



# Into the Arb

## Life after Leadership



A Fairy Tale for the University of Michigan

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## Preface

This book is intended as a glance back over the Duderstadts' shoulders at the experience they have had in their years following their leadership roles as president and first mate of the University of Michigan. Although they chose "Life after Leadership" as a title, the code name while the manuscript was being developed was "Into the Arb", an Ann Arbor variation on "Into the Woods", Stephen Sondheim's popular musical about the trials and tribulations of fairy tale characters as they wandered into the dangerous woods of their stories, with wolves, witches, and giants!

So what is life like *after* leading a university? Some presidents move into retirement, leaving the campus to spend their remaining years traveling, enjoying golf, fishing, or hunting, and perhaps writing and painting. Others move on to lead yet another university. Indeed some actually make a profession of presiding, such as Gordon Gee, with six presidencies under his belt (including Ohio State twice). A very few presidents move into faculty roles at their institution, sometimes honored and sometimes neglected by their institutions.

Actually, Michigan provides examples of several possible approaches to life after leadership. Tappan and Little left Ann Arbor—actually, were pushed out. Angell and Burton died in office. Hutchens and Ruthven retired in Ann Arbor, remaining close to the University. Hatcher and Fleming left Ann Arbor for other assignments but eventually returned to become honored members of the University community. Shapiro, Bollinger, and Coleman left to lead other institutions (Princeton, Columbia, and the Association of American Universities).

The Duderstadts not only remained at the University but continued to be as active as ever on the faculty and within the campus community, teaching, writing, and leading efforts that contributed not only to the University but to the nation and the world. In part

this was because of the young age at which they were drawn into University leadership roles, but it was also due to a deep commitment to the institution that led to over 50 years of service. Their early years at Michigan, from 1968 to 1980, were spent in traditional faculty and community roles, teaching, research, service, and leading campus organizations such as the Faculty Women's Club. However in 1980 (at the age of 38) they were thrust into the role of dean (and "deanette") of the College of Engineering with the challenge of rebuilding and moving it to the North Campus, followed by a brief stint as provost (and "provostess") in 1985-1987 and finally selected as the president and "first lady" of the University to serve from 1988 to 1996. Since both were quite young for these roles (becoming president at the age of 45 and stepping down at 54), they had many offers and options for life after, including leadership of several of the top universities in the nation, corporate leadership, and national leadership roles.

Yet, with much of their lives still ahead of them, the Duderstadts continued to find themselves deeply committed to the University while Ann Arbor remained their home. Their children had grown up in the community, gone off to Yale and Harvard for their undergraduate studies, returned to graduate study at the University (PhD, MD, MPH), and then left again to establish their own careers and families elsewhere (New England and Atlanta).

Actually, it is understandable how remaining part of the university community would be preferable in later life to playing golf at The Villages in Florida or fishing in northern Michigan. The attachment to the intellectual life of a university, its exciting activities, and, of course, to their long-standing friends and colleagues was quite compelling.

Hence this book is intended to provide the story of

their experiences over the past twenty years of life-after-leading. Their predecessors provide several role models for re-engaging with the University. Ruthven retired on a farm near Dexter to raise his horses. Although Hatcher retired and left Ann Arbor for many years, he returned later in life as did the Flemings (even serving as interim president for a brief period before Jim's own appointment). The Duderstadts became close friends with the Flemings and, indeed, "adopted them" while president and afterwards to make certain they were appropriately honored and remained respected and engaged members of the Ann Arbor community.

Yet life after leading, particularly as a former university president, can be challenging. Here Jim recalls an old saying that Michigan not only buries its former presidents, but it then paves over them. Unless an archeologist comes along with a pickaxe, they remain buried and frequently forgotten. Unless, of course, a later presidential couple who has learned and benefited from their leadership steps into to assure that they are appropriately honored and engaged in the life of the University community, as was the Duderstadts commitment to the Hatchers, Flemings, Smiths, and Shapiros!

To some extent this is a story (and possibly part "fairy tale") of their personal experiences during two decades after leading the University. But this is also a history of the University during this period from their perspective as former leaders of the institution. Put in a more personal sense, the Duderstadts have been a part of the University of Michigan for over 50 years—25% of its history, in fact. They have seen and experienced Michigan from the ground up to the top. Hence, as the University's longest serving leadership team, they believe they have an important story to tell. After all, their loyalty to Michigan is beyond challenge. Hence the goal of this book is to tell this last and final chapter in their efforts to serve this marvelous institution

Perhaps this is also a primer for other university leaders, whether presidents, executive officers, or deans, describing the challenges and rewards in remaining active with the universities they have led after serving. It is also intended as strong encouragement to future presidents to not only remain committed to sustaining their university's history and character, but also to value and honor the efforts of their predecessors. Even those

future presidents determined to lead change in the a university—whether merited or not—must remember that to continue to honor and engage past leadership will continue a tradition that is likely to benefit their own life after leadership.

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Into the Nichols Aboretum

## Chapter 1

# Introduction

In December of 1968, the Duderstadts moved from Southern California to Ann Arbor, Michigan. It was a hot, sunny day in Pasadena—a Santa Ana condition, in fact—when they loaded their furniture and VW onto a moving van. They packed up their two daughters, who had never even seen snow, much less Michigan, and flew to Detroit, arriving in subzero cold and heavy snow, first to move into the Northwood IV housing complex. (During these early years, salaries for junior faculty were frequently inadequate for purchasing a home, so the University generously housed a few faculty families in married student housing.)

Despite the climatic shock, the Duderstadts found themselves very much at home, both in Ann Arbor and at the University of Michigan. So much so, that they have resisted occasional temptations to move west again to remain in Ann Arbor. Anne and Jim have long considered themselves Michiganders, maize and blue to the core.

For the past five decades, the Duderstadts have enjoyed being members of the Michigan family, serving in a variety of roles and seeing the University and its surrounding community from an array of perspectives. From the academic perspective, Jim's rise through the ranks as a faculty member in Engineering was rather traditional with most activities in teaching, research, graduate student supervision, and hustling for research grants. However, he soon became involved in broader campus issues in faculty governance, chairing the advisory committee for two provosts (Frank Rhodes and Harold Shapiro). Such activities caught the attention of University leadership, and over the next two decades Jim would descend through the various levels of Dante's inferno of academic administration to Dean of Engineering, Provost, and finally President of the University, only to be reincarnated once again as a

faculty member—albeit mostly unseen and unheard on the Michigan campus as a has-been president.

Anne, the other member of the Duderstadt team, rose even more rapidly to leadership roles in the University community: first as chair of the Faculty Women's Club Newcomers group, then later as president of the Faculty Women's Club organization; as a member of other campus and community groups; as "deanette", "provostess", and "first lady" of the University, and as institutional advancement officer, managing hundreds of events, renovating several major facilities, and hosting thousands of faculty, students, alumni, and guests of the University. Anne also found "life-after" productive, by continuing her strong efforts to document the remarkable history of the University of Michigan through a series of books and websites and sustaining important community groups such as the Faculty Women's Club.

Jim and Anne enjoyed the experience of raising a family in Ann Arbor and within the University community. Although born as California girls in Pasadena, their daughters grew up in Ann Arbor. They were infected with the Ann Arbor syndrome of over-involvement in activities ranging from music and theater to swim clubs and gymnastics teams to high school athletics and college admissions pressures. They even finally managed to become Michigan parents, as both the Duderstadt daughters eventually returned to the University for advanced degrees after their undergraduate studies in the East.

Hence, the Duderstadts began their years in Ann Arbor in University Family Housing, later to return again to University housing some twenty years later, this time to reside in the President's House. Unlike most university presidents, they decided after their presidential role that they would remain at Michigan,





Michigan's First Family - 1988-1996  
Susan, Jim, Anne, and Kathy Duderstadt

returning to the faculty and the community. Jim and Anne would continue to serve as best they could—if only as ghosts of the University past.

This latter decision was rather unusual in higher education. Most university presidents are itinerant—they move from university to university, as they progress through the academic and administrative ranks, and usually leave the institution when they step down as president. Jim and Anne were unusual not only in spending their entire careers at a single university, but in being determined to remain at Michigan following their service in the presidency—although some of their friends have referred to this determination as evidence of being “mobility-impaired”. In a sense, the Duderstadts regarded the Michigan presidency as yet another University assignment—clearly both important and consequential—but drawing them temporarily away from their long-standing role as members of the Michigan faculty and Ann Arbor community. Jim and Anne were determined to return to these earlier roles, although there have been times when this has not been easy.

## The Education of University Leaders

The arcane skills required to serve and lead a major university are best learned from other accomplished academic leaders. In this regard, Jim and Anne both must acknowledge the extraordinary impact that earlier Michigan presidents and first ladies have had on their own careers: Anne and Harlan Hatcher, Sally and Robben Fleming, Alene and Allen Smith, and Vivian and Harold Shapiro, who served as mentors, friends, and confidants. Beyond this, other Michigan leaders, several of whom went on to major university presidencies themselves, have been important role models, including Rosa and Frank Rhodes, Elisa and Billy Frye, Becky and Chuck Vest, and Ann and Farris Womack. So, too, the Duderstadts’ many friends and colleagues serving on the Michigan faculty and as deans and executive officers have similarly had great influence on their role as academic leaders.

