

Senate Assembly (3-96)

Title:

The Road Ahead...
(...with no apologies to Bill Gates...)

Introduction

This will be my last address to the Senate Assembly,
at least as president of the University.
In July I look forward to joining you again on the faculty.
As some of you know, 15 years ago, when I began
my descent into "Duderstadt's Inferno"
(...the Fleming Building...), I had just been elected
as a member of SACUA. I still owe you 2 years!
My talk today will focus on the road ahead, the future.
But to understand the road ahead, sometimes it is
best to first recall the road one has traveled.
So let's start at the beginning....

Some Context

Each president seems to have filled a particular
leadership role for the University,
perhaps less because of how they were selected
than the degree to which the institution and
its needs have shaped their presidency.

Henry P. Tappan: The visionary
Established UM as research university
through strong, visionary leadership...
Also the first and last UM president to be dismissed
by the Board of Regents
...demonstrating the hazards of being ahead of one's time...
Strong, visionary leadership to establish UM as a research university

Erastus O. Haven: A quiet stabilizer
Carried out policies of Tappan with quiet competence and
diplomacy
Secured continuing state support

James B. Angell: Builder of a national University
Longest serving president (38 years)

Enormous growth

An uncommon education for the common man

Insisted that a water closet be installed in the President's House

Started intercollegiate athletics

Harry B. Hutchins: The scholarly lawyer

Consolidated progress made during Angell years

Marion L. Burton: The builder

Oversaw largest expansion of physical plant in UM's history

Building much of the Central Campus as we know it today

Clarence C. Little: Innovative, energetic...and controversial

Pushed important initiatives such as University college

Didn't last long...not because of vision, but because he
opposed prohibition

Alexander G. Ruthven: Leader during the crisis years

...the Great Depression and WWII

...created the corporate University

Harlan Hatcher: Leading growth

Leading the period of the most dramatic and sustained
growth of the University

...responding to baby boom (17,000 to 32,000

...adding UMF, UMD, North Campus

Robben W. Fleming: Consensus builder, conciliator

Maintained UM's strength and autonomy during a decade of unrest

Harold T. Shapiro: Pilot through economic perils

Small but better? Economic transformation?

Beyond that...

Achieving the commitment to make UM a

"seriously excellent" university

(roots in Princeton...knew what true excellence was...)

What about Duderstadt?

Which of these earlier presidents most resembled my administration?

A barbarian from the North? An engineer? A Yale engineer?

(which is a bit of an oxymoron...)

A builder, like Burton?

After all, a gearhead could be expected to lead \$1.5 B construction effort

A CEO: Completing Shapiro's "financial restructuring"

Building external sources of revenue

\$1 B Campaign for Michigan

Fighting political battles to build tuition

Research incentives (moving from 7th to 1 in the nation)

Reducing costs

M-Quality

VCM

A Driver: Taking UM the next step toward excellence

During the Duderstadt years, the University of Michigan completed the ascension in academic quality launched a many years earlier by Harold Shapiro.

Its quality and impact across all academic disciplines and professional

programs ranked it among the most distinguished public and private universities in the world.

Like Shapiro, my academic roots are with institutions committed to the highest academic standards...Yale and Caltech.

Some surprises

Perhaps it was not surprising that a scientist as president would develop, articulate, and achieve a strategic vision for the University that would provide it with great financial strength, rebuild its campus, and position it as the leading research university in the nation.

But, more surprising, was Duderstadt's deep commitment to diversifying the University through dramatic initiatives such as the Michigan Mandate, the Michigan Agenda for Women. and the revision of Bylaw 14.06 to include sexual orientation.

Further, the broad effort to improve undergraduate education and campus life were far beyond what one might have expected from one who had spent his academic career in graduate education

and research.

A visionary...a prophet of change?

Leadership during a time of change

However, perhaps the most important contribution of the Duderstadt years

was that the recognition that to serve a rapidly changing world, the University itself would have to change dramatically.

Machiavelli Quote

“There is no more delicate matter to take in hand, nor more dangerous to conduct, nor more doubtful of success, than to step up as a leader in the introduction of change.

