

Michigan Mandate-Long

The Michigan Mandate

A year ago, I placed a challenge before the University in the form of a quite personal statement that has become known as the Michigan Mandate.

It was my believe that for Michigan 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.

Hence I suggested that the University had a mandate not merely to reflect the growing diversity of America in our students, faculty, and staff, but to go beyond that by building a model of a pluralistic, multicultural community for our nation...

A community which values and respects and indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

In such an effort to build the multicultural university of the 21st Century, we are attempting to address the most urgent and difficult issue confronting our nation today.

In setting out this challenge before the University, I conveyed as well my growing sense that the traditional approaches of affirmative action and equal opportunity over the years were inadequate to achieve these objectives.

Hence I suggested a quite different approach...

To develop a carefully designed strategic plan to achieve fundamental and permanent change of the University necessary to respond to a changing America and a changing world... an organic plan that would evolve through continuing interaction with the University, as we gained experience and insight into how to improve or expand on it.

Let me explain what led us to this view...

A few themes of the future...

Demographic Change: The New Majority

America is changing rapidly...

Profound change is occurring in the nature of our population.

America is rapidly becoming the most pluralistic, multicultural nation on earth.

Women, minorities, and immigrants now account for about 90% of the growth in the labor force.

By the year 2000, they'll represent 60% of all of our nation's workers!!!

By 2000, one of every three Americans will be nonwhite. And minorities will cover a broader socioeconomic range than ever before, making simplistic treatment of their needs even less useful.

By 2000, one-third of college age students will be Black or Hispanic...

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.

The 21st Century will be the first post-European century in American history.

An absolute majority of young people born in US in the 21st Century will be born of parents of other than European background... Asian, African, Hispanic

And this will represent a major change in the character of our society.

And women have already become not only the predominant gender in our nation and our institutions, but they are rapidly assuming their rightful role as leaders of our society.

In this future, the full participation of currently underrepresented minorities and women must be of increasing concern as we strive to realize our commitment to equity and social justice.

But, in addition, this objective will be the key to the future strength and prosperity of America, since our nation cannot afford to waste the human talent represented by those currently underrepresented in our society, this human potential, cultural richness, economic productivity and social leadership.

If we do not create a nation that mobilizes the talents of all our citizens, we are destined for a diminished role in the global community, increased social turbulence, and most tragically, we will have failed to fulfill the promise of democracy upon which this nation was founded.

But there are other important challenges associated with such demographic change.

In particular, it is important to realize here that 21st Century America will NOT be a melting pot in which all cultures are homogenized into a uniform blend -- at least not during our lifetimes.

Rather, it will be pluralistic...composed of peoples of vastly different backgrounds, cultures, and beliefs...peoples seeking to retain their cultural roots...to maintain their differences and identities.

Our challenge will be to find the common bonds and values that unit us, even as we learn to respect and value our differences.

The growing pluralism of our society is our greatest challenge as a nation...yet it is also among our most important opportunities, since it gives us an extraordinary vitality and energy as a people.

This is where you come in!

Our universities have to be in the forefront of change.

The Internationalization of America

The second theme is triggered by an event that happened from almost exactly two decades ago...when Apollo 11 set down on the Sea of Tranquility to put man on the moon.

The image I have in mind is that extraordinary photo of the earth taken by Lunar Orbiter as it circled the moon... ..an image that dramatically revealed how nations and peoples are passengers together on spaceship Earth.

It was a portent of today, a time in which all aspects of American life are becoming increasingly "internationalized", in which our nation has become a member of a truly global community.

Whether through travel and communication, the arts and culture, the internationalization of commerce, capital,

and labor, we are becoming increasingly dependent on other nations and other peoples.

The world and our place in it have changed.

The fact is that a truly domestic US economy has ceased to exist.

...It is no longer relevant to speak of the Michigan economy or the American economy...

Our economy...our companies...are truly international, spanning the globe...and intensely interdependent on other nations and other peoples.

