

President James J. Duderstadt
Office of Minority Affairs at the School of Education
Meeting of the Minds
1-2 p.m. April 6
Schorling Auditorium

You planned to follow the Diversity and Excellence booklet and use stats to show progress in minority enrollment and hiring.

The organizer, Linda Vega-Rodriguez, said they also would like to hear about the challenges we face (as a collective campus community and as a School of Education) in being a leading multicultural university in the 21st century.

Here is some material I thought you might be able to use from the speech to the Michigan Minority Business Development Council and a few extra ideas at the end.

As we move toward the 21st century, it is becoming increasingly clear that the University's excellence and national leadership will be greatly determined by the diversity of our campus community. We draw great strength from our pluralism.

As a result of the Michigan Mandate, instituted seven years ago:

- Our minority enrollment reached an all-time high this fall. 27 percent of this year's freshman class are students of color. Students of color now number 7,927, or 24.2 percent of all students—or double the number of students of color we had in 1986.
- For the fourth straight year, enrollment of African Americans has reached a record high. African American students now number 2,715, or 8.3 percent of total enrollment.
- Asian American students, who account for the largest increase in minority enrollment, now total 3,421, or 10.4 percent of the student body, up from 3,126, or 9.4 percent last year.
- Hispanic student enrollment rose to 1,533 or 4.7 percent of all students, up from 1,497, or 4.5 percent, last year.

- Enrollment for Native American students grew to 258, or 0.8 percent, this year, up from 249, or 0.7 percent, last year.

- Our six-year graduation rate for African American students – at almost 70 percent – is the second highest among Big Ten schools.
Our graduation rate for African American students is also among the very highest of public universities nationally.

- The number of underrepresented faculty of color in key academic leadership positions – vice presidents, deans, directors, vice provosts and department chairs – has increased 71 percent since 1987, from 14 to 24 positions.

- Since the beginning of the Mandate, the University has hired 224 new faculty of color, including 100 African Americans, to tenured or tenure-track positions. Including attrition, transfers and retirement, faculty of color now represent about 13 percent of the total tenure and tenure-track faculty.

- Since the beginning of the Mandate, 86 percent of the underrepresented assistant professors of color who were reviewed for the critical promotion to associate professor with tenure were recommended for promotion and awarded tenure.

- Rackham Graduate School has increased the number of Fellows supported by programs for historically underrepresented groups by 96 percent since 1987 to a total of 659 in fall 1993. Of these, 52 percent were African American and 29 percent were Mexican American or Puerto Rican.

- Graduate professional programs such as law and medicine this fall enrolled 1,313 minority students (24.5 percent of all professional students). These include 537 Asian Americans (10 percent), 488 African Americans (9.1 percent), 246 Hispanic/Latino students (4.6 percent) and 42 Native Americans (0.8 percent).

- The School of Business Administration has seen its MBA full-time day student of color enrollment increase to 29 percent of total enrollment. Among top business schools, the U-M Business School continues to lead the nation in its successful recruitment of students of color.

- The Medical School reached an African American student enrollment of 11 percent in 1993. Thirty-six percent of the Medical School's 1993 entering class were students of color.

- At the Law School, student of color enrollments have increased 46 percent since 1987. 21 percent of all students in 1993 were students of color.

To attract top scholars, we're involved in a number of activities to bring Detroit students to campus early in their junior high school and high school years.

For example, more than 2,500 7th through 11th students of color visit the Ann Arbor campus annually through a variety of programs, including the King/Chavez/Parks and the Detroit Compact programs.

Through the Detroit Area Pre-College Engineering Program and Dr. Billy Jo Evan's Program in Scholarly Research for Urban/Minority High School Students, junior high and high school students are encouraged to pursue careers in science and engineering and to on to graduate school. Many of the participants in Dr. Evan's program have won regional and national science competitions and are now earning degrees at the U-M and other prestigious schools.

The state's Wade McCree Scholarship Program is named after one of our faculty members. We currently have 120 students of color from Detroit who were involved in pre-college incentive programs and are now attending the U-M on 4-year scholarships

As a result of the Michigan Mandate and the efforts of many dedicated faculty and staff, our student body is more diverse today than it has been at any time in our history. As you can see, we've also improved the representation of people of color among our faculty. However, we're not yet where I would like us to be – or where we need to be.

