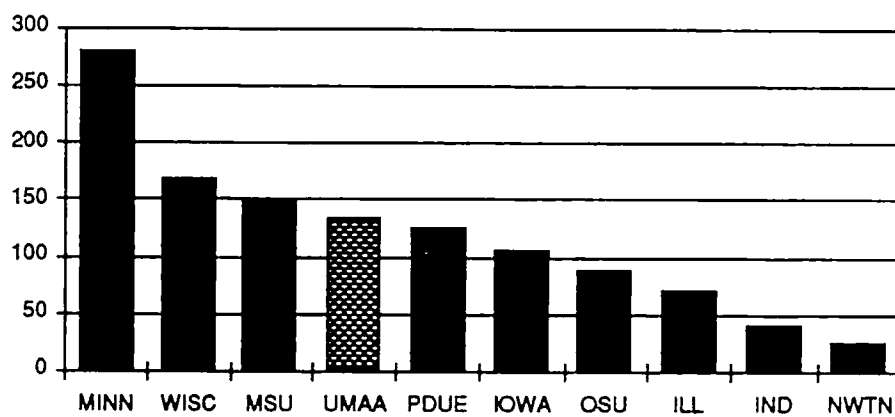


The University of Michigan is one of the leaders among Big Ten institutions in the percentage and number of Native American students enrolled.

Percentage Native-American Enrollments
Big Ten Institutions, Fall 1988

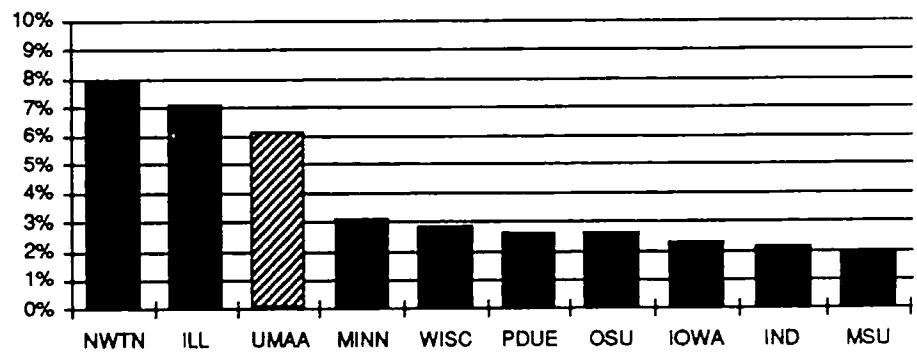


Native-American Enrollments
Big Ten Institutions, Fall 1988

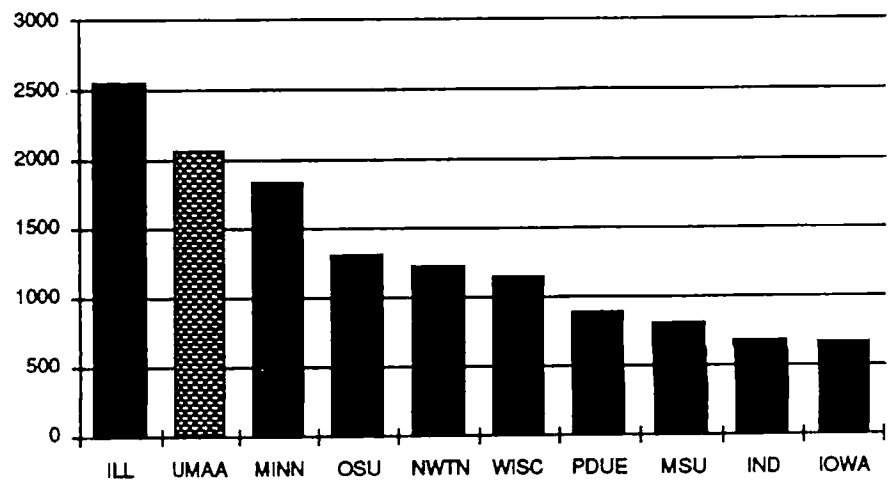


The University of Michigan ranks among the leaders in both percentage and absolute number of Asian American students enrolled.