“For he who innovates will have for his enemies all those who are well off under the existing order of things, and only lukewarm support in those who might be better off under the new.”

Phase I: Consultation

Phase I: Consultation

Amused by myth...

...the confusion of being inadequately consultative with being decisive...

The early phase involved setting the themes of challenge, opportunity,

responsibility, and excitement.

During this phase, Duderstadt spent much of his time meeting with various constituencies both on and off campus, listening to their aspirations and concerns, challenging them, and attempting to build a sense of excitement and optimism about the future of the University.

I and my colleagues have meet 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.

Hundreds of meetings both on and off campus

Listening, learning, thinking...

We 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 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.

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.

Phase II: Positioning

The second phase of Duderstadt's leadership, while not so public, was far more substantive.

Together with dozens of groups and hundreds of faculty, a strategic plan was developed to position the University for a leadership role.

This plan, with the codename Vision 2000, was then executed through a broad array of initiatives.

The Agenda of the Past Decade

1. Academic Programs

- Improvement in national rankings

- Restoring support for LS&A

- Strengthening the basic sciences

- Strengthening the health sciences

- Achieving competitive faculty salaries

2. Education

- Achieving a recommitment to undergraduate education

- Undergraduate Initiatives Fund

- UG Facilities (classroom renovation, Shapiro Library, Angell-Haven, Media Union)

Thurnau Professorships for outstanding undergraduate teaching
Stressing important of teaching in faculty promotion and tenure
Revisions of introductory courses
Gateway Seminar series
Undergraduate research opportunity program
Community service
Living/learning communities
Professional curriculum redesign
Continuing education and distance learning
International education (MUCIA, International Institute,
overseas campuses)

3. Research

Improving the research climate on campus
Leadership in national research policy
Research incentive program
Technology transfer (intellectual product policies)
Policy development (research misconduct, conflict of interest)
Public-private sector partnerships

4. Diversity

The Michigan Mandate
The Michigan Agenda for Women
Access for the Physically Challenged
Bylaw 14.06
Economic diversity
World University themes

5. Campus life

Campus safety initiatives
Student Rights and Responsibilities Code
Substance Abuse Task Force, Task Force on Violence Against
Women
Student living/learning environment
Intercollegiate Athletics

6. Financial Strength

Cost containment measures
Asset management strategies

- Development of alternative sources of revenue
- Achievement of Aa1 credit rating by Wall Street
- 7. Private Support
 - Tripling private giving to \$150 M/y
 - Increasing endowment six-fold to \$1.6 B
 - Achieving \$1 B Campaign for Michigan goal
- 8. Financial and organizational restructuring
 - New budget strategies (PACE, ACUB)
 - M-Quality
 - UM Hospitals Transformation
 - Asset management programs
 - Value-Centered Management (responsibility center management)
 - Measures of cost-effectiveness
 - Restructuring of auxiliary enterprises (e.g., Housing, Athletics)
 - Human Resources reorganization
- 9. Rebuilding the university
 - Medical Center Transformation
 - Completion of North Campus
 - Renovation of South Campus
 - Rebuilding of the Central Campus
 - East Medical Campus development
 - Deferred maintenance program
 - Re-landscaping the campus
 - UM-Flint
 - UM-Dearborn
- 10. Information Technology
 - "Wiring the campus"
 - NSFnet --> Internet
 - Mainframe --> Client-Server Technology
 - Student access (Fall Kickoff Sales, Rescomp Program, Computing Clusters)
 - Digital library project (and "The New School")
 - Multimedia facilities (the Media Union)
- 11. Strengthening the bonds with external constituencies

