

State of the University Address

Introduction

Themes of the Future

For some time there have been growing signs that higher education in America would be facing a period of very unusual challenge...but also unusual responsibility and opportunity...due to changes in American society.

Think about it for a moment...

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!

Indeed, the basic organizational structure of the modern university--the academic department, the undergraduate college, the graduate school, the professional school, the semester credit hour--were all invented at this time, coinciding with the industrial revolution. Indeed, even the synchronous, serial approach to UG education were similar to the early production lines. Ironically enough, today universities are the last institutions to retain the factory system.

Perhaps Higher education is among the last relics of the industrial age!!!

This raises 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.

I and my colleagues have met with students, faculty and staff, with people throughout the state and the nation, to listen and to learn the process of charting a course for the University into this future of opportunity, challenge, and responsibility.

We sense the extraordinary quality and excitement "out in the trenches"...among the faculty, staff, and students of this University...individuals deeply committed to teaching, scholarship, and serving this state and the nation...

We began to understand more clearly the very special nature of the University--of the extraordinary intellectual breadth and diversity of teaching and research on the Ann Arbor campus...of the deep commitments of our Flint and Dearborn campuses to serve their regional communities, even as they respond to the needs of the state.

With each passing day we have become more and more convinced that this University is really a very special place...and a very special resource to this state and the nation because of the talents, commitments, and vision of its people.

As I and my colleagues have become ever more deeply involved in this process over the past two years, we have become ever more 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.

We believe the University could...and should...accept 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.

In a sense, I and my colleagues believe the University has the opportunity to influence the development of a new paradigm of what the research university will be in 21st Century America...a new model capable of responding to the changing needs of both our state and our nation. But this will require clear vision, an unusual commitment to excellence, and strong leadership...

Leadership capable of working with the University community and those throughout the state and the

nation that depend on us, to develop and articulate an exciting, challenging, and compelling mission for Michigan as it prepares to enter the 21st century leadership capable of identifying and articulating an exciting, challenging, and compelling mission for the

And then to unite the University community...and those who support and depend upon us...in a common effort to pursue these goals.

It therefore seems appropriate that in my first State of the University address I depart from the usual tradition of talking about "what is"...and instead focus on "what might be"...

Challenges

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 changing demography of America
- iii) the "internationalization" of America
- iii) the changing role of the research university in America as we enter the "Age of Knowledge" that will be our future
- iv) intellectual challenges

1. Diversity and pluralism

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

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.

Composition of college age population is also changing...

You've probably all memorized Harold Hodgkinson's data... Today minorities comprise 14%...by 2000, 22% will be Blacks and Hispanics...by 2020, 30%...

By the turn of this century, one-third of college age students will be underrepresented minorities.

Indeed, by the turn of the century, over 50% of K-12 students will be children of color (in California, over 50% will be Hispanic)

Indeed, by the late 21st Century, Hispanics will be the largest ethnic group in America

Less than 15% of new people entering the labor force of the 1990s will be white males.

NOTE: We must make special efforts to expand participation by these groups...not just because that is good social policy, but because we cannot afford to waste their talents!

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

As both a microcosm and leader of society at large, higher education has a special challenge and responsibility to develop effective models of

multicultural, pluralistic communities.

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In particular, we face the challenge of reaching out to increase the participation of those racial, ethnic, and cultural groups not adequately represented among our students, faculty, and staff--of taking "affirmative action" to compensate for the inequities faced by these groups in our society.

But simply providing access and encouraging participation is not enough. We face the challenge of building supportive environments which embrace, and sustain diversity as essential to the quality of our missions of teaching, research, and service.

We must strive to achieve new levels of understanding, tolerance, and mutual fulfillment for peoples of diverse racial and cultural backgrounds.

Action: The Michigan Mandate

We have learned that at Michigan through the racial tensions that have developed on our campus over the past several years...just as they have on other campuses throughout America.

Unfortunately, it took several deplorable incidents of racism on our campus to wake us up to the reality that the challenge of diversity is not simply successful affirmative action programs... recruiting and retention and such...that is, access.

Our challenge goes far beyond this...in first recognizing that old vision of the campus as a melting pot of cultures and races is obsolete...and must be replaced by a vision of a highly pluralistic, multicultural community in which we achieve new levels of understanding, tolerance, and mutual fulfillment for peoples of highly diverse racial and cultural backgrounds...

In which people learn to respect and cherish one another for their differences...yet, at the same time are drawn together by certain fundamental values that we have in common.

We had to face some tough facts of life:

To make progress toward our goal of diversity, universities must move away from their present reactive, and uncoordinated efforts toward a more strategic approach designed to achieve long-term systemic change.

Efforts that focused only on affirmative action...
that is, on access and retention...on
representation...rapidly become mired down
in bureaucracy and will inevitably fail...

