

The Challenge of Equal Opportunity

Some General Observations

1. Must take these events of past several weeks very seriously...
 - i) Incidents of racism must not be tolerated...
 - ii) Perception among many is that racism is a major problem on college campuses, just as it is in the rest of American society
 - iii) However, even beyond that is the equally serious sense among many that the University simply is not as committed as it should be to the importance of achieving strong representation among its student, faculty, and staff of all minorities
2. At the same time, we must not react too quickly...

Alot of important things are going on, and it is essential that these move ahead.

Nevertheless we believed it very important that we listen to concerns...and respond with action where appropriate.
3. Recognize that this is not simply a UM problem
Most universities in the nation are experiencing similar tensions.
However, just because this is a national problem does not mean we can sit by. We are convinced that the University must assume a leadership role in handing this.

We are now convinced that leadership requires a major increase in our efforts...
A renewed commitment to our aspiration of eventual representation of all minority groups in proportion to their numbers in our society.
Commitment of additional human and financial resources...
And the involvement of our faculty, students, staff, alumni, and friends -- at all levels of the University, inside and out, in the effort to move toward this goal.

At the University of Michigan:

We have recognized and accepted a particular responsibility...
both as a public institution, and as a source of leaders of our society
We have made and will continue to make a strong commitment to the recruitment and retention of minority students, faculty, and staff
We can point with pride to many accomplishments...
to increased enrollments of minority students
to the quality of our minority faculty

Yet, we also must acknowledge there is still a long ways to go...
and we are committed to increasing our efforts in this area...
To new programs in student recruitment and retention...
To address the challenges of sufficient financial aid so that all students, regardless of socio-economic background, have the opportunity to attend this university
To intensify our efforts to recruit faculty from underrepresented minorities...

So do does the University have a particular responsibility to address this social problem through its primary missions of teaching, research, and service...
through teaching that fosters awareness, sensitivity, and commitment to change
through research aimed at increasing the understanding of the problem and developing appropriate solutions
through service that gives priorities to strong partnerships with the public and private sector to make the expertise of the university accessible to other arenas struggling to improve the situation for minorities.

Importance of diversity and pluralism...

Excellence and diversity are not only mutually compatible objectives...
but they reinforce one another
Increasing importance of pluralism of American society...
Universities must develop the models for the rest of our society
Yet another reason...
Our nation cannot afford to waste this human talent...

Let me explain...

Background

To discuss this challenge, I am going to toss aside my hat as chief academic officer of the University of Michigan, and instead return to my roots as a scientist and engineer.

Instead, I would also like to put on another hat as well... that of a member of the National Science Board...our nation's principal source of science policy... In fact, I am co-chair of one of the NSB's two principal standing committees...that on "Education and Human Resources"... and it is from this perspective that I would like to make some observations.

The view from Michigan..."the Rust Belt"...

While people generally look at the midwest as a relic of America's industrial past, let me suggest that in many ways, it can also be viewed as America's future.

For it is in the industrial midwest...in Michigan... that we have had to learn how to adapt to a brave, new world of intense economic competition...

We have learned through the school of hard knocks, as we have fought and scratched and clawed our way back from the economic brink to achieve prosperity.

The Bad News of the past several years...

Familiar Ills which dominate the headlines

The budget deficit

The trade deficit

Displaced workers

Marginal Industries

More serious

Trade deficits show little improvement despite a sharp drop in the dollar

Past areas of strength such as steel and durable goods manufacturing are declining

Even industries like semiconductors and computers are vulnerable to competition from abroad

The bad news for Michigan is obvious...

Industries of great economic importance to our nation such as steel and automobiles have fallen victim to intense competition from abroad...

Plants have closed...our cities are filled with chronically unemployed...

In Michigan we no longer worry about nuclear war and the bomb because we believe that

"The odds are greater that America will be bought up by the Japanese than blown up by the Russians..."

What is happening?

