

## **State of University (10/2/89)**

### **Introduction**

#### **First a thank you...**

To Faculty Women's Club and SACUA  
for serving as co-sponsors of this  
event.

#### **A State of University address**

is a bit of a dinosaur these days.

After all, there are many forums available for a  
president to lay out themes and challenges  
before the University community...

...scholarly symposia...

...pep rallies, satellite broadcasts...

Indeed, perhaps what is really needed  
is a series of "fireside chats" in which  
I discuss key questions and issues with  
faculty and students rather than a  
single State of University address.

This would allow us to focus our attention once  
each year on the extraordinary achievements  
of some of our most distinguished faculty

#### **But, since you paid your money...**

rather, you invested your valuable time in  
attending this evening, I will attempt one  
last State of the University address  
before I abandon it for more  
appropriate forums.

#### **However, rather than an oratory on**

abstract values of the University,  
I'm decided to run the risk of talking  
only substance this evening...

### **Setting the Themes**

#### **During the past year...**

I have given highest priority to three tasks:

- i) Most important was to get out and  
listen and learn what people think  
about the University and its future
- ii) I also gave high priority to getting a  
leadership team in place
- iii) And finally, making an assessment of

our external environment, our strengths and challenges here in Michigan and across the nation.

### **Listening and Learning**

Since I took this assignment over a year ago, I have spent much of my time listening to and learning from you and your colleagues about your vision and expectations for our University.

And that is just what I have done during the past year...

My meetings with students, faculty, and staff with alumni and friends throughout the state and the nation have taught me a great deal.

I have sensed 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 service.

I have sensed as well the very special nature of this University--its extraordinary intellectual breadth and diversity--its deep commitment to excellence and leadership.

### **The Themes of Change**

Yet I have also sensed an ever-accelerating pace of change in our society, in our state, in our nation, in our world as it approaches the final decade of the 20th Century.

Over the past year I have stressed three themes of the future...three themes of change:

- i) the growing pluralism of our society  
as our minorities become our majority population  
as new waves of immigrants arrive on  
our shores, bringing with them unbounded  
energy, talent, and faith in the American dream  
as women ascend to their rightful role as leaders  
of our society.
- ii) our evolution into a world nation, ever more  
tightly coupled to the global community
- iii) and our rapid transition to a post-industrial  
knowledge-based society as we enter a new age,  
an age of knowledge, in which the key strategic  
resource has become knowledge itself--

that is, educated people and their ideas.  
But, of course, the themes of pluralism, globalization,  
and knowledge are not themes of tomorrow...  
...these are already themes of today...  
...and they are increasingly dominating  
every aspect of American life.  
And in this increasingly pluralistic, knowledge-intensive  
world nation that is America today  
it seems clear that education in general...  
...higher education in particular...  
...and the research university most specifically  
are rapidly becoming the key ingredients determining  
the strength, prosperity, and social-well being  
of our nation.

### **The Fundamental Goal: Leadership**

#### **Just think of the challenges**

- which cry out for our attention
- the plight of our cities,  
the development of an underclass  
the polarization of American society
  - greenhouse effect and global change
  - international competition  
Pacific Rim or Europe 1992
  - health care: cancer, heart disease, AIDS
  - new frontiers: outer space  
or spaceship Earth

#### **But the greatest need of all is for leadership**

and this is the University of Michigan's  
great contribution to America...  
...through its teaching, research, and service  
...through its graduates and their achievements

#### **Indeed, leadership is both**

our heritage  
and our destiny!

#### **Of course, we continually strive for leadership...**

...in our teaching, our research, our service  
...in the classroom, the laboratory, the  
concert hall...and even on the football field...

**But I believe we have an even more extraordinary  
opportunity for leadership...**

**The winds of change are blowing...**

and they will bring  
changes in higher education.

**It seems increasingly apparent that our present**

concept of the research university  
developed largely to serve a homogeneous,  
domestic, industrial society of the 20th Century,  
must also evolve rapidly if we are to serve...  
indeed, even be relevant...to the highly heterogeneous,  
knowledge-intensive, world nation that will be  
America of the 21st Century.

**Who will determine the new paradigm for the research?**

university in America?

**Who will provide the leadership?**

**Why not the University of Michigan?**

**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...

as American expanded to the frontier...

as it evolved through the industrial revolution...

as it absorbed wave after wave of immigrants

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.

