

## Student Inaug Address

### Educating Citizens of the 21st Century

#### Introduction

Think back over past four years of your education...

UM events

Rose Bowls lost...

Championships

We lost one from Princeton...we won one from Yale...

How many parties, beers,...

World events

Intellectual events

Superconductivity

Ozone layer

Superstrings

Supernova 1987A

Computer power quadrupled...

Even more profound over a generation...

Exactly 20 years ago I arrived at Michigan...

Man stepped on the moon

Integrated circuit...microelectronics...computer

Changes in American society

#### A Vision of the Future

It is important to realize that while you and your classmates were born in the 20th Century, you will in fact spend the majority of your lives in the 21st Century.

(You probably should also be aware that those of us on the faculty are very much products of the 20th Century, while this institution is, in reality, a product of the 19th Century!)

Hence it is very important that we look ahead for a moment to speculate on what will be some of the key characteristics of your future...and the manner in which this future should come to bear on your education at Michigan.

- i) It will be a future in which our nation becomes a truly multicultural society, with a cultural, racial, and ethnic diversity that will be truly extraordinary in the history of our civilization...
- ii) It will also be a future in which America will become "internationalized"... in which every one of our activities must be viewed from the broader context of participation in the global community... as America becomes a "world nation", with ethnic ties to every part of the globe...
- iii) Finally, it will be a future in which we rapidly evolve from a resource- and labor-intensive society to a knowledge-intensive society...in which intellectual capital...educated people and their ideas...become the keys to our prosperity, security, and well-being.

Let's explore these themes for a moment to see how they might impact on your college education...

#### Theme 1: Diversity and Pluralism

Our nation will face a challenge of diversity and pluralism in the years ahead that will determine our strength and vitality .

There seems little doubt that America of the 21st century will probably be the most pluralistic, multicultural nation on earth...and perhaps in the history of civilization...

Note: It is important to realize here that 21st Century America will 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.

On this campus many of you will encounter for the first time in your lives the remarkable diversity and richness of peoples of different races, cultures, religions, nationalities, and beliefs.

Many of these people will look different...  
many have different backgrounds...  
many have different beliefs...

Yet they, like you, bring characteristics of great value to our campus...talent, intelligence, ambition,... and the rich diversity of cultural beliefs and experience...

One of the most important things you must learn on this campus is to respect others for their differences...as well as their similarities.

As both a microcosm and leader of society at large, we believe the University has a special challenge and responsibility to develop effective models of multicultural, pluralistic communities.

At Michigan we are firmly convinced that the ability of this University to achieve excellence in teaching, research, and service will be determined increasingly by our capacity to achieve and sustain a campus community characterized by its racial, cultural, and ethnic diversity.

We seek to build an environment on this campus which is receptive, supportive, and nurturing for all individuals, regardless of race, creed, national origin, gender, or sexual preference.

Yet the goal of diversity is a challenging one, particularly in the face of the prejudice and ignorance which 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 and throughout American society.

The difficulties we experience even with our rhetoric on this subject is symbolic of many of the challenges we face in moving toward this multicultural community:

For example, the use of the word minority is offensive to many. It is also becoming inaccurate, since underrepresented groups such as Blacks, Hispanics, and Asian-Americans will comprise a majority of American population within several decades-- just as they already represent the vast majority of peoples throughout the world.

In a similar fashion, the word racism becomes a substitute for thoughtful and constructive criticism when it becomes an emotion-laden or indiscriminately-applied epithet.

One of the most redeeming aspects of our society's liberal such as the University is their basis in the idea that different groups should be able to get along together without completely agreeing on what is good and worthy.

The challenge of pluralism and diversity is based on the notion that different races, cultures, and nationalities can peacefully and productively exist side-by-side by celebrating their differences.

Our challenge is not to make one group from many, to blend together all cultures into a homogeneous

mixture...but to build from many varying cultural, racial, and ethnic groups a truly multicultural community in which we share those common beliefs and values which bind us together.