Instead, we must strive to achieve permanent
system change in our institutions.

We must link diversity and excellence as the
two most compelling goals...recognizing
that these goals are not only complementary,
but will be tightly linked in the multicultural
society characterizing our nation and the
world in the years ahead.

In our efforts, we must take the long view that will
require both patient and persistent leadership
While progress will require sustained vigilance and
effort, it will also require a great deal of help and
support.

To succeed, we need a very simple leadership agenda
that can be kept clearly focused and before the
institution.

At Michigan we have taken the first important steps...

Commitment:

To recognize the importance of diversity and
pluralism to the mission of the University, and to
make a firm commitment to their achievement.

Representation:

To commit to the recruitment, support, retention,
and success of underrepresented minority groups
among our students, faculty, staff, and leadership

Environment:

To build on our campus an environment which seeks,
nourishes, and sustains diversity and pluralism.

Some early results:

- i) Hired 16 new Black faculty this past year...
with 10 more offers out and under negotiation
- ii) Black freshman enrollments will be up 21% (373)
Hispanic enrollments up by 54% (195)
Total minority enrollments up by 23% (1059)
- iii) Black first year graduate students up by 100%
- iv) Retention numbers are coming up (55% to 60%)...
but still lag behind majority students (65% to 70%)
- iv) Racial harassment policy for students, faculty and staff
- v) Believe we are finally beginning to get people's attention...

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.

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...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.

Action: Appointment of AVP for International Affairs

3. The changing role of the university in modern society

The primary role of the research university in America appears
to be shifting somewhat

Higher education in America has always played a variety of
important roles.

- i) To provide an education for our citizens
- ii) to produce the scholars, professionals, and
leaders needed by our society
- iii) to perform the research necessary to generate
new knowledge
- iv) to provide service to society across a number of
fronts that draw on our unique expertise
- v) and to act as an independent and responsible
critic of society.

In the past the Land Grant acts created a paradigm
for American higher education, from which
both individual students and the nation as
a whole have benefited enormously

Yet, even as these traditional roles continue, one can now
discern an important shift in the priority given these roles
for an important subset of higher education: the
comprehensive research university.

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.

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

A transition in which..

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

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"

It is rapidly becoming apparent that America's great research universities, as the primary sources of new knowledge and those who can apply it, will hold the key to our collective prosperity and well-being in the age of knowledge that is our future.

To provide knowledge:

Contention: While the principal rationale behind much of higher education will continue to be that of providing instruction, the rationale behind America's research universities has shifted to their role as the key sources of the knowledge necessary to built and sustain the strength and prosperity of this nation.

Our universities will face a period of unusual opportunities during the 1990s...a period in which our society will become ever more knowledge-intensive...dependent upon educated people and their ideas...and hence ever more dependent upon research universities.

Action: The "Electronic" University

Many of us have been convinced that the computer would rapidly involve from simply a tool for scientific computation or information processing into an information technology infrastructure absolutely essential to all of our activities...from research to instruction to administration--and would provide the underpinning for the knowledge-based institutions of the future such as the research university.

Hence we set a rather ambitious goal for Michigan:

To build the most sophisticated information technology environment of any university in the world...an environment that would continually push the limits of what could be delivered in terms of power, ease of use, and reliability to our students, faculty, and staff.

We sought a distributed intelligence, hierarchical computing system linking personal computer workstations, superminicomputers, minisupercomputers, mainframe computers, function specific machines, library access, a host of various servers, and gateways to international networks and facilities such

as the NSF SCC, national data centers, libraries,...
Now riding the "fourth wave" of the use of
information technology...where the computer
becomes not simply just an information processing
tool, but rather a medium of communication,
cooperation, and collaboration...an entirely new
intellectual endeavor

Personal computing to "interpersonal computing"
As the result of the rapid spread of personal
computers and computer networks, and the
development of new insights into human
cognition and group behavior, we are at the
threshold of a major shift in the underlying
paradigms and uses of information technology.
The shift will be from solo use of personal computers
to group use of collaboration technology.

4. Intellectual challenges

There are many who would contend that the most
significant challenges before higher education
today are intellectual in nature.

i) The Knowledge Explosion...

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.

ii) The debate over the balance between the disciplines and interdisciplinary teaching and scholarship.

It is certainly true that the academic disciplines today
tend to dominate the modern university...whether
in the areas of curriculum, resource flow,
administration, or rewards.

Some would even contend that this deification of
the disciplines may be leading the academy toward
intellectual stagnation, trapped in the sterile
pursuits of increasingly specialized studies.

There are many who believe that the most exciting

work today is occurring not within the disciplines,
but at the interfaces between them where there
is a collision of ideas that leads to new knowledge.

ii) 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 characterizes
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.