- State relations restructuring
- Federal relations restructuring
- Public and media relations
- Community relations
- 12. Transformation of the UM Medical Center
 - Completion of RHP effort
 - UMH Transformation Plan
 - M-Care
 - Merging clinical service plans with UMH operations
 - Michigan Health Corporation
 - Alliances with other health care providers
- 13. Intercollegiate Athletics
 - Alignment with academic priorities
 - Mainstreaming of student-athletes and coaching staffs
 - Policy development
 - Restoring financial stability
 - Rebuilding athletics facilities (Michigan Stadium, Yost, Weidenbach)
 - Building new facilities (Natatorium, Keen Arena, Tennis Center, soccer/hockey fields)
 - Women's athletics
 - Big Ten Conference/NCAA leadership
- 14. Cultural Changes
 - Student Culture
 - Diversity
 - Athletics
 - Faculty Culture
- 15. New Initiatives
 - Media Union (ITIC)
 - Institute of Humanities
 - Institute of Molecular Medicine (Gene Therapy)
 - Center for the Study of Global Change
 - Community Service/Americorps
 - Flat Panel Display Center
 - Tauber Manufacturing Institute

The New School (SILS)
Living/Learning Environments
21st Century Project
WISE
Davidson Institute for Emerging Economicies
New Music Laboratory
Institute for Women and Gender Studies
Rescomp/ Angell-Haven
Direct Lending
RCM/VCM
M-Quality
Incentive compensation experiments
Presidential Initiative Fund
Undergraduate Initiative Fund

16. National Leadership

Quality of academic programs across all academic and professional disciplines
Quality achieved per resources expended
Faculty salaries (among publics)
Research activity
Financial strength (among publics)
Information technology environment
Intercollegiate athletics
Health care operations

During this period some of the most important strategic directions of the University were established: e.g., the Michigan Mandate, the Michigan Agenda for Women, financial restructuring, the Campaign for Michigan, student rights and responsibilities.

These ranged from the appointment of key leaders at the level of executive officers, deans, and directors to a the largest construction program in the history of the University to a bold financial restructuring of Michigan as the nation's first "privately-supported public university".

Largely as a result of these efforts, the University grew rapidly in strength,

quality, and diversity during the early 1990s.

During this second phase, however, I became increasingly convinced that the 1990s would be a period of significant change for higher education.

Phase III: Launching the Transformation

By the mid-1990s, I began to shift the University into a third phase, evolving from a positioning effort to a transformation agenda.

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...

As the strategic focus of the Duderstadt administration shifted from building a great 20th Century university to transforming Michigan into a 21st Century institution, a series of key initiatives were launched that were intended as seeds for a university of the future.

Certainly highly visible efforts such as the Michigan Mandate and financial restructuring were components of this effort. However, beyond these were a series of visionary experiments such as the Media Union, the School of Information, the Institute of Humanities, the Global Change Institute, and the Office of Academic Outreach that were designed to explore new paradigms for higher education.

The task of transforming the University to better serve society and to move toward the Duderstadt's vision for the century ahead would be challenging.

A series of initiatives were launched designed to provide the University with the capacity to transform itself to better serve a changing world.

Since several of these initiatives were highly controversial, such as a new form for decentralized budgeting that transferred to individual units the responsibility both for generating revenues and meeting costs, Duderstadt returned to a more visible role.

In a series of addresses and publications he challenged the University community, stressing the importance of not only adapting to but relishing the excitement and opportunity of a time of change.

The Current Agenda

1. People

- Recruiting outstanding students

- A recommitment to high quality undergraduate education

- Recruiting paradigm-breaking faculty

- Next generation leadership

- Human resource development

2. Resources

- Adjusting to the disappearance of state support
- Building private support to levels adequate to replace state support
- New methods for resource allocation and management
- Asset management
- Development of flexible resources (“venture capital”)
- Rebuilding the University
- New market development

3. Culture

- Stimulating a sense of adventure, risk-taking
- Establishing a sense of pride in, respect for, excitement about, and loyalty to the University of Michigan

4. Capacity for Change

- Making the case for change
- Removing barriers to change
- Protecting the autonomy of the University
- Sustaining the University’s commitment to diversity
- Aligning privilege with accountability, responsibility with authority
- Aligning faculty/staff incentives with institutional priorities
- Continuing efforts to improve the quality of campus life
- Achieving a commitment to community, tolerance, and respect
- Developing spires of excellence
- Restructuring organization and governance
- High performance workplace strategies
- Re-engineering with information technology
- Renegotiating the faculty contract
- Renegotiating the state contract