All of us--faculty, staff, and students--must recognize that the challenge of diversity is our challenge and our responsibility, and until we recognize and accept this both as individuals and as members of the University community, we are unlikely to achieve our goals.

We can secure this future by setting aside confrontation and empty rhetoric, by seeking the understanding that comes from working side by side, by engaging in thoughtful dialogue, and by standing firm in our commitment to the creation of a pluralistic community on this campus.

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 believe that this commitment to diversity is key to the quality and distinction of this University--and to the quality of the education you will receive.

For that reason, it is absolutely paramount that you demonstrate the sensitivity and tolerance toward others of differing races, cultures, and nationalities. This will be an essential component of your education.

## **Theme 2. The Internationalization of America**

Some facts of life:

7-fold increase in international trade since 1970

Market for nearly all significant manufacturing industries has become world-wide

70% of goods we produce now must compete against merchandise from abroad

In slightly more than 5 years, US trade deficit has taken us from the world's largest creditor to its largest debtor nation.

Americans will no longer take its know-how and apply it to low-cost natural resources from third-world countries, turn it into products, and then sell it back to them--as we do in a hierarchical economy. Rather, we'll be only one member in a global dynamic economy with tremendous network interdependency between countries.

US is the destination of about half the world's immigrants. Probably 10 million this decade alone...

One-third of annual population growth is immigration. Indeed, now that native fertility rates have stood since mid-1970s at 1.8 (below replacement level of 2.0), immigration promises to become the main determinant of future population variability.

America is evolving into the first true "world nation", shifting rapidly away from Eurocentricity into a society with strong ethnic ties to all parts of the globe--

with a growing focus on the nations of the Pacific Rim. Historically, Europe has been the center of economic power... In the 21st Century, the Pacific Basin will be the center of economic power... Japan, China, Southeast Asia, US, USSR will be the major economic players in world.

As you may have seen, David Gardner in his recent editorial in Science quotes one of his faculty, Robert Scalapino as referring to the "21st Century" as the "Pacific Century"

US is no longer self-sufficient or self-sustaining. We are not immune to the shocks of the world society. We have never been more vulnerable.

### Theme 3: The Age of Knowledge

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 Reason, the Age of Discovery, the Industrial Revolution

You are entering college today at a time when our civilization is going through yet another such dramatic change...

Our traditional industry economy is shifting to a new knowledge-based economy, just as our industrial economy evolved from an agrarian society at the turn of the century.

A transition in which..

Intellectual capital--brainpower-- is replacing financial and physical capital as key to our strength, prosperity, and well-being

Some examples:

Industrial production is steadily switching away from material and labor intensive products and processes to knowledge intensive processes:

In a car, 40% materials, 25% labor...

In a chip, 1% materials, 10% labor, 70% knowledge!!!

Our nation's future has probably never been less constrained by the cost of natural resources. Future areas of growth are likely to come from the application of technologies that require few natural resources. Indeed, OTA study suggests that the optimal use of new technology could result in a 40% to 60% decline in the use of natural resources, even when there is rapid economic growth."

Increasing manufacturing production has come to mean decreasing blue collar employment!

In the 1920s, 1 of 3 was a blue-collar worker

today 1 in 6 and dropping fast

probably to about 1 in 20 by the year 2000

Indeed, UM economic studies suggest that less than 5% of General Motors' work force will be unskilled labor by the year 2000.

40% of all new investment in plant and equipment goes to purchase information technology

Fundamental transformation underway in economy that is "likely to reshape virtually every product, every service, and every job in United States."

Throughout the world, industrialized nations are making a transition from resource-intensive to knowledge-intensive societies...

In all developed countries, "knowledge" workers have already become the center of gravity of the labor force.