During their years in the presidency Jim and Anne had the opportunity to work closely with and learn from all of these Michigan leaders on the campus who provided access to four decades of experience, consultation, advice, and warnings on many, many occasions. Hence essentially everything they learned about the trade of university leadership was due not only to the wisdom and lessons they learned from these experienced former Michigan leaders, but the agenda of their years in the Michigan presidency essentially followed the trails their predecessors had blazed before them.

Frank Rhodes, when serving as the president of Cornell University, once described it as a “privately supported but publicly committed” university. Since Michigan and Cornell can be viewed straddling the dividing line between public and private universities, it is perhaps not surprising that for the past half-century Michigan has also faced the challenge of also evolving a public committed but privately supported institution, as the University’s state support has declined even while its public responsibilities have increased.

More specifically, Jim’s early challenges during the 1990s were first to develop a financial paradigm that could address the disappearance of state support, and second to sustain the fundamental mission in the words of President Angell of “providing an uncommon



Presidential teams of the 1960s, 1970s, 1980s, and 1990s

education for the common man". In facing this challenge during their years as Michigan president, the Duderstadts turned first to Harold Shapiro and Vivian Shapiro, who taught them not only leadership skills, but also passed along the strategy for accommodating the tragic loss of state support through cost-containment, fund-raising, and careful management. But even more important, the Shapiros taught them the importance of making excellence their primary objective as the University restructured its financial support.

In fact, during their years in the presidency, the Duderstadts led the University down a path established by the Shapiros and largely completed the transition to a "privately-supported but publicly-committed" university. This required a major restructuring both of the culture and financial management of the University, decentralizing authority and responsibility while stressing the importance of focusing resources to achieve excellence. It also required an aggressive fund raising effort involving both Jim and Anne as a team that resulted in the first \$1 billion campaign in the history for a public university. The final component was provided by their remarkable VPCFO, Farris Womack, in using reserve funds and donations to take UM's endowment from \$200 M in 1988 to over \$3 B in 1998 (and would later grow to over \$11 B by 2018). As a consequence of these steps, by the late 1990s UM's financial strength rose dramatically even as state support declined, as recognized by Wall Street when it made Michigan the first public university to receive its highest AAA credit rating. UM entered the 21st Century as one of the

financially strongest universities in the nation.

Another former Michigan president, Robben Fleming, taught Jim the rare skill of listening, respecting, and working with students and faculty activists on major University agendas. This proved invaluable during his presidency in launching initiatives such as the Michigan Mandate, the Michigan Agenda for Women, and the adoption of gay rights for the University. Such efforts achieved truly remarkable goals during the 1990s: doubling Black, Hispanic, and Native American enrollments to 10%, 5%, and 1.1% respectively (4,700 students or 16% of the student body) and recruiting over 120 outstanding minority faculty members, many of whom would move into leading positions at Michigan and around the nation. The Duderstadt administration broke through the glass ceiling and placed women in key leadership positions throughout the University as deans, and executive officers. With the assistance of former presidents, Jim managed to convince the Regents to adopt policies protecting gay rights that would provide security and respect for the University's gay communities.

Finally, very much guided by the contributions and spirit of earlier University first ladies such as Anne Hatcher, Alene Smith, Sally Fleming, and Vivian Shapiro, Anne led a remarkable array of University efforts to build communities for faculty, staff, and students with efforts such as the Faculty Women's Club, leading the restoration of important resources such as the Presidents House, the Inglis Highlands Estate, the entertainment areas of Michigan Stadium,

and elevating significantly the quality of University events.

Her efforts to stimulate a broad array of efforts to identify and preserve University history were particularly important, including assigning and funding a major role for the Bentley Library in archiving historical artifacts, supporting courses on university history, establishing a University History and Traditions Committee, appointing a University Historian (a post first held by Robert Warner, former head of the National Archives), and preserving important historical facilities such as the Detroit Observatory.

Both the models and assistance provided by earlier University first ladies, Vivian Shapiro, Sally Fleming, Alene Smith, and Anne Hatcher, enabled Anne to lead a broad array of University activities, building communities for faculty, staff, and students, managing the complex projects to host University activities, and re-igniting the University's history efforts.

### The Purpose of This Book

Beyond the privilege of serving a great university, the Duderstadts believe that the most rewarding and satisfying aspect of their half century at Michigan has been the ability to join with many remarkably talented and dedicated people in the task of keeping the University among "the leaders and best." The size, complexity, and aspirations for excellence of the university both require and attract great leadership at all levels, among its faculty, students, staff, administrators, regents, and alumni. Whatever success was achieved during their leadership years at the university was due to a very considerable extent to the effort, talent, wisdom, and courage of the Michigan leadership team, defined in the broadest sense, to build on the leadership achievements of earlier administrations.

In part for the record, in part for their family, and in part just for their personal catharsis, they have provided this chronicle of their journey into the depths of academic administration and their escape back again to the joy of faculty life during their 50 years of service to the University of Michigan. Although many of these experiences were characterized by the expected degree of seriousness and solemnity, Jim and Anne have described many of them in a more humorous tone. It

is their hope that the reader will excuse this spirit of humor, amusement, and occasional wonder. Here Jim and Anne certainly do not intend any disrespect, either for the University they have served for so long or the hundreds—indeed thousands—of people who have made similar commitments to Michigan. Rather, they prefer to view their experiences, both good and bad, both successes and failures, through the rose-colored glasses of humor and good intentions. Besides, this perspective seems to help in making sense out of the complex array of experiences and happenings characterizing a modern university presidency.

As noted earlier, the Duderstadts view their years at Michigan as very much a team experience. Indeed, they, like most other families thrust into these complex roles, find it difficult to imagine how the myriad roles and responsibilities characterizing university leadership could be addressed by a single individual. To be sure, each of these roles was different, yet both were comparable in challenge, responsibility, and importance.

Hence this book is intended to provide a narrative of these experiences over the past twenty years of life-after-leading. But this is also a history of the University of Michigan during this period from the Duderstadts' perspective as "has beens".

And perhaps this might also be a primer for others serving in leadership roles at the University, describing the challenges and rewards in remaining active within the University community after leadership. It is intended as strong encouragement to future University leaders, whether serving as department chairs, deans, officers, or presidents, to not only remain committed to sustaining the history and character of this remarkable institution, but also the importance of valuing and honoring the efforts of their predecessors. Even those future leaders determined to lead change in the University—whether merited or not—must remember that to continue to honor and engage past leadership will continue a tradition that is likely to benefit their own life after leadership.

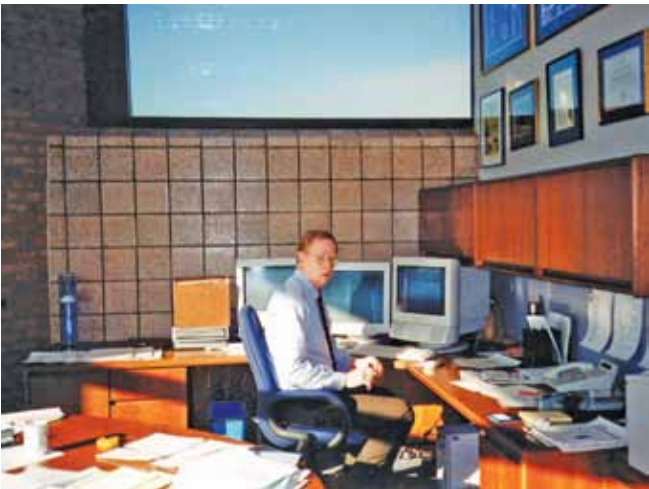
As Anne Duderstadt observed, "Without an appreciation for the past there is no future!"





The array of roles as faculty, university, and community leaders





Life after leadership: as historian, national policy advisor, and tenants of “the Dude”.



## Chapter 2

# Two Decades of University Leadership

Both Jim and Anne had grown up in Carrollton, a small farm town (population 5,000) in central Missouri about 70 miles northeast of Kansas City. Carrollton was located on the Missouri River, in the heart of some of the richest farmland in the world. Most of its residents were involved in farming in one way or another. Anne (then Anne Marie Lock) was raised on a farm. Although Jim's father was a highway paving contractor, his grandfather owned working farmland.

Anne attended the University of Missouri in Columbia, working to pay her way through college and receiving a B.S. in Home Economics in 1964. For college, Jim headed east to Yale, lured in part by the opportunity to play college football at a mysterious institution in the east. They began to date during their college years and were married shortly after graduation. The couple then headed off, first to Los Alamos Scientific Laboratory where Jim had a summer job and then on to the California Institute of Technology where Jim attended graduate school in engineering science and physics while Anne took a job as a department store manager.

