

Volunteer Leadership

Alternative Idea:

Use slide presentation...

Introduction

Many of us share a growing belief that higher education in America will be facing a period of very unusual challenge and responsibility the years ahead...but also a future of extraordinary opportunity and excitement for the University.

A few themes of the future...

The students we are educating today will spend the majority of their lives in the 21st century...

Yet most of us...and our faculties...are products of the 20th Century...

Furthermore, the structure of the American university as we know it today is a product of the 19th Century!

A serious question:

Is higher education in America backing into the future, so preoccupied with the past and the present that we have been unable to develop a vision to guide the education of the citizens of the 21st Century that now study on our campuses?

Are we really educating for the future...

- i) 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) 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) 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.

If these indeed do turn out to be dominate themes of 21st Century America, then it is apparent that our universities will face some major challenges that will almost certainly drive very dramatic changes in the very nature of the research university.

In such a future, I believed it was simply not sufficient for the University to respond passively to these opportunities, challenges, and responsibilities. Rather, I believe that it was time that the University seized control of its own destiny...that it chart a course to take it into the 21st Century.

And that has been part of my job the for last several years...

For while one generally thinks of the Provost as the chief operating officer of the University, in fact, much of my time has been spent leading a process designed to look far into the future...10, 20, 30 years or more...to determine the possibilities for this University...what it is...what it could become...indeed, what it must become

As they say in the jargon of planning, we've been spending a good deal of time "futuring"...gazing into the crystal ball in an effort to determine just where our university should head in the years to come.

It therefore seems appropriate that in my remarks
this evening I depart from the usual tradition
of talking about "what is"...and instead focus on
"what might be"...

The Challenges before Higher Education

Generally, any discussion of the challenges
before higher education is peppered with an assortment
of "isms"...elitism, professionalism, racism...
But it seems appropriate to classify the
challenges of the decade into several more
general areas

- i) the costs of excellence
- ii) pluralism and diversity
- iii) the "internationalization" of America
- iv) intellectual challenges
- v) the changing role of the research university
in America as we enter the "Age of Knowledge"
that will be our future

1. The costs of excellence

We face the challenge of making the transition from the
growth era of the 1950s, 1960s, 1970s, characterized
by increasing populations, resources, and prestige,
to a limited-growth era of the 1980s and beyond.

We know all too well the impact of demographics...

The decline in the number of high school graduates...

The aging of our faculty...and the challenge with
educating and recruiting the next generation of the
scholars and teachers.

The effort and ability of more and more institutions to
compete for the same pool of resources...

State and federal support

Private support

Students

Faculty

Suspicion: The Big Shakeout...

The absence of adequate resources to build and sustain
excellence in all institutions, may lead to a process in which
there is a shakeout...

Most institutions may tend to be pulled to a common level of
quality...

However, those few institutions which have the critical mass of
excellence...**and** which have the determination and capacity
to sustain it, may be able to draw the best from the available
resources of students, faculty, and funds and accelerate
away from the pack...leaving the remainder of higher
education to compete for a declining resource base.

HTS Theorem 1:

There has never been enough money to satisfy the
legitimate aspirations of a truly enterprising faculty
or administration.

HTS Theorem 2:

The cost of quality in teaching and research will rise
faster than the total resource base of most institutions

DEVH Theorem:

Over a sufficiently long time span, none of our constraints
are rigid. They can be managed or changed.

Instead of accepting resource limits as constraints on planning,
we should instead view them as challenges to be overcome.

It is certainly the case that to achieve excellence in such a future,
it will be necessary for institutions to focus their resources...
to not try to be all things to all people...

to stress quality over breadth and capacity...
and to build, as Fred Terman of Stanford put it,
"spires of excellence"

But I believe that something else will happen to many of our
institutions. A case study may illustrate a possible
evolutionary track for many of us...

A Case Study: Brave, New World

Last month our Regents approved our budget for the
year ahead. In that budget,

State appropriation = \$225 M

Tuition and fees = \$217 M

Federal Support = \$220 M

(Also gifts were = \$70 M)

(Auxiliaries = \$700 M

...Medical Center

...Housing

...Intercollegiate Athletics)

Next year, we will find that

Tuition will exceed state appropriation

...becoming a **private** public university

Federal will exceed state appropriation

...becoming a **national** state university

And now if only our Development staff can
increase private fund-raising to a similar
share of the total...roughly \$230 M per year,
we should be in pretty good shape...

While this "well-balanced" portfolio has certain
advantages, such as resilience to the whims of
state and federal government, it also increases
dramatically the importance of our ability to
interact effectively with a remarkably broad
array of constituencies...and this, in itself,
is a very major challenge...