4. Educational Transformation

- The University College
- The Gateway Campus
- Living/learning environments
- Linkages between professional schools and UG education
- Restructuring the PhD

- Continuing education and “just-in-time” learning
- 5. Intellectual Transformation
 - Lowering disciplinary boundaries
 - Integrative facilities
 - The New University
- 6. The Diverse University
 - Articulating the case for diversity
 - The Michigan Mandate
 - The Michigan Agenda for Women
 - The World University
- 7. The Faculty of the Future
- 8. Serving a Changing Society
 - Further evolution of the UM Health System
 - Research applied to state and national needs
 - University enterprise zones
 - K-12 education
 - Public service
- 9. Preparing for the Future
 - New generation leadership
 - Campus evolution
 - Academic outreach
 - The Cyberspace University
 - Strategic Alliances

How far have we come?

Signs of progress:

By the mid-1990s, most of the original goals set by the Duderstadt administration had been achieved.

1. National rankings of the quality of the University’s academic programs rose to the highest levels in the University’s history. Further, a close examination revealed that the academic reputations of Michigan’s programs increased more than any other university in America during the 1980s.
2. Detailed surveys throughout the university indicated that Michigan was been able to hold its own in competing with the best universities

throughout the world for top faculty. In support of this effort to attract and retain the best, the University was able to increase average faculty salaries over the past decade to the point where they ranked #1 among public universities and #5 to #8 among all universities, public and private.

3. Through the remarkable efforts of its faculty, the University rose from 7th to

1st in the nation in its ability to federal, state, and corporate support for its research efforts, exceeding \$400 million per year by the mid-1990s.

4. Despite the precipitous drop in state support during the 1970s and 1980s,

the University emerged from this period financially as one of the strongest

universities in America. It became the first and only public university in

history to receive an Aa1 credit rating by Wall Street--just a shade under the

top rating of Aaa. Its endowment increased five-fold to over \$1.5 billion.

And thanks to the generosity of its alumni and friends, it achieved the \$1

billion target of the Campaign for Michigan in early 1996, over a year ahead

of schedule.

5. The University made substantial progress in its efforts to restructure the

financial and administrative operations of the University, including award-winning efforts in total quality management, cost containment, and

decentralized financial operations.

6. The University completed the most extensive building program in its history.

In less than a decade, it was able to rebuild, renovate, and update essentially every building on its several campuses--a \$1.4 billion effort

funded primarily from non-state sources.

7. The University Medical Center underwent a profound transformation, reducing costs, integrating services, and building alliances to place it in a clear national leadership position in health care, research, and teaching.
8. The University launched many exceptional initiatives destined to have great impact on the future of the University and higher education more generally, such as the Institute of Humanities, the Media Union, the Institute of Molecular Medicine, the Davidson Institute for Emerging Economies, and the Tauber Manufacturing Institute.
9. Through efforts such as the Michigan Mandate and the Michigan Agenda for Women, the University achieved the highest representation of people of color and women among its students, faculty, staff, and leadership in its history. Michigan became known as a national leader in building the kind of diverse learning community necessary to serve an increasingly diverse society.

Through the effort of countless members of the University family, the University of Michigan in 1996 was demonstrably better, stronger, more diverse, and more exciting than at any time in its history.

As the twenty-first century approached, it was clear that the University of Michigan had become not only the leading public university in America, but that it was challenged by only a handful of distinguished private and public universities in the quality, breadth, capacity, and impact of its many programs and activities.

Other signs:

Some of you may recall Harold Shapiro's comment in his address to this group last October, when he noted that other universities throughout the nation have great envy for Michigan's strength

and position.

This view was reinforced by our search for a new provost last summer, when the search committee found it was able to interview essentially every candidate of interest because of their respect and admiration for the University.

What are our greatest challenges?

External:

Comment here on JJD's political success...

Federal effort

...UM --> #1

...UM leader of public higher education

...leadership

...indirect cost wars

...research support (MIT + UM)

...direct student lending program

...affirmative action

State level

...leadership of PCSUM

...protected higher education in Michigan

...Note: tried to pull higher ed together, not split it apart!