**In a very real sense, it was the University of Michigan**

which invented the University of the 20th Century.

**Perhaps it is time that we once again played that role...**

re-inventing the nature of the university once again...

...a university capable of educating the citizens

and serving the society of not the 20th,

but rather the 21st Century.

**I believe we must seize this opportunity**

as we enter the 1990s to determine our own  
direction in the light of our tradition, our strength,  
and our values.

**The alternative is to passively react to change**

and to be shaped by the forces around us.

**But here we face some major challenges:**

Generally, any discussion of the challenges

before higher education is peppered with an assortment of "isms"...elitism, professionalism, racism...

**These don't seem to me to be especially helpful.**

In fact, I am dismayed by the labeling and posturing that dominates our recent discourse at a time when we most need clarity, reason, and tolerance.

**I prefer to classify the critical**

challenges which lie before higher education into several different and more useful categories

- i) the costs of excellence
- ii) our relationship with a myriad of constituencies
- iii) what might be termed the "corporate culture" of the University
- iv) and those forces of darkness that surround the University...namely politics!

**Facing Up to the Constraints**

**1. The Costs of Excellence**

My predecessor, Harold Shapiro, used to propose two theorems about the costs of higher education:

**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

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, means there will be an inevitable shakeout...

Most institutions may tend toward the mean-- 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, will 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.

Further, since these institutions will be competing in the same marketplace...for the best students, the best faculty, the same research contracts from Washington, the same grants from foundations and corporations...they will become increasingly similar, Indeed, the distinctions between public and private education will blur even further.

Indeed there are already clear signs of this evolutionary trend...and they are clear in our own institution.

### **A Case Study: Brave, New World**

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

State appropriation = \$267 M

Tuition and fees = \$269 M

(a "privately supported public university")

Federal R&D Support = \$256 M

(a "federally supported state university")

And now if only our Development staff can increase private fund-raising to a similar share of the total...roughly \$250 M per year, we should be in pretty good shape...

While this "well-balanced" portfolio has certain advantages, such as resilience in the face of political and economic vicissitudes, 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...

**DEVH Theorem:**

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

And I can assure you, this is exactly the approach we are taking...

**2. Relationship with Constituencies**

The relationship between the modern university and its many constituencies is a bit like the parable of the elephant and the blind men...

People perceive us in vastly different ways, depending on their vantage point, their needs, and their expectations...

Students and parents are concerned both with the quality and the cost of education

Business and industry seek high quality products...graduates, research, and service

Patients of our hospitals seek quality and compassionate care

Federal, state, and local government have complex and varied agendas which can both sustain and constrain us...

And the public itself sometimes seems to have a love-hate relationship with higher education... they take pride in our quality, revel in our athletic accomplishments, but they also harbor deep suspicions about our costs, our integrity, and, even our intellectual aspirations and commitments.

As we become every more dependent on a broad range of constituencies, we will face

increasing pressures to establish our  
relevance and credibility to this array  
of interests while at the same time  
sustaining our fundamental values and purposes...  
Quite a feat!!!

Yet balancing act 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 center of learning  
where all ideas can be freely questioned in  
the light of reason.

### **3. Corporate Culture**

Constants of the Motion

Of course, there are some fundamental aspects  
of the character of this University that we  
must preserve at all costs...physicists would  
refer to these as "constants of the motion"

Our fundamental commitment to excellence in our  
teaching and scholarship

Our respect for and defense of  
fundamental academic values

Academic freedom

Freedom of expression

Disciplined reason

Academic integrity

Then, too, there are some uniquely

Michigan traditions

The liberal spirit and activism of  
this University

Our unique blend of quality,  
breadth, and capacity...

we thrive on a rich diversity  
of truly outstanding programs



Our openness and candor

Changes:

But I am sure we can all point to other aspects of our University culture that could stand improvement.

My personal list includes the following...

*More of a sense of community*

While many of our achievements occur through the efforts of individuals,

Our strength as an institution arises from our ability to join together as a true academic community, in which the human mind is brought boldly to bear on the most enduring questions that confront us.

We simply must look for experiences designed to bring people together...to establish new bonds of mutual trust and understanding.

*More respect for pluralism and diversity*

While an increasing number on this campus understand the importance of diversity to our future,

It is also clear that we need to work and talk together in the months ahead to more clearly define our goals and values.