As Erich Bloch, Director of the National Science Foundation puts it, we have entered a new age, an "Age of

Knowledge in a Global Economy"  
New ideas and concepts are exploding forth  
at ever increasing rates...  
    Concepts which have shaken apart the  
        classical foundations of knowledge...  
            the theory of relativity  
            the uncertainty principle  
            the molecular foundations of life...  
            genetic engineering...  
    Radical critiques of fundamental premises,  
        scholarship, and culture by feminists,  
        minorities, and third world scholars.  
    Obscure, yet profound, new ways to  
        approach knowledge such as  
        Deconstructionism  
        Knowledge Engineering

In many fields, the knowledge base is doubling every  
few years...  
Furthermore, the typical college graduate of today will  
likely change careers several times during a  
lifetime...  
It will be a future in which permanence and stability  
are discarded in favor of flexibility and creativity...  
in which the only certainty will be the presence of  
continual change...  
Hence a college education today will only serve as  
the stepping stone to a process of lifelong education...  
and the ability to adapt to...indeed, to manage  
change...will become the most valuable skill of all.

#### **Response 1: The Need for a Liberal Education**

These challenges suggest that the principal  
focus of an undergraduate education appropriate  
for the 21st Century will be the goal of liberal learning...  
that is, a liberal education as the preparation for  
a lifetime of learning.

Oxford Dictionary defines "liberal education"  
as an education fit for a gentleman"  
This is still acceptable, but the concept  
of a "gentleman" has changed from a male  
member of the leisure class to that of a  
working professional woman!

We really haven't appreciated impact of technology.  
    Technology doubles every 5 years in some fields!  
    Graduates are obsolete by the time they graduate!  
    Technological change is a permanent feature of our environment

A strong case can be made for including  
technology among the ingredients of a  
liberal education. Indeed, technology  
could be the cement between science and  
humanism, since technology is inseparable  
from men and communities. It is the  
essence of the scientific method that the  
human element must be eliminate. Science  
does not dispense with values, but it does  
eliminate the variability of human response  
to values. Technology, instead, concerns  
the applications of science to the needs of  
man and society, and hence is inseparable  
from humanism.

The habit of apprehending a technology in its  
completeness, this is the essence of

technological humanism. The core around which are grouped liberal studies should be specialist studies. The path to culture should be through a man's specialism, not by by-passing it.

If technology were to become the core of a new 20th century humanism as Greek became the core of a new 15th century humanism...

Evolution of the sciences

A very special moment--as science becomes more microscopic and intensely dependent on major facilities, the costs of scientific research are rapidly escalating beyond the reach of most universities

Scientific research has become a critical national priority and an instrument of public policy

Liberal Education

"A liberal education will not make life easier, but it will or should help to enrich and expand its possibilities...it will or should make intellectual integrity, respect for reasoned conclusions, and the willingness to make difficult decisions in the light of complex alternatives and relationships a goal and a responsibility that we refuse to evade." (Gray)

Rhodes calls for a new spirit of learning:

We need a new spirit, some simple, meaningful, achievable educational goal.

Save for the most basic information, it is no longer necessary at the college level to commit vast amounts of knowledge to memory. Information can literally be retrieved out of the air. Of more lasting value are the broadly applicable skills and wide-ranging perspective that the traditional liberal arts curriculum once tried to provide.

Goals:

Ability to read, write, and speak with clarity, precision, and grace, to understand and articulate not only the facts, but the nuances and shades of meaning.

The habit of disciplined inquiry, the ability to delve deeply, systematically, and thoroughly into new subject areas.

An understanding of times and cultures other than our own.

An appreciation of nonverbal and nonquantitative expression, including those of the creative and performing arts.

An indepth study of one chosen area to develop an appreciation of the methods, boundaries, relationships, limitations, and significance of a specific discipline.

Through a wide-ranging perspective of the world at large, develop a sense of the context--physical, biological, social, historical, and ethical--in which they live their lives.

It is not courses, but people who matter. It is people who transform and redeem. We can cultivate the spirit of liberal learning only through the selection and nurture of faculty who regard teaching as a moral activity.