We are no longer self-sufficient or self-sustaining. We are not immune to the shocks of the world society.

As the recent events in China and the Soviet Union make all too clear.

But beyond commerce and national security, there is an even more important reason to pay attention to the trends of internationalization...

The US has become the destination of about half the world's immigrants

Probably 10 million this decade alone...

With falling fertility rates, immigration will soon become the main determinant of the variability in our population.

As we have been throughout our history, we continue to be nourished and revitalized by wave after wave of immigrants, coming to our shores with unbounded energy, hope, and faith in the American dream.

Yet today, in a very real sense,

America is evolving into the first true "world nation", with not simply economic and political but also ethnic ties to all parts of the globe...

From this perspective, it becomes clear that understanding cultures other than our own has become necessary not only for personal enrichment and good citizenship, but indeed, necessary for our very survival as a nation.

The Age of Knowledge

But there are even more profound changes underway...

Looking back over history, one can identify certain abrupt changes, discontinuities, in the nature, the very fabric of our civilization...

The Renaissance, the Age of Discovery, the Industrial Revolution

There are many who contend that our society is once again undergoing such a dramatic shift in fundamental perspective and structure.

Today we are evolving rapidly to a new post-industrial, knowledge-based society, just as a century ago our agrarian society evolved through the Industrial Revolution.

Some examples:

1. Industrial production is steadily switching away from material and labor intensive products and processes to knowledge intensive processes:
2. Our nation's future has probably never been less constrained by the cost of natural resources.
3. Increasing manufacturing production has come to mean decreasing blue collar employment!
4. We are in the midst of an information revolution that is changing the basis of economic competitiveness and world power. Today information and data flow quickly across continents, oceans, and nations
What's more, these new technologies magnify the effects of change. "Today the velocity of change is so great... that the tectonic plates of national sovereignty and power

have begun to shift" (Walter Wriston)

In a sense, we are entering a new age, an age of knowledge, in which the key strategic resource necessary for our prosperity, security, and social well-being has become knowledge--educated people and their ideas.

We're emerging from the economy of the industrial revolution--an economy confined to and limited by the earth's physical resources--into an economy of the mind, an era in which there are no bounds on human imagination and the freedom to create is the most precious natural resource"

But the whole thrust of the information revolution is to decentralize power away from both government and corporate bureaucracies back to the individual.

Key element in transformation, is the emergence of knowledge as the new critical commodity, as important as mineral ores, timber, and access to low skilled labor were at an earlier time.

This new critical commodity knows no boundaries. It is generated and shared wherever educated, dedicated, and creative people come together...and, as we have learned, it spreads very quickly.

The knowledge revolution is happening worldwide and at a very rapid rate.

It is clear that the key strategic resource of our society has become knowledge itself... that is, educated people and their ideas.

Knowledge will play the same role that in the past were played by natural resources or geographical location or unskilled labor...

In the knowledge-intensive future that is our destiny it seems clear that education in general... ..higher education in particular... ..and the research university most specifically are rapidly becoming the key ingredients determining the strength, prosperity, and social-well being of our nation.

Imperatives

We cannot ignore these trends and their implications.

We must join together now, as faculty, students, staff, alumni and friends, and commit ourselves to fundamental changes to prepare for the future.

All three of these themes provide a mandate to this University in its efforts to build a new model of a multicultural academic community.

Fundamental Premise: 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.

Let me list four key imperatives which support this premise:

1. Social Responsibility

The University's commitment to affirmative action and equal opportunity programs is based on our fundamental commitment to equity and social justice.

We must take **affirmative action** to overcome the inequities imposed by our society on groups that historically have not been allowed to participate fully in the life of our nation.

As a public institution, as a source of leaders of our society, we have a special obligation to provide equal opportunity for all individuals.. represented and underrepresented.