Although Pasadena was an important chapter in the Duderstadt history—Anne's job, Jim's M.S. and Ph.D. degrees followed by an Atomic Energy Commission postdoc, and the birth of the two Duderstadt daughters, Susan and Kathy—it was a remarkably short period of only four years. Part of the reason was the Vietnam War with the threat of the draft always lurking in the background provided strong motivation both for graduate students and faculty to complete their degrees as rapidly as possible. But it was also a time of ample job opportunities, with the space and defense programs in high gear, and universities ramping up their research in science and engineering.

### The Early Years

Although Jim was interested in completing his AEC postdoctoral appointment before considering more permanent employment, he did agree to give a seminar at Michigan. To be sure, Michigan's Department of Nuclear Engineering was not only the first such program established in this country, but also it ranked among the top such programs in the world. Despite this, Jim was not particularly enthusiastic about visiting Michigan to explore the opportunity but agreed to do so as a favor to one of his thesis advisors, who told him that Ann Arbor was "nirvana," (although certainly not on the cold, gray, drizzling day in March when Jim visited). While he was flying back to California after the interview, the department chairman, Bill Kerr, called Anne and told her they were going to make him an offer. Anne responded without hesitation: "Jim will accept your offer!". She had had enough of Southern California. When Jim arrived back in Pasadena, he was informed that the Duderstadts were headed to Michigan. (Jim soon learned that on such weighty matters, Anne was usually correct.)

Despite the early months in married student housing, the Duderstadts adapted rapidly to both the University and the climate. Jim rose rapidly through the ranks to become professor of nuclear engineering in 1976 and then Dean of the College of Engineering in 1981, at the age of 37. He had developed a strong reputation as both a scientist and a faculty member, receiving essentially every major national award for excellence in research, teaching, and public service—including the President's National Medal of Technology (he was the only Michigan faculty member to have ever been so honored). Jim was also actively involved in national science policy, and he was

appointed by both Presidents Reagan and Bush to serve on the National Science Board throughout the 1980s; he chaired the Board during the 1990s. Hence, Jim was able to bring the unique perspective—and credibility—of an internationally known teacher, scholar, and science policy leader to his various administrative roles at the University.

But Anne was actually the first to move into leadership roles. Within a few weeks after their arrival in Ann Arbor in 1968, Anne encountered the first signs of the strong social network that had developed within the University through the women of the faculty. She was contacted by the leaders of the Newcomers Section of the Faculty Women's Club and invited both to join and to meet other new arrivals at a series of social get-togethers for the several hundred women joining the University faculty community each year. The Faculty Women's Club spanned the entire university, hosting an unusually broad set of activities and interest groups both for faculty wives and women faculty members and more broadly their families. In fact, since being launched by President Marion Burton's wife, Nina Burton, in the 1920s, it had become the primary social organization for pulling together faculty members and their families across the University. While many of the women in the Faculty Women's Club would remain active throughout their lives (including many of the wives of senior university leaders such as presidents and deans), the FWC Newcomers group played a particularly important role both in welcoming new arrivals to the University and providing them with opportunities to become engaged in its broad range of activities, both as members and as families.

Anne immediately joined the group and soon found herself not only with a host of new friends from other arriving faculty families, but also developing relationships with many of the women leaders of the University, including Sally Fleming and Alene Smith (both president's wives) and the spouses of leading faculty members such as Phyllis Wright, Sue Yohe, Betty Richart, and Florence Crane. Within a few months after arriving in Ann Arbor, she was asked to chair of the Faculty Women's Club Newcomers Group. This was a particularly important assignment, since during the 1970s, the Faculty Women's Club was the principal University organization that wove new faculty and

their families into the community life of the institution. In this role, she rapidly developed friendships with the spouses of many campus leaders. In 1983 Anne was elected president of the Faculty Women's Club with Sally Fleming as vice president, after the Flemings returned to campus.

Anne remained a prominent participant in FWC activities during Jim's years in the role of dean, provost, and president of the University. She was to continue this strong support later with efforts to sustain the organization in the face of the changing character of the University. Anne established the core of a University-managed endowment to support the service activities of the FWC. She led FWC into the digital world, implementing the tools of the Internet and database software both to manage and communicate its activities to the members. She was also instrumental in efforts to protect the fundamental purpose of the FWC by serving the University community. And she continues to serve today as a powerful force to protect the history and character of the club as one of the few remaining organizations aimed at introducing new faculty families to the University and sustaining a sense of community throughout the institution.

Serving as leader of the Faculty Women's Club, led to strong friendships with faculty and spouses across the University. In the process, Anne developed a strong sense of what was necessary to glue the campus together as a community. And it goes almost without saying that she also developed an exceptional ability to design and manage complex events.

As she became more involved with the University through an array of service activities, her interests became captured by the extraordinary faculty of the College of Literature, Science, and the Arts. She joined a small group of women auditing the core arts and humanities courses of the College, from leading faculty members such as Ted Buttrey, Diane Kirkpatrick, Sharon Herbert, Marvin Eisenberg, David Huntington, Don Cameron, and Ralph Williams. This strong interest, particularly in history, was to manifest itself later when as First Lady of the University, she was influential in actions taken to better archive, analyze, and disseminate the remarkable history of the University of Michigan. She would continue these efforts following the presidency by authoring a series



From her earliest days as a leader of the Faculty Women's Club, Anne has helped create and led numerous organizations aimed at building the campus community.

of books on the history of the University and creating a series of web-based digital archives in areas such as campus evolution, faculty and staff histories, and a major web "portal" that has proven invaluable in celebrating the Bicentennial of the University in 2017.

Ironically, through Anne's various leadership roles of campus organizations, as a partner in the leadership of the dean and provost, her friendships with many of the women leaders of the campus, and her deepening love and respect for the liberal arts of the University, she was probably better prepared for service in the presidency than her husband!!!

### Moving into University Leadership Roles

During his brief five-year tenure as Dean of Engineering, Jim and a team of younger faculty leaders—including Charles Vest, who would later become president of MIT; Dan Atkins, later founder and dean of Michigan's new School of Information; Scott Fogler, a prominent engineering educator, Lynn Conway, a national leader in computers, and Walt Hancock, a former chair of Industrial Engineering—rejuvenated the College of Engineering. Together they completed the 30-year-long effort to move the College to the North Campus, recruited over 140 new faculty members, and boosted the reputation of its academic programs to 5th in the nation. Although the University



Dean of Engineering

had never before in its history looked to Engineering for an executive officer, in 1986 Harold Shapiro asked Jim to succeed Billy Frye as Provost and Vice President for Academic Affairs of the University. Key in this assignment was the opportunity to lead an ambitious strategic planning process that would define the future directions of the University as it prepared to enter a new century.

Anne played a very important role in this effort. Her friendship both with the associate deans' wives (Becky Vest, Monica Atkins, and Jan Fogler) was key to knitting together the team. She also had good relationships with the spouses of both the department chairs and the members of the College of Engineering Executive Committee. Her judgment from her own leadership experience was an invaluable source of advice both in rebuilding the quality of the College and taking on massive efforts such as moving it from the Central Campus to the North Campus.

Jim brought the same energy, excitement, and confidence about the future to his role as Provost that he had used to rebuild the College of Engineering. Within a few months he had not only launched a major set of planning activities involving every school and college of the University, but he had also launched a series of initiatives that would later define his presidency: a major effort to increase the racial diversity of the campus community, a series of initiatives designed to improve the undergraduate experience, an aggressive plan to restore the University's financial strength and to improve its capital facilities, a far-reaching effort to achieve leadership in the use of information technology, efforts to rebuild the natural sciences, and



Provost of the University

the restructuring of several key professional schools (including Dentistry, Library Science, and Education). At the same time Anne—a past president of the Faculty Women's Club who had been involved in a broad range of campus activities—designed and launched a similarly wide array of events for students, faculty, and staff to draw together the campus community.

However, Jim was not to remain in the role of Provost for long. Within six months after he assumed the post, Harold Shapiro departed for a well-deserved sabbatical in England, leaving Jim to serve as Acting President in addition to maintaining his role as Provost. Then, shortly after returning from his sabbatical leave, Shapiro announced his intention to accept the presidency at Princeton. This meant that, in effect, Jim had to play the combined roles of Provost, Acting President, and “behind the scenes” president (working closely with Robben Fleming as Interim President) until June, 1988, when he was selected by the Regents to succeed Shapiro. During this interim period, the University continued to make great progress along a number of fronts. Furthermore, through this array of leadership roles, Jim rapidly developed a vision of where the University should head during the 1990s.

Anne's long-standing friendships with the partners of the deans of Michigan's other schools and colleges provided a wonderful opportunity to build bonds with these units. She used her years of involvement with campus organizations such as the Faculty Women's Club to strengthen these relations, forming a network of these women leaders that would prove invaluable as the Duderstadts moved up the ladder to more senior positions in the University.





Key in Anne's 50 years of leadership has been her efforts to build communities of faculty, students, staff, leaders, and friends of the University.



Anne brought the same energy, excitement, and confidence about the future to new activities in the provost's role that she had brought to the leadership in the College of Engineering. She launched a similarly wide array of events for students, faculty, and staff to draw together the campus community. Within a few weeks following Jim's selection as provost, Anne had already established a new University tradition to honor newly promoted faculty each spring.