Alfred North Whitehead, in

his "Aims of Education", puts it best:

"Though knowledge is one chief aim of intellectual education, there is another ingredient, vaguer but greater and more dominating in its importance. It is wisdom. You cannot be wise without some

basis of knowledge, but you may easily acquire knowledge and remain bare of wisdom.

Wisdom is the way in which knowledge is held. It concerns the handling of knowledge, its selection for the determination of relevant issues, its employment to add value to our own immediate experience. This mastery of knowledge which is wisdom is the most intimate freedom obtainable.

The only avenue toward wisdom is by freedom in the presence of knowledge, the only avenue towards knowledge is by discipline in the acquirement of ordered facts."

We must take heed from T.S. Eliot's haunting passage:

"Where is the life we have lost in living?"

"Where is the wisdom we have lost in knowledge?"

"Where is the knowledge we have lost in information?"

We must not view undergraduate education at Michigan as simply aimed at extracting knowledge from the vast information characterizing our society.

Instead, our goal, indeed, the goal of any liberal education, must be to help our students learn how to extract wisdom from knowledge -- and through that wisdom, prepare them to learn the art of life itself...

We must enable our undergraduates to find the wisdom in knowledge... and hence to find the life that is in living"

Fundamental aim:

To link undergraduate education with the problems of our common humanity and to encourage in our students the attitudes and skills needed to sustain a life of significant service and fulfillment

Alfred North Whitehead:

"Education has but one aim: that is life, in all its richness and in all its manifestations"

### 3. Linkages to the Professions

The professions are and must be an intimate part of both the career objectives and the educational experience of our undergraduates.

That is, a liberal education must be provided through a professional education, not instead of it.

As Rhodes puts it:

We must link undergraduate education with the problems of our common humanity and to encourage in our students the attitudes and skills needed to sustain a life of significant service and fulfillment.

We cannot go home again; we cannot return to our past.

"The present nostalgia for the traditional liberal arts, for a return to a society based on religious unity, is clearly inadequate to the needs of our current citizens. We cannot espouse moral imperialism, but neither can we afford moral abstentionism. We need, instead, a new educational paradigm to fit the demands of our age." (Rhodes)

"Traditional liberal arts courses have lost much of their ability to exert a transforming and enriching influence on students. The liberal arts have become increasingly disengaged from the concerns of humanity, and the humanities have become unattractive to many students. Many of those who profess to be humanists devote

their lives to areas of high abstraction, decoding texts and deconstructing poems while the larger issues of the world and humankind's place in it elude them. With notable and commendable exceptions, humanists are not demonstrably more wise, more committed, more human than their neighbors".

"Liberal education has to be provided through a professional education, not instead of it. We must infuse professional education with the spirit of liberal learning. Such education sees skills as means to larger ends. It is concerned not with "the job" but with life; with the social goals a profession promotes and the ethical standards it demands. It recognizes that the more skillful and successful we have become in our professions, the larger the ethical and societal questions we must address. It is concerned with high professional service as part of the art of living a useful and fulfilling life."

"In this, the humanities can provide insights, but they have no monopoly on wisdom. Ethical perspectives can be cultivated within all disciplines and exemplified by those who teach them. It is the spirit of the inquiry, as much as the subject of the inquiry, that is the essence of liberal learning."

We must link education to the business of life...

How might we link education to the business of life in the ways that the Morrill Act originally intended?

- i) Enrich UG life outside the classroom through systematically redesigned and improved advising and counseling, use of resident faculty in dorms, develop of campus-wide themes
- ii) Expand study-abroad opportunities for professional schools
- iii) Develop more courses that deal with the ethical concerns of particular disciplines
- iv) Provide more commonality and structure to the undergraduate experience, perhaps by establishing a freshman core requirement
- v) Develop on our campuses a center for undergraduate education, where loose and changing associations of faculty members could develop intercollegiate courses together.

## Response 2: Values

Themes of the the past

We hear voices of concern -- whether from the academy, the foundations, or Washington -- or, as some put it, spanning the range from Bloom to Bloom County...

Alan Bloom...