The world economy is now in control

However, it is misleading to blame all our ills on international competitiveness alone!

We tend to blame all of our ills on international competitiveness...

Something else is happening...

The Challenge of Change

The challenge of dramatic economic change...

Traditional industry economy is shifting to a new knowledge-based economy, just as our industrial economy evolved from an agrarian society at the turn of the century.

The days of low interest rates, limited foreign competition, slow-moving technology, stable markets, and mass production processes that once allowed our industries to thrive in a sheltered environment have long since passed.

This change has gripped the Rust Belt...

A transition is occurring in which..

Intellectual capital has replaced financial and physical capital as key to economic development

The challenge today is to develop an agenda to achieve and sustain prosperity in a new environment of intense international competition and rapid technological change.

Some examples:

Industrial production is steadily switching away from material and labor intensive products and processes to knowledge intensive processes:

In a car, 40% materials, 25% labor...

In a chip, 1% materials, 10% labor, 70% knowledge!!!

Increasing manufacturing production has come to mean decreasing blue collar employment!

In the 1920s, 1 of 3 was a blue-collar worker

today 1 in 6 and dropping fast

probably to about 1 in 10 within a couple of decades...

In all developed countries, "knowledge" workers have already become the center of gravity of the labor force.

As Erich Bloch, Director of the National Science Foundation puts it, we have entered a new age, an "Age of Knowledge in a Global Economy"

The Age of Knowledge in a Global Economy

And in this age, the major force behind economic change is technology, itself.

Of course, we know that technology has played an increasingly important role for many years.

Technological innovation, achieved by applying new knowledge created through basic research, has been responsible for nearly half of all US productivity gains since WWII

At another level, technologies of transportation and communication make possible an integrated economy.

Tremendous new industries have been created by new technical knowledge: electronics is the obvious example of the last three decades; biotechnology may be the example for the coming three decades.

These industries depend on knowledge as the most critical resource.

But knowledge is highly mobile...it is not tied to geographic regions as coal or iron or oil.

Earlier historical periods that we remember with catch-phrases.. the "Age of Reason", the "Age of Revolution", the "Age of Discovery", were limited geographically to Europe. So was the Industrial Revolution since technology did not allow rapid dissemination of knowledge.

By contrast, the knowledge revolution is happening worldwide and at a very rapid rate.

That new technology means economic development and trade is widely understood in developed nations who have been sharply increasing their investments in science and technology.

But less developed nations are also learning the lesson and drawing knowledge from the developed world or generating it themselves.

Brazil, India, Korea are quickly advancing along the competitive path that Japan took 30 years before.

Note: As more countries understand that knowledge is now the

critical resource, more are undertaking serious research programs. Our nation is already being challenged in the knowledge business itself.

The handwriting is on the wall...

Maintaining America's competitive edge requires attention to our traditional strength -- people and research -- and a strong offensive strategy based on these resources.

Taxes, trade, and fiscal policies influence economic competitiveness. But in the long run, a strong base of science and engineering research and education is more important.

Clouds on the Horizon

WARNING SIGN 1: America is slipping

No question that US has lost lead in many areas
Industrial productivity and heavy manufacturing
Steel, durable goods, ...

Energy

Electronics

Also serious signs that lead is slipping rapidly in

Computers

Aerospace

WARNING SIGN 2: We are seriously underinvesting in R&D and Education

For over two decades, US investment in civilian R&D has dropped while that of our competitor nations has risen rapidly. We are now far behind Japan and Germany in the fraction of GNP invested in R&D.

Almost all growth has gone into military research (70% of federal R&D budget)

Support of basic research has dropped significantly (as has support of research in C&S)

WARNING SIGN 3: S&E Manpower Shortage

US faces a S&E manpower crisis of unprecedented proportions

1. Proportion of graduating seniors who major in science and engineering is smaller today than it was in 1970s (5%). Particularly severe drops in physical sciences and mathematics. (Fallen by 40% over past decade)

2. Per capita production of US engineers lowest among industrialized nations:

US: 72,000 (3%)

Japan: 85,000 (21%)

USSR: 300,000 (35%)

Japan has doubled its technical workforce in past decade...