One of Anne's early efforts involved a series of monthly dinners held at Inglis House to bring together 10 to 15 faculty couples from across the University. Here the intent was to provide faculty with new opportunities to reach beyond their disciplines, to meet new people, and develop new relationships. It also provided the Duderstadts with a marvelous opportunity to understand better what was on the faculty's mind. The logistics in designing and conducting the Provost faculty dinners, which were to become a University tradition, were considerable. This not only involved working with catering and clerical staff to design and conduct these events, but also developing a database capable of supporting the invitations to these monthly dinners.

Anne also took the lead in developing an array of events for other constituencies. For example, there was growing concern about the vast separation that existed between the Athletics Department and the rest of the University. This separation was depriving student-athletes of many of the important experiences that should have been part of their education. So too, it placed coaches in the awkward position of being decoupled from the rest of the institution. Since the Athletic Director, Don Canham, was approaching retirement age, it was clear that building new bridges of cooperation and respect between the Department and the rest of the University could be of great benefit to achieving a smooth transition in leadership.

Anne decided to take on as a personal challenge the task of "mainstreaming" Michigan athletics. She began by arranging a series of events where student-athletes and coaches were brought together in various academic settings—museums, concert halls, and such. The goal was to stress that student-athletes were students first, and that coaches were, in reality, teachers. In the process of arranging and hosting

these events, the Duderstadts began to realize that the isolation among sports programs was just as serious as the chasm between the Athletic Department and the rest of the University.

Students and coaches enjoyed the opportunity to meet participants from other sports programs. And Jim and Anne began to build relationships with coaches and Athletic Department staff, both through attending sports events and by getting to know them personally.

Anne also launched a series of events for the deans and executive officers of the University, including a kickoff potluck in September, a holiday reception, and a spring "thank God we made it through the year" dinner. Anne made a point of scheduling each of these events in a different part of the University, to introduce the University's leadership to its remarkable diversity, e.g., the Museum of Art, the Museum of Natural History ("Dine with the Deans and the Dinosaurs"), the Law Club, the Music School, the new Chemistry Building, the new Solid State Electronics Laboratory, and the Clements Library.

### A New Team in the Presidency

The 1950s and 1960s had been a time of dramatic growth, and Harlan Hatcher had led the great expansion of the University as it doubled in size and added two regional campuses. America had experienced great social unrest in the late 1960s and 1970s over issues such as the war in Viet Nam and racial diversity, and Robben Fleming's wise and experienced leadership had protected the University and its fundamental values during these difficult years. While Harold Shapiro had positioned the University to adapt to a future of declining state support, his most important impact was in a different area. As both Vice President for Academic Affairs and then as President, Shapiro's commitment to academic excellence was intense and unrelenting. Indeed, it is no exaggeration to state that during Shapiro's era, the University first committed itself to serious academic excellence and then developed a determination to compete with the finest universities in America for the very best faculty, students, and programs.

But Jim sought something beyond excellence. He embraced the University's heritage of leadership, first

as it had defined the nature of public higher education in the late 19th century, and then again as it evolved into a comprehensive research university to serve the late 20th century. He became convinced that for the university to pursue a destiny of leadership for the 21st century, academic excellence in traditional terms, while necessary, was not sufficient. Beyond this, true leadership would demand that the University would have to transform itself once again, to serve a rapidly changing society and a dramatically changed world. And it was this combination of leadership and excellence that he offered as a vision and challenge to the University. As Jim put it, using words of the Michigan fight song, *The Victors*, the University should set its sights on becoming “the leaders and best” during the 1990s.

The challenges to this vision of leadership were great. Throughout the 1970s and 1980s, state support of the University had deteriorated to the point where it provided less than 20% of the University’s resource base. The Ann Arbor campus, ranking as one of the nation’s largest with over 26 million square feet of space, was in desperate need of extensive renovation or replacement of inadequate facilities. Although the fund-raising efforts of the 1980s had been impressive, the University still lagged far behind most of its peers, with an endowment of only \$200 M, clearly inadequate for the size and scope of the institution. There were an array of other concerns, including the representation and role of women and minorities in the University community, campus safety, and student rights and responsibilities. So, too, the relationships between the University and its various external constituencies—state government, federal government, the Ann Arbor community, the media, and the public-at-large—needed strengthening. And all of these challenges would have to be met while addressing an unusually broad and deep turnover in University leadership, in which most executive officer, dean, and director positions throughout the institution would change.

Jim moved rapidly to put together his leadership team. With strong faculty support, Charles Vest was appointed as Provost, although, after only two years in the position he was tapped for the MIT presidency and was succeeded by Gilbert Whitaker, Dean of the School of Business Administration. Farris Womack was



Setting the new agenda

attracted from North Carolina to become Vice President and Chief Financial Officer. First Bill Kelly from Geology and then Homer Neal from Physics joined the team as Vice President for Research. Maureen Hartford was recruited from Washington State University to become Vice President for Student Affairs. Walt Harrison joined the University from the private sector as Vice President for University Relations while Dick Kennedy stayed on as an experienced Secretary and Vice President for Government Relations. Finally, Blenda Wilson was recruited from Colorado to become Chancellor of UM-Dearborn (followed by Jim Renick) while Charlie Nelms came from Indiana to assume the leadership role at UM-Flint.

Beyond these executive officer positions, new deans were selected and recruited to head most of the University’s schools and colleges. Furthermore, other key leadership positions throughout the University attracted highly able people—e.g., first Jack Weidenbach and then Joe Roberson as Athletic Director, Elsa Cole as General Counsel, and Jackie McClain as Executive Director of Human Resources. Lester Monts was recruited from UC to lead the important goals of increasing campus diversity. During the 1990s, Michigan was regarded throughout higher education as having one of the strongest leadership teams in the nation—as the rapid progress of the University soon was to make apparent.

The Duderstadt leadership team was both action- and results-oriented. Hence, even as Jim was setting the key themes that would characterize his leadership of the University, key initiatives were being launched to move the University in these directions. The University



Provost Gil Whitaker

would build on the momentum of the Shapiro years, rapidly gaining strength and moving toward the compelling vision set out by Duderstadt.

### Academic Programs

The quality of the various academic programs of the University is determined by many factors such as resource commitments and capital facilities, but none more critical than the quality of faculty and the standards applied in promotion and tenure. Harold Shapiro set academic excellence as the highest priority of the University, and both as provost and president raised significantly the expectations for faculty quality. Jim continued this commitment, also as both provost and president, and the national rankings of the various academic and professional programs continued their upward climb. By the mid-1990s, Michigan had achieved rankings across the full range of undergraduate, graduate, and professional programs that were matched in academic quality by only a handful of peer institutions—notably Harvard, Stanford, and the University of California.

Beginning as provost and then as president, Jim set as firm priorities restoring core support for both LS&A and improving the quality of undergraduate education. During the early years of his administration, this was accomplished by providing additional operating funds as well as by launching special initiatives that benefited LS&A. These efforts included giving priority to rebuilding the natural sciences, providing additional funding designed to improve the quality of first year



Chief Financial Officer Farris Womack

undergraduate education, and initiating special salary programs for outstanding faculty. However, in later years, Jim went beyond this to launch an ambitious program to renovate or rebuild all of the buildings housing LS&A programs, which had deteriorated during the 1970s and 1980s as the University had addressed other capital priorities such as the Replacement Hospital Project. In the decade from 1985 to 1996, the University invested more than \$350 million in capital facilities for LS&A, essentially rebuilding the entire Central Campus area.

Similar efforts were taken to improve the quality of graduate and professional education. The School of Medicine completely restructured the medical curriculum to provide students with clinical experience earlier in their studies. Business Administration redesigned its MBA program to stress teamwork and community service. Engineering introduced new professional degrees at the masters and doctorate level to respond to the needs of industry for practice-oriented professionals. The School of Dentistry underwent a particularly profound restructuring of its educational, research, and service programs. The Institute for Public Policy Studies was restructured into a new School of Public Policy. And the School of Library Science evolved into a new School of Information, developing entirely new academic programs in the management of knowledge resources.

The University's professional schools continued to develop and offer high-quality continuing education programs. Of particular note was the Executive Management Education of the Business School—ranked



Executive Officer Team

by some as the nation's leading program—and an array of postgraduate professional education programs conducted by Medicine, Law, and Engineering.

Yet, even as the Duderstadt administration placed new emphasis on education at the undergraduate, graduate, and professional school levels, it also substantially strengthened the University's research activity. This was not surprising, in view of Jim's strong experience in research and his leadership of the National Science Board. Major investments were made in the research capability of the University through new research facilities (e.g., three major medical science research buildings, new physics and chemistry laboratories, and a major expansion of the laboratories of the College of Engineering).

The University's government relations efforts in both Lansing and Washington were strengthened with the establishment of permanent offices and additional staff, as well as a strategic focus on key research initiatives. The payoff was almost immediate: state government approved the Research Excellence Fund which channeled \$10 million a year into research activities such as microelectronics, robotics, and materials research. Similarly, the University was far better positioned to compete effectively for major federal research grants, including the establishment of major national centers such as the NSF Center for Ultrafast Optics, the National Cancer Research Center, the Human Genome Project, and the many programs of the Institute for Social Research. The University also became quite influential in national research policy through the efforts of Jim, Homer Neal, Chuck Vest,



Deans Team

and Farris Womack.