The political climate swirling around Washington these days does not support efforts such as ours to recruit and retain minority students.

Many today argue that affirmative action is no longer needed. A recent *Wall Street Journal*/NBC News survey found that 2 out of 3 Americans oppose affirmative action. Federal courts are pondering cases that challenge racial preference. In Washington, the new Republican majority is taking aim at the Clinton's administration's record on civil rights.

Although implementation of affirmative action is under attack in the political arena, we, at the University of Michigan, are committed to the goals of affirmative action and feel confident that the Michigan Mandate can serve as a model for other entities seeking to achieve broader representation and diversity. We, along with big corporations that adjusted long ago to the demands for a more-diverse work force, are in an excellent position to be some of the best salesmen for affirmative action.

Let me go back and share a bit of pre-Michigan Mandate history with you so you'll know where we're coming from.

The history of diversity at Michigan is complex and often contradictory. Unlike many universities across the country, wide access and equality have always been a central goal of our institution.

Throughout our long history, one of our most distinguishing characteristics has been our commitment, as President James Angell noted in 1879, to provide "an uncommon education for the common man."

This aspiration stood in sharp contrast to the role of the nation's earliest eastern colleges, which traditionally served the elite.

From our earliest beginnings, the University focused on making a university education available to all economic classes. For many years, tuition and fees remained minimal, making a University education affordable to all. We keep this tradition alive today. Even in an era of severe financial constraints, the University still meets the financial need of every Michigan student we accept.

At the time the University was founded, we attracted students from a broad range of European ethnic backgrounds. By 1860, 46 percent of our students came from other states and foreign countries. Today more than 100 nations are represented at Michigan. Out-of-state students also contribute to our diversity. In some ways it is ironic that the Legislature is now trying to limit our geographic diversity.

The first African American students arrived on campus in 1868, without official notice. In the years after Reconstruction, however, discrimination increased.

Black students joined together to support each other early in the century and staged restaurant sit-ins in the 1920s. It was not until the 1960s when racial unrest exploded nationally and on college campuses that the U-M started making a concerted action to deal with inequities.

The University's efforts were an example of too little too late. Both black and white students, frustrated by the slow movement, organized into the first Black Action Movement (BAM) in 1970. Students occupied the administration building and boycotted classes.

Many positive advances came from this outpouring of student solidarity. The number of African American faculty and students on campus increased. New programs were initiated and old programs were funded.

Although black enrollment began to increase in the 1980s, two more student uprisings (BAM II and III) occurred before the University again took a systematic look at the difficult problems of race on campus. Perhaps some of you participated in the BAM actions in the 1970s and 1980s. The BAM

movements are an important part of Michigan's proud history of student activism and commitment to social justice. They helped propel Michigan to the forefront of the struggle for equality in America.

Even with our long-term commitment to broader representation of African Americans, Latinos, Native Americans, Asian Americans and women, serious obstacles have hindered complete success.

Many groups in the United States suffered and continue to suffer from social, cultural and economic discrimination. Simply opening doors – providing access to the University of Michigan – has not been enough.

It became obvious by the end of the 1980s that despite our efforts, the University had made little progress in its goal to reflect the rich diversity of our country among its faculty, students and staff. Those faculty, staff and students who did manage to find their way to the U-M faced serious barriers to their success and advancement in a culture still largely dictated by a white, male majority.

We knew we had to do more. We also knew that the University would have to change dramatically if it were to remain faithful to its heritage of making education available to all people.

In the wake of the third BAM in 1987, after meetings with hundreds of people throughout our community, we initiated the Michigan Mandate. The Mandate is a strategic plan that backs up our commitment to achieve diversity.

In the past, universities have sometimes made the assumption that their students were all the same, that they had the same needs, the same aptitudes, the same goals.

The increasing racial and ethnic diversity of our campus has forced us to acknowledge that there has always been more diversity on campus than we ever accommodated.

For some folks, change is a four-letter word. However, we think change is good. Institutions, including universities, have a responsibility to change. We must change to better serve a more diversified student body. Many of the new programs that we have created to support students of color have also improved the success of many white students.