Condemns the cultural and ethical relativism he sees in American youth...  
Their music, lifestyles, careerism

Laments lack of shared goals...  
loss of a secure religious foundation  
lack of familiarity with classical texts  
decay of moral education

"Our young people lack an understanding of the past and a vision for the future; they live in an impoverished present. Our universities, entrusted with their education, no longer provide the knowledge of the great tradition of philosophy and literature that made students aware of the order of nature and their place in it. Higher education fails to arouse or to nurture the self-knowledge that has always been the basis for serious humane learning."

Bennett: "Students deserve a university's real and sustained



attention to their intellectual and moral well-being."

There is almost a sense that our universities have embraced a new type of philosophy of "literalism" first articulated earlier this year by Opus...

"You're born...

You live...

You go on a few diets...

You die."

But all too often I fear these voices also call for a return to a style of education characterizing our past...

You are probably aware of the debate over the importance and nature of a liberal education...the importance of moral education...

or "Allen Bloom vs. Bloom County"...

Bloom County

Are our students indeed characterized by the philosophy of "literalism", first stated so succinctly by Opus...

"You're born...

You live...

You go on a some diets...

You die."

Is Allen Bloom correct when he states

that we must return to a classical education... that without a knowledge of the great tradition and philosophy of our civilization, students cannot help to understand the order of nature and their place in it

Others such as Frank Rhodes maintain that the liberal arts today are only a very partial response to the responsibility of the contemporary university and that there is a need to develop a new paradigm of liberal learning through the professions themselves.

Some such as Secretary Bennet have chastized higher education for failing to provide adequate attention to our student's intellectual and moral well-being

Others, such as Derek Bok agree that universities cannot avoid this responsibility since our institutions will inevitably affect the moral development of our students...but that we must take a broader, more comprehensive approach to moral education through academic programs, extracurricular activities, and the standards we demonstrate through dealing with ethical issues confronting our institutions.

Of course, key in this debate is a suggestion that we must move beyond focusing simply on intellectual values in the education we provide...

Intellectual

The seeking of wisdom

Discipline of the mind

Respect for reasoned conclusions

Intellectual integrity

Freedom of inquiry

Character

Honesty

Integrity

Truthfulness

Nonviolence

Tolerance

## Social

Compassion, Caring, Kindness  
Tolerance and respect  
Collegiality, civility, and community

It is these latter values that are so essential to Michigan students because of the special role you will play in our society.

## 4. Moral Education

Bennett: "Students deserve a university's real and sustained attention to their intellectual and moral well-being."

Rhodes: Agrees with Bennett's general concern. After all, most of our colleges were originally founded to enhance the intellectual and moral well-being of students.

Bak: Our job is not to indoctrinate our students with certain values... Rather it is to expose them to moral problems and stimulate them to think about them.

Agree with Bennett's general concern. After all, most of our colleges were originally founded to enhance the intellectual and moral well-being of students.

Until this century, educators throughout history not only sought to build the character of their students; they made this task their central responsibility.

But the theme of higher education in the 20th century was intellectual rigor.

The training of the mind was clearly separated from the development of character.

Today a reaction has set in, born of a recognition that the public needs common standards to hold a diverse society together.

A new respect for limits that carries with it concern concern for the moral values and restraints that unify communities and keep human conduct within acceptable bounds.

## Toward a Viable Program of Moral Education (Bok)

Universities cannot avoid the task. Like it or not, they will affect the moral development of their students by the ways in which they administer their rules of conduct, by the standard they achieve in dealing with ethical issues confronting the institution, by the manner in which they counsel their students and coach their athletic teams.

### 1. Early Steps

The first weeks that students spend on campus are often critical in shaping their attitudes toward the institution and what they will take away from their experience.

### 2. Ethics and the Curriculum

Almost any well taught course can strengthen the capacity to think more carefully about intellectual problems, including ethical issues.

