

PROVOST'S INITIATIVE ON MINORITY ISSUES

ANNUAL REPORT

AY 2004-05

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PIMI ANNUAL REPORT AY 2004-05

SECTION 1 INTRODUCTION

In January 2003 Provost Richard Saller commissioned the Provost's Initiative on Minority Issues (PIMI) to review diversity-related programs and strategies across campus and to evaluate systematically the progress the University has made in ensuring and monitoring progress in these areas. After eighteen months of careful data gathering, evaluation, interviewing, and discussions with hundreds of student, faculty, staff and community stakeholders, the Committee issued the PIMI Annual Report for the 2003-04 academic year, with recommendations for specific actions to be taken by the institution. The AY 2004-05 Annual Report that follows will reflect on those recommendations, provide a status report regarding the University's response to that action plan and, within that context, discuss the impact of those actions on the future of the Provost's Initiative itself. As a starting point for this document, we draw the following quotation from last year's report, which is also featured in the conclusion of the University's Diversity Statement:

“We recall the Norton Report and its conviction that diversity is essential to the mission of the University of Chicago in order to remark that the existence of the Provost's Initiative on Minority Issues (PIMI) stands both as a testament to the progress the University has made over that past two decades in addressing minority issues and as admonishment that much work remains yet to be done if the University is to fulfill its broader mission. A commitment to diversity is not merely or even primarily a matter of public relations. The production and the testing of knowledge for the benefit of all demand intellectual and social restlessness. We must be willing to ask whether or not our visions of the true and good are shared or contradicted by those we deem different from us. We must be willing to hear from a variety of sources to determine if our research agendas and priorities suffer from unintended biases rather than reflect a proper estimation of the state of knowledge in our respective fields. We must understand that we do not exist outside of the society we study but that we act within it and upon it, and that part of our responsibility as an institution for reflection and research is to be aware of and to assess how what we do affects the world around us. All of these activities and responsibilities presume diversity as a necessary condition of their fulfillment. To fail to ensure social and intellectual diversity at the University of Chicago is to fail to realize our educational and research missions in a fundamental way.”

SECTION 2
STATUS REPORT:
MAJOR RECOMMENDATIONS FROM THE AY 2003-04 ANNUAL REPORT

PIMI's AY 2003-04 Annual Report was organized around the work of its constituent subcommittees, which focused on the following topics: faculty recruitment and retention, student recruitment and retention, student programming and support, staff recruitment and retention, and community relations. As a result, the body of the document was comprised primarily of an integrated collection of individual reports from these subcommittees. From the highly detailed sets of recommendations generated by these reports, a list of five key high-level issues was distilled. For the purposes of this year's annual report, these five key issues and their supporting objectives will represent the yardstick against which PIMI will measure institutional progress over the past year in these critical areas.

These issues are:

- 1) Broadly communicating from the executive level of the institution the importance of enhancing the diversity of the University's faculty, students and staff as well as underscoring our responsibilities as an influential neighbor in a racially and economically diverse community.
- 2) Developing, implementing and evaluating strategies to increase student, faculty, and staff diversity (developed and outlined separately through the work of four discrete subcommittees).
 - a. An important supporting objective specifically relevant to the successful recruitment and retention of students of color was the reconstitution and repositioning of the Office of Minority Student Affairs.
 - b. A critical aspect of increasing diversity within the University is ensuring the environment is supportive and welcoming to all. One way to meet this objective is through diversity/sensitivity training.
- 3) Substantially expanding curricular offerings of interest to students and faculty of color across a broad range of disciplines.
- 4) Developing, in concert with local opinion leaders, a much more detailed profile of the general community's perception of the University in its role as an influential neighbor and local economic driver.
- 5) Ensuring that diversity is part of the fabric of the University.

1) Executive-Level Communication

Each AY 2003-04 PIMI subcommittee report urged the issuance of a strong reaffirmation of the University's commitment to diversity. In response, President Don M. Randel and Provost Richard P. Saller issued the University's Diversity Statement in autumn 2004. This Statement contextualized institutional diversity goals historically – as well as prospectively – by reminding us that “[a] commitment to diversity has profoundly shaped the course of research and education at the University throughout its history.... We celebrate our proud tradition of inclusion even as we acknowledge the need for marked improvement.”