Lack of fair access to educational resources can prevent individuals from underrepresented racial and ethnic groups from the fulfillment and rewards of meaningful work in a knowledge-based society. As a matter of justice and public obligation, the University must assure that its education and training resources are available equally to all to enhance the opportunities for jobs and a full and satisfying life.

Furthermore, we have an obligation to reach out and make a special effort to increase the participation of those racial, ethnic, and cultural groups who are not adequately represented among our students, faculty, and staff in the interests of equity and social justice.

But while equity and social justice are fundamental values of our institution and scholarship, they are not the only reasons for our commitment to diversity.

2. Excellence

I am convinced that our 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.

It is in our best intellectual interest, since diversity will increase the intellectual vitality of our education, scholarship, and communal life.

Blacks, Hispanics, women and other groups bring different ways of representing and conceptualizing problems and addressing intellectual issues.

Indeed, it seems apparent that we cannot sustain the distinction of our university in the pluralistic world society that is our future without the diversity and openness to new perspectives and experiences.

Furthermore, I firmly believe that as an institution we draw strength from diversity.

Speaking as a scientist, it is well known that the broader and more diverse the population, the more successful can it adapt to the challenges and opportunities posed by its environment.

For me, excellence and diversity are not only mutually compatible, but in many ways they are mutually reinforcing objectives.

3. A National Imperative

Our nation's ability to face the challenge of diversity and pluralism in the years ahead will determine our strength and vitality .

America is changing rapidly...

By 2020, 35% of Americans will be Black or Hispanic.

By 2000, one-third of college age students will be from these groups...

By 2000, 47% of our school children (K-12) will

be Hispanic or Black (25% today)
In the second half of 21st Century, Hispanics will become the largest population group in America
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.
America of the 21st Century probably will be the most pluralistic nation on earth...
Note: It is important to realize here that 21st Century America will likely NOT be a mixing pot in which all cultures are homogenized into a uniform blend.
Rather, it will be pluralistic...composed of peoples of vastly different backgrounds, cultures, and beliefs...peoples who seek to retain their cultural roots...to maintain their differences.
As both a reflection and leader of our society, I believe the University has a special challenge and responsibility to develop effective models of multicultural, pluralistic communities.

4. Human resources

Some implications of the demographics...
During the 1990s, less than 15% of the people entering the labor force will be white males.
By 1992, there will be only 3 workers for each retiree... and one of the three will be a minority.
Because of the demographic decline in the college age population, America can anticipate a shortfall of almost one million scientists and engineers by 2010, unless we can dramatically increase participation by minorities and women
The shortage of educated graduates will be just as serious in most other fields...
Our nation simply cannot afford to waste the human talents of underrepresented minority groups.
In America today we are experiencing a profound transformation of our society.
Our traditional industrial economy is shifting to a new knowledge-based economy, just as our industrial economy evolved from an agrarian society at the turn of the last century.
Today, an unprecedented explosion of knowledge marks the onset of a new era. Now people are the source of new knowledge, we will rely increasingly on a well-educated and trained work force to maintain our competitive position in the world and our standard of living at home.
Yet the US faces a manpower crisis of unprecedented proportions in the knowledge-intensive professions...just as we prepare to enter the Age of Knowledge...
i) The demand for educated graduates is increasing rapidly...
ii) Yet, the number of high school graduates is declining by 25%-30%
This alone will imply a shortfall of almost one million scientists and engineers within two decades.
iii) But the situation is even more serious, since recent surveys indicate more students are turning away from knowledge-intensive and demanding majors such the liberal arts, sciences, pre-law, pre-medicine, engineering, to "get-rich-quick" majors that promise an immediate vocational payoff.
iv) Composition of college age population is also changing...
By 2020 30% will be composed of Blacks and hispanics...

students who have not traditionally have not had the opportunity or encouragement to pursue these knowledge-intensive careers...

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!

In summary, then

America of the 21st Century will be the most pluralistic, multicultural nation on earth.

In this future, full participation of underrepresented minorities 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 minority populations.

America cannot afford the loss of this human potential, cultural richness, and leadership.

