

THE UNIVERSITY OF MICHIGAN

SENATE ASSEMBLY

Minutes of Regular Meeting of 19 September 1988

ATTENDANCE

Present: Baird, Barlow, Bartholomew,  
Birdsall, Blane, Alpern,  
Borcherts, Brooks, Cameron,  
Chudacoff, Connelly, Croxton,  
Dandekar, Davis, Debler,  
DeCamp, Dirks, Dobbins, Eggertsen,  
Foss, Floyd, Gage, Gilgenbach, Gray,  
Greenwood, Grosse, Haefner,  
Hinton, Hollingsworth, Jones,  
Kelsey, Ketefian, Lenaghan,  
Levy, M. Lomax, R. Lomax,  
Margolis, Markey, McDonald,  
Meyer, Meyerhoff, Mignolo, Moore,  
Morris, Nadelman, Ness, Olson,  
Potter, Radine, Rosenthal, Sargous,  
Scodel, Smouse, Tentler, To, Warner,  
Whitehouse, Winn, Wrobleski,  
Yano, Wulff

Absent: Chesler, Craig, Diana, Dressman,  
Goldberg, Gull, Hook, Kirking,  
McLaughlin, McLeod, Morris, Owens,  
Seligman, Strang, Turner,  
Weiler, Wilkinson

Professor Beth Reed convened the meeting at 3:05 p.m.

MINUTES

The minutes of June 20, 1988 were approved.

MATTERS ARISING

Professor Reed provided an update on items which were carried forward from last spring:

- Martin Luther King Jr., Education Day discussions will continue at a future meeting.
- Graduation: Discussion will continue at a future meeting.
- The Civil Liberties Board document was revised

- and approved by the Regents in July.
- Senate Assembly meeting reorganization was extensively discussed by SACUA. Some recommended changes will be incorporated into future meetings.

Two announcements were made regarding communication with the Senate Assembly. The group name, "Senate Assembly," includes approximately two-thirds of the members. Professor Radine reminded people that the Senate Assembly conference on UB (SO Sen:Assembly) is available.

The Assembly unanimously adopted a motion to elect Gordon Kane to replace Helen Weingarten for a one-year term on the Financial Affairs Committee.

Professor Reed called attention to a memo from Professor Ness proposing a new Senate Assembly agenda item. The proposal will be addressed at the October meeting.

FURTHER DISCUSSION OF THE DRAFT "DISCRIMINATORY HARASSMENT POLICY FOR FACULTY AND STAFF"

Professor Reed called attention to the revised policy which appeared in the University Record on September 19. She reviewed the history of the student policy, reminding the Assembly that we had stated a need for a faculty policy if there were a student policy. The faculty policy is scheduled to take effect October 1 with the month of October available for further discussion and change. She then introduced Professor Edward Chudacoff.

Professor Chudacoff briefly reviewed the Assembly and SACUA work on the policy, reminding the Assembly that Interim President Fleming had considered the document an articulation of existing University policy. In the case of the student policy, members of the community were invited to comment on the draft. He concluded by saying that although we must all regret the need for a policy, the members of SACUA are persuaded that for various reasons (moral, legal, symbolic, and practical), a statement with procedures is necessary, and while not perfect, the June draft, with modifications, offers the basis of an effective policy. On behalf of SACUA, he moved adoption of the following statement: "Senate Assembly endorses the establishment of a policy and set of procedures dealing with discrimination and discriminatory harassment by faculty and staff in the University." The motion was seconded by Professor Birdsall and adopted unanimously by the Assembly. Professor Chudacoff then moved adoption of the following: "Senate Assembly believes the current draft of 'Discrimination and Discriminatory Harassment by Faculty and Staff in the University Environment' dated June 1, 1988, provides the basis, with modifications, of an effective policy." Professor Birdsall seconded the motion.

Professor Smouse opened the discussion with his perception that the policy provided no protection of free speech. Tentler supported Smouse's position and Professor Winn stated that the Assembly could not vote on the motion when it had not seen the final document. The concern for freedom of speech, for the potential of limiting academic freedom, and the risk of subtle coercion toward limiting the class content to what is socially acceptable were the focus of a lengthy and sometimes energetic discussion. Participants included Lenaghan, Birdsall, Ketefian, Radine, Smouse, Grosse, Swain, Ness, Tentler, Nadelman, Winn, Potter, Scodel and Blane.

Radine reported a discussion held at Dearborn. The faculty there thought the document was not a clarification but a divergence from existing policy. Dearborn also noted a discrepancy between the proposal and the disciplinary tone of the document. Furthermore, freedom of speech was not protected and the document needed fundamental reworking.