Of particular importance were a series of strong incentives designed to encourage the efforts of faculty to seek sponsored research support. By providing faculty with discretionary funding indexed to research grant support, subsidizing the cost of equipment and graduate research assistants, and providing aggressive cost sharing, the University stimulated a highly creative and entrepreneurial faculty to increase efforts to attract research support. As a result, the University of Michigan, which traditionally had ranked 7th nationally in the level of its sponsored research activity, overtook MIT and Stanford to be ranked 1st in the nation in this metric. Beyond the impact that such research had on society in areas such as genetic medicine, public policy reform, information technology, and humanistic studies, this dimension of University activity greatly added to the intellectual excitement on campus and brought instructional programs to the cutting edge of the knowledge base.

Simultaneously with the effort to encourage faculty to seek grants, the University also moved to adopt a far more aggressive stance toward technology transfer. In the late 1980s it modified its intellectual property policies to provide more faculty incentives for transferring knowledge developed on the campus through patents, startup companies, and industrial partnerships. Advisory groups were formed to assist in technology transfer and small business development. The University also worked to build strong partnerships with private sector companies, for example, the partnership to develop the Internet with IBM and MCI.





The Michigan Mandate: MLK Day Unity March, addressing student and alumni groups, Professor Bunyon Bryant, Professor Charles Moody (with President Ford), Dean Rhetaugh Dumas, Associate Vice Provost Lester Monts, toasting the heros of the successful Michigan Mandate.

## Diversity

Michigan had long aspired to provide an education of the highest quality to all who had the ability to succeed and the will to achieve, regardless of gender, race, religious belief, nationality, and economic means. Yet, despite this effort, many still suffered from social, cultural, and economic discrimination because of these characteristics. Hence, simply opening doors—providing access—was not enough to enable them to take advantage of the educational opportunities of the University.

To address this challenge, the University of Michigan began in the late 1980s to transform itself to bring all racial and ethnic groups more fully into the life of the University. This process was guided by the

Michigan Mandate, a strategic plan designed to respond more effectively to two of the principal challenges of the 21st century: first, the fact that our nation was rapidly becoming more ethnically and racially pluralistic; and second, the growing interdependence of the global community, which called for greater knowledge, understanding, and appreciation of cultural diversity than ever before needed in our history. The purpose of the plan was to transform the university in such a way as to remove all institutional barriers to full participation in the life of the University and the educational opportunities it offered for peoples of all races, creeds, ethnic groups, and national origins.

But all involved recognized at the outset that the strategic plan was only a road map. It set a direction and pointed to a destination, but the journey itself





Listening, learning, planning, and selling the Michigan Agenda for Women

would be a long one and much of the landscape through which the University would travel was still to be discovered. As the effort evolved, it attempted to deal with two themes that heretofore had appeared to be incompatible: community and pluralism. The goal of the effort was to strengthen every part of the University community by increasing, acknowledging, learning from, and celebrating the ever-increasing human diversity of the nation and the world.

The Michigan Mandate had a remarkable impact on the University. During Jim's tenure, the number of students of color doubled to over 8,000, (25% of the student body), with African American enrollment increasing to 3,000 (9%). Graduation rates of underrepresented minority students rose to the highest among public universities in America and became comparable to those of the most selective

private institutions. Further, the Target of Opportunity program doubled the number of minority faculty, with success rates (as measured by tenure and promotion) equal to those of majority faculty. The University of Michigan became known as a national leader in embracing the importance of diversity in education and taking actions to yield a truly multicultural learning community.

Economic diversity had also been a long-standing goal of the University. Despite the necessity of rising tuition in the wake of deteriorating state support, Michigan maintained effective financial aid programs that preserved access to the University by students from all economic backgrounds. This was demonstrated by the high admission yields for those in lower income groups, along with rising student retention rates.

Drawing on this experience, in the early 1990s the

University launched a second major initiative aimed at increasing diversity: The Michigan Agenda for Women. Like the Michigan Mandate, the vision was simple yet compelling: that by the year 2000 the University would become the leader among American universities in promoting and achieving the success of women as faculty, students, and staff. Jim took a highly personal interest in this effort, meeting with hundreds of groups on and off campus to listen to their concerns and invite their participation in the initiative. Led by Carol Hollenshead, there was rapid and significant progress on many fronts for women students, faculty, and staff, including the appointment of a number of senior women faculty and administrators, improvement in campus safety, and improvement of family care policies and child care resources.

The University also took steps to eliminate factors that prevented other groups from participating fully in its activities. For example, it extended its anti-discrimination policies to encompass sexual orientation, and it extended staff benefits and housing opportunities to same-sex couples (actions which were strongly supported on campus but drew the wrath of the religious right wing of the Republican party). Massive investments were made in renovating University facilities to provide better access for the disabled.

### Financial Strength

One of the most significant trends of the 1970s and 1980s, the erosion in state support, continued into the 1990s. Over this three-decade period, state appropriations dropped from 70 percent of the University's educational budget in the 1960s to less than 10 percent in the mid-1990s. Furthermore, as the state's tax base dropped below the national average, and other social needs such as K-12 education and prisons passed higher education as priorities, it was clear that further decline in state support was inevitable for the foreseeable future. As Jim put it, the University of Michigan had evolved from a "state supported" to a "state assisted" to a "state related" and, finally, to a "state located" university. Michigan would become the first of America's great state universities to face the challenge of supporting itself predominantly from

private and federal sources (although it would soon be joined by many others).

The University not only met this challenge but actually thrived during this transition by intensifying the three-tiered strategy developed during the Shapiro years: i) effective cost containment, ii) wise management of resources, and iii) aggressive development of alternative revenue sources. Following the recommendations of a major task force on costs chaired by then-Dean of Business Gil Whitaker, the University implemented an institution-wide total quality management program in the early 1990s. This was patterned on the award-winning program in the University Hospitals. It empowered staff and faculty at all levels to seek ways to enhance the quality of their activities while constraining costs. The University moved toward more realistic pricing of both internal and external services (e.g., facilities maintenance, tuition and fees, research overhead). And in the mid-1990s, it completed the decentralization of both resource and cost management to the unit level through a budgeting system known as *responsibility center management*, similar to that used in many private universities. In this system, units were allowed to retain all revenues. They were then assessed the costs associated with their activities, and taxed on all expenditures to support university-wide services such as safety. This system provided strong incentives for generating revenues and containing cost. It allowed local management controls at the unit level as key in more efficient operation.

As evidence of the effectiveness of these efforts, by the mid-1990s peer comparisons ranked the University's administrative costs (as a percentage of total expenditures) third lowest among major research universities. Yet another sign of the efficient use of resources was the fact that while essentially all of the University's programs were ranked among the top ten nationally in academic quality, the University ranked roughly 40th in terms of expenditures per student or faculty member. More specifically, it was able to provide an education of the quality of the most distinguished private institutions at typically one-third the cost!

The second element of the strategy involved far more aggressive management of the assets of the University—its financial assets, its capital facilities, and

of course its most valuable asset, its people. VPCFO Farris Womack moved rapidly in the late 1980s to put into place a sophisticated program to manage the investments of the University. He built a strong internal investment management team augmented by knowledgeable external advisors, including several University alumni. Particular attention was focused on the University endowment, which amounted to only \$200 million in 1988, small by peer standards and quite conservatively managed. Through Womack's aggressive investment management, coupled with a highly successful fund-raising effort, the University was to increase its endowment to over \$3 billion by 1998—a truly remarkable ten-fold growth. During this period, Michigan consistently ranked among national leaders in endowment earnings.

Similar attention was focused on the management of the University's financial reserves such as operating capital and short term funds. By establishing the concept of a centralized bank, Womack brought more than \$2 billion of additional funds associated with the various operating units of the University under sophisticated investment management as funds functioning as endowment

The University also took steps to more realistically price its services. One of the most politically difficult tasks was to set more realistic tuition levels for instate students. Although the University had long charged essentially private tuition levels to out-of-state students, acknowledging a state policy dictating that state tax dollars could be used only for the support of Michigan residents, instate tuition had been kept at only token levels throughout the 1960s and 1970s. However, as state support declined, it became clear that the eroding "state subsidy" of the cost of education for Michigan residents no longer justified these low tuitions. Throughout the 1980s, the University began to raise instate tuition to more realistic levels, although this frequently triggered political attacks from both state government and the media. By the mid-1990s, student tuition revenue had been increased to over \$400 million, far exceeding the University's annual state appropriation of \$290 million. Throughout this period of tuition restructuring, the University increased the financial aid awarded to students in order to sustain its policy that no instate student should be denied a Michigan education for lack

of economic means.

The financial strength of the University also benefited from the remarkable success of its faculty in attracting research grants and contracts from both the federal government and industry. As noted earlier, the University rose to the position of national leadership by this measure of research activity, and by 1996 its sponsored research support was over \$450 million per year—again substantially larger than state support.