If we do not create a nation that mobilizes the talents of all our citizens, we are destined for a diminished role in the global community and more tragically, we will have failed to fulfill the promise of democracy on which this nation was founded.

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

Challenges

Hence, we are determined that the University of Michigan must commit itself to leadership in higher education by developing a model of what a pluralistic, multicultural university must be to serve our nation in the 21st Century.

1. The Challenge of Racism

Yet the goal of diversity is a challenging one, particularly in the face of the prejudice, discrimination, and ignorance that continue to plague our campus and our society.

Racism and bigotry, whether through overt acts or more subtle institutional forms, continue to exist on our campus just as they do throughout America.

Of course it is obvious that we must decry racism in all its forms...

We must state clearly and unequivocally that racism on this campus will not be tolerated...

That those who commit acts of racial harassment will be punished...

That programs must be put in place to make us all more sensitive, more tolerant of racial diversity.

But this is not enough!

2. The Challenge of Pluralism

Our challenge goes far beyond this...in first recognizing that old vision of the campus as a melting pot of cultures and races is obsolete...and must be replaced by a vision of a pluralistic, multicultural community in which we remove all barriers to full participation of all groups in the life of our University.

Unfortunately, it took several deplorable incidents of racism on our campus to wake us up to the reality that the challenge of diversity is not simply successful affirmative action programs...

recruiting and retention and such...that is, access. Of course, these are essential, but the challenge of diversity is the challenge of pluralism, of building communities in which people learn to respect and value one another for their differences...yet, at the same time, are drawn together by certain fundamental values that they have in common as scholars and as citizens. That is the challenge before us now. We must work together to achieve mutual understanding and respect. We must reaffirm our commitment to justice and equality, even as we steadfastly guard our shared commitment to free speech, free inquiry, and the pursuit of truth through scholarship.

3. The Challenge of Change

Institutions do not change quickly and easily any more than do the societies of which they are a part. We are addressing the most urgent and difficult issue confronting our nation. To make progress, we need both a commitment and a plan.

To make progress toward our goal of diversity, universities must move away from their present reactive, and uncoordinated efforts toward a more strategic approach designed to achieve long-term systemic change.

Efforts that focus only on affirmative action... that is, on access and retention...on representation...rapidly become mired down in bureaucracy and will inevitably fail...

Instead, we must strive to achieve permanent and fundamental change in our institutions.

We must link diversity and excellence as the two most compelling goals...recognizing 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.

In our efforts, we must take the long view that will require both patient but persistent leadership

Progress will require sustained vigilance and hard work as well as a great deal of help and support.

To make progress, we will need not only commitment and support...we will need a strategy, a plan, designed to achieve fundamental and permanent change of our institution.

The Michigan Mandate

Here at the University of Michigan I have suggested that we have a mandate not merely to reflect the growing diversity of America in our students, faculty, and staff, but to go beyond that by building a model of a pluralistic, multicultural community for our nation...

A community which values and respects and indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

In such an effort to build the multicultural university of the 21st Century, we are attempting to address the most urgent and difficult issue confronting our nation today.

In setting out this challenge before the University,
I conveyed as well my growing sense that
we would not succeed in our goals with "business as usual".
Hence I suggested a quite different approach...
To develop a carefully designed strategic plan
to achieve fundamental and permanent change
of the University necessary to respond to a
changing America and a changing world...
an organic plan that would evolve through continuing
interaction with the University, as we gained experience
and insight into how to improve or expand on it.
The Michigan Mandate has been evolving for more than two years.
It is more a roadmap for change
setting out a direction and a destination
rather than a detailed itinerary.
We have been learning as we go.
We have made progress,
moving too slowly for some, too fast for others.
But we are moving in the right direction.
And most important of all, we have got people's attention.
They know we are serious.
Attitudes are changing.