Several members spoke to the issue of the environment that led to creation of the document and proposed the need for a new balance between academic freedom and academic responsibility. Associate Vice President Swain, in response to remarks about the chilling effect that the procedures might have on faculty's willingness to undertake discussion of intellectual matters in the classroom, replied that indeed the policy was intended to have a chilling effect on the faculty. Smouse called the question, Ketefian seconded the motion which was defeated. Dobbins then moved to table the discussion until the October meeting. Following a brief discussion, the motion was approved unanimously.

Reed urged Senate Assembly members to think carefully about this issue during the course of the month and to envision, not only the effect of the policy on themselves, but its effect on people in various other roles.

#### THE MICHIGAN MANDATE-PRESIDENT JAMES J. DUDERSTADT

President Duderstadt prefaced his remarks by stating that he sought the advice and counsel of the Senate and its Assembly. What he was presenting was a preliminary plan and a new agenda aimed at changing this institution into the pluralistic and multicultural community that will better respond to the needs of the 21st Century. It is an organic, evolving plan that still responds to the concerns and suggestions of people to whom it is presented. The goals of the plan are these:

- to achieve and sustain a campus community recognized for its racial, cultural, and ethnic diversity
- to build a model of a multicultural community for our nation

- to create an environment, supportive of all individuals, regardless of race, creed, national origin, gender, or sexual preference, which values and respects and indeed draws intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

After reviewing demographic data for the year 2000 and beyond, President Duderstadt stated that we cannot ignore these trends and their implications. Our racial, cultural, and ethnic diversity will be a critical element in the University's ability to achieve excellence in teaching and research, while serving our state, nation, and the world in the years ahead. It is imperative that the University make a commitment to social responsibility, excellence in teaching and scholarship. It is this commitment which will make it possible for the University to both reflect and lead our society in developing effective models of multicultural, pluralistic communities in the areas of human resources where we cannot afford to waste the human talents of underrepresented minority groups.

In enumerating the challenges which face the University, President Duderstadt cited racism, pluralism, and change. Progress will require sustained vigilance and hard work. To succeed, the University needs a very simple and clear leadership agenda that can be kept constantly before it.

He then outlined the Michigan Mandate--its mission and goals and assessment of the environment and enumerated the operational objectives of it.

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 the 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.
  - Develop 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, those long-term sustained efforts include:

1. Target of Opportunity Faculty Recruiting Program

Through a joint program between the central administration and the units, agree to meet full base and start-up 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 historically Black colleges and universities to address the pipeline problem.

6. Minority Student Achievement

Develop 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

Refine and implement clear policies for handling incidents of racial harassment and discrimination.

He referred briefly to the tactical implementation which had and will continue to be required to achieve the mandate and noted that evaluation and assessment strategies were underdeveloped. After noting some early results from the program, he concluded by charging the faculty to provide the intellectual and moral leadership on the campus, reminding them that it is their teaching and scholarship that gives the University identity, meaning, and purpose, and that ultimately everything which the mandate hopes to accomplish rests on faculty vision and commitment. 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 to achieve and sustain diversity and excellence to 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. They must become the fundamental objectives of our University.

Professor Smouse opened the question and answer period with the comment that the Michigan Mandate provided wonderful support for the diversity efforts but asked that the President remember that the faculty are working on the problem from the bottom up. Professor Duderstadt replied that the Administration was trying to provide an umbrella under which faculty pioneers and their colleagues can work. Eggertsen asked how we can obtain support from the State in this effort and how the faculty can help. The President replied that the faculty needed to reach out to the people of the State and the University has to earn their trust. In response to a question about the referent population for minorities, President Duderstadt replied that it changes over time and that is why the focus should be placed on diversity and pluralism. Professor Nadelman stated that public service has proved counterproductive to professional advancement and questioned whether some change in the balance of the reward system was required. The President replied that achieving excellence in research, teaching and service provided both traditional rewards and, he hoped, a sense of personal satisfaction. Tentler suggested creating concise publications which present information on the work the faculty have done and the kinds of assistance they can provide. Meyerhoff offered the opinion that we can't solve this problem alone and wondered to what extent we can assist with solving these problems without being intrusive. The President replied that the public education system has demonstrated receptiveness to assistance and research from the University.

Reed concluded the session by urging the Senate Assembly to carry this program into the units and to think about ways in which it can be implemented there.

ADJOURNMENT

There being neither old nor new business, the meeting was adjourned at 5:00 p.m.

Respectfully submitted,

L. Yvonne Wulff  
Senate Secretary, pro tem