2. Relationships with various constituencies

The modern research university must deal with and
respond to many constituencies:

Students and parents

The public at large

Federal, state, and local government

Business, industry, labor

Internal constituencies

Faculty

Staff

Students

Governing Boards (Regents and the like)

As we become every more dependent on these,
we will face increasing pressures to establish
our relevance to these constituencies.

Yet this poses several serious problems:

- i) The diversity--indeed, incompatibility--of the
values, needs, and expectations of these
various constituencies who all view higher
education through quite different lenses
(Blind men feeling an elephant...)
- ii) The increasing narrowness of the public's support
for higher education..."What have you done for
me lately?"
- iii) The tension between such responsiveness
and the university's role as an independent
and responsible critic of society.

3. The Challenge of Demographic Change...

The United States is changing rapidly...

When we hear references to the demographic changes occurring in our nation, we first tend to focus on the aging of our population.

It is indeed true that the baby boomers are now entering middle age, and their generation has been followed by a baby bust... in which the number of young adults will be declining over the remainder of this century by roughly 20%.

And while the rapid increase in the average age of the American population is being driven primarily by the huge increase in the number of middle-age Americans as the baby boom grows up, this has followed on the heels of a significant growth in the 1980s in the number of senior Americans.

Indeed, today there are more people over 65 than teenagers in this country, and this situation will continue for the remainder of our lives.

Further, the growth rate in both our population and workforce is declining to the lowest level in our nation's history.

The United States will simply not be a nation of youth again in our lifetimes.

And this fact poses a most serious challenge to institutions such as universities which have traditionally served the young.

(Note: This is in sharp contrast with much of the rest of the world. For example, in Latin America and Asia, the young comprise 40% of the population, in contrast to 20% in the US and Europe)

Yet, there is a far more profound change occurring in the population of our nation.

The United States is rapidly becoming the most pluralistic, multicultural nation on earth.

By 2000, one-third of college age students will be Black or Hispanic...

By 2000, 47% of our school children (K-12) will be Hispanic or Black (today 25% are)

In the second half of 21st Century, Hispanics will likely become the largest population group in The United States

Those groups we refer to today as "minorities" will become the majority population of our nation in the century ahead...just as they are today throughout the world.

In this future, full participation of currently underrepresented minorities will continue to be of central concern for reasons of equity and social justice.

But, in addition, this objective will be the key to the future strength and prosperity of America, since our nation cannot afford to waste the human talent represented by its minority populations.

America cannot afford the loss of this human potential, cultural richness, and social leadership.

If we do not create a nation that mobilizes the talents of all our citizens, we are destined for a diminished role in the global community, increased social turbulence, and most tragically, we will have failed to fulfill the promise of democracy upon which this nation was founded.

Implications for UM

Many of us have become firmly convinced that the ability of the University to achieve and sustain a campus community recognized for its racial and ethnic

diversity will determine not only our capacity to serve our state and nation and the world, but indeed will become the cornerstone of our efforts to achieve excellence in teaching, research, and service in the years ahead.

We believe the University has a mandate to build a model of a multicultural community for our nation...an environment which is supportive of all individuals, regardless of race, creed, national origin, gender, or sexual preference...

Which values and respects and indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

It seems apparent that we cannot sustain the distinction of our University in the pluralistic world society that is our future without intellectual diversity and an openness to new perspectives and experiences.

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.

In a very real sense, in our effort to build the multicultural university of the 21st Century, we are attempting to address the most urgent and difficult issue confronting our nation.

All of us--faculty, staff, and students--must recognize that the challenge of diversity and pluralism is our personal challenge and our personal responsibility.

In particular, let me clearly state now, at this, the beginning of my presidency, that my personal commitment to meeting this challenge is both intense and unwavering.

I am determined that the University of Michigan achieve leadership in higher education by developing a model of what a pluralistic, multicultural university must be to serve America of the 21st Century -- and I urge each of you to join with me in the responding to this mandate!

4. The Internationalization of America

Every aspect of American life is becoming internationalized...

The signs are all about us...

Communications, travel, the arts and culture

Political security and interdependence...

Internationalization of commerce, capital, and labor...

Some facts of life:

The fact is that a truly domestic US economy has ceased to exist.

The market for nearly all significant manufacturing industries has become world-wide

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

Here in Michigan, in the heart of the Rust Belt, we have learned the painful lessons of the new global economic order...
...as key industries have fallen victim to intense competition from abroad...

our plants have closed...our cities have filled with the unemployed...and our social burdens have assumed staggering proportions...