The third resource stream of the University involved charges for the auxiliary services it provided to the public, namely activities such as clinical patient care and continuing education, which generated revenues beyond those of the academic programs. Key in this effort was the remarkable success of the University Hospitals and related Medical Service Plans, which were generating almost \$1 billion of revenue by the mid-1990s. Indeed, it was the revenue associated with these clinical activities that supported much of the remarkable growth of the Medical School. Other auxiliary enterprises such as the Executive Management Education program of the Business School, the Housing Division, and the Department of Athletics also saw very considerable success during this period.

Michigan was one of the first public universities to recognize the importance of private fund-raising, with the \$55 million campaign of the 1960s and the \$180 million campaign of the 1980s. However, as the prospects for state support became dimmer, it became clear that private support would extend beyond simply providing the margin of excellence for the University's academic programs and would increasingly provide their base operating funds as well. Early on, the Duderstadt administration set a very aggressive goal to build private support, as measured by the combination of gifts received and income distributed from endowment, to a level comparable to state support by the year 2000.

To this end, the University launched the largest fund-raising campaign in the history of public higher education by setting the goal of raising \$1 billion by mid-1997. A sophisticated University wide development effort was built, and hundreds of volunteers were recruited across the nation. The Campaign for Michigan was officially announced in September, 1992—the





Rebuilding the Michigan campus

weekend of the spectacular victory over Notre Dame won by Desmond Howard's Heisman-Trophy-award-winning catch of a touchdown pass.

The fund-raising effort was extraordinarily successful. By the end of Jim's tenure, the University had already gone well past its \$1 billion goal to \$1.4 billion, a year ahead of schedule. Annual gifts had grown from \$60 million per year in 1988 to over \$150 million per year in 1995. And total annual private support, including endowment income, exceeded \$220 million per year, well ahead of schedule to surpass the state appropriation of \$290 million per year by the end of the decade.

This combined strategy of effective cost containment, sophisticated asset management, and alternative resource development provided the University with extraordinary financial strength, despite the continuing deterioration of state support. As one measure of this financial integrity, in 1994 the University became the first public university in history to have its Wall Street credit rating raised to its highest level, placing it on par with the wealthiest private universities.

## Rebuilding the University

One of the most remarkable accomplishments of the University during the Duderstadt years was the rebuilding of all of its campuses. During the decade from 1988 to 1996, the University completed over \$2 billion of major construction projects that provided essentially every program of the University with a physical environment of unprecedented quality.

In the late 1980s, several factors converged simultaneously to provide the University with a remarkable window of opportunity for rebuilding its campuses. First, falling interest rates, coupled with the University's high credit rating, made it relatively inexpensive to borrow money. Second, because of a weak economy, there were few competing construction projects underway in the private sector; hence construction costs were quite low. Third, the University's success in auxiliary activities, including private support, clinical revenue, and continuing education fees, was beginning to generate substantial revenue. And fourth, the University convinced

Governor Engler to launch a major state capital facilities program, with the understanding that the University would match the state effort through the use of its own funds.

But there was one final ingredient. Jim managed to convince the Regents that the University should debt-finance critically needed academic facilities using student fees. While this was a common device in private universities, Michigan had generally used student fees to finance only non-instructional facilities such as Crisler Arena, depending on state funding for academic facilities. The use of debt-financing of new facilities became particularly powerful when in the 1990s, the success of the financial restructuring stimulated Wall Street to give the University its highest AAA credit rating, which enabled it to obtain the most attractive rates for borrowing.

While the rebuilding and/or major renovation of most of the University's campuses during the decade was an extraordinary accomplishment, of comparable long-term importance was the massive effort to eliminate the deferred maintenance backlog that had arisen during the 1970s and 1980s. Further, major efforts were made to provide ongoing support for facilities maintenance so that such backlogs would not arise again in the future.

## Cultural Changes

Some of the most important changes occurring at the University during the 1990s were far subtler and involved changes in the various cultures of the University. As noted earlier, the student culture evolved far beyond the distrust and confrontation born in the 1960s and characterizing student-faculty-administration relationships throughout the 1970s and 1980s. By the mid-1990s there was a very strong sense of mutual respect and trust characterizing students and the administration, particularly on the part of student government and, amazingly enough, even student publications such as *The Michigan Daily*. Students stepped up to important leadership roles in the University, accepting responsibility and providing important visions for its future.

The University's commitment to diversity through major strategic efforts such as the Michigan Mandate



and the Michigan Agenda for Women would never have been possible without a major change in the campus climate. Diversity became not only tolerated but recognized as essential to the quality of the University. While there were inevitable tensions associated with an increasingly diverse campus community, there was a real effort to view these as an opportunity for learning how to prepare students for an increasingly diverse world.

There were other important changes in the culture of the University community. Michigan athletics moved far beyond a simple focus on winning programs to accept the view of athletes as students and coaches as teachers. It reaffirmed the importance of the integrity of its programs and committed itself to true gender equity for women's athletics.

Through both development and alumni relations, alumni of the University came to understand the importance of their financial support as state support eroded. Further, they responded to appeals to become far more actively involved in all aspects of University life.

Changes occurred far more slowly in the faculty culture, because of its complexity and diversity. Fundamental academic values still dominated this culture—academic freedom, intellectual integrity, striving for excellence—as they must in any great university. However, there also seemed to be a growing sense of adventure and excitement throughout the University as both faculty and staff became more willing to take risks, to try new things, and to tolerate failure as part of the learning process. While the University was still not yet where it needed to be in encouraging the level of experimentation and adventure necessary to define the future of the University, it seemed clear that this spirit was beginning to take hold.

### A Partner in Leadership

Although unwritten in the university contract for a president, there has long been an expectation that the president's spouse will be a full participant in presidential activities. Much like the presidency of the United States or the governorship of a state, a university presidency is really a two-person job, although generally only one partner gets paid and recognized

in an employment sense. At many universities, such as Michigan, the First Lady of the university is expected to play an important role not only as the symbolic host of presidential events—and perhaps also as the symbolic mom of the student body—but in actually planning and managing a complex array of events, facilities, and staff. These responsibilities include hosting dignitaries visiting the campus; organizing almost daily events for faculty, students, and staff; and managing entertainment facilities, such as the President's House or the hospitality areas of the football stadium.

However, in their earlier leadership roles as dean and provost, the Duderstadts had long approached university leadership positions, whether as dean, provost, or finally as president, as true partnerships. To be sure, Anne faced a formidable challenge of being thrust into the role as the university's First Lady, responsible for the myriad of events, facilities, and staff associated with the president's role in institutional development. Beyond the responsibility for creating, designing, managing, and hosting the hundreds of presidential events each year, Anne would manage several major facilities—the President's House; the Inglis Highlands estate, and the reception and hosting areas at Michigan Stadium—as well as a large number of staff.

Anne believed that since the image of the university, as well as the president, would be influenced by the quality of an event, it was important that the hosts (i.e., the President and First Lady) be involved in key details of planning the event. Furthermore, she realized that running these many events on automatic pilot would inevitably lead to significant deterioration in quality over time. She also realized that by raising the expectations for quality at the presidential level, there would likely be a cascade effect in which other events throughout the university would be driven to develop higher quality standards. The challenge was to do this while simultaneously reducing costs. In effect, Anne launched one of the university's early total quality management efforts in the arena of presidential events. While she was able to recruit and lead a talented staff, she also participated in all aspects of the activities, from planning to arrangements, from working with caterers to designing seating plans, from welcoming guests to cleaning up afterward. No job was too large or too



Hosting major events (dinner for President Ford)



Greeting distinguished guests (the Dalai Lama)



Planning major events



Renovating the Inglis Highlands estate



Launching UM's History and Traditions Committee



Representing the UM (with the "60 Minutes" cast)

The many roles of the First Lady.





Anne Duderstadt in her many roles as a university first lady: arranging events, managing caterers, greeting guests, and even cheering on the football team.

small, and her very high standards were applied to all.

While Anne's direct involvement in all aspects of presidential events was perhaps unusual, there remains today an expectation that the presidential spouse will be a partner in advancing the interests of the university. There is a certain inequity in the expectation of such uncompensated spousal service, and this expectation is an additional constraint placed on those seeking to serve as university presidents. But it is important to understand that even in these times of dual careers and the ascendancy of women to leadership roles, the university presidency remains a two-person job.

Anne played a major role in managing the renovation of the 150 year old President's House. Since she had a strong interest in historic preservation, Anne wanted to first assess the opportunities to return the house to a more elegant and timeless design. With

the help of some of the Plant Department people—the carpenters, electricians, painters, and plumbers who were to become some of their best friends through their frequent visits to the house—Anne stripped the old carpets and wallpaper and exposed the true majesty of the house. Original quarter-sawed oak floors. Hand-crafted trim and molding. And, interestingly enough, when all the new designs were complete and bids were received, the cost of this restoration was actually less than the amount budgeted originally simply to replace the carpet.