These are not easy matters we are dealing with.

We simply must find ways to engage in a open and honest discourse about the meaning of diversity for this University...and to American society... and relate it to our everyday lives as faculty, students, and staff.

*More of a "customer focus"*

We must never forget that the primary endeavor of a university is learning... and that our principal customers are our students.

It seems clear that we need to re-evaluate and intensify our commitment to the learning process on this campus...  
...the way we teach...

...our total environment for learning  
...the nurturing relationship that must  
characterize interactions between  
faculty and students  
...and between staff and students

*More daring and venturesomeness*

New ideas and concepts are exploding forth  
at ever increasing rates in so many disciplines.  
The capacity for intellectual change and renewal  
has become increasingly important for the  
continued vitality of academic institutions.  
To this end, we must seek a culture in which  
creativity, initiative, and innovation are valued.  
We must stimulate more of a risk-taking  
intellectual culture in which people are  
encouraged to take bold initiatives.  
In a sense, we must achieve more of a  
fault-tolerant culture, in which failure  
is not punished, but rather is viewed as a  
natural part of the learning process  
associated with aiming high!

*More of a long term, strategic focus*

All too often the University has tended to  
respond to external pressures and  
opportunities, rather than taking strong  
actions to determine and pursue its own  
objectives.  
We must also counter the tendency to become  
preoccupied with process rather than objectives...  
with how rather than what...  
In this sense, we must think and act more  
strategically--to decide first what we  
want to do...what we intend to become...  
and then to move purposefully toward  
these objectives.

*More pride in our University*

An unhappy legacy of the 1960s is a tendency  
distrust and denigrate institutions--  
including universities...  
...and including our own University of Michigan.

This negativism may still be fashionable in some circles, but not in any I value. Of course the University has flaws and can improve.

But we have much to be thankful for, much in which to take pride, much to look forward to, and every reason for confidence in ourselves, each other, and this great institution.

#### **4. Political Issues**

External Politics:

Threats to autonomy by both state and federal government

Recent efforts by state government to control

Tuition control

Largely to protect the Golden Calf -- MET

Nonresident tuition levels

Admission standards

Contact hours

Use of teaching assistants

Even curriculum, to some degree

Federal Government

Academic misconduct

Content of research and art

Loan defaults

Tuition and financial aid ("price fixing")

UBIT

Restrictions on publications

Even intercollegiate athletics

Erosion in public confidence in higher education ("Profscam")

Spiraling costs of education

Scandals in intercollegiate athletic

Academic misconduct

Balance between research and teaching

Elitism, racism, sexism, radicalism, conservatism...indeed, populism!

Unwillingness to invest in the future

Our approach to education...like to so much else in life

these days...can be summarized by that T-shirt slogan:

"Eat dessert first, life is uncertain"

We have become consumers of education,

not investors in the future.

We see ourselves caring about the future, but we are not preparing for it.

...the “me generation” of the 1960s has grown up into comfortable Yuppiehood...

Internal Politics:

The politics of pluralism

It is clear that as we move closer to our goal of reflecting the increasing diversity of the American population among our students, faculty, and staff

We run the risk of increasing pressures of separatism and distrust that can arise when people of vastly different backgrounds and cultures come together for the first time to live and work together.

Fragmentation and the rise of

special interest groups in the “multiversity”

...just as they have tended in recent years to dominate American politics

### **Building the Team**

**I've always believed that the achievement of excellence and leadership depends first and foremost upon people.**

**Hence, my first objective a year ago was to attract people of great ability into key leadership positions, give them the opportunity and encouragement to push to the limits of their ability, and then to get out of their way!**

### **Key Appointments:**

EOs:

Provost: Chuck Vest

VPCFO: Farris Womack

UMD Chancellor: Blenda Wilson

Bo/Jack Team

Deans:

LS&A: Edie Goldenberg

Dentistry: Bernie Machen

Key Appointments:

Communications: Walt Harrison

Affirmative Action: Zi Giraldo

General Counsel: Elsa Cole  
Minority Affairs: John Matlock  
University Events: Anita Miller

### **New Structures**

Office of University Events  
Office of University Relations  
Presidential Commission on Women's Issues  
Task Forces:  
    Quality of Student Life  
    Student and Faculty Housing  
    Faculty Recruitment and Retirement  
    Costs of Higher Education  
Campaign Advisory Council  
Investment Advisory Council

### **Some Remaining Structural Issues**

A structural anomaly...