7 of 1,000 American students receive engineering degrees

40 of 1,000 Japanese

President of Sony:

"In US you produce 4 lawyers for every engineer.

In Japan, we graduate 4 engineers for every lawyer!"

3. More than 60% of engineering PhDs are now foreign

But things are going to get MUCH rougher: NSF Study

Demand for S&E likely to go up

Population is growing

S&E share of workforce is growing

Industry is becoming more scientific

Most experts predict growth in S&E jobs

Supply will probably fall off dramatically

Traditional source of S&E college students is declining

25%-30% falloff in HS graduates by 1992

Assuming that same fraction (4.8%) choose to enter S&E,

and assuming constant demand (very conservative),

there will be a cumulative shortfall of 700,000
by 2010!

WARNING SIGN 4: Technological Illiteracy

We really haven't appreciated impact of technology.

Technology doubles every 5 years in some fields!

Graduates are obsolete by the time they graduate!

Technological change is a permanent feature of our environment

And yet, our education system has not responded...

Incredible that students can graduate from high school
without a solid education in science & math -- or
can complete college without such coursework.

More than half of all our high school graduates have not
had even one year of science.

Math: Only 1 out of 100,000 high school students
study calculus...and then for only part of a year
Five million Soviet high schools students
receive a full two years!

Physics: Few US students will ever take a physics
course. In fact, only one out of
four American high schools even offer a course
in physics!

In Europe, teaching of physics as a separate subject
begins as early as 6th grade (also in USSR)

Student planning on majoring in physics will have had
6 years -- more than 500 class hours

Non-science major will have had 3 years

Face it, gang:

We are condemning an entire generation to a lifelong
estrangement from the very technology that will
inevitably govern their lives.

Claim: We are rapidly becoming a nation of illiterates ...
in science and technology, no longer able to comprehend
or cope with the technology that is governing our lives.
Public's knowledge and understanding of science has not
kept pace with technology

WARNING SIGN 5: Labor force of Michigan is becoming obsolete!

Michigan is undergoing dramatic change in industry...

Away from low-skill, blue-collar workers

The factory of the future will have NO low skill workers
Unskilled labor will lose relevance in a world dominated
by microelectronics, computers, and automation.

An example: Expert systems

The "expert system" craftsman...

Serious concern:

1. The present generation of blue-collar workers does not
have the formal education to be retrained!!!
2. Little sign that education system is adapting to this
future. High school graduates "illiterate" in science
and mathematics will be condemned for the remainder of
their lives to low-level service employment ... IF they
can find jobs at all!

It is bad enough to face the prospect of a significant fraction
of our labor force becoming permanently unemployable because
of an inadequate education. Do we want to condemn their
children...OUR children...to a similar fate? Can we afford it?

So what can we do about this?

A National Response

NOTE: Taxes, trade, and fiscal policies influence economic
competitiveness in the short term. But in the long run,
a strong base of science and engineering research and
education is more important.

Maintaining America's competitive edge requires attention to our traditional strength -- people and research -- and a strong offensive strategy based on those resources.

People must be the major focus...

People -- not equipment or buildings -- are the source of creativity.

They generate the knowledge that makes the technological innovation possible. They are the workforce that makes society run.

They are our researchers and teachers, our leaders, managers, and decisions makers in modern technological society.

Two-fold challenge

1. Achieve basic scientific literacy among all our citizens
2. Provide enough scientists and engineers for industry and academe

For this reason, the administration has chosen as its highest priority in the year ahead major new initiatives aimed at strengthening the source of intellectual capital in this nation.

Hopefully, Congress will join in with strong support of this national imperative!