Rather than issuing a short “mission”-type statement as many other institutions have done, this document addresses this complex set of issues and challenges from the standpoint of the individual primary constituencies – faculty, students and staff – and establishes clear objectives for the institution as a whole that are consonant with our significant aspirations in this arena. The Diversity Statement has established an appropriately ambitious context for broad institutional enhancements in the areas addressed by the 2004-05 PIMI report.

The Statement was sent to every member of the University community via multiple media, was posted to the University’s website and remains accessible to all of our internal and external constituencies. It is attached to this report as Appendix A.

2) Strategies to Increase Diversity

a. Recruitment and Retention Strategies for Faculty of Color

The Faculty Recruitment and Retention Subcommittee did not hold meetings during 2004-05, but instead the committee co-chairs directed their energies towards: engaging with departmental units with the goal of retaining and recruiting faculty of color; reviewing the data collected by the subcommittee from surveys conducted in 2003-04; and reviewing and assessing efforts by universities such as Columbia and Harvard to coordinate efforts at faculty recruitment and retention.

We note that by working closely with the Center for the Study of Race, Politics and Culture and various departments and schools, the University was able to retain all faculty of color with outside offers. Additionally, a number of faculty of color were hired in areas such as English, Political Science, Sociology, and Human Development. If the University can build on the successes of the last three years in retaining all faculty of color while continuing to hire new minority faculty we will begin to see gains in the number of faculty of color at the University.

We feel that in light of announcements by peer institutions of initiatives to expand and centralize their efforts to recruit and retain faculty of color, the University of Chicago must be prepared to monitor and, if necessary, expand its own initiatives if we are to advance our efforts to hire and retain faculty of color.

b. Recruitment and Retention Strategies for Staff of Color

In its first year as a group, the Staff Recruitment and Retention Subcommittee engaged in a detailed benchmarking exercise to identify a broad set of internal and external best practices that might be adopted by the University. In addition to emphasizing the need for an executive-level statement of institutional commitment to enhancing diversity at the University, the subcommittee also recommended the creation of an office for organizational diversity whose purpose is to devise strategies for and provide guidance on coordinating University efforts that will result in a more diverse non-academic

University community with a focus on employment, contracting, procurement, and service.

Some progress has been made over the course of the past year in response to a couple of important recommendations from this subcommittee.

University Human Resources Management's (UHRM) Office of Employment has identified two primary areas of focus to improve the effectiveness of recruiting an increasingly diverse workforce. The first involves establishing stronger relationships with the over 50 agencies currently contacted every quarter about positions available at the University. Field visits are anticipated in which demonstrations of the University job web site will be provided in addition to collaborative coaching on resume writing and interview preparation. The Office of Employment also has devoted resources to upgrading its web site to include more diversity-focused information for managers in areas such as the schedule of job fairs, agency information, advertising sites, college/university contacts, and diversity training.

In 2004-05 UHRM Training and Development sponsored a series of programs devoted to creating an environment that fosters diversity and inclusiveness. These included the facilitated viewing of a documentary series on race, panel discussions on "Diversity within Diversity", as well as presentations on disabilities in the workplace. Other resources provided to managers by this office include on-site training for departments, customized training courses, and organizational development consultation.

c. Recruitment and Retention Strategies for Students of Color

This subcommittee was completely reconstituted between AYs 2003-2004 and 2004-2005, and now consists of admissions officers from around the University. The group worked independently to review and update the interview reports that were launched in 2003-04 and met twice collectively to compare notes on recruitment strategies and to hear from the transitional leadership of OMSA. The process of gathering and formatting recruitment, admissions, and yield data in a relatively standardized format was begun and should remain as an ongoing goal for this group of admissions officers.