The growing internationalization of America suggests that understanding

cultures other than our own is necessary not only for personal enrichment and good citizenship in the global community, but indeed, necessary for our very survival as a nation...

But there is another important reason for our renewed attention to the international agenda of the University.

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

With falling fertility rates, immigration will soon become the main determinant of the variability in our population.

The United States is evolving into the first true "world nation", with economic and ethnic ties to all parts of the globe.

We are no longer self-sufficient or self-sustaining. We are not immune to the shocks of the world society. We have never been more dependent on other nations and peoples.

Implications for UM

Among the University's many responsibilities and priorities, one therefore must rank high our responsibility to develop and sustain programs which reflect this international perspective.

It is true that this University has a long tradition of involvement in international activities...indeed, our academic programs, our relationships with institutions abroad, the international representation among our students and faculty...all contribute in important ways to our institution.

If the UM is to fully participate in an increasingly interdependent world, it must begin to think more imaginatively, more aggressively, and more strategically about how to strengthen our role as a true international center of learning.

To assist us in this effort, we have recently asked Professor John Jackson of the Law School to join us as an Associate Vice President for Academic Affairs to help design an appropriate strategy for our international activities.

5. 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 Discovery, the Industrial Revolution...

There are many who contend that our society is once again undergoing such a dramatic shift in fundamental perspective and structure.

As Erich Bloch, Director of the National Science Foundation suggests, we are entering a new age, an "Age of Knowledge"

The signs are all about us.

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.

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

Our nation's future has probably never been less constrained by the cost of natural resources.

A transition in which..

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

This is having a profound impact on our social structure, culture, and economy.

There is also great intellectual change and ferment...
New ideas and concepts are exploding forth
at ever increasing rates...

We have ceased to accept that there is any
coherent or unique core of wisdom that serves
as the basis for new knowledge...

We've seen simply too many instances in which
a new concept has blown apart our traditional
views of a field...

Einstein's theory of relativity
quantum mechanics
the molecular foundations of life...

We are increasingly surrounded by radical
critiques of fundamental premises and
scholarship...

In many fields, the knowledge base is doubling every
few years...

The typical college graduate of today will
likely change careers several times during a
lifetime...

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.

Implications for UM

As our society becomes ever more knowledge-intensive,
and hence ever more dependent upon educated
people and their ideas...

It will become ever more dependent upon research
universities such as Michigan since we are
one of the primary sources both of new knowledge
and those who can apply it...

This will provide us with some unusual opportunities
and responsibilities in the years ahead...as
we are increasingly viewed as key players in
the age of knowledge that is our future.

The Need for a New Paradigm

The future will indeed be a time of great challenge
as we attempt to serve the pluralistic,
knowledge-intensive, world nation that will be
The United States of the 21st Century.

Many of us are becoming convinced that higher
education in America will be facing a period of
challenge and change similar to that of a century
ago, when the great land-grant universities were
born in a response to the industrial age...and
a profound democratic impulse to extend the
benefits of learning to all of society.

Frank Rhodes, President of Cornell -- and of course,
one of my predecessors as Provost of this University--
has suggested the need for a paradigm shift in
the nature of higher education in the years ahead.

But I suspect that such a change in the paradigm of the
research university will not be gradual and evolutionary...
but rather dramatic and revolutionary..

Further, rather than the paradigm serving simply to permit replication,
the new paradigm of the research university for the 21st Century
will clearly be an object for further articulation, specification
and refinement and the pace of change in our society accelerates.

And this will require, perhaps more than at any time
in the recent history of higher education unusually

strong leadership...leadership capable of identifying and articulating an exciting, challenging, and compelling mission for our institutions and then uniting our university communities...and those who support and depend upon us...in a common effort to pursue this mission.

A Heritage of Leadership

Who will determine the paradigm?

Who will provide the leadership?

Why not the University of Michigan?

I believe that our University is in an excellent position to develop this new model of what the research university must become to serve 21st Century America...

After all, in a very real sense, it was our University that developed the paradigm of the public university capable of responding to the needs of a rapidly changing America of the 19th century... a paradigm that still dominates higher education today. In a sense, we have been throughout our history the flagship of public higher education in America.

Several characteristics of the University suggest this role of leadership:

1. Michigan's **Heritage** of Leadership

Although UM was not the first of the state universities, it was the first to free itself of sectarian control and become a true public institution, governed by the people of the state.

So too, the organic act establishing the UM in 1837 was regarded as "the most advanced and effective plan for a state university, a model for all the state institutions of higher learning which were established subsequently."

From its founding, UM was identified with the most progressive forces in American higher education...