A Local Response

The real power to influence the education at the level of local government. Here the parents and the citizenry are failing to assert their political strength. Every chance they have, they vote against funds for superior schools. They are not demanding that political bodies at the state, county, and city levels recognize the seriousness of the problem and attack it with vigor.

Investments

For some reason, education is always at the bottom of the list of social services (usually dominated by health concerns) -- perhaps an aging electorate!

There seems little doubt that we are underinvesting in our children...we are simply not willing to provide them with the same opportunities that we ourselves have benefited from.

Some signs:

Michigan is a state with one of the highest per capita incomes in the nation. Yet it continues to slip further and further down in its support of education.

How many parents are willing to make the sacrifices these days to pay for a first class education for their children? Few families save toward a college education anymore -- whether because of an unrealistic expectation of public support or simply a preference for expensive vacations, cars, or snowmobiles.

I am sure that each of you has seen the erosion in public support of millages -- of your schools

Another good example: tax rollbacks...even as many of our school systems are starving, our elected public officials debate on how to roll back taxes to provide each of us with a few extra dollars...

The University of Michigan Response

What can an institution such as my University do?

A Narrow Mission

Do we confine our attention to simply educating the scientists and engineers, the doctors and lawyers, the leaders of our increasingly technological society?
the leaders

Is this enough?...Of course not.

I believe our responsibility must go far beyond this...

indeed, I believe that as the flagship of higher education in this state, the University of Michigan has a particular responsibility to provide leadership in education at all levels...from cradle to grave, if you will....

To work with you -- to strengthen your capacity to provide your students with opportunity to develop their abilities to the fullest...

But there is another important responsibility...

Recall the challenge of demographics -- the shortfall of 700,000 scientists and engineers that will occur due to the decline in the number of college age students...

But there is another important aspect of that challenge...

Note: Composition of college age population is also changing...

By 2020 30% will be composed of Blacks and hispanics... students who have not traditionally chosen S&E careers.

The fastest growing pool of youths has the lowest participation rate in college and the highest dropout rate in high schools -- not to mention the least likelihood to study science and math.

NOTE: We must make special efforts to expand participation by these groups...not just because that is good social policy, but because we cannot afford to waste their talents!

Michigan's Efforts in Affirmative Action

In 1970s Michigan assumed a leadership role in higher education with its firm commitment to achieving appropriate representation of blacks and other minority groups among its students, faculty, and staff.

Over the next decade, UM developed and implemented an array of programs aimed at recruiting, retaining, supporting, and developing minority students and faculty unexcelled by any other university in this nation. The commitment of resources -- whether financial or human -- was extraordinary by any measure.

And during this period, it achieved success...

minority enrollments to 10% and black enrollments to 7.2% in 1978.

However, during the late 1970s and early 1980s, Michigan, like every other major university in this nation experienced setbacks in achieving these goals...enrollments began a gradual decline (down to 5% black). Why?

i) Universities recognized that existing support services were simply inadequate to handle the large numbers of at risk students being admitted, and hence attrition rates were unacceptable high. Therefore, more selectivity in admissions qualifications was necessary.

ii) Major programs which had traditionally enrolled far higher percentages such as Education suffered major declines due to the sharp decline in opportunities for graduates in these fields. At the same time, enormous demand built in areas such as Engineering which required far stronger pre-admission preparation.

Hence, in the early 1980s Michigan once again decided to assume a role of national leadership by implementing a broad array of new programs

-- and once again it was successful in turning around the national trend and rebuilding, albeit slowing, the decline in minority student and faculty representation:

- i) Minority enrollments have risen to 12.7% ; Black enrollment to 5.3%.
- ii) Black freshmen enrollment has increased by 50% in three years
- iii) Black enrollment in Medicine (9.8%), Dentistry (8.5%), and Law (7.5%), Bus (7.6%)
- iii) UM now has higher black faculty percentage of any Big Ten or Ivy League university

But, any attempt at leadership is accompanied by certain risks...and at Michigan, despite our efforts.