In this University, the Provost serves as the chief academic officer, with responsibility not simply for all academic programs, but indeed for the entire budget of the University.

Yet key elements of the academic enterprise, namely research and student affairs, are presently structured to bypass the Provost (and, in essence, the academic units themselves) and report directly to the President.

Most universities have concluded that these separate reporting lines really don't make any sense, since clearly

...research and scholarship are closely related to teaching and learning, particularly at the graduate level  
...further, one can not...or at least should not...separate the extracurricular activities and environment of our students from their formal learning experience.

and hence most have changed organizations structures to better reflect this close relationship.

I believe that Michigan, too, must reorganize to better support its academic mission. To this end, I have asked Provost Vest, working closely with Interim VP William Kelly and Dean John D'Arms, to present me with a plan to realign the activities of the VP-Research where they belong...with other academic functions reporting to the Provost. Similarly, I have asked Provost Vest to work closely with VP Henry Johnson and the Deans to develop a similar strategy to realign the reporting relationship of student services to the Provost to help us improve the quality of student life outside of the classroom.

#### Business and Finance

VP Womack has been working closely with his staff to redesign the organizational structure of the Business and Finance area to achieve greater responsiveness and quality of services.

Over the next several months, these and other changes will be implemented as a result of these discussions.

There will also be several changes in the structures of:

- State Relations
- Federal Relations
- Communications and Public Relations
- Community Relations

But more on these in a moment...

### **Strategic Actions and Early Results**

#### **Images of Past Year**

In any State of the University address, it seems appropriate to make some comments on the year past.

By any measure, it was a very good year for the University--in the quality of our teaching and research, in the great achievements of our faculty, students, and staff.

To attempt to summarize the accomplishments  
of such a vast, complex, and richly diverse institution  
in a few short moments is clearly impossible.

Just a few brief images will have to suffice:

The excitement of Rackham's Golden Anniversary  
in which scholars from around the country came  
together to discuss the remarkable impact Michigan  
has had on the intellectual life of this country...

Leonard Bernstein, performing with the Vienna Philharmonic  
to celebrate his 70th birthday...and then returning to  
our household court with a large group of music students...  
reminiscing, playing, singing...

Toni Morrison, holding a packed audience in Rackham  
spellbound for over two hours while she discussed  
her deeply moving novels.

And who could ever forget Michigan athletics...  
from the Rose Bowl victory to an NCAA  
Basketball Championship.

Leroy Hoard's breakaway run to seal the  
victory against USC in the Rose Bowl.

Or Rumeal Robinson stepping to the line in overtime  
to sink the freethrows to win the Seton Hall game

And, of course, who could ever forget the  
Steve Fisher story...

There was the CBS Morning News, broadcast live from  
a luxury condo in East Quad!!!

(and my interview with Kathleen Sullivan...  
...4 minutes to blow a career)

The Alumni Satellite Broadcast, in which Anne hosted  
alumni clubs in over 50 cities for a reception in the  
President's House

The May Festival...a remarkable series of  
concerts with Kurt Masur and the Leipzig Gewandhaus  
Orchestra...ending that final night with Jesse Norman  
signing Strauss's Final Four Songs...and the magical  
moment of silence as the audience prolonged the spell.

And, of course, Spring Commencement, notable  
not for the dignified behavior of our students, but  
rather to the fact that the three extraordinary  
individuals we honored with honorary degrees this

year all happened to be Michigan graduates.  
It was truly a remarkable year for the University.

### **Look first at Themes of Change**

But what about more substantive events...  
particularly those that relate to the themes of change  
placed before the University...

#### 1) The Michigan Mandate

A year ago, I placed a challenge before  
the University in the form of a quite  
personal statement that has become  
known as the Michigan Mandate.

It was my believe that for Michigan to achieve  
excellence in teaching and research in the  
years ahead, for it to serve our state, our nation,  
and the world...we simply must achieve and  
sustain a campus community recognized for its  
racial and ethnic diversity.

Hence I suggested that the University had a mandate  
not merely to reflect the growing diversity of America  
in our students, faculty, and staff, but to go  
beyond that by building a model of  
a pluralistic, multicultural community for  
our nation...