A PIMI Forum on student recruitment was held during the spring quarter. The plan was to have sessions for both the College and for graduate students but, due to low advance demand, the session for graduate students was cancelled. The College session was very well attended and a significant amount of discussion led to excellent observations and input from the students in response to the presentations from the Admissions staff. Participants shared useful information on best practices at other institutions and discussed general challenges. The discussion concluded by recognizing that while Admissions is thoughtful about, and committed to, minority student recruitment, more work needs to be done to improve our yield, particularly for African American students.

d. Reconstitution and Repositioning of the Office of Minority Student Affairs (OMSA)

OMSA was completely reconstituted at the beginning of the 2004-05 academic year, based on the substantial input gathered during the PIMI Student Programming and Support subcommittee work throughout AY 2003-04 as well as from the many students who participated in general discussions and focus group meetings. As a first step in the repositioning of OMSA, the federally-funded Ronald E. McNair Postbaccalaureate Achievement Program was moved to the College and has been re-energized to work synergistically with the Mellon Mays Program. This transitional year for OMSA brought strong credibility, and campus-wide support and recognition for its programs. At the same time, a national search for a new Deputy Dean of Students/ Director of OMSA was undertaken and resulted in the appointment of Ana Vázquez, formerly of DePaul University, to this important position.

The vision for this complete programmatic overhaul was based on a set of related objectives. OMSA focused on advocacy for students and collaboration with other offices to achieve that end. A greater number of academic and social events was planned and successfully executed by using the Amandla Student Resource Center as a site for formal programs as well as a larger number of informal gatherings. OMSA became a much more effective central clearinghouse resource for information about programs and services of particular interest to students of color, and it began to create a more dynamic focal point for building community among students of color. Much stronger intentional linkages were built with academic programs, in particular with the Center for the Study of Race, Politics and Culture. A primary goal for the office was to continue to be as proactive and consistent as possible in its communications with students, faculty and staff via its website, publications and public events.

A key recommendation in the report of the 2003-04 Student Programming and Support subcommittee was to expand the Amandla Student Resource Center, which OMSA oversees and administers, and locate it adjacent to enhanced office space for OMSA. As the result of a staged planning process over the course of the past nine months, efforts are currently underway to identify, program and renovate appropriate space for this initiative and, if adequate contiguous capacity is available, evaluate the possibility of including space for support and programming services for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students. In early February 2005, eleven College and graduate students participated in a planning workshop to address this important space resource issue and the ongoing strong concerns raised by students of color about the current Amandla Center. In late February, these students built on the output of their workshop study by meeting with a group of senior administrators where they presented the following recommendation to Provost Richard Saller:

“One of the most visible and immediate steps that the University could take to support the recruitment and retention of students of color would be to relocate and expand the current Amandla Center and OMSA office. We recommend the creation of a centrally located, appropriately staffed, and adequately resourced Diversity Center that would provide students the all-encompassing personal

enrichment they seek and, ultimately, strengthen the University's social and academic community. Such a center would support our efforts to increase the retention of students of color by creating designated community space or spaces. It would serve as a strong symbol of the University's commitment to diversity while providing students access to resources and advocacy, ensuring OMSA's success and addressing inadequate student centered space."

With Provost Saller's approval, in spring 2005, the University hired Johnson & Lee Architects/Planners to conduct a program and feasibility study for an expanded Amandla and OMSA relocation. The architects held open meetings with students and staff to engage with those members of the University community who are particularly invested in this process and to hear firsthand feedback about the desired qualities and components of an expanded Amandla, relocated OMSA, and other diversity-centered spaces. The architects have also worked closely with an appointed steering committee which includes four undergraduate students and staff from the Office of the Vice President and Dean of Students, the Office of the Reynolds Club and Student Activities (ORCSA), Facilities, the Office of the Provost, the College, and OMSA. It is anticipated that, by Winter Quarter 2006, a set of decisions will be in place regarding location, budget, and timeline for the implementation of the committee's recommendation.

e. Diversity Awareness

As expressed in the 2003-04 report, "[t]he closely related issues of diversity education and sensitivity training are multitiered and, consequently, require multiple strategic responses. As the result of student input, focus will be on offices that work closely with students to provide information and training on customer service, including how to interact with someone whose race, ethnicity, religious background, etc., are not the same as your own and understanding the impact of certain responses and words with meanings that may vary from culture to culture.