- i) We have not been as successful as we should have been...
- ii) Expectations both within and outside the University were very high...
- iii) The growing national concern -- indeed tension -- over minority representation specifically and racial issues more generally was reflected on our campus

We are now convinced that leadership requires a major increase in our efforts...

A renewed commitment to our aspiration of eventual representation of all minority groups in proportion to their numbers in our society.

Commitment of additional human and financial resources...

And the involvement of our faculty, students, staff, alumni, and friends -- at all levels of the University, inside and out, in the effort to move toward this goal.

Hence we are setting out upon a new and exciting agenda to move toward these objectives.

The University's Commitment:

On March 23, the University announced a 6-point plan to increase representation of Blacks and other minorities throughout the University. More precisely, we stated: "The aspiration of the University is to achieve representations of Blacks and other minorities proportionate to their numbers in the population. In order to achieve this target, we believe it will be necessary to establish appropriate goals and timetables within each area of the University."

Key in achieving this objective must be the recognition that the University must reach out to involve itself in all levels of education -- to work with you and your colleagues to build the capacity of your schools to better provide students with the opportunities to continue their education as far as their abilities and their interests allow.

To facilitate this, we have moved to create new position at the highest levels of the University -- the Vice-Provost level -- to provide strong leadership for these efforts.

And, I suspect that the individual we have asked to assume this challenging role is very familiar to many of you... Dr. Charles Moody, Professor of Education at the University -- a distinguished scholar and leader in education.

- ii) We are undertaking major new efforts in minority student and faculty recruiting, development, and retention.
- iii) We will be implementing new programs aimed at creating new sensitivity and understanding of the importance of a pluralistic community on the part of students, faculty, and staff.

Conclusion:

As Provost at the University of Michigan, I have become convinced that key to our mission in serving this State and

its people is a renewed commitment to our aspiration of eventual representation of all minority groups in proportion to their numbers in our society.

This will require major new commitments of human and financial resources. It will also require the active involvement and cooperation of our faculty, students, staff, alumni, friends, and supporters in the effort to move toward this important goal.

The new agenda we have embarked upon aligns naturally both with the mission of the University and with our determination to be a leader in efforts to achieve new levels of understanding tolerance, and mutual fulfillment for peoples of diverse backgrounds.

As a Presidential appointed member of the National Science Board, let me convey my personal belief as well that the most important natural resource of our nation are our youth...

As we enter the Age of Knowledge, our ability to sustain the strength of our nation...to achieve the quality of life for our citizens...will be determined by, more than any other factor, how we develop, nurture, and educate that most precious of resources, our children.

We simply must provide them with the most outstanding education possible to prepare them for the age in which knowledge will hold the key to prosperity and quality of life...

And we must make a special effort to ensure that all students... regardless of race, creed, or national origin...have the opportunity to develop their talents to the fullest...

For, after all, that is what America is all about, isn't it!

First, a personal observation...

A time when I was a college student in the early 1960s

a time when the burning issue on college campuses was the American Civil Rights Movement

a time when when students spent their spring and summer vacations engaged in voter registration, in protests against segregation...

Indeed, the commencement address at my graduation in 1964 was given by the Reverend Martin Luther King, himself...

And we followed his leadership in an effort to blaze a new path of opportunity for all peoples...

Many barriers have indeed been broken down...

And today,...much has been accomplished...

There is much we can be proud of...

At the University of Michigan:

We can point with pride to many accomplishments...

to increased enrollments of minority students

to the quality of our minority faculty

Yet, we also must acknowledge there is still a long ways to go...

and we are committed to increasing our efforts in this area...

Let me suggest that something more is needed...

We need to rekindle the fire, the commitment that characterized Dr. King's movement itself in the 1960s...

I would like to convey a particular challenge to students in the audience...