The Approach

Describe Process

Our goals were as follows:

- i) to develop a carefully designed strategic plan for creating diversity
- ii) achieving a community strongly committed in philosophy to our objectives
- iii) allocating the necessary resource to accomplish the task

We sought a plan that:

- i) featured clear, concise, and simple goals
- ii) proposed specific actions...and evaluation mechanisms
- iii) reflected extensive interaction with a variety of constituencies to ensure the responsiveness of the plan and their direct involvement.

Change group to design

We have already had interactions with many groups..

Minority Leaders, both on and off campus
Faculty
Staff
Students
Administrative

This process of consultation will continue as I meet with many groups during these early months as President to underscore my personal involvement and commitment to change.

Strategic Process

- i) the identification of mission and goals
- ii) a realistic assessment of our environment
- iii) the establishment of operational objectives
- iv) the identification of strategic actions aimed at achieving these objectives
- v) the tactical implication of these actions
- vi) continual evaluation, assessment, and reporting

Mission and Goals

1. Commitment:

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

2. Representation:

To commit to the recruitment, support, and success of underrepresented minority groups among our students, faculty, staff, and leadership.

3. Environment:

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

Environmental Assessment

Minority Representation

Describe where we are today...

Program Inventory

Mention hundreds of programs described in the OMA report.

Investments

\$30 million per year

Environment for Diversity

Acknowledge multiple cultures

We have a long way to go to achieve our goal of community and diversity.

Operational Objectives

Key features:

Clear, focused objectives

Capable of measurement and evaluation

Capable of expansion and adjustment

1. Faculty Recruiting and Development

Substantially increase the number of tenure-track faculty in each underrepresented minority group over the next five years.

Increase the success rate of minority faculty in the achievement of promotion and tenure.

Increase the number of underrepresented minority faculty in leadership positions over the next five years.

2. Student Recruiting, Achievement, and Outreach

In each of the next five years, achieve increases in the number of entering underrepresented minority students, as well as in our total underrepresented minority enrollment.

Establish and achieve specific minority enrollment targets in all schools and colleges

Increase minority graduate rates

Development new programs to attract back to campus ("reclaim") 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.

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 underrepresented minorities in key University leadership positions.

Strengthen support systems and services for minority staff.

4. The Environment for Diversity

Foster a culturally pluralistic environment.

Significantly reduce the number of racist incidents on campus.

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.

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

Strategic Actions

Key Features:

- Long term perspective
 - Sustained, persistent commitments
 - Focused leadership agenda
 - Clear assignment of responsibility for actions and success
1. Target of Opportunity Faculty Recruiting program
Through a joint program between the central administration and the units, agree to meet full base and startup funding requirements for any tenure-track minority faculty candidate proposed by academic units.
 2. Minority Faculty Development
Identify and remove institutional barriers to minority faculty success and ensure equitable access to opportunities for career development.
 3. Minority Student Financial Aid Programs
Meet the full financial needs of all underrepresented minority students who are Michigan residents and expand significantly the financial aid resources available to nonresident minority students.
 4. Minority Student Recruiting
Develop and implement a comprehensive plan for minority student recruitment.
 5. Outreach Programs
Develop strong programs for interacting with K-12, community colleges, and HBCUs to address the pipeline problem.
 6. Minority Student Achievement
Development and implement a comprehensive plan to enhance minority student success.
 7. Staff Recruitment and Development
Expand efforts to recruit and develop minority staff.
 8. Research Thrusts
Launch key research thrusts responding to the needs and experience of underrepresented minorities.
 9. Office of Minority Affairs
OMA should provide guidance, assistance, and coordination for University efforts to achieve diversity.
 10. Identification and Support of "Change Agents"
Identify and mobilize key leadership among faculty, students, and staff.
 11. Multicultural Education Programs
Implement efforts to improve understanding and build mutual respect among members of the University community.
 12. Student, Faculty, and Staff Discipline Policies
Refinement and implement clear policies for handling incidents of racial harassment and discrimination.