There has been no concentrated central approach to addressing these recommendations over the past year. Even so, we have been made aware of some local accomplishments along these lines and hope that best practices may be identified and adapted. We recommend that this become an issue that receives more focused attention in AY 2005-06 from both Human Resources Management working in consultation with the Deputy Provost for Research and Minority Issues.

3) Curricular Development

PIMI has discussed periodically what role it could or should play in encouraging and/or developing more courses addressing the political, economic, intellectual, and cultural factors that have combined to make the concept of race a significant factor in the modern world. Students have expressed a desire for more courses of this sort in

the humanities and social sciences; faculty members currently working in these areas have indicated that their ability to train students would be enhanced by a curriculum that better enabled students to explore these issues across a range of disciplines. To this end the Center for the Study of Race, Politics, and Culture established on its website a centralized listing of current courses dealing with race and ethnicity. This list will be updated for the upcoming academic year, and we recommend that it be available on a number of other websites, including OMSA.

Also during AY 2004-05 several faculty members, with the support and sponsorship of the Center for the Study of Race, Politics, and Culture and the Social Sciences Collegiate Division, piloted a new two-quarter Civilization sequence titled "Colonizations" to explore "the dynamics of conquest, slavery, and colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye towards understanding their interlocking roles in the making of the modern world." Two sections of Colonizations I & II were taught on a staggered basis during 2004-05. As a result of the success of these courses, an additional section will be taught during the 2005-06 academic year. Additionally, the faculty involved in teaching these courses have begun to discuss the possibility of developing a College major and minor in Comparative Race and Ethnicity Studies.

4) Community Affairs

The PIMI Community Affairs Subcommittee has made substantial progress implementing the recommendations set forth in AY 2003-04 report. The University's commitment to working respectfully and in partnership with its diverse community was reaffirmed in the University's Diversity Statement. In addition, the Value Statement and Guiding Principles, which were developed by the subcommittee and incorporated in the Diversity Statement, will be included as part of the new Community Affairs website expected to launch in the fall of 2005, and will be distributed and discussed at a future Community Engagement Cluster meeting. This meeting will bring together faculty and staff from across campus and the Hospitals who are involved in community engagement activity to discuss other ways the vision and guiding principles document can be used, acted upon, and distributed.

A survey of 43 opinion leaders in Hyde Park/South Kenwood, North Kenwood, Washington Park, and Woodlawn took place during the 2004/05 academic year. The Survey Lab conducted the survey and is finalizing their report and will present its findings to the PIMI Community Affairs subcommittee and the larger Community Engagement Cluster group in autumn 2005. Recommendations and suggestions generated by the review of this survey will be incorporated into OCA strategic planning exercises and submitted to the PIMI steering committee as applicable.

5) Institutional Oversight of Diversity-Related Issues

In addition to the key recommendations from the introduction of the 2003-04 report, another item received nearly universal attention from PIMI subcommittees: the creation of a senior-level position to oversee the University's overall diversity-related

efforts. After considerable review of other senior diversity related positions at peer campuses, and in consultation with members of PIMI, the Provost concluded that the goals conveyed in this recommendation could best be met by establishing the position of Deputy Provost for Research and Minority Issues. As with the two existing Deputy Provosts, this will be a half-time position filled by a senior faculty member. The new Deputy Provost will work with the Provost and his staff to direct and monitor efforts across the University to achieve the goals of the “Diversity Statement” on an ongoing basis. In establishing the portfolio for this position the new Deputy Provost will be guided by the recommendations and findings included in the PIMI Annual Reports from AY 2003-04 and AY 2004-05.

The Provost has appointed Kenneth W. Warren, the William J. Friedman and Alicia Townsend Friedman Professor in the Department of English Language and Literature and the Committees on African and African-American Studies, and Interdisciplinary Studies in the Humanities and History of Culture, and the College, and co-chair of PIMI, to this position. Mr. Warren will officially assume his duties July 1, 2006, after a year of research leave. In the interim, the Deputy Provost will meet intermittently with Ingrid Gould, Associate Provost and Assistant Vice President, and an interim advisory body drawn largely from the membership of the PIMI Executive Committee to ensure continued momentum on PIMI recommendations.