It is time that your and my generation joined hands

to address these critical issues facing our society

A Status Report on the Six-Point Plan of Action

General Commitment:

"The aspiration of the University is to achieve representation of Blacks and other minorities proportionate to their numbers in the population. In order to achieve this target, it will be necessary to establish appropriate goals and timetables within each area of the University."

1. Appointment of a vice provost with responsibility

for minority affairs:

"The position formerly held by Niara Sudarkasa, associate vice president for academic affairs, will be elevated to the vice provost level. The individual appointed to the position will have responsibility for the Office of Minority Affairs within the Office of the Vice President for Academic Affairs and Provost. An Advisory Committee, similar in function to the Budget Priorities Committee, will be established to support activities of the Office of Minority Affairs. Membership of the Committee will be representative of various campus minority constituencies."

The University Response:

i) Approval of Position of Vice Provost for Minority Affairs

On April 17, the Regents approved the creation of the position of Vice Provost of Minority Affairs with the following responsibilities:

"The Vice Provost will be responsible to the Provost and advise the Provost, Deans, and other academic administrators on the quality of academic and non-academic life of Black and other underrepresented minority students and faculty. The Vice Provost will provide leadership for schools, colleges, and other academic units in the recruitment and retention of minority students and faculty. Further, the Vice Provost will be responsible for establishing liaison relationships with local, state, and national groups to help in these and related efforts."

"The Vice Provost will have line responsibility for the Office of Minority Affairs and will be provided with adequate staffing and budget to accomplish these goals. Further, the Vice Provost will be assisted by an Advisory Committee on Minority Affairs, comprised in part of faculty, students, and staff representative of various campus and minority constituencies"

ii) Search Process

The search for the Vice Provost is well underway. For the past two months, the Provost, assisted by an Advisory Search Committee comprised of individuals representative of various concerned student, faculty, and staff groups, has been interviewing candidates and others with views on the Vice Provost position. It is hoped that the search process can be completed by May 1, with the approval of an appointment to occur at the May Regents meeting.

iii) Advisory Committee on Minority Affairs

After extensive consultation with various campus groups, an Advisory Committee on Minority Affairs has been established with the following composition: 3 students, 3 faculty members, 3 staff/administrators, 1 alumnus, and 1 member chosen from the external community. Appointments would be made from the Provost from a slate of nominations provided from various student (MSA), faculty (SACUA), and staff (deans, directors, administrative officers), alumni (Michigan Alumni Association), and other interested

groups, with the objective of achieving strong representation from various minority constituencies.

iv) Office of Minority Affairs

The Office of Minority Affairs, reporting to the Vice Provost, will be provided with adequate budget and staffing to play a leadership role in the University's efforts to achieve full participation by underrepresented minorities and enhance the racial and ethnic diversity of the University. The Office will be funded at a level adequate both to develop and implement new initiatives and coordinate existing programs both University-wide and within the units. Particular attention will be directed toward student recruiting and retention; faculty recruiting, development, and retention; and initiatives designed to encourage campus diversity.

2. Funding for the Black Student Union

"A permanent and autonomous budget will be provided to the Black Student Union (BSU), initially at a minimum level of \$35,000 per year, with appropriate increases over time to accomplish BSU's mission."

The University Response:

The University has arranged for the Black Student Union to be provided with funding at an initial level of \$35,000 per year starting in FY1987-88 through the Office of the Vice-President for Student Services. These funds will be utilized by the BSU to develop and sustain programs which address the cultural needs of the Black student community at the University.

3. Grievance procedure for racial harassment, Black administrator in Affirmative Action Office

"A grievance mechanism will be established to collect data on racial incidents within the University. An anti-racial harassment policy that specifies appropriate sanctions will be included as a component of University rules and regulations. In addition, a Black senior administrator will be appointed in the Affirmative Action Office."