Populism

We also may be experiencing the same forces of populism that rise from time to time to challenge many other aspects of our society--a widespread distrust of expertise, excellence, and privilege (the Forrest Gump syndrome). Unfortunately, many scientists, universities, and university administrators have made themselves easy targets by their arrogance and elitism.

Affirmative Action

Most of America's universities have more than once suffered the consequences of ill-thought out efforts by politicians to influence everything from what subjects can be taught, to who is fit to teach, who should be allowed to study.

Too often such interference is a short-sighted effort to exploit public fears and passions of the moment for immediate political gain. The long term costs to citizens is high because politically motivated intrusions into academic policy lead in the long run to educational mediocrity.

Once again harmful political forces are gathering strength to intervene in university affairs. This time they originate in California, where the Governor and his appointed Regents have ordered the University of California to dismantle its time tested and effective affirmative action policies by next year. A ballot initiative eliminating government affirmative action programs entirely is slated for a vote in November.

Inspired by California's example, more than a dozen states, including Michigan, are considering similar legislative actions to end affirmative action in admissions, hiring, and financial aid.

The intensifying political pressure on our nation's great public universities is a threat to their unique historic role of providing a world class educational opportunity to all students with the will and ability to succeed. And if politics today influence admissions policies, what will be targeted next? Curriculum? Faculty? Hiring? Research?

Responsible politicians would do well to consider the full merits of affirmative action programs, rather than using them as a football in a political game that nobody wins. They might also pause before unleashing destructive political forces that all too easily can grown beyond their control and strike at the heart of public higher education in America.

Sunshine laws

Manipulation by media

Impact on University governance

In the late 1970s, the Michigan State Legislature

passed two rather poorly written sunshine laws governing public bodies.

The Open Meetings Act (OMA) required that the meetings of public bodies be open to the press and members of the public.

The Freedom of Information Act (FIOA) required public disclosure of any public documents not protected by personal privacy laws.

While not initially regarded as exceptionally intrusive--although they did require the release of University information such as salaries and require public comments sessions at each Regents meeting--through a series of subsequent court interpretations,

the media was able to extend these laws until they became a tight web, constraining all aspects of University operation.

Indeed, the media used these laws not simply to pry into the operations of public institutions, but actually to manipulate them and control them!

The University of Michigan was hit particularly hard by these laws.

Prior to the mid-1980s, the Board and executive officers had been

able to meet in informal, private sessions to discuss difficult matters. However, the OMA eliminated this channel of communication between the Board and the administration.

Hence, by the late 1980s, there was absolutely no mechanism that

allowed the Board to meet with the administration for candid,

confidential discussions other than those rare occasions when the

OMA allowed such "executive sessions"--i.e., to seek an opinion of

the General Counsel or to perform personnel evaluations.

As a

result, communications between the Board and the administration

became very difficult and time-consuming.

Further, the public Regents meetings frequently became circuses, with

various Regents playing to the media and posturing on various

political stances--particularly during election years.

How do we deal with this increasingly serious situation?

A real question as to whether such sunshine laws can be applied to constitutionally autonomous institutions such as Universities.

Indeed, the Legislature exempted itself from the laws, in typical fashion.

Perhaps it is time that we seek a ruling from the State Supreme Court, before we establish precedents which permanently entrap the university in ill-considered and perhaps illegally applied legislation.

The New Agenda

Universities are suffering the consequences of the structural flaws

of national and state economies, the growing imbalance between revenues and expenditures, that are undermining support for essential institutions as governments struggle to meet short-term demands at the expense of long-term needs.

Actually, the writing has been on the wall for almost

a decade, since federal outlays for R&D have been falling in real terms since 1987. Today, in Washington, this slogan has been replaced by a new mantra, "Balance the Budget by the year 2000", that is being chanted over and over again as the way to deliverance. While the particular Tao, the path to deliverance, is still uncertain...whether via the Contract with America or Reinventing Government...the endpoint is clear. Discretionary domestic spending, research and education programs, and federal support of the research university, all are

at great risk. (For example, basic research is proposed to decline by 30%, with even the National Science Foundation being cut up to 13% (\$440 M).)