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

In such an effort to build the multicultural  
university of the 21st Century, we are attempting to  
address the most urgent and difficult issue confronting  
our nation today.

In setting out this challenge before the University,  
I conveyed as well my growing sense that the  
traditional approaches of affirmative action and  
equal opportunity over the years were inadequate  
to achieve these objectives.

Hence I suggested a quite different approach...  
To develop a carefully designed strategic plan  
to achieve fundamental and permanent change  
of the University necessary to respond to a



changing America and a changing world...  
an organic plan that would evolve through continuing  
interaction with the University, as we gained experience  
and insight into how to improve or expand on it.

#### Operational Objectives

The initial objectives of this plan were focused  
in four areas:

1. Faculty Recruiting and Development
2. Student Recruiting, Achievement, and Outreach
3. Staff Recruiting and Development
4. The Environment for Diversity

We have since broadened this effort to include a  
number initiatives aimed at re-energizing the  
Women's Agenda for the University.

Key in this effort was to keep our objectives  
Clear and focused  
Capable of measurement and evaluation  
Capable of expansion and adjustment

#### Some Results to Date

##### Faculty Recruiting

In 2 years:

Total Minority:  $32 + 41 = 73$  (+35% to 12%)

Black:  $19 + 21 = 40$  (+52% to 4.5%)

Hispanic:  $2 + 9 = 11$  (+120% to 1.2%)

Probably best in country!!!

What about loses?:

Mazrui to Schweitzer Chair (leave)

George Jones to VP&Dean

Ray Fonseca to Dean

(Hence, while we regret this, we should  
take pride in their accomplishments)

##### Graduate Enrollments:

But of course, simply recruiting more minority faculty to  
Michigan in and of itself does not address the  
serious needs for enlarging the pool of candidates.

Here Michigan has really taken great strides through  
the efforts of John D'Arms, James Jackson, and  
our faculty:

Over two years

Total Minority:  $150 - 192 - 270$  (+80%)

Black: 67 - 86 - 110 (+64%)  
Hispanic: 31 - 47 - 71 (+129%)  
490 Minority Fellows

(several times largest number at peers)

The profound nature of these statistics become apparent when you realize that Michigan is exceeded only by Howard University in the number of Black PhDs.

Hence, in a very real sense, we have now become national leaders in producing the next generation of minority faculty members.

Enrollments:

Year 1:

Total Minority: + 15% to 15.4% (4,991)

Black: + 16% to 6.2% (2,011)

Hispanic: +22% to 2.5% (824)

NA: +3% to 0.4% (132)

AA: +12% to 6.1% (2,024)

Year 2:

Since we will not have accurate information until later in the term, I can only give you rough estimates at this time...

Only weak spot appears to be in our entering freshman class, where we are fighting the same demographic declines characterizing majority students.

Even so, this year we will have the second largest number of minority freshman admissions in our history.

Hence, we are projecting a healthy increase in minority enrollments at all levels.

Special Cases:

Bus Ad: 25% minority, 15% Black (1st in nation)

Medicine: 33% minority, 12% Black

Public Health: 12% Black

Dentistry: 12% Black

Financial Aid:

Minority Financial Aid:

UG: + 43.8% to \$4.1 million

Grad: +28.3% to \$6.8 million

Outreach:

King-Chavez-Parks Program (3,338 participants)

Wade McCree Incentive Scholars program

Detroit Compact

DAPSEP (1,500 Detroit students)

Other cooperative programs with school systems  
across the state, including Ann Arbor

And, of course, strengthening our relationships  
with HBCU and Hispanic institutions.

Retention:

While retention numbers are not as good as  
we would like (60% for Blacks and Hispanics  
as compared to 70% for majority students),  
they nevertheless are among the highest among our  
peers...and moving upwards

Campus Climate

Completion of the 6-point plan

Harassment Policy...back in place

MLK Day: most extensive in nation

Others: Pow Wow, Hispanic Heritage Week,  
AA Lunar Festival

Divestment of remaining SA stock holdings

Key Appointments:

Director of Admissions

Director of Affirmative Action

Director of CSP

Director of Minority Affairs

Most important of all: a change in attitude

We are beginning to get people's  
attention that our commitment to  
this new agenda is both intense and  
unwavering...