There are gaps that new courses in applied and professional ethics seek to fill. Properly taught, they can yield important benefits. By studying problems that commonly arise in personal and professional life, students will be more likely to perceive moral dilemmas they would otherwise ignore.

### 3. Rules of Conduct

Universities need to consider extending their efforts beyond the classroom. An obvious

step in this direction is to have rules that prohibit lying, cheating, stealing, violent behavior, interference with free expression, or other acts that violate fundamental norms. Such rules not only protect the rights of everyone in the community; they also signal the importance of basic moral obligations and strengthen habits of ethical behavior.

A final aim in maintaining discipline should be to involve students in the process of devising and administering rules.

4. Acquiring Concern for Others

We should seek extracurricular activities that bring the participants into collaborative or communal relations--especially if someone with experience is available to offer advice and counsel when ethical challenges arise.

5. Ethical Standards of the Institution

Nothing is so likely to produce cynicism, especially among those taking courses in practical ethics, as a realization that the very institution that offers such classes shows little concern for living up to its own moral obligations.

6. The Institutional Environment.

What is truly destructive, therefore, is not the fact that immoral acts occur but the willingness of an administration to overlook them,

Conclusion

Universities can play an important role

- i) Their capacity to instill a greater respect for facts and a greater ability to reason carefully about complicated problems.
- ii) Their diverse community populated by students and faculty with many different backgrounds and points of view--an environment which teaches tolerance, a respect for differing values, a recognition of the complexity of human problems.

**Response 3: The Preparation for Leadership**

As I noted earlier, you are an extraordinarily talented group of individuals...

It is likely that regardless of what happens during your college education, you will go on to become leaders of our society...

Hence, we believe it important that you prepare for this life of leadership now by taking advantage of all that this University has to offer.

John Gardner suggests some of the key themes:

1. A commitment to the fulfillment of human possibilities.  
The release of human potential is and must always be a central value.  
Serious and sustained attention to the special problems of justice to historically deprived groups is essential.
2. Creating a sense of community  
Shared values and goals are the chief resources leaders can count on in motivating people--the task grows difficult--eventually impossible--as shared values disintegrate.  
You should strive to participate in and experience a sense of community on this campus.

### 3. Renewal

Leaders have to be capable of self renewal, and capable of helping in the renewal of the systems over which they preside.

Must learn to balance continuity and change.

### 4. Hope

Human beings are creatures who cheerfully act against the odds if they believe strongly enough, who reach for the unreachable stars and dream of impossible victories.

We must help young, potential leaders to value and to understand this side of our nature.

### 5. Discipline of the Mind

The central task of a university, a task which separates it from all other social institutions, is the creation of an environment where the quality of mind and of its performance is always the central concern.

The spirit most likely to develop leaders is a disciplined use of reason, enlivened by daring and the courage to experience, and tempered by respect for what we can learn from others.

### 6. Acceptance of Responsibility...

From the earliest moments in our long history, the UM has been known for a spirit of democracy and tolerance among its students and faculty.

Almost a century ago, Harpers Weekly noted:

"The most striking feature of the University of Michigan is the broad and liberal spirit in which it does its work."

Student activism and involvement have always been an important part of the learning process at Michigan.

Yet, while it is of paramount importance that we protect the fundamental freedom of students and faculty to explore new ideas and concepts, to state their beliefs and values, no matter how far they may be from mainstream thought...

...it is also essential to recognize that without the acceptance of responsibility, freedom is meaningless.

Indeed, true leadership consists not of simply protesting the existence of a problem...but rather consists of doing something positive about it.  
out against injustice

In a very real sense, I suppose, the acceptance of responsibility along with freedom implies that one also accepts a commitment to move away from a negative stance of merely complaining or protesting... and rather making a positive effort to address the challenges before our society.

## **Response 4: The Michigan Initiatives**

Goal:

To launch a series of initiatives designed to improve the quality of undergraduate education at Michigan

Common thread: Grassroots involvement...

Each involves an effort to seek proposals...ideas and participation in defining programs...from our faculty, students, and staff to address the University's highest priorities: in education, scholarship, and the attainment of a rich cultural and racial diversity in our University community.

