

## **New Faculty Welcome 2.1 Streamlined**

### **Welcome to University**

Fall is an exciting time  
a time of renewal...  
even more exciting for new faculty...  
    finding a place to live, park, ....  
    find out how to get football tickets...  
But at least you have warm weather...  
This December will mark the 20th year  
    since my family and I first arrived here from Pasadena.  
When we left Pasadena it was sunny and in the high 80s.  
However, as we stepped off the plane in Metro into snow  
    and subzero temperatures, with no warm clothing  
    and children who had never seen snow, we wondered  
    whether we have made the right choice.  
Two decades of service as a faculty member in  
    this University is testimony to the fact that we've  
    become hooked on Michigan. We have found our  
    warmth through friends and colleagues...indeed  
    we now feel like native Michiganders!  
And we have found this University to be a truly  
    extraordinary place for teaching, learning, and living...  
    for scholarship and for service.

### **Some parameters of the University**

Of course this can be a very large, complex  
and confusing place

University of Michigan = "mega-university"

- i) Spans all intellectual disciplines and  
    professional areas
- ii) Provides instruction, research, service
- iii) Attempts to conduct programs that rank  
    among the nation's best in all areas  
    (and succeeds...)

Parameters:

Enrollment: 35,000 (Ann Arbor) (47,000 total)

Faculty: 2,600 (14,000 employees)

Budget: \$1.5 billion

Academic Units

    17 Schools and Colleges

    Hundreds of research centers, institutes,  
        and other types of interdisciplinary  
        programs

Style

    Constitutional autonomy within State

Regents are on par with Legislature  
and Governor...

Highly decentralized

Each academic unit (school or college)  
has authority over programs, personal,  
and resources

Faculty controls curriculum and research

**But this is the present...what about the future**

that lies ahead. Here we believe that changes are  
in store...

**We sense that higher education in American**

would be facing a period of very unusual challenge...  
but also opportunity and responsibility...in the years  
ahead that would trigger...indeed, that would demand...  
major change--and we intend for Michigan to be  
in the forefront of the pact, providing leadership into  
a future quite different from today.

**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--  
almost of the industrial revolution. Its organization:  
..the academic department, the undergraduate college,  
the graduate school, the professional school...  
indeed, even the linear, serial approach to instruction  
is remarkably similar to the early factory production line!

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 interdependence 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.

### **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...

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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, 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.

### **How of much of this 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, of course, that is just the role of the University... the job of inventing the future?...

### **Some Implications for the University**

So what does this imply about the nature of our University in the years ahead?

Let me suggest several of the most critical themes:

#### 1. The Commitment to Quality

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 of our public and private directors 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 only great things, with 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 and Pluralism

Our nation will face a challenge

challenge of diversity and pluralism

in the years ahead that will determine our strength and vitality .

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population of our population is changing rapidly{

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.

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