Tactical Implementation

0. Leadership and Organization Structure
1. Faculty Recruiting and Development
2. Student Recruiting, Achievement, and Outreach
3. Staff Recruiting, Achievement, and Outreach
4. The Environment for Diversity

Evaluation and Assessment

- Formation of Steering Committees
- Assessment of Ongoing Programs, Policies, and Procedures
- Assessment of Activities at Other Institutions

Inclusion of Evaluation Mechanisms into Program Design
Advisory Groups

The initial objectives of this plan were focused
in four areas:

1. Faculty Recruiting and Development
2. Student Recruiting, Achievement, and Outreach
3. Staff Recruiting and Development
4. The Environment for Diversity

We have since broadened this effort to include a
number initiatives aimed at re-energizing the
Women's Agenda for the University.

Key in this effort was to keep our objectives

Clear and focused

Capable of measurement and evaluation

Capable of expansion and adjustment

Some Results to Date

Faculty Recruiting

In 2 years:

Total Minority: 76 (+35% to 12%)

Black: 40 (+52% to 4.0%)

Hispanic: 11 (+120% to 1.2%)

What about losses?:

Mazrui to Schweitzer Chair (leave)

George Jones to VP&Dean

Ray Fonseca to Dean

(Hence, while we regret this, we should
take pride in their accomplishments)

Graduate Enrollments:

But of course, simply recruiting more minority faculty to
Michigan in and of itself does not address the
serious needs for enlarging the pool of candidates.

Here Michigan has really taken great strides through
the efforts of John D'Arms, James Jackson, and
our faculty:

Over two years

Graduate Minority Fellows: 444 (+32%)

Largest in the nation

African American: 300 (+45%)

Hispanic: 110 (+5%)

The profound nature of these statistics become
apparent when you realize that Michigan is
exceeded only by Howard University in the
number of Black PhDs.

Hence, in a very real sense, we have now become
national leaders in producing the next
generation of minority faculty members.

Enrollments:

Two Year Totals:

Total Minority: 5,454 (+1,370, +25.6% to 16.6%)

African American: 2,140 (+494, +23.4% to 6.5%)

Hispanic: 927 (+36.9% to 2.9%)

Native American: 138 (+7.0% to 0.5%)

Asian American: 2,249 (+24.7% to 6.9%)

Early Freshman Deposits

African American: +45%

Native American: +45%

Hispanic: +20%

Financial Aid:

Minority Financial Aid:

UG: + 53.6% to \$4.6 million

Grad: +28.3% to \$6.8 million

...repackaging financial aid awards to stress long-term commitments and minimize loans

Outreach:

Another long term investment is to reach out to schools to work with K-12 systems and with students at an early point to improve educational opportunities and broaden horizons.

King-Chavez-Parks Program (3,338 participants)

Wade McCree Incentive Scholars program

Detroit Compact

DAPSEP (1,500 Detroit students)

Other cooperative programs with school systems across the state, including Ann Arbor

And, of course, strengthening our relationships with HBCU and Hispanic institutions.

Major expansion of alumni recruiting networks

Retention:

Retention Numbers:

All: 78.6% (5-76.9%, 4-58.9%)

African American: 59.4% (5-51.1%, 4-28.7%)

Hispanic: 61.0% (5-51.2%, 4-48.0%)

Native America: 70.0% (5-66.7%, 4-40.9%)

Asian American: 83.0% (5-73.6%, 4-58.3%)

While retention numbers are not as good as we would like (60% for Blacks and Hispanics as compared to 75% for majority students), they nevertheless are among the highest among our peers...and moving upwards

Staff Recruitment and Development

Senior Management:

Minority: +55%

African: +39%

Hispanic: +200%

P&A:

Minority: +20%

African: +28.7%

Campus Climate

Completion of the 6-point plan

Established Office of Minority Affairs

(\$1.2 M per year)

Harassment Policy...back in place

MLK Day: most extensive in nation

Others: Pow Wow, Hispanic Heritage Week,

AA Lunar Festival

Investment of \$4 M over past 6 years in Center for

Afroamerican and African Studies

Orientation programs for students, faculty, staff

Divestment of remaining SA stock holdings

Key Appointments:

Vice Provost for Minority Affairs

Director of Admissions

Director of Affirmative Action

Director of Comprehensive Studies Program

Director of Minority Affairs

Most important of all: a change in attitude

We are beginning to get people's attention that our commitment to this new agenda is both intense and unwavering...