We seek to invest resources in a way that will motivate our most creative people to become involved and

committed.

Phase I:

1. The Undergraduate Initiatives Funds

\$1 million per year to support innovative projects

Program will provide an ongoing source of support, up to \$1 million per year, for a wide range of experiments designed to improve quality of undergraduate education. Looking for good ideas...but prepared to make base commitments from other sources to support successful ventures.

Categories of awards:

- i) promoting critical thinking and writing skills
- ii) Creating a new spirit of liberal learning
- iii) Promoting acceptance of pluralism and diversity
- iv) Promoting improved faculty-student interactions

First awards:

Development of new core curriculum in liberal arts  
F-S revision of sciences (math, chem, bio)  
Integration of arts into UG curriculum  
Theatre, dance, electronic music  
Counseling and Pluralism  
Career planning in liberal arts  
Sensitivity training  
Student activities  
UG colloquium  
Faculty "fellows" program in residence halls  
Safewalk program  
Alternative Career Center

TA training

2. School and College Initiatives

LS&A

- i) Collegiate Council
- ii) Associate Dean for Freshman/Sophomore Years
- iii) Special Assistant to the Dean

Engineering

- i) Commission on UG Engineering Education
- ii) Associate Dean for UG and Grad Instruction

Natural Resources

- i) Major curriculum revisions underway

Phase II:

1. Focusing of the Undergraduate Initiatives Fund

Will work directly with schools...not open solicitation

- i) The unique nature of undergraduate education in the research university
- ii) Linkages to the graduate disciplines and professions
- iii) Enriching the intellectual life of undergraduate students
- iv) The role of the sciences in a liberal education

2. The Thurnau Professorships

To honor faculty with extraordinary achievements in undergraduate education

3. Central Campus renovation projects

- i) Renovation of UGLI
- ii) Renovation of all Central Campus classroom space
- iii) Angell-Haven Courtyard Project

4. Residence Hall Study

Appointment of commission to study ways of better integrating academic programming into residence hall environment

The Role of the Administration

Of course, we realize in an institution of such size, complexity, and tradition, those

of us over in the blockhouse will have little capacity to define, redirect, or reorder the priorities of the University.

The articulation and achievement of any mission must be a communal effort. It will rest with faculty groups in and across schools and colleges; with students inside and outside their formal organizations; with professional and other staff throughout the University.

Hence, the role of the leadership of the University is simply to generate the debate...and then to provide resources for continuous experimentation.

The momentum of this University...of any great university...must flow up from the faculty...through the administration...  
**from you...not to you!**

### **What are we trying to do at Michigan?**

Prepare you for a career?...

As doctors, lawyers, engineers,  
...investment bankers???

Well, we will do our best, but that is not our real mission...

These challenges suggest that the principal focus of an undergraduate education appropriate for the 21st Century will be the goal of liberal learning... that is, a liberal education as the preparation for a lifetime of learning.

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his "Aims of Education", puts it best:

"Though knowledge is one chief aim of intellectual education, there is another ingredient, vaguer but greater and more dominating in its importance. It is wisdom. You cannot be wise without some basis of knowledge, but you may easily acquire knowledge and remain bare of wisdom.

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We must take heed from T.S. Eliot's haunting passage:

"Where is the life we have lost in living?"

"Where is the wisdom we have lost in knowledge?"

"Where is the knowledge we have lost in information?"

While you might view your education at Michigan as one aimed at extracting knowledge from the vast information characterizing our society, let me suggest that our real goal was something far beyond that.

Our goal, indeed, the goal of any liberal education, was to help you learn how to extract wisdom from knowledge -- and through that wisdom, prepare you to learn the art of life itself...

We hope that while at Michigan you have learned how to find the wisdom in knowledge... and hence to find the life that is in living"

Alfred North Whitehead:

"Education has but one aim: that is life,  
in all its richness and in all its  
manifestations"