Percentage Asian-American Enrollments
Big Ten Institutions, Fall 1988



Asian-American Enrollments
Big Ten Institutions, Fall 1988



Objective 3: Staff Recruiting and Development

Goals:

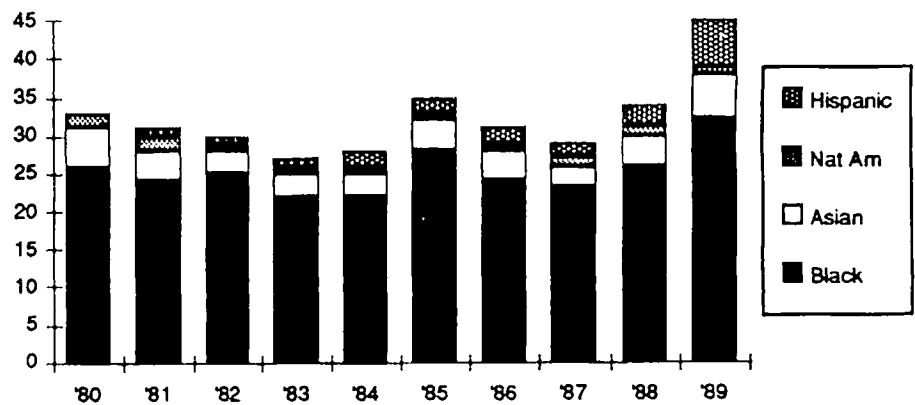
- Focus on the achievement of affirmative action goals in all job categories during the next five years.
- Increase the number of under-represented minorities in key University leadership positions.
- Strengthen support systems and services for minority staff.

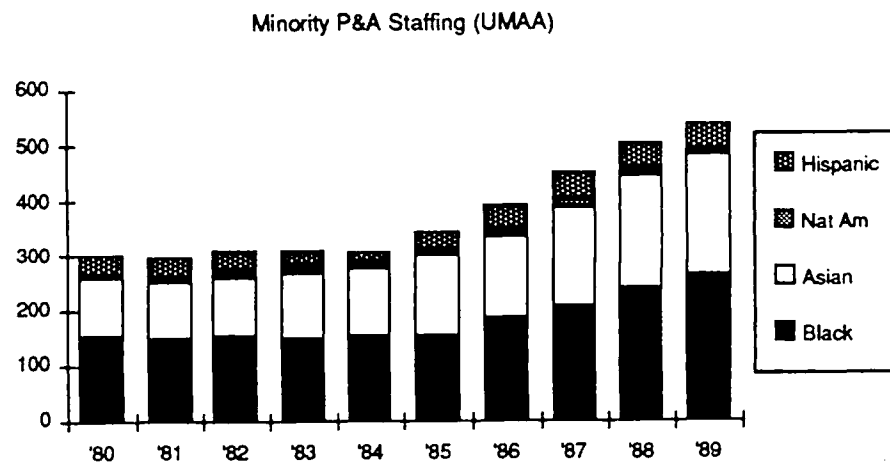
Results to Date:

Staff:

Minority representation in University staffing has increased in all areas during the first two years of the Michigan Mandate, with particularly strong growth in senior management (+55.2%) and P&A (+20.0%) ranks.

Minority Senior Management (UMAA)





Objective 4: Improving the Environment for Diversity

Goals:

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

Results to Date:

- Completion of 1987 Six Point Plan:
 - ...Establishment of position of Vice Provost for Minority Affairs
 - ...Funding for Black Student Union
 - ...Implementation of policy and grievance procedure for racial harassment
 - ...Additional budget support for attracting and retaining minority faculty
 - ...Development of unit goals and annual review process
 - ...Formation of Presidential Advisory Committee on Minority Affairs
- The University established the position of Vice-Provost for Minority Affairs, supported by the staff of an Office of Minority Affairs (budgeted for FY89-90 at a level of \$1.2 million).
- Over the past several years, the University has invested \$910,000 in facility renovation, \$300,000 for one time program support, and \$650,000/year in base support for the Center for Afroamerican and African Studies.

- The University developed and implemented a series of orientation and educational programs for students, faculty, and staff at all levels to increase understanding and sensitivity to multicultural issues.
- The University has set aside Martin Luther King, Jr. Day as a time for drawing the campus community together in a broad set of educational and commemorative activities in which thousands of students, faculty, and staff join together to celebrate diversity.
- The University has developed racial harassment policies for faculty and staff and has an interim policy in place for students.
- The Regents of the University divested all University stock holdings in companies with interests in South Africa.