The University Response:

i) Reporting and monitoring mechanisms

The Office of Affirmative Action has established a Hotline to facilitate the reporting of incidents of racial harassment. Furthermore, the Office has developed a mechanism to monitor and investigate such incidents.

ii) University regulations concerning racial harassment

University policies have been extended to prohibit racial harassment on the part of students, faculty, and staff.

iii) Office of Affirmative Action

A new senior administrative position of Associate Director of the Office of Affirmative Action has been posted, and a search will commence shortly. The expectation is that this position will be filled by a Black administrator to provide strong minority representation in the staff of the Office.

4. Budget support for attracting and retaining Black faculty

"Budgetary incentives will be provided to attract and retain Black faculty and administrators. A postdoctoral program will be developed to attract minorities, and a faculty development fund will be established to assist minority faculty career development."

The University Response:

i) Target of Opportunity Funds

The University has committed new resources to assist academic programs in the recruitment of senior minority faculty. In particular, the Office of the Provost has notified department chairs, deans, and directors of its willingness to provide base budget resources for this purpose in an effort to encourage units to seek opportunities to hire such individuals. The first three commitments of resources from this new program have already been made.

ii) Postdoctoral Fellowship Program

The University will develop a new program to attract young minority scholars to campus through a postdoctoral fellowship program similar to the Michigan Society of Fellows. It is the expectation that the Center for African and Afroamerican Studies will play a key role in the conduct of this program.

iii) Faculty Development Program

In recognition of the unusual service demands placed on junior minority faculty during the pretenure appointment period, the University has set aside funds to assist in research initiation. Included in such a program are funds for the support of research proposal development, release time, summer institutes, and travel.

5. Unit goals a component of annual reviews, salary inequities to be addressed

"Progress toward achievement of each units' affirmative action goals will be a component of the annual performance reviews of deans and directors. The University is committed to discovering and addressing any salary inequities of Black and other faculty. The salary situation will be investigated on a continuing basis, with the Presidential Commission monitoring progress."

The University Response:

i) Affirmative Action Goals

The Academic Affairs Advisory Council (deans and directors) have held working sessions for the past month to develop mechanisms for establishing goals, schedules, and plans for minority student, faculty, and staff recruitment in each academic unit. These goals will be a critical component of the annual budget conferences to be held with each unit in late April and early May. Success in achieving affirmative action goals will be an important component of the annual performance reviews of deans and directors.

ii) **Salary Reviews**

The Office of Affirmative Action has undertaken an extensive review of faculty and staff salaries throughout all University units. The results of this review will be made public in a report soon to be published, and the University is committed to correcting any inequities uncovered by the study. Furthermore, this study and reporting activity will be made a regular component of the annual salary and performance review process.

6. **Standing Presidential Advisory Commission**

"A Presidential Advisory Commission will be created that will include representatives from Black faculty, student and administrators organizations and members of the community."

The University Response

The President has announced the formation of a Presidential Advisory Commission concerned with minority issues which will meet with him on a regular basis. Appointments to the Commission will be drawn from a slate of nominees compiled from various student, faculty, and staff constituencies on campus and from external constituencies within the community, state, and nation.

Other Actions

1. **Racial Harassment Incidents**
2. **Sensitivity Awareness Programs**
 - i) **Students**
 - Freshman Orientation
 - Housing Orientation
 - Recruiting and Housing Literature
 - ii) **Faculty and Staff**
 - "Tell Someone" Program
 - In-Service Training Programs
3. **Minority Student Financial Aid**
 - i) **Financial Aid Appeals Board**
 - ii) **Strengthening existing programs**
 - Michigan residents
 - Nonresident recruiting
 - Merit Program
 - UM Alumni Association
 - Graduate students
 - iii) **New programs**
4. **Academic Initiatives**
 - Undergraduate Initiatives Fund
 - Teach-Ins in Schools and Colleges
5. **Minority Student Recruiting Initiatives**
 - i) **"Preferred Admissions" programs with Detroit public schools**
 - ii) **Special relationships with other institutions...**
 - Marymount, WCC,
 - iii) **Coordination with intercollegiate athletic recruiting**