As more and more students, faculty, staff, alumni, and friends come on board, we can sense the momentum

beginning to build...

Diversity and Pluralism, Unity and Community

UM has made a very deep commitment to the achievement of an environment which seeks, nourishes, and sustains racial, cultural, and ethnic diversity.

To learn how to resist the great pressures of separatism, fear, and bigotry which push us apart...

...and instead commit themselves to a university...

...indeed, to a nation, committed to working together, to achieve common purposes.

Michigan is first and foremost a "UNI" 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 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 and community are incompatible any more than excellence and diversity are incompatible.

But we will need to work hard together to find our way.

The Commitment

We have set before this University an important new agenda to achieve the full participation of peoples of diverse racial, cultural, gender, economic, and national backgrounds in the life of our University.

This will require major new commitments of human and financial resources at every level. 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.

It is also apparent that if we are to be successful we must build new levels of understanding and support beyond the boundaries of our campus...

i) among our alumni and friends...

ii) among leaders of our industrial and financial communities

iii) and, oh, yes,...new levels of understanding, support, and patience from those in position of public influence--whether our elected public officials in Lansing, or members of the media, or individuals from various concerned campus groups--as we face the inevitable challenges and frustrations of this important effort.

We expect to be held accountable for our actions.

We are in this for the long haul and must not be distracted by temporary setbacks, crises, or shifts in public mood.

We are setting our before this University an important new agenda....although, to be certain, this agenda has set goals which will present us with a considerable challenge -- and we are going to need all the understanding, help, commitment, and involvement we can muster!

It will require us to pull together as a community... in a new spirit of cooperation rather than confrontation...joining one another in our

mutual pursuit of a truly multicultural community of scholars.

Concluding Remarks

It is important to state here once again that in drafting the Michigan Mandate, I certainly did not view myself as Moses returning from the Mountain...

Rather it was intended as a very personal statement of my own views and recommendations on these matters.

We have an old saying in Missouri that to get a mule to move, you first have to hit it over the head with a 2x4 to get its attention.

Well, the Michigan Mandate was my 2x4 -- a challenge to the University community.

And the plan I proposed was simply a roadmap, setting out my personal commitments to an eventual destination for our University.

As more and more students, faculty, and staff have responded to this challenge, the plan has evolved accordingly, to reflect their wisdom, experience, and commitment.

Hence, in this change, my challenge to the University, the Mandate I set before it, has already changed and will continue to change as more and more of you buy into its themes.

What cannot change is my personal determination to lead the University in a direction which serves all members of our society

Personal Concluding Remarks

My college generation of the 1960s was ignited by the spirit and leadership of Dr. Martin Luther King, Jr. in his effort to blaze a new path of opportunity for all peoples. Indeed, at my commencement in 1964, Dr. King received an honorary degree. Dr. King conveyed a sense of love and appreciation for one another, regardless of our differences. He taught us to replace confrontation with cooperation...to replace distrust with respect...to replace ignorance with understanding. He also taught us that we can only make progress toward his dream if we move forward together.

We simply must put aside our distrust, our anger and rhetoric, and instead join together as a community.

All of us--students, faculty, and staff--must demonstrate the courage and wisdom to acknowledge our mistakes; to listen; to learn, and to understand; and then to resume our efforts to move ahead together in our efforts to achieve and sustain diversity and excellence, two intimately related and mutually reinforcing goals that will be the key to the distinction of this University in the years ahead.

These are the fundamental challenges facing our nation today--and they must become the fundamental objectives of our University.