As more and more students, faculty,  
staff, alumni, and friends come on  
board, we can sense the momentum  
beginning to build...

Note:

It is important to state here once again that in drafting the Michigan Mandate, I certainly did not view myself as Moses returning from the Mountain...

Rather it was intended as a very personal statement of my own views and recommendations on these matters.

We have an old saying in Missouri that to get a mule to move, you first have to hit it over the head with a 2x4 to get its attention.

Well, the Michigan Mandate was my 2x4 -- a challenge to the University community.

And the plan I proposed was simply a roadmap, setting out my personal commitments to an eventual destination for our University.

As more and more students, faculty, and staff have responded to this challenge, the plan has evolved accordingly, to reflect their wisdom, experience, and commitment.

Hence, in this change, my challenge to the University, the Mandate I set before it, has already changed and will continue to change as more and more of you buy into its themes.

What cannot change is my personal determination to lead the University in a direction which serves all members of our society

## 2) Globalization of University

To highlight this important area, we focused last spring's President's Weekend on the topic.

This past year, John Jackson led an effort to assess our international activities, and his report recommends some important actions designed to bring great coherence, visibility, and priority to these efforts.

In the months ahead, we intend to work closely with faculty across the University to strengthen our commitments to this essential area.

## 3) Serving an Age of Knowledge

How can one possibly measure the extraordinary intellectual excitement of this place?

One way is through the various conferences, symposia, and seminars held on our campus which attract visitors from throughout the world.

For example, in the weeks ahead, we will be hosting:

- EDUCOM
- AAU Presidents
- Mozartfest
- Rackham: Emerging Concepts of Democracy”
- Aerospace 75th

### **The contributions of so many...**

Of course, all of these accomplishments are due to the talents, dedication, and energy of the thousands of students, faculty, and staff who work so hard on behalf of this University

Both through their normal roles and through countless voluntary efforts.

In this regard, I would like to thank in particular the members of the Senate Assembly and the Executive Committees of the various academic units for the leadership you have provided.

Appreciated as well are the efforts of the thousands of staff members whose dedication and commitment to this University are essential to moving it ahead.

And finally, a thanks to all of those students who aid us in so many ways...

- ...serving in student government
- ...community service
- ...recruiting and mentoring
- ...even cleaning up the campus
- ...and demonstrating leadership by accepting responsibility for the quality of student campus life.

### **The Year Ahead**

#### **Shifting Focus**

Team is in place for internal issues

Real challenge is relationship with UM to outside

State Relations

Federal Relations

Public Relations

Development

### **External Challenges**

Not all University problems come from the Administration

We do contribute our full share, I know, but clearly  
the world beyond our campus is more challenging,  
complex, and problematic than  
ever before.

State Relations

Signs of Difficulty...

Challenges:

Erosion in State support

Capital Outlay freeze

Dangers to quality of higher education posed by MET

Assaults on institutional autonomy

Nonresident enrollments

Tuition control

Curriculum (mandatory courses on racism)

Bureaucracy

Hostile rhetoric...

Higher education is costly, inefficient, duplicative

Relations with State are not as strong as they need to be  
changed environment--more fragmented,  
complex, competitive, and we have  
not adapted as quickly as needed

In many ways, we have continued to apply  
an approach more suited for the 1950s  
and 1960s to the 1990s...

It is clear that major changes are necessary to renew  
our compact with the people and leaders of Michigan.

Actions:

i) Expand Lansing team

ii) Building and strengthening Presidents' Council

iii) Alumni efforts (Michigan Advancement Council)

iv) Community Relations

v) Media Relations

Federal Relations

### Observations:

Thanks to quality of work and entrepreneurial zeal, faculty have been brilliantly successful in securing increased federal research support 24% last year. Indeed, this year we will receive more federal support than we do state support. We believe that we must become more aggressive in the support of our Washington activities.

### Actions:

- i) Congressional Delegation
- ii) National Education Organizations (AAU, NASULGC, ACE)  
Note: AAU presidents on campus in three weeks!!!
- iii) UM Federal Relations Structure
- iv) Activation of Alumni
- v) Washington Office
- vi) Washington Campus

### Public Relations

We have to do a better job of communicating and representing our interests to the public. For that reason have strengthened our communications program. Not to project "images" or manipulate opinion but to help each us tell our story effectively and truthfully.