One excellent example is our Undergraduate Research Opportunity Program, called UROP. It began in 1989 with 14 students and is designed to improve the retention of minority and women students and to encourage them to go on in the sciences. Today we have 600 UROP students working one on one with faculty members all over campus. Although the program has been opened up to all students, our emphasis still is on placing minority and women students.

UROP works. We have found a 50 percent higher retention rate among African American students who participated in UROP compared with a small control group who did not. We're also finding that African American students who participate in UROP have significantly higher grade point averages and are taking more courses and more difficult courses earlier in their academic careers.

The Michigan Mandate commits the campus to a long-term process of self-evaluation and change. It has become a model for other universities.

Reasons for Diversity

Sometimes people ask why the University has made this commitment to change, why diversity is the cornerstone of our efforts to achieve national excellence and leadership during the 1990s and beyond. The reasons are simple:

- The most compelling reason is that it is the morally right thing to do. Plurality, equal opportunity and freedom from discrimination are the foundations upon which the University is built. It is more than what we do. It is what we must **BE** if we are to call ourselves a truly public university.

There are other reasons too.

■ First, the University cannot achieve true excellence in teaching and scholarship unless it benefits from the varied intellectual perspectives and experiences of America and the world.

■ Second, the America of the 21st century will be a nation without a dominant ethnic majority. It will be truly pluralistic. One of every four Americans today is of African, Hispanic, Asian or Native American ancestry. The U.S. Department of Labor projects that by the year 2000, females will constitute 47 percent of the labor force. African Americans will constitute 12 percent and Hispanics will constitute 10 percent. White males will constitute a minority of 44 percent. This means revolutionary changes for the University, our state and the nation.

To serve America's rapidly changing population, institutions such as the University of Michigan must provide the educated people and ideas needed by our society.

■ A third reason diversity is essential is because unless we draw upon a vast diversity of people and ideas, we cannot hope to generate the intellectual and social vitality we need to respond to a world characterized by great change.

Scientists realize how important diversity can be to the survival of many groups. Homogeneous populations are often much less able to respond to changes in their environment. A field of monocultural wheat, for example, can produce explosively under relatively controlled conditions. But it is in great danger from climatic change or new diseases. The wheat has a very limited library of genetic material, giving it few options with which to respond.

Universities, of course, are not fields of wheat. They are much more complex. Yet the analogy is apt in many ways. While we may, in general, be able to control the conditions in a wheat field, this is much less true for a university.

Our world today is characterized by a burgeoning complexity and a rapidly increasing rate of change. Perhaps our society could tolerate singular

answers in the past. As knowledge advances, we uncover new questions we could not have imagined a few years ago.

For universities to thrive in this age of complexity and change, it is vital that we resist any tendency to eliminate options. Only with a multiplicity of approaches, opinions and ways of seeing can we hope to solve the problems we face.

But diversity alone is not enough. While we must celebrate differences between people, we also must make every effort to find common ground around which to unite. The multicolored skein that is Michigan must be woven together, becoming a tapestry, with each thread retaining its unique character.

To succeed, every facet of the University – from teaching to research to service to procuring supplies and services – must reflect this diversity.

New material

This is certainly true in a key school like the School of Education. We can't afford to squander our nation's future by shortchanging educational opportunities for our youngest and most vulnerable citizens.

We must have a diverse cadre of well-trained, motivated teachers who can work successfully with a variety of students in K-12.

Forty years ago, teachers made home visits so they could better understand their students and garner parental support. Parents and teachers tried to work as a team. That is very rare today. Maybe it is something we need to get back to.

Other ideas worth working on:

Longer school year and year-around schooling. There is no longer a reason in most parts of Michigan that the school calendar should be linked to the agricultural calendar.

Also, our children aren't spending enough time in the classroom. 180 days a year is not enough.

Capitalize on students' interest in technology. This generation learns by doing. Give them the equipment and guidance and let them run.

More direct support for education – financial and leadership – from the business community, which relies on the schools to train future employees.

San Francisco meeting with CEOs and university presidents. Business leaders say they need employees who can communicate effectively, work in a diverse workforce and are willing to continue to learn. This is good news for teachers and future teachers, who can expect students to return to school a number of times during their lives for educational retooling.

Effective teachers have always been life-long learners. If I were to ask you to impart one thing to your future students, it is that love of learning that will last them a life time.