Indeed, leaders both in the federal government as well as in higher

education have suggested that the next several months could well determine whether the research university will survive into

the next century as a viable paradigm in American higher education.

The states are also in serious trouble. Cost shifting from the federal government through unfunded mandates such as Medicare, ADA, and OSHA, the commitment many states have

made to funding K-12 education off-the-top, and massive investments in corrections have undermined their capacity to

support higher education. In fact, in many states today, the appropriations for prisons has now surpassed the funding for

higher education and shows no signs of slowing. Few, indeed,

are those public universities that can expect even inflationary

increases in state appropriations in the decade ahead.

Services or Prestige

It seems clear that a shift is now occurring in public attitudes toward research universities.

For the past half-century, the Bush paradigm characterizing the government-university research partnership has been one built

upon the concept of relatively unconstrained patronage.

That

is, the government would provide faculty with the resources to

do the research they felt was important, in the hopes that at some future point, this research would benefit society. Since

the quality of the faculty, the programs, and the institution was felt to be the best determinant of long term impact, academic excellence and prestige were valued.

Yet, today the public seems reluctant to make such a long term investment. Rather, it seems interested in seeking short term services from universities, of high quality, to be sure, but with cost as a consideration. In a sense, it seeks low-cost, quality services rather than prestige.

Perhaps rather than moving ahead to a new paradigm, we are in reality returning to the paradigm that dominated the early half of the 20th century...the "land-grant university" model. In fact, perhaps what is needed is to create a contemporary land grant university paradigm.

Internal:

Success, satisfaction with the status quo

Perhaps the greatest challenge of all would be the University's very success.

Duderstadt realized it would be difficult to convince those who had worked

so hard to build the leading public university of the twentieth century

that they could not rest on their laurels; that the old paradigms would no

longer work.

Perhaps our greatest external challenge is our own success...

...which breeds a satisfaction, a complacency with the status quo

Perhaps we need to continually be challenged

Inertial

Intolerance

What should we seek as a leader?

Obvious and measureable qualifications

Academic credibility, credentials as a scholar

Necessary, since otherwise faculty
won't take you seriously...
indeed, neither will our peers!

Strong, proven management skills...

\$3 billion budget ==> experience the complexities
of a major research university

NOTE: This is particularly important, since
there has been an extraordinary turnover
in the executive and administrative branches
of the University over a very short time period.

Strong, proven leadership skills--more on this later...

Other desirable experience...

State and federal relations

Private fund-raising

Obvious, but hard to measure...

Integrity

Vision

Courage

Fair-mindedness

Compassion

Understanding of the academic culture

Critical Qualifications at this point in UM history

1. A strong commitment to excellence...

And, the ability to recognize excellence when it is present...

...and admit it when it is absent!

Note: If you haven't achieved it yourself...

...then you can't possibly understand it...

2. Not imply an intellectual conviction about the importance
of diversity, but a driving passion to achieve it,
and to achieve and protect equity for all of the members
of the University community.

3. Impeccable "taste" in choice of people...

Ability to identify, attract, and lead outstanding people

Attract the most outstanding talent into top leadership
positions in UM

Particularly critical in view of the large turnover in the leadership team...

4. Physical stamina, energy, and a thick skin...

I once referred to my experience as president as analogous to that of the frontier town sheriff in a old Western movie.

Each morning he felt that he had to strap on his guns and walk alone down the dusty main street to face yet another gunslinger riding into town to shoot up the University.

While this daily confrontation with danger went with the territory,

it is also very draining...

...and requires a great deal of physical stamina (not to mention lots of courage and a very thick skin).

5. A strong leader...

An individual capable of identifying and articulating an exciting, challenging, an compelling mission for the University and then uniting the University community...and those who support and depend upon us...in a common effort to pursue this mission.

Michigan is too complex an institution to tolerate a passive presidency.

Personal Comments

It was almost 30 years ago when my wife, Anne, and I put our furniture and our VW on the moving van in Pasadena, California, packed up our kids---who had never seen snow, much less Michigan...and moved to Ann Arbor, arriving in a blizzard!

It has seemed like every five years, just like clockwork, we get another call from California, inviting us to return.