SECTION 3 OTHER RECOMMENDATIONS

The following list of recommendations from the PIMI subcommittees are those that still require further investigation, implementation or reworking, and those will likely be on the annual list of institutional objectives in this arena for many years to come.

- 1) Recommendations for Faculty Recruitment and Retention**
 - a. Benchmark programs at other institutions that have been successful in recruiting and retaining faculty of color to use as comparable standards of accountability and best practices techniques.
 - b. Establish a system for data collection throughout the university to monitor departmental efforts toward recruiting and retaining faculty of color.
 - c. Design standards and systems of accountability by which departments, divisions and schools can judge and monitor their work to recruit and retain faculty of color.
 - d. Interview faculty of color who have accepted or declined offers from the University of Chicago.

- 2) Recommendations for Staff Recruitment and Retention**
 - a. The University should develop mentoring and internship programs that will make minority staff more competitive candidates for higher-level positions in the organization and recognize managers who promote such programs.
 - b. The University should require an annual reporting of progress on diversity initiatives to be made by all academic and administrative units.

- 3) Recommendations for Student Recruitment and Retention**
 - a. Data on applications and enrollment should continue to be collected and disseminated and data gathering methods should be revisited on a regular basis.
 - b. Gather more benchmarking data on recruitment practices from other institutions and sources
 - c. Gather more information on best practices with particular attention to gathering opinions from enrolled students.
 - d. Monitor actions taken in response to sharing of information and recommendations.
 - e. Increase the number of minority faculty members.
 - f. Make financial aid awards competitive with those at our peer institutions.
 - g. Establish a comprehensive divisional graduate recruitment plan with responsibilities and accountability assigned for the various stages of recruiting (from identifying a strong applicant pool to convincing students that they are a good match for our programs). This effort should have central direction and be shared by divisional deans of students, departments and OMSA.

- h. Develop year-end analysis of graduate admissions results with periodic reassessment of tracking methodologies.

SECTION 4 CONCLUSION

It has been heartening to observe the significant movement on the part of the University over the past year toward addressing the key recommendations of PIMI's 2003-04 Annual Report and to begin to see some concrete, quantifiable results as a result of this important institutional action. Of course, much work remains to be done to build on the momentum of the past thirty months of PIMI's existence. The core of this work will be overseen by Kenneth Warren in his role as the Deputy Provost for Research and Minority Issues. Consequently, PIMI as an entity will begin the careful process of transitioning from its current structure as a hierarchy of committees and workgroups to a more compact type of advisory group supporting the work of the new Deputy Provost. The members of this advisory group are: Aneesah Ali, Associate Provost and Affirmative Action Officer; Waldo Johnson, Associate Professor, School of Social Service Administration, Director, Center for the Study of Race, Politics, and Culture; Ted O'Neill, Dean of College Admissions; Nancy Schwartz, Professor, Department of Pediatrics, Department of Biochemistry & Molecular Biology, Committee on Developmental Biology; and Ana Vázquez, Deputy Dean of Students, Director of the Office of Minority Student Affairs.

We conclude this report with the knowledge that the momentum of making this universe of diversity-related initiatives and recommendations an intrinsic part of the institution continues as a priority for the University.

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APPENDIX A

The University of Chicago Statement on Diversity

The University over the past years has made some clear strides toward our goal of a more diverse community. After a year's work by the Provost's Initiative on Minority Issues (PIMI), this is the right moment to restate and explain our goals, and to reaffirm as a priority of this administration the goal of far more progress along the lines stated in PIMI's report (<http://www.uchicago.edu/docs/education/pimi.pdf>). The character of our University will be powerfully shaped by our successes or failures.

A commitment to diversity has profoundly shaped the course of research and education at the University throughout its history. From its beginning, the University was open to women as well as men. The first black woman to earn a doctorate in the United States, Georgiana Simpson, earned that distinction in 1921 at the University of Chicago. One of the first black tenured faculty members at a major non-historically black university was the University of Chicago's Professor Allison Davis. The University's refusal to set quotas made it accessible to Jews in the mid-twentieth century when other elite institutions practiced discrimination. Our intellectual preeminence across a variety of disciplines has derived from the commitment and the ability of our scholars to engage, understand, and, when appropriate, ameliorate the myriad differences that constitute the human condition. We celebrate our proud tradition of inclusion even as we acknowledge the need for marked improvement.