### Actions:

Reassignment of reporting line to President Walt Harrison  
Communications Advisory Committee  
Building strong relations with local media

### Development

#### Writing on the wall:

Private support...whether through  
...annual giving  
...income on endowment  
Of course, we do quite well for a public university  
...\$72 M/y  
...\$450 M endowment ==> \$25 M/y  
But we must do better: By 2000  
...\$150 M/y  
...\$2 B endowment ==> \$100 M/y

(Note that this would mean that  
State = federal = tuition = private...  
...a remarkably well-balanced portfolio)

Investment Policies

## **Themes**

### **Diversity and Pluralism, Unity and Community**

UM has made a very deep commitment to the achievement of an environment which seeks, nourishes, and sustains racial, cultural, and ethnic diversity.

To learn how to resist the great pressures of separatism, fear, and bigotry which push us apart...

...and instead commit themselves to a university...

...indeed, to a nation, committed to working together, to achieve common purposes.

Michigan is first and foremost a “UNI” versity.

Hence we view our challenge as learning how to weave together these dual objectives of diversity and unity in a way that strengthens our fundamental goal of academic excellence and serves our mission and our society.

We must not abandon our quest for community and our allegiance to our academic and civic values.

I do not believe the goals of diversity and and community are incompatible any more than excellence and diversity are incompatible.

But we will need to work hard together to find our way.

### **Pride**

The University of Michigan is a very special place

This campus represents the investment...  
the sweat and tears...

of over 8 generations of Michigan citizens.

Each of us, as students, faculty, or staff benefits greatly from this heritage of excellence and commitment.

Each of us has a responsibility, both as members and as stewards of this remarkable institution, to do our part



not simply to preserve it, but to enhance it for future generations.

Whether this is through our efforts to

- i) maintain and enhance the quality of our academic programs
- ii) or the care we take of the campus environment
- iii) or in our efforts to improve the University when necessary
- iii) or even to defend the University against those who would wrongly undermine it.

We are all part of the Michigan family... and like all families, this is a lifelong tie that binds us together.

### **Humility and Humor...**

There is yet another character of this University that I have always found most refreshing

It is our informality, our candor, our willingness to approach our efforts with not only a sense of humility...  
...but, more often than not, with sense of humor!

Of course, sometimes that is hard to do...

...E.g., when we read about public officials trashing the University for political gain

...or as we watch the final seconds tick off the clock in the driving rain in our loss earlier this month to Notre Dame

...or when we read the Opinion Page of the Michigan Daily

Sometimes it takes great patience and a very thick skin...but in the end, "lightening up a bit" is one of the most constructive things we can do.

### **Excitement, optimism**

This past week we hosted on this campus  
a distinguished group of alumni and friends  
in the University Seminar series, in  
which faculty and staff attempt to  
convey some of the rich intellectual  
diversity and excitement of this campus.

In talking with this group afterwards,  
they remarked again and again about  
the extraordinary vitality and  
excitement on this campus today...  
...the sense of great energy, enthusiasm,  
and purpose.

And, of all the experiences of this, my first year,  
this Go-Blue Michigan spirit is the thing that stands  
out foremost in my mind.

It is our great strength.

### **Concluding Remarks**

#### **The 1990s will clearly be years of**

transition and preparation for a new  
century of leadership.

#### **We have many fundamental questions**

to discuss in the years ahead about  
our values, direction, and purpose.

#### **Only with intense engagement and debate**

with each other  
will we find answers we seek about  
the renewal of our teaching, research  
and service mission for the years  
ahead.

#### **But, you know, Michigan is really a very special place....**

#### **It is one of only a handful of universities capable**

of truly changing not only higher education,  
but the nation and the world.

#### **We believe the challenge of re-inventing**

the American university for the 21st Century  
...is not only an exciting and  
challenging mission for the 1990s  
...but it is also a mission befitting  
UM's long heritage of leadership  
...and it is also a challenge worthy of

the army of maize and blue alumni  
across the nation and around the world

**Indeed, I'd be very surprised if you**

settled for anything less from your university!

**The 1990s will be a time of great challenge**

opportunity, and responsibility for your university.

**But they will also be years of great excitement.**

**We have truly embarked on a great adventure**

as the University of Michigan prepares

to become the University of the 21st Century!