But, we long ago realized that we are now Michiganders.

We have spent all of our careers...and most of our lives

...working on behalf of your university, the University of Michigan,

and we are maize and blue to the level of our DNA.

Thanks

We want to thank all of you both for your support
and for the privilege of serving the University in these leadership
roles.

It has been a wonderful and exhilarating experience,
primarily because of the extraordinary people who learn in,
work for,
sacrifice for,
and love Michigan.

Thanks to the faculty

Thanks to the staff

Thanks to the leadership team

Thanks to the Regents

Thanks to our friends and alumni...

A particular thanks to the first lady of the University

Only those who serve in a major university presidency understand
the absolutely critical role played by the president's spouse...

Indeed, such presidencies are team roles...

...they could never be done...or at least done well...

by a president alone, at least in a major university

Most president's spouses...and certainly Anne Duderstadt...

...work just as hard...and have extraordinary impact
on their institutions...

The only difference is that they rarely receive the recognition,
the respect, the understanding, and the support that
their critical role would merit in other circumstances.

Anne's role...formal...

...institutional advancement

fund-raising, politics, VIPs, ...

...managing several major facilities

...and roughly a dozen staff

Informal

...set the standards for excellence in the University

...reconnected the University with its extraordinary tradition and past

...History and Traditions Committee

A series of important projects were launched.

The Bentley Library was given a more formal role as the archive for University historical materials.

Facilities of major historical importance, such as the Detroit Observatory (Tappan's effort to build in Ann Arbor the first major scientific facility in America) and the President's House (the oldest building on the campus) were restored and preserved.

A series of publications on the University's history were sponsored, including an update of the Peckham history, a history of women's movements at the University, and a photographic essay on the University.

A process was launched to obtain personal oral histories from earlier leaders of the University, including Harlan Hatcher, Robben Fleming, Allen Smith, and Harold Shapiro

...Community

...Women's Athletics

...Michigan Agenda for Women

The best appointment I made during my administration!!!

What's next?

Conviction: UM the best place to be...

The faculty...yeah!!!

The Millennium Project

Show diagram...

A Final Comment

Almost exactly ten years ago, as I was beginning my tenure as provost of the University, I had the opportunity to visit several leading universities in an effort to better understand Michigan's role in higher education.

I still remember a fascinating conversation with Derek Bok,

then president at Harvard, in which he contrasted our two institutions.

He noted that Harvard could amass resources truly unchallenged in higher education, and focus this wealth to create programs of extraordinary quality.

However, he also noted that despite its wealth,

Harvard had great envy for one particular characteristic unique to Michigan.

Bok believed that Michigan's very unusual combination of outstanding quality, vast size, and great academic breadth gave us the ability to take risks on a scale unthinkable to other universities.

He viewed Michigan's unique role in higher education to be that of a pathfinder, to blaze new trails, to take chances, and to create the future.

And it is this spirit that has always animated my years of leadership. I believe that Michigan's heritage as "the leaders and best" demands a sense of adventure, a go-for-it spirit, a willingness to take chances and, on occasion, fail, in an effort to define the future.

In 1996, the University of Michigan finds itself as well positioned as any university in America to define the very nature of the university for a 21st Century world.

That is our challenge.

That is our heritage.

And, I believe, that is our destiny...

Wrapup

It has also been a satisfying period in our lives because of the great progress made by the University during these years.

Through the efforts of countless members of the University, most of the goals we set in the late 1980s have now been achieved.

Today, in 1995, by any measure, the University is better,
stronger, more diverse, and more exciting than at any time in its
history
due to your efforts.

The challenge of the 1990s would be to reinvent the University
to serve a new world in a new century.

Duderstadt realized that the transformation of the University would
require wisdom, commitment, perseverance, and considerable
courage.

It would require teamwork.

And it would also require an energy level, a "go-for-it" spirit,
and a sense of adventure.

But all of these features had characterized the University
during past eras of change, opportunity, and leadership.

We look forward to serving the University in new ways in the years
ahead.

And we look forward to many more years of working with
the marvelous people who make up the Michigan family.

Thanks for the opportunity to serve!

And Go Blue!!!