COMMITTEE FOR A MULTICULTURAL UNIVERSITY

Minutes

Date: Tuesday, April 8, 2003

Time: 6:00 to 8:30 p.m.

Location: 2626 Geddes Ave, Ann Arbor, MI.

Present: Kira Hudson Banks, Marita Inglehart, King Leung Gary Ngan, Alexandra Rivera-Rule, Satwant Samra

The minutes from the meeting on March 4, 2003, were approved.

The draft of the recommendations from March 4, 2003, was discussed (see Attachment to the March 2003 minutes) and the suggestions from the March 4th meeting concerning the procedure of submitting the recommendations was revisited. Minor stylistic changes were made (see Attachment of the revised recommendations at the end of these minutes). It was decided to send this last version of the recommendations per email to all committee members as soon as possible and ask for each member’s endorsement to assure that all committee members actively support these recommendations.

It was decided that following this last round of committee discussion / approval, the recommendations will be submitted to the Chair of SACUA, Dr. Koopman. A cover letter was discussed that outlines that the committee members hope / expect that these recommendations will be endorsed by the members of the executive committee of SACUA, and then by the Senate Assembly at large, before being submitted to the University leadership.

The second part of this meeting centered on (a) an evaluation of the committee’s activities during the past year, and (b) the question how this committee should develop in the future. All members present had the sense that it is worthwhile to revisit the role and mission that the committee has. It was suggested that the committee should establish a closer working relationship with the executive Committee of SACUA on one hand, and with Dr. Monts on the other hand. There was consensus among the members present that a close coordination of activities between the Executive Committee of SACUA and the CMU could ultimately contribute to assuring optimal faculty input into creating a truly democratic university. A discussion took place of the ways in which such a collaboration could be shaped in the future, and the suggestion was made to discuss with the Executive Committee of SACUA how a closer collaboration can be achieved. It was also suggested
to actively seek input from Dr. Monts or a member of his office, for example, by scheduling monthly meetings. Everybody agreed that this committee could play a vital role for faculty on the way to creating a truly democratic university.

The meeting was closed at 8:30 p.m.

Next meeting: TBA - Fall Term 2003

Attachment to the Minutes from April 8, 2003:

SACUA Committee for a Multicultural University

Recommendations for Faculty Recruitment and Retention

Draft

Tuesday, April 8, 2003

Recruitment:

- Despite current economic constraints, it is of utmost importance that the university leadership will continue the efforts to recruit world-class scholars and high profile leaders from diverse backgrounds to our university. The University of Michigan is a leader in the effort to create a truly democratic institution of higher education. We recommend that the president and provost persist in taking the lead and being actively involved in recruiting highly visible faculty that bring diversity to their units to model the type of behavior they expect from all organizational units.

- In order to encourage the continuation of broad based efforts for the recruitment of outstanding scholars from underrepresented backgrounds in the different organizational units in this university, we recommend that the university leadership will continue to provide resources and offer an incentive structure that supports all such efforts.

- “Faculty hire faculty”, as former Provost Whitaker pointed out. Assuming that our faculty is acutely aware of the benefit and value of bringing diverse expertise to our university, it seems crucial to provide faculty members on search committees with the support they need to (a) identify outstanding job candidates from diverse backgrounds, and (b) allow them to gain a clear understanding of how to optimally motivate and encourage these faculty members to be attracted to our university. Given the expertise of some of our senior administrators such as Dr. Monts, we recommend putting a support structure in place that would brief any search committee on the ways their search could
be sensitive to achieving diversity in their applicant pool thus allowing them to hire stellar faculty members from diverse backgrounds.

- Without solid empirical information about the status of recruitment efforts, it is difficult for any department chair or dean to assess progress. We therefore recommend that at the beginning of every academic year, a status report about all recruitment efforts during the previous academic year will be distributed to all deans and chairs. This report should summarize all recruitment efforts broken down by schools and departments. By providing information about the percentage of male / female persons from different ethnic / racial backgrounds who applied for a position, were interviewed, received offers, and were hired during any given academic year, departmental comparisons are possible, and an open discussion can develop based on this information.

Retention:

- Mentoring programs should be available in all organizational units. Junior faculty (particularly women and minorities) should have a senior mentor who provides regular feedback and advice for how to create successful promotion packages. Tenured faculty in early stages of their careers should have opportunities to receive feedback from more senior tenured faculty and administrators for their career development. Mentoring takes time and effort. It is therefore recommended to assure that mentoring efforts are recognized and rewarded.

- Information about persons and networks providing social support should be created to allow faculty to optimally utilize the rich personal resources available at the University of Michigan. Being able to connect with other professionals with similar backgrounds and / or career goals and sharing expertise is likely to enhance faculty members’ quality of life and professional success at all levels of career development. This information should be created and provided to incoming faculty members as well as to faculty members at points of career transitions (such as when receiving tenure).

- Structural analyses (such as pay and space equity studies) should be conducted on a regular basis to assure that structural factors do not put faculty members at a disadvantage. Assuring that resources are available to allow all faculty members to live up to their potentials is important.