The intellectual renewal of the role, mission, values,

and goals of the university may be the key challenge

before us.

Action: The University Initiative Fund

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

launch a series of institution-wide initiatives aimed at

sustaining and enhancing the vitality of the University.

To fund these, we will reallocate 1% 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

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.

(5. Possible addin: The costs of excellence)

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...

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.

The Need for a New Paradigm

The future will indeed be a time of great challenge...
responsibility, and opportunity

Many of us are convinced that American higher education is facing a period of change similar to that which occurred in the latter half of the 19th century when the research university was born in response to the industrial age... when the great land grant universities were created to extend knowledge to all of society...
only to de

Yet, it is apparent that our society is changing once again, evolving from a resource-intensive to a knowledge-intensive society. Is it therefore not appropriate to question whether our present concept of the research university, developed largely to serve industrial American, should similarly evolve in this post-industrial age?

The challenges before higher education today, the challenges of the costs of excellence, of changing roles, of the tension of relating to diverse constituencies, of pluralism and diversity, of achieving a new spirit of liberal learning...all of these challenges suggest that a new paradigm of the research university in America is needed...

A new paradigm:

- i) One that can respond to the opportunities, responsibilities, and challenges before higher education today and in the future.
- ii) One that can address in creative new ways our current and future national and regional needs
- ii) One that can link and balance the various missions it must perform
Teaching, research, and service
Quality, breadth, and size
Undergraduate, graduate, professional education
and faculty development
- iii) One that can span the public and private sectors

- iv) One that can link together the many concerns and differing values of the diverse constituencies served by higher education
 - v) One that can respond to the challenge of pluralism in American society and the world community by linking together the complementary objectives of cultural diversity and academic excellence
Seeking out and encouraging those largely excluded from higher education
 - vi) Producing graduates who are both competent and committed, creative and compassionate
- 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.

A Heritage of Leadership

Who will determine the paradigm?

Why not Michigan?

Michigan is in an excellent position to develop this model for the nation--to once again assert its historical role as a leader in higher education in America.

In essence, we propose that Michigan reassert its historical role as the flagship of public higher education in America...

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Michigan's Heritage of Leadership

- First tax-supported university in US to attain an international reputation
- First large state institution to be governed by the people of the state, 1817
- First to depart from the classical curriculum in favor of 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)

Michigan's opportunities for leadership are extraordinary...

1. **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
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):

"The most striking feature of the University is the
broad and liberal spirit in which it does its work.
Students are allowed the widest freedom consistent
with sound scholarship in pursuing the studies of
their choice."

2. People

A faculty of great intellectual strength and unusual breadth
This past year was our best recruiting year ever...
Student body of quality unsurpassed by any public institution
Quality x quantity = #1
Largest alumni body in US (1 out of every 1,000 Americans)
(President's Club Weekend: > 700)

3. Resources

4. Ability to control our own destiny

Best of public and private worlds
Autonomy of private institution
Public support - \$240 M/y -- \$4 B endowment
Greater than Harvard and Texas
Prosperous state, with the potential for greater support
Federal support...learning how to play game better
50% over past two years...now over \$200 M/y
Private support...Campaign for Michigan
\$160 million -- now \$60 million per year

And, of course, our special
distinctiveness and strength...

- i) the power of focused quality, which
it shares with the most selective
private institutions
- ii) and the diversity, openness, and
breadth which it shares with the
best public institutions

It is this rich set of characteristics and opportunities,
when viewed within the context of the challenges
facing higher education today,
that suggest a challenging mission for the
University as it prepares to enter the 21st Century...

A Call for Action

If we are to be successful in defining and achieving
a mission of leadership in higher education, it
will take far more, of course.

Let me suggest several of the most critical themes:

1. The Commitment to Quality

The Commitment to Excellence

We must rededicate ourselves to the achievement of excellence.
To be sure, we are already very good in most of what we do.
But we must strive to become even better. After all, it
is the continually striving for excellence that sets us apart...
and that provides us with the visibility to attract the human
and financial resources, the outstanding students and faculty,
and the support from the public and private sectors so essential
to sustaining our quality.

Of course, in our efforts to achieve excellence we must avoid

arrogance...

We must also commit ourselves to focusing resources to achieve excellence. In years past regular increases in public support allow us to attempt to do a great many things, with a great many people, and to attempt to do them all very well. However in a future of constrained resources we can no longer afford to be all things to all people. Quality must dominate the breadth and capacity of our programs and become our primary objective.

As we focus our resources to achieve excellence, we must keep in mind that our highest priority is academic excellence: outstanding teaching, research, and scholarship. The University of Michigan's reputation will be fundamentally determined by the quality of our activities in scholarship and instruction.

2. Diversity, Pluralism, and Multiculturalism

It is imperative that the University both recognize the importance of diversity and pluralism in its mission...