Faculty. The most difficult challenge facing a premier research institution such as ours is to attract and retain those faculty at the forefront of research, a growing number of whom are faculty of color. We are happy to report that over the past two decades, the proportion of faculty of color at the University of Chicago has increased by fifty percent, and yet it is still unacceptably low. Recruitment of underrepresented minority faculty will succeed in the competitive environment only if the President, Provost, Deans and Department Chairs together with their faculty display a serious commitment to improvement. The University will continue to provide the resources necessary to appoint faculty of color, but a focused effort is needed to identify, attract, and retain them. Some Departments have developed effective practices, and those will be shared with all units. Moreover, the University has the responsibility as a leading educator of graduate students to enlarge the faculty pipeline through the recruitment and training of minority doctoral students. In addition to making resources available to support these students, we will devote more concentrated attention to their recruitment and retention through the Office of Minority Student Affairs.

To increase the diversity of our faculty along the dimensions of race, gender, ethnicity and national origin is more than just a moral good, though it is certainly that. It has a clear impact on research across a broad spectrum of disciplines from art history, music, literature and religion, through the social sciences to the biological sciences. Of course, it is not essential for a researcher to be a member in order to study the culture of a particular group or its social experiences. But it is an undeniable empirical fact that what a researcher takes to be a significant problem for investigation is deeply influenced by her

or his experiences. A more diverse faculty and graduate student body will certainly expand the range of research undertaken at this University, and we all will be correspondingly intellectually enriched.

The cross-disciplinary tradition of research at the University presents a special opportunity with regard to diversity issues. The Center for the Study of Race, Politics, and Culture has developed a mission to move beyond the conventional black/white dichotomy to understand how our diverse society has come to be divided into particular categories and how those categories are related and structured; the Center aims further to understand how race affects other social spheres such as gender relations. Recognition of the impact of race on our lives grounds a major new research center in the Biological and Social Sciences Divisions and the School of Social Service Administration: the Center for Interdisciplinary Health Disparities Research has as its first project research on group differences in the experience of breast cancer between black women in the United States and West Africa and white women. The research will move from the social to the molecular in order to understand why black women suffer from more aggressive and lethal forms of breast cancer than women from other racial groups. It is no accident that the principal investigators are black and white women—a researcher's own experience often guides his or her identification of important research questions.

Students. The composition of our student body, undergraduate and graduate, deeply influences the educational experience that they receive at Chicago, as was argued in the amicus brief cosigned by the University and other leading institutions in the cases brought against the University of Michigan. "Students are both recipients and providers of the learning that takes place at universities, and [universities] have a vital interest in what students bring to the task of educating each other....Diversity helps students confront perspectives other than their own and thus to think more vigorously and imaginatively; it helps students learn to relate better to persons from different backgrounds; it helps students become better citizens. The educational benefits of student diversity include the discovery that there is a broad range of viewpoint and experience within any given minority community—as well as learning that certain imagined differences at times turn out to be only skin deep." On the basis of both research and personal experience, we believe that classes of students from diverse backgrounds, taught by faculty of varied backgrounds, will be a richer and better educational experience. The quality of exchange depends not only on the intelligence and talent of individual students, but also the experiences and values they bring to the table. Homogeneity perpetuates unchallenged assumptions—the very antithesis of what the University stands for. In addition, effective education entails the ability to communicate with those of different backgrounds. To take one simple and obvious example, in order to take accurate case histories from patients, our medical students need to be trained to communicate with people who speak different dialects and start from different cultural assumptions.

The University of Chicago has a responsibility as a member of a tiny group of the most elite institutions of higher education to extend our opportunities beyond the wealthy majority. Today, the underrepresented include not only Blacks and Latinos, but also all Americans with incomes below the median. In this respect, Chicago does better than most of its peers in recruiting from less well-off families, but more resources need to be made

available to provide more aid for more of these students. Although the numbers for minority admissions have improved to the point that last year's matriculating College class has sixteen percent African-Americans and Hispanics, and fourteen percent Asian-Americans, our ambition is to have a more representative body of students at all levels. To that end, our Collegiate Scholars Program is designed in part to enlarge the pool of applicants by enrolling 60 Chicago Public School students each year in summer classes on campus through their high school years.