The restoration project was greatly enhanced by the efforts of several of Michigan's leading furniture manufacturers. A century ago, Michigan was the nation's leading source of quality furniture, and many of these fine old companies were still in existence. Anne persuaded several of them to donate furniture for the





Anne stepped into a leadership role for managing much of the 150 year old President's House



The President's House - Before and After





The President's House - Before and After





The president and spouse as hired help: organizing events, preparing meals, cleaning up, refinishing furniture, baking the presidential pies—whatever it takes.

public spaces in the President's House.

She also streamlined and greatly improved both the management of staff and events associated with the President's residence. By merging the management of the President's House, Inglis House, and presidential events, Anne cut the number of staff in half and the operating budget even further. Key in this strategy was the use of local caterers to handle most of the events. By developing close working relationships with the best caterers in Ann Arbor, but then also having them compete against one another in terms of quality and price, Anne and her team were able to get exceptionally high quality at highly competitive costs.

The range of size and complexity of events was unusual. Anne planned and managed events ranging from small, intimate dinners for donors to receptions for hundreds in the President's House and weekly football tailgate events. After each season, she would carefully go over all of the expenses and see where cost could be cut without sacrificing quality. In summary, she always had wonderful experiences in working with the University staff who were responsible for maintaining the President's House and Inglis House.

Anne, on the other hand, planned her projects very carefully, taking on only a few matters at a time, and was not satisfied until they had met her standards. Whether it was a major renovation project such as the President's House or Inglis House, or a major University event, or the documents and websites she created to portray the University's history, Anne's standards were very high. And just as Jim's spinning plate style kept the University in high gear, the quality Anne achieved in her projects had a major impact on the standards for activities across the campus.

When the Duderstadts finally moved out of the President's House on July 1, 1996, they made certain that it was left in spotless condition for the next president. Despite the inevitable repair projects that would continue, they were confident that they had left the President's House in perhaps the finest condition of its long history (just as they hoped they had left the University). Jim personally took an extensive series of photographs to record the interior and exterior of the house.

Of particular note here was Anne's leadership in the renovation and use of the Inglis Highlands Estate.

The estate had been given to the University in the 1950s, originally for the purpose of serving as the president's residence. But, since most presidents continued the tradition of living at 815 South University, the estate was used as a guesthouse for distinguished visitors and important events. Although the manor house and grounds were regarded as one of the most elegant estates in Michigan, over many years of University use with inadequate funding, the facility had deteriorated quite significantly. When the Regents approved the project, Anne began work with the same team that had helped renovate the president's house.

Once again, the aim was to return the manor house to its original grandeur, with beautiful oak floors, wood paneling, and tiles. Since it was important to convey a sense of the history of the estate, Anne collected and displayed photographs of the original owners, the James Inglis family, in the public areas of the house.

A parallel project was launched with Joan Kobrinski and the gardening staff (mostly students) to rebuild the formal English gardens and other landscaping on the 8-acre estate. Although the personal effort was considerable, Joan Kobrinsky and her team were able to bring the project in, under budget, and with a quality standard.

In fact, after a weekend at the estate, Mike and Mary Wallace wondered if Anne might be interested in consulting with some of their friends in New York facing similar renovation challenges. (Anne declined, noting that two mansion renovations were enough for one life...)

Anne became involved in a number of other such projects. When the decision was made to build an enlarged hospitality area and renovate the president's box in the Michigan Stadium pressbox, she worked closely with Athletic Director Jack Weidenbach to make certain that these areas were appropriate for a broad array of institutional advancement activities. Working with the Bentley Historical Library, a major photographic montage on the history of Michigan football and Michigan Stadium was developed and displayed in the pressbox entertainment area. Since the tailgates were such an important part of football weekend, Anne worked with Jack Weidenbach to renovate areas of the Michigan Golf Course Clubhouse so that it could be used for these football events.





Renovation of the Inglis Highlands Estate





Renovation of the Inglis Highlands Estate





The Inglis Highlands Gardens 1990s



Renovation of Guest Areas in Michigan Stadium

### A Heritage of Leadership

The Duderstadts were always very conscious of being part of another very important Michigan family comprised of former presidents and first ladies of the University. They were particularly fortunate in having several of the former presidential couples living in Ann Arbor—the Hatchers, the Flemings, and the Smiths, with the Shapiros only a phone call away. This gave the Duderstadts access to almost a half-a-century of experience and wisdom.

This conscious effort to involve the former presidents in the life of the University was intended not only to take advantage of their experience and wisdom, but to better establish a sense of continuity. Jim and Anne realized that each presidency built on the accomplishments of its predecessors, and they wanted to make certain this was recognized throughout the University.

The Duderstadts made it a point not only to seek their advice and counsel whenever they could, but to also involve them as completely in the life of the University as they wished. They made certain that former presidents were invited to all major campus activities such as dinners, receptions, commencements, and VIP visits. They followed the Shapiro's lead by regarding the viewing area in the Michigan Stadium as the plural "Presidents' box", not simply the "President's box", and not only invited them, but actively involved them in football weekend activities. In fact, the Hatchers had not been to a Michigan football game since they retired in the 1960s, and they thoroughly enjoyed once again being part of the activities. Anne and Jim also

invited the former presidents to make use of University facilities such as Inglis House whenever they were involved in University activities. They directed the staff of the President's Office to always support their various activities, whenever this would be helpful to them.

Jim and Anne enjoyed immensely the friendship of the Hatchers, Flemings, Smiths, and Shapiros. There was a bond that only those who serve in these roles can understand. Even after Allen Smith passed away, they felt it very important to keep Alene Smith involved in University activities. And when they had the chance to honor the Shapiros by naming the newly renovated Undergraduate Library after them, Anne made a great effort to design events both for the Shapiros and their families to convey a sense of the University's appreciation for their efforts.

In 1992, the University hosted a special event to mark its 175th year by inviting the past Michigan presidents to participate in a roundtable discussion in the Rackham Auditorium. The discussion was hosted by Bob Warner as University Historian. Following the public event held in the Rackham Auditorium, the Duderstadts hosted a private dinner for the presidents at the President's House. It was quite a wonderful experience as they compared their experiences over a half-century of leadership. Anne and Jim felt privileged to be present at this remarkable event, which reminded them once again about how much they owed former presidents and first ladies in shaping the institution that they now led.

It also convinced them once again about just how important efforts were to capture, understand, archive, and make available the history of this remarkable institution.





Anne and Jim had the very great fortune to develop strong friendships with earlier presidential couples: Harlan and Anne Hatcher, Robben and Sally Fleming, Allen and Alene Smith, and Harold and Vivian Shapiro.



They enjoyed immensely the opportunities they had to host events with the former Michigan presidents and to remain close friends long after their years of service.





The Presidents' Panel in 1992

## History and Traditions

Anne took a particular interest in the history of the University, reading the biographies and writings of past presidents and University historians and developing a deep appreciation for Michigan's remarkable history and traditions and its impact on higher education. She sensed the importance of developing a greater awareness of this history among students, faculty, and staff.

The first step suggested by Anne was to create a formal University History and Traditions Committee, appointed by the president and staffed by the Office of the President.

Next Anne persuaded Jim to establish the position of University Historian, and Bob Warner was appointed by the Regents as the first holder of this title. In this role, he would also chair the History and Traditions Committee.

Certain early steps had already been taken. For example when Jim was provost, Anne persuaded him to provide base funding for Nick and Peg Stenecks' course on the history of the University, since this had always been at some risk due to changing funding whims in LS&A. Anne also persuaded Jim to give the Bentley a more formal role for the University to serve as archive for the University's historical materials along with the necessary base budget increase, (\$500 K/y).

One of the most important efforts of the History and Traditions Committee was historical preservation.



Hosting the former Presidents and First Ladies in 1992

Anne led the effort to restore and preserve the Detroit Observatory, one of the earliest university scientific facilities in America and key to the early evolution of the research university. This particular project illustrated the effort required to preserve such important facilities. Anne led the effort to raise the roughly \$2 million necessary to renovate and endow the facility. She enlisted the support and interest of key members of the University administration including the Vice President for Research, Homer Neal.

In turn, Homer appointed one of his most talented staff members, Sandy Whitesell, to direct the project. Her love of historical preservation coupled with her knowledge of working with University staff was idea for this project. Working closely with Sandy, Anne played a major role in the effort to raise the funding and complete the restoration. She and Sandy researched historical photographs in the Bentley Library to display throughout the building. They worked together in the hard task of cleaning the facility to ready it for University groups. On May 21, 1999, after five years of meticulous restoration, the University of Michigan's Detroit Observatory was rededicated.

Anne became involved in an array of other historical projects. She helped to arrange for a gift of historical materials from the ancestors of one of the early students of the University, and then assisted in the design of a major exhibition gallery for this gift in the new Heutwell Visitor Center. This display featured a re-creation of the first student dorm room.

Sometimes these efforts involved documenting the





History and Traditions Committee

importance of a particular site or facility on campus and placing an appropriate historical marker, for example, the President's House or the East University plaza (the eastern boundary of the original campus).

A process was launched to obtain personal oral histories from earlier leaders of the University, including Harlan and Anne Hatcher, Robben and Sally Fleming, Allen and Alene Smith, and Harold and Vivian Shapiro. The University's 175th anniversary provided a marvelous opportunity to host a symposium involving the living presidents of the University.