First to blend the classical curriculum with the German approach stressing faculty involvement in research and dedicated to the preparation of future study, 1842

First university in the West to pioneer in professional education, starting the Medical School in 1850, the Law School in 1859, and engineering courses in 1854

Among the first to introduce instruction in zoology and botany, modern languages, modern history, American literature, pharmacy, dentistry, speech, journalism, teacher education, forestry, bacteriology, naval architecture, aeronautical engineering, computer engineering...and even in my own field, nuclear engineering (with the associated Michigan Memorial Phoenix Project)

Beyond tradition, however, there are other characteristics of our University today which position us well for this role of leadership.

2. **Reputation** as the flagship of public higher education

A large, comprehensive, public, research university

A serious commitment to scholarship

Unusual breadth, rich diversity of academic disciplines, professional schools, social and cultural activities...
...our intellectual pluralism...

Unusual degree of participation of faculty and students in University decisions

Indeed, throughout its history, UM has been known for a spirit of democracy and tolerance in its student body.

Harper's Weekly (1860):

head 3 + In such a future, I believe! It was simply not sufficient

Error!

opportunities, challenges, and responsibilities
Rather, I believe that it was time that we
seize control of our own destiny...that we chart a
course to take us into the 21st Century.

And this will require, perhaps more than at any time
in the recent history of higher education unusually
strong leadership...leadership capable of
identifying and articulating an exciting, challenging,
and compelling mission for our institutions and
then uniting our university communities...and
those who support and depend upon us...in
a common effort to pursue this mission.

And, I suppose that leadership is the key theme...for
a mission of developing and implementing a new
paradigm of the modern research university in
America is
nothing more nor less than a mission
of leadership.

Roughly a century ago, universities were facing changes
and challenges no less profound as America was
changing from an agrarian to an industrial society...
and they adapted by creating the research
university as we know it today.

It may well be that the time has come for yet another
change...and America and indeed, the world.

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ts beyond our campus.

through the University,

to provide support among selected groups of faculty

over the next three years, will meet at length

with each of our units, to discuss their needs and concerns, their goals and aspirations, and to work with them in achieving their objectives.

University Initiative Fund

Over the course of the next several years, we intend to

Year 5 - launch a series of institution-wide initiatives aimed at

sustaining and enhancing the vitality of the University.

To fund these, we will reallocate 5% of the base budget of the University for each of the next three years into a University Initiative Fund.

That is, institution-wide strategic initiatives will be funded "off the top". In this sense, we are reallocating major resources of the University through initiatives that reflect some of its highest priorities.

To begin the process, we have moved forward with three

initiatives we believe address priorities so compelling as to require immediate action:

- i) the quality of the undergraduate experience
- ii) the diversity of the University community
- iii) highly innovative (high-risk) scholarship

head 5 + 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.

A Call for Action

If we are to be successful in defining and achieving a mission of leadership in higher education, we will need far more than these characteristics, however.

Let me suggest several of the most critical themes:

1. The Commitment to Quality

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of the motion, that(v

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stitutions k

our society, those
universities that will thrive will be those that are

head 4 - capable not only of responding to this future of change...but, indeed, have the capacity to manage and control change.

I believe that it was Burke who said that:

"A state without the means of change is without the means for its preservation"

I believe this is to be true for all institutions in our society

...and for universities in particular.

One can argue that such renewal and change

are essential both for the achievement and the sustaining of excellence.

Furthermore, leadership requires change, innovation, and venturesomeness

To get better, we must seek a culture in which

creativity, initiative, and innovation are valued.

To stay the best, we must achieve a process of

continuous renewal.

Unfortunately, change can be threatening,

head 4 - particularly when it is imposed by external factors which victimize people

but change and renewal can also empower people; head 4 - it can provide them control over their destiny

however, we also need a stable environment

ent that can

sustain change and risk-taking and even failure.

as they seek (in cooperation, a "fault tolerant" environment ..

head 4 - since the safer you can make a situation, the

4 - higher you can raise the challenge.

We believe the University should not simply just respond grudgingly to change and challenge; it must relish and stimulate and manage a process of continuous change and renewal if it is to sustain its quality and leadership.

" + 5é A Return to Fundamental Values

Let me suggest that as we contemplate the various actions necessary for leadership in higher education, we would lead 4 - do well to vouch our commitment ourselves to sustaining the most fundamental values of the University.

For while change and renewal will be important themes of our future, they can only occur upon a foundation of

stitutional values.
Of course, academic institutions usually focus first on
intellectual values...character of the mind....

