

+ **Taubman Conference**

+ **A very exciting time...**

- **First week of classes...**
- **Over 10,000 new students...**
- **Nobody knows where to park yet...**

+ **Let me begin with an expression of our**

- **gratitude to Al Taubman...**

+ **Not only for sponsoring this conference**

- on the future of the university campus

+ **But, beyond that, in stimulating our thinking**

- about the future of this University to
- become far more wide-ranging and
- exciting.

+ **Last year, in discussions with Bob Beckley,**

- **Al raised a number of interesting, indeed,**
- **provocative questions about the evolution**
- **of the Michigan campus...**

+ **i) Whether the development of**

- satellite campuses such as this North
- Campus really was appropriate for
- our future

+ **ii) Whether we were becoming so spread**

- out that the difficult of human interactions
- would constraint our academic objectives

+ **iii) Whether we had really thought through**

- the broad set of options involving both
- the private and public sector in our
- campus development activities

+ **Although I must confess, that as a former**

- dean who had slaved away for many years
- to complete the move of the College of Engineering
- to the North Campus, I must confess that
- my first reaction was one of skepticism,
- Al began to convince me that perhaps this
- University was not thinking broadly or
- As he put suggested, perhaps we should first
- think a bit about the nature of the University
- we wanted to be in the 21st Century,
- perhaps 30 or 40 years from now
- and then work backwards to see what context

- that perspective provided for nearer term decisions
- involving campus development
- + **And hence, the rationale behind this week's conference**
  - To participate in a wide-ranging discussion
  - with no-holds barred, no preconceived constraints
  - on the evolution of the campus of the University of a the 21st Century
- + **Background**
  - + **Before we launch into that discussion, perhaps it is appropriate**
    - that I begin with a few brief comments about this University
    - to provide some context to those of you who are new to Ann Arbor.
  - + **Some parameters of the University**
    - + 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...)
    - + Indeed, our academic programs
      - are generally ranked even higher
      - that our football and basketball teams
  - + 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
  - + We also run the largest health care system in
    - the Midwest, treating over 750,000 patients each year...
  - + Then there is the Michigan of the Big Chill...
    - + The tradition of student involvement helping to awaken the
      - conscience of a nation...
  - + Or the Michigan as Silicon Valley East, working to build the
    - high-tech infrastructure necessary to create new companies
    - and new jobs...as evidenced by the \$5 B industry in
    - industrial automation now building up in the Ann Arbor-
    - Detroit-Warren crescent...

- + Or the Michigan which attracts to our state almost
  - a quarter of a billion dollars of federal R&D each
  - year...not to mention many of the world's
  - leading scientists and engineers
- + Or Michigan as a world center of learning and research,
  - as exemplified by the recent announcement of the discovery of
  - the cystic fibrosis gene by one of our faculty members.
- + Or Michigan as the first "electronic university"
  - with not only the largest concentration
  - of computers and networks
  - of any university in America
  - but as well the role our University plays as
  - manager of the national research computer network
  - that links together all universities and laboratories
  - throughout America (which will serve as the
  - backbone of the new interstate highway system of
  - information exchange unveiled by
  - the Bush Administration yesterday.
- + (As evidence of this, next month EDUCOM,
  - the national organization of computer vendors and
  - universities,
  - will hold its silver anniversary meeting in Ann Arbor,
  - involving over 3,000 scholars and leaders of business,
  - including the CEOs of IBM, DEC, Cray, Apple, and many of
  - the world's leading
  - computer companies.)
- + We conduct events in the performing arts which rival
  - New York and London...
  - + whether it be Leonard Bernstein performing his 70th
  - birthday concern with the Vienna Philaharmonic
  - or, God-forbid, the Grateful Dead....
- + And, speaking of entertainment, we also have the
  - Bo and Steve show...the Michigan Wolverines...
  - playing in the fall to 105,000 every Saturday afternoon
- + And, of course, there is the Michigan as the educator,
  - attempting to provide, an education for Michigan
  - citizens as good as any available in the world...

#### + Possible Futures

- + **Over the past year I have suggested that America**
  - today is undergoing profound change that will

- have major implications for higher education...
- + **And as I look to the future, I have sense the ever**
  - accelerating pace of change in our society,
  - our nation, the world.
- + **Yet I also fear that few have realized the enormous**
  - changes that our society is going through as it
  - approaches the 21st Century.
- + **You will find a future of great change, challenge, and opportunity**
  - + i) It will be future in which our nation becomes a truly
    - multicultural society, with a cultural,
    - racial, and ethnic diversity that will be extraordinary
    - in our history
  - + In which those groups we refer to today as
    - minorities will become the majority population of
    - our nation in the century ahead...
  - + In which women take their rightful place as leaders
    - of America...
  - + ii) It will be a future in which America will become "internationalized"...
    - in which every one of our activities must be viewed within
    - the broader context of participation in the global community...
  - + Whether through travel and communication, the arts and
    - culture, the internationalization of commerce, capital,
    - and labor, we will become increasingly interdependent on
    - other nations and other peoples.
  - + Further, as the destination of roughly half the world's
    - immigrants, the United States is rapidly becoming a "world nation"
    - with not simply economic and political but strong ethnic
    - ties to all parts of the globe.
  - + iii) The Age of Knowledge
    - But there are even more profound changes underway...
  - + 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.
  - + Today we are evolving rapidly to a new post-industrial,

- knowledge-based society, just as a century ago our
- agrarian society evolved through the Industrial Revolution.
- + In a sense, we are entering a new age, an age of knowledge,
  - in which the key strategic resource necessary for our
  - prosperity, security, and social well-being has become
  - knowledge--educated people and their ideas.
- + **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 in a response
    - to a profound democratic impulse to extend the
    - benefits of learning to all of society.
  - + **Indeed, many in recent years have suggested that**
    - there is a 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 of a more dramatic and revolutionary nature.
- + **A Heritage of Leadership**
  - + **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...
    - 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.
  - + **I believe that today our University is once again in an excellent position to**
    - assume a role of leadership in higher education...
    - to develop a new model of what the research university

- must become to serve 21st Century America...
- **Several characteristics of the University suggest this role of leadership:**
- + **1. Michigan's Heritage of Leadership**
  - + Although Michigan 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 Michigan 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, Michigan 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 scholars.
  - + 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 botony,
    - 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, Michigan has been known for
  - a spirit of democracy and tolerance among its
  - students and faculty.
- + Harper's Weekly (1860):
  - "The most striking feature of the University is the
  - broad and liberal spirit in which it does its work."
- + **3. People**
  - A faculty of great intellectual strength and unusual breadth
  - Student body of quality unsurpassed by any public institution
  - + And, of course, that marvelous army of maize and blue alumni...
    - over 300,000 strong...indeed, one of every 1,000 Americans...
    - with a deep commitment to this institution.
- + **4. Resources**
  - + While it is true that state support has not been strong in
    - recent years, we nevertheless benefit from
    - an unusually broad and balanced base of support
    - from both the public and private sectors.
- + **5. Ability to control our own destiny**
  - + Finally, we must never underestimate the importance of the
    - fact that the University was created by the State
    - Constitution itself...which establishes our Board of Regents
    - as a coordinate branch of state government, with
    - authority over the University exceeding that of the
    - legislature, governor, and judiciary.
  - + In a sense, we are almost unique among public institutions
    - in having the ability to control our own destiny...
- + **It is this rich set of characteristics that could well position**
  - the University to assume once again the leadership
  - role it played in the 19th century by developing the
  - new model for higher education appropriate for the
  - needs of our state and nation in the 21st Century.