And make a firm commitment to its achievement:

- i) Through the recruitment, support, retention, and success of minority students, faculty, staff -- and leaders
- ii) And through the development of an environment of mutual understanding and sensitivity that not only tolerates diversity, but moreover seeks and embraces it as an essential objective of the institution.

Our ability to achieve excellence in teaching, scholarship, and service will be determined over time to a considerable degree by the diversity and pluralism of our campus community. We draw great strength from diversity.

The Michigan Mandate

3. Intellectual Leadership

The challenge of change

The intellectual renewal of the role, mission, values, and goals of the University is one of the greatest challenges before us.

After all, leadership means change, innovation, and venturesomeness

One can argue that such renewal and change are essential both to the achievement and the sustaining of excellence.

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 continual renewal.

Unfortunately, change can be threatening, particularly when it is forced by external factors in such a way that it victimizes people. But change and renewal can also empower people; it can give them control over their destiny.

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

If a culture is too conformist, it will drive out those ideas that might revitalize it; if it is too tolerant,

it will disintegrate by being unable to select a unity to preserve itself.

"A state without the means of change is without the means of its preservation." (Burke)

Venturesomeness and Daring

Intellectual leadership...

demands pushing to the forefront of discovery
working on the exponential part of the knowledge curve

Shift to a change-oriented, risk-taking culture

Relish change!!!

Stress bold, new initiatives...

4. The Important "Cs":

Caring, Community, Cooperation, and Civility

A Sense of Community

A change in style

Academic institutions are profoundly people-dependent

Hence, the key to excellence is attracting and retaining the outstanding students, faculty, and staff, and providing them with the environment and encouragement to push to the limits of their abilities, and then getting out of their way!

However, in striving for a culture

Which stresses excellence, achievement, and excitement...which removes constraints from talented people and encourages them to "go for it"!

Do we also run the risk of losing that sense of collegiality, that sense of a scholarly community attempting to focus its collective wisdom on the great problems of our times?

As we attempt to build stronger and stronger programs in the traditional disciplines, do we also create strong centrifugal forces which tend to pull the various components of the University to the periphery and diminish its core?

It is both a challenge...yet also an important theme of the modern university to search for ways to unite us through shared values and goals this institution.

Hence it is fitting that we seek ways to bring us together

For example, in an intellectual sense through integration of academic disciplines, the professions, and the arts into a more self-confident academic community, a community in which the human mind is brought boldly to bear on the most enduring questions that confront us.

We must seek to integrate the traditional functions of teaching, research, and public service: as integrated activities of an inquiring and responsible community.

But, of course, Michigan is more than students and faculty and staff...

It is a community of families, spouses and friends, children...even pets! And I am absolutely convinced that there are thousands of members of this extended Michigan family who are every bit as committed to the University as those we call faculty or staff -- who contribute their

energy and talents in a host of important, yet usually unrecognized and unappreciated ways. It is essential to draw these people to into our community.

For that reason, we are convinced that we must look for experiences beyond the academic process to bring people together...to establish new bonds of friendship and understanding.

A Return to Fundamental Values

Let me suggest, that as we contemplate the various actions necessary for leadership in higher education, we would do well to reconsider 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 fundamental institutional values.

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

The seeking of wisdom
Discipline of the mind
Respect for reasoned conclusions
Intellectual integrity
Freedom of inquiry

While these are of course essential in any university, there are also other sets of values which we must not ignore:

Values of moral character:

Honesty
Integrity
Truthfulness
Nonviolence
Tolerance

Values of a civilized society:

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

We need a message which stirs the hearts of people

"Caring and Quality"
Caring, Concern, and Compassion

Roles

Faculty role

Organization of university...

Not a corporate (control, communication, command)
Rather a "voluntary" organization...
a creative anarchy

A Mission for the 21st Century: 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,... changes once again to a postindustrial society... a society intensely dependent upon knowledge

I believe it is indeed a time during which our University should strive to reassert itself as a leader in higher education, perhaps even by challenging itself to develop the new paradigm of the research university so clearly needed by our nation.

Such a mission of leadership would

provide both an exciting and appropriate direction
for the University as it prepares to move into the
21st Century.

There seems little doubt that the decade ahead will indeed be a time of
opportunity, responsibility, and challenge.

It will also be a time a great **excitement**.

How of much of this particular vision of the future will
actually come to pass?

To be sure, change is not a predictable process...indeed
one of the more interesting discoveries of contemporary
physics has been that complex systems generally
change in high nonlinear, sometimes discontinuous,
and frequently random ways...

Hence there is always a certain hazard to predicting the future...

But then I always remember that old saying

"The best way to predict the future is to invent it!"..

And isn't that, after all, just the role of the University...
the job of inventing the future?...