The seeking of wisdom

head 5 - Freedom of inquiry - head 5 - Intellectual integrity

Discipline of the mind

Respect **Error!**

Democracy and justice

While these are essential in any university,

head 4 - there are also other sets of values which we must
not ignore:

Values of moral character such as:

Honesty

Integrity

Courage

Compassion

Values of a civilized society:

Tolerance and mutual respect

Collegiality, civility, and community

5. The Important "Cs":

Let me focus a bit on these all-important "c-words"...

Caring and concern and compassion

Cooperation and communication and civility

Since these are the values that pull us together as

head 4 - a community.

@s the pace of change accelerates and its direction

.heat 4 - becomes less predictable, forces inevitably develop

which tend to pull us apart--which trigger

4 - misunderstanding and conflict.*head 3 + And yet the challenges we will face in the years ahead

require us to pull together#as a scholarly community.

It is desperately important that we seek the themes and mechanisms capable of uniting us--and resist those which drive us apart.

This is a particularly important in universities...

In these intensely people-dependent institutions we have long accepted the promise that the key to quality is attracting and retaining the most outstanding students, faculty, and staff, providing them with the environment and encouragement to push to the limits of their then getting out of their way!

However, in striving for a culture

which stresses excellence and achievement, we also run the risk of losing that sense of collegiality, that sense of a scholar's the challenges ahead.

A challenge of the modern university is to find in

our history and tradition a model!

head 4 - the c

and we renew our commitment to those values
in such a way that they shape our future.

We must strive for a true sense of an academic community

- Eyed 4 - in which the human mind is brought boldly to bear on
the most enduring questions that
confront us.

.had 3 + For that reason, we are convinced that we must
look

(Error!
process to bring people together...to establish
new bonds of friendship and understanding.

.hec, 8 - A final comment here...

When we think of the university community, we tend

to think first of student, faculty, and staff.

But, of course, our community goes far beyond
these. It is a community of friends,

spouses, and family.

And I am absolutely convinced that there are

head 4,- thous`nds of members o` this extend□t Michigan=.head 4 - family#who are every
xit as committed to the
University□as u□ose(we call faculty, students, and□.head 4 - staff--who contribute their energy
and talents in
a host of important/ yet frequently unrecognized
ways.

As we address this challenge of "community-building"

in the months ahead, it is essenuâal that we
extend our efforts to include these people in
our efforts.

The Role of Alumni

The importa ce o□ the Uniw□rsity to Alumni

There is little `oubt that the college experience probably
has as much impacf on our lives -- certainly on our careers--

.hec□ 4 - that any other event

It sets us on a career œourse...

For many of us, we meet our lifetime companions...

roughly one-third of Michigan graduates meet their
spouses at Michigan

Throughout our career and our lives it provides us with an
anchor...a tie to a values and understanding that
guide our lives

To the University

Yet, as much as this place means to many of you...I can
assure you that you mean just as much to this University...

A university achieves greatness through its people...
through their talents and abilities...
their involvement and commitment...

But it is important to recognize that the "community" that
comprises a university extends far beyond its students,
Error!

Rather this community extends outward...

beyond our ivy-covered walls to embrace our alumni
and friends...

it also exwenos backward iN time...to include that<long

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the distinction of#this University...

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to do, you prov)de them with strong evidence of the

.hd□d 4 - profound importance of!□heip activitis

In a sense, our alumni play the key role

in passing the torch...

in passing from one generation to the next the

Michigan tradition...the tradition of excellence

which we all c□erish so deeply.

How of much of this vision of the future will

actually come to pass?

.heagt†2 + To be sure, change is not a predictable process...indeed

one of the more xnteresting discoverk□s of contemporary
phys cs has been that compm%□ systems generally

`heAd < - change in high nonmÈ eap, sometxmes

discontinuous,.heyd 3 - `nt fres□□ndly □andom wyys...

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·sÑty...

the job of inventing the future?...

A Mission for the 21st Century: Leadership

In my roles as faculty member, dean, and provost I have

become increasingly convinced that the University

today faces a pivotal moment in its history...

a fork in the road...

Taking the path in one direction will, with dedication and commitment, preserve the University as a distinguished-- indeed, a great--university, but only one among many such institutions.

However there is another path...a path that would require great vision and courage in addition to dedication and commitment...in which the University would seek not only to sustain its quality and distinction, but it would seek to achieve leadership as well.

I believe the University could...and should... embrace its heritage of leadership in public higher education... that the 1990s and beyond could be a time similar to that extraordinary period in the late 19th century when the University of Michigan was a primary source for much of the innovation and leadership for higher education.

And what more exiting mission could we have than to accept this challenge by striving to develop a new model of the public university capable of responding to the changing needs of our state and our nation...

The challenge of making the University of Michigan the model for the University of the 21st Century.