Staff. The staff of the University plays a large role in shaping the University's image and how the missions are accomplished. While the staff is already quite diverse, improvements can be made. Although the current population of employees reflects the diversity of the census groups with which we are compared for purposes of Affirmative Action reporting, it is not representative of the population of our community. We will strive to make it more so. In particular, the University will continue to make a concerted effort to locate and recruit strong minority candidates for higher-level, managerial positions.

Community. Beyond the academic sphere, the University must recognize our responsibility as a large institution in a racially and economically diverse community on the South Side of Chicago. It is both right and in our interests that we develop better relationships that treat the community as partners rather than strangers to be kept at a distance, as Danielle Allen has argued in Talking to Strangers. How should we do this? It is essential to start from the basic principle of respect for differences and self-awareness of our own comparative advantages and limitations. The University is bringing its special expertise in education to bear through the Center for Urban School Improvement and its charter school in North Kenwood/Oakland. Research done at the University has demonstrably improved educational outcomes for children in those neighborhoods, and their success will make their lives and the South Side in general a better community. Contributions to the community through education are among the many ways that our students become linked to the surrounding neighborhoods through the University Community Service Center.

The University's Medical School and Hospitals take on a huge responsibility for the quality of life in our neighborhood, providing more than \$50 million per year in care for those who cannot afford to pay. They sponsor outreach programs to improve the health in neighborhoods on the South Side, and the new Comer Children's Hospital promises to provide state-of-the-art pediatric care, especially for those nearby.

Furthermore, the communities around our university also have knowledge resources that can contribute to the university's core mission. Residents have information about the history of the Southside of Chicago, about Chicago politics, about many aspects of music

and the arts, about religion and theology, and about a wide array of socio-economic experiences. Both university and community will profit from enhanced and mutual intellectual exchange.

Finally, the history of the University over the last century shows that its fate is directly affected by the prosperity of the surrounding communities. The University will benefit by paying attention to diversity in wielding its enormous economic power in order to improve the prospects of our neighbors. As part of the University's recent \$500 million capital construction program, well over 30% of all of our spending to date, or \$120 million, has been spent with minority vendors. This builds the economic base of our city and minority communities. We have worked with our vendors to create over 50 apprentice positions for young people on campus construction projects. Partnering with community groups, we have created new economic opportunities in the neighborhoods around the University.

Conclusion. Over the past year, a group of faculty, administrators, and students have been reviewing the University's present situation and formulating recommendations to improve diversity. Their report summarizes the rationale for their mission in the following words:

"We recall the Norton Report and its conviction that diversity is essential to the mission of the University of Chicago in order to remark that the existence of the Provost's Initiative on Minority Issues (PIMI) stands both as a testament to the progress the University has made over that past two decades in addressing minority issues and as an admonishment that much work remains yet to be done if the University is to fulfill its broader mission. A commitment to diversity is not merely or even primarily a matter of public relations. The production and the testing of knowledge for the benefit of all demands intellectual and social restlessness. We must be willing to ask whether or not those things that appear true and good to us, and to those we deem like us, appear likewise to those who seem different from us. We must be willing to hear from a variety of sources to determine if our research agendas and priorities suffer from unintended biases rather than reflect a proper estimation of the state of knowledge in our respective fields. We must understand that we do not exist outside of the society we study but that we act within it and upon it, and that part of our responsibility as an institution for reflection and research is to be aware of and to assess how what we do affects the world around us. All of these activities and responsibilities presume diversity as a necessary condition of their fulfillment. To fail to ensure social and intellectual diversity at the University of Chicago is to fail to realize our educational and research missions in a fundamental way."

The report offers a number of recommendations to which we are committed. In the wake of the Norton Report the University made some progress; we now need to raise our aspirations, to monitor our improvements, and to confront our shortcomings. Our higher aspirations will be met only with the focused effort of the whole campus community.

Don M. Randel, President
Richard P. Saller, Provost

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