Anne was also involved in the effort to create a number of publications on the University's history. The Stenecks were commissioned to update the popular history of the University by Howard H. Peckham, *The Making of the University of Michigan*. One of Anne's most significant projects was to develop a historical photographic essay of the University.

#### The University of Michigan, circa 1996

By the mid-1990s, most of the original goals set by the Duderstadt administration had been achieved. National rankings of the quality of the University's academic programs rose to the highest levels in the University's history.

Detailed surveys throughout the university indicated that Michigan had 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 decade to the point



Anne's photographic history of the Michigan Saga

where they ranked #1 among public universities and #5 to #8 among all universities, public and private.

Through the remarkable efforts of its faculty, the University rose from 7th to 1st in the nation in its ability to attract federal, state, and corporate support for its research efforts, exceeding \$500 million per year by the mid-1990s.

Despite the precipitous drop in state support during the 1970s and 1980s, the University emerged from this period as one of the financially strongest universities in America. It became the first public university in history to receive an AAA credit rating by Wall Street—just a shade under the top rating of Aaa. Its endowment increased eight-fold to over \$2 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, and eventually succeeded in raising \$1.4 billion, an unprecedented amount for public higher education.

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.

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 \$2 billion effort funded primarily from non-state sources.

The University Medical Center underwent a profound transformation, reducing costs, integrating services, and building alliances to place it in a clear





bit more seriously about their future when two regents of the University of California flew out to visit them over a Memorial Day weekend to discuss the possibility of the UC system presidency. This was probably the only leadership position in the nation more complex than Michigan, with nine major campuses and three national laboratories. This, combined with Anne and Jim's earlier experiences in California, compelled them to at least consider the possibility of the UC presidency. But they also realized that they had invested far too much in serving the University of Michigan to simply walk away.

There were many factors that eventually persuaded the Duderstadts that the time had come to step aside as president. Since Jim had served in roles both as acting president during Harold Shapiro's sabbatical and then as provost and "president-in-waiting" for roughly two years prior to being selected for the role of president in 1988, he was approaching the 10-year point in leadership of the university. Jim was already second in seniority among Big Ten presidents (serving as chairman of the Big Ten Conference) and sixth in longevity among the 60 AAU presidents. Hence, as they approached a new academic year in 1995, it was natural to take stock of how far the university had come and what the road ahead looked like. And, of course, the accumulation of scars from battles fought and doubts from efforts failed continued to accumulate.

Jim had become increasingly convinced that the University needed to undergo a further series of profound transformations and that this period would require sustained leadership for many years. He was concerned about whether he would be able to sustain the energy and drive necessary to lead Michigan through such an extended period.

Another related consideration was the very nature of the activities he saw as necessary for the university in the years ahead. In part because the progress had been so rapid, he began to look farther ahead—five years, a decade, even a generation or more into the future. He became increasingly concerned about whether he could build sufficient regental understanding and support for this bolder agenda. Although many faculty and staff in the university were excited and energized by the boldness of a transformation agenda, many others were threatened. Hence, awareness began to build that the



Has the time come?...

next stage of leadership for higher education might best be accomplished from elsewhere, far from the politics of the presidency and the glare of the media. It was becoming increasingly clear that as Jim challenged the university to change in more profound ways to serve a changing world, they would gradually exhaust Jim's political capital.

As fate would have it, another factor became the straw that pushed the Duderstadts to a decision to step down after 8 years at the helm: this was the deteriorating support provided by the university's board of Regents. As a result of the 1994 elections, the board of Regents had become badly fragmented—in political beliefs (it was composed of four conservative Republicans and four labor-left Democrats), in generation (four young Regents resisted the leadership of more senior members of the board), and in relations with the university (four Regents who were Ann Arbor residents were regularly lobbied by students, faculty, and staff on various agendas).

A badly divided governing board can take a considerable toll on the executive officers, the university,



and the president. Roughly one-third of Jim's time was spent dealing one-on-one with various regents because of their inability to trust one another. Regent intrusion into such areas as finance, personnel, state politics, and athletics was particularly excessive, placing added pressure on the executive officers responsible for these areas.

This was the atmosphere surrounding the University administration as Jim approached his last year in the Michigan presidency. It was the calm before the storm, characterized by both a sense of satisfaction about remarkable accomplishments of the past decade and a growing dread of the damage that, despite the best efforts of several regents to heal divisions among their colleagues, an increasingly divided governing board was capable of inflicting on the institution as some members pursued their political and personal whims.

Finally, Jim and Anne concluded that the best way to stabilize the board, regain control of the agenda, and refocus the university on academic issues once again was to use the visibility of retiring from the presidency and the flexibility of a year as lame duck to regain command. This was not an easy decision (at least as far as timing was concerned), but sometimes the general has to fall on his sword to save his army.

### The Lame-Duck Year

During their last, lame-duck year in the presidency, the pace of activity certainly did not slow down. The transformation effort moved ahead, as did other major efforts, such as various academic initiatives, the fundraising campaign, the major capital facilities projects, and the effort to strengthen support of the university from both state and federal government. The effort to appoint a new provost was put on hold, to preserve the prerogative of the next president. Fortunately, they were able to entice one of the University's senior deans, Bernie Machen, dean of dentistry, to serve in the interim role. Bernie was highly respected by the deans and executive officers, and although Jim's successor, Lee Bollinger, would look elsewhere for his provost, Bernie went on to highly successful presidencies at the University of Utah and then the University of Florida.

Unlike Harold Shapiro's experience, the

Duderstadts found that their influence, responsibility, and accountability continued undiminished, with major decisions continuing to the final day as president in the summer of 1996. Since people realized that Jim and Anne fully intended to remain at the university as active members of the faculty and community, they trusted them to do what was best for the institution up until the very end of their tenure.

Anne turned much of her personal attention to providing encouragement and support to the deans and executive officers during the transition. Since most organizations, whether in government, commerce, or higher education, tend to experience a significant turnover in executive leadership whenever the new CEO arrives, she attempted to provide both reassurance and some protection for their leadership team (although the local newspaper once again pounced on these efforts in an effort to stir up controversy).

The Duderstadts arranged to move their activities, into one of the last major building projects of Jim's administration, the Media Union. In a sense, Jim and Anne were moving back to the North Campus, where they had begun their Michigan experiences 30 years earlier in Northwood IV and Engineering.

It is an appropriate objective for a university president to make certain that one passes along the institution to their successor in better shape than they received it. The Duderstadts had committed themselves to achieving this objective during their tenure in the presidency and achieved this goal, thanks to the talent and efforts of the hundreds of members of their administrative team and the thousands of students, faculty, and staff. Hence, they hoped that they would be welcomed back to the University family as Jim rejoined the faculty and Anne would continue her service to the University.

### An Assessment of the Duderstadt Years

By any measure, the University made remarkable progress during the decade of leadership provided by the Duderstadt team. It approached the 21st Century not only better, stronger, and more diverse than ever, but clearly positioned as one of the leading universities in the world. Furthermore it established the capacity to record and honor its remarkable history that would

provide a benchmark for its future.

During the Duderstadt years, the University of Michigan completed the ascension in academic quality launched 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.

However, perhaps the most important contribution of the Duderstadt years was the recognition that to serve a rapidly changing world, the University itself would have to change dramatically. 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.

It would be for the next Michigan president to nurture these seeds and to harvest their bounty.

Perhaps symbolic of this return, on the last night of the Duderstadt presidency, Jim snapped a blurred photograph of the moon rising over their new place at Michigan, the Media Union (that eight years later would acquire a new name: the James and Anne Duderstadt Center, or more simply by the nickname used by the students: "the Dude"!).



Moon over the Media Union

## Chapter 3

### Fading Away

The Duderstadts' decision to remain at the University of Michigan following the presidency was rather unusual. Most university presidential searches today end up selecting candidates from outside. While these individuals bring new ideas and experience, they usually do not have the emotional attachment that comes from years of service on the faculty or within the campus community. Hence, when they step down from their presidency, they usually do not remain as part of the university community but rather move on to another institution or retire from higher education entirely.

As noted earlier, Jim and Anne were somewhat unusual in higher education, since they had spent their early careers at the same institution that Jim would lead in the presidency. Of course they had many opportunities to go elsewhere. Yet they turned away these approaches by saying, each time, that their job was not yet complete at Michigan. The commitment to finish what they had started was firm. They did give some thought to life after the presidency, as all presidents should—particularly in a public university with a political governing board—but in the end the Duderstadts were determined to stay at Michigan after the presidency.

In the negotiation associated with Jim's decision to continue for several more years of service following his first five years as president, he followed a pattern set by Harold Shapiro and negotiated a path to return to his role as an active professor, but reporting to the Provost rather than to a particular academic unit. To indicate the university-wide character of the appointment, the regents approved the title *University Professor of Science and Engineering*, noting it was comparable to an endowed chair. This was intended to be similar to the titles University Professor at the University of California or Institute Professor at MIT, indicating that Jim would have an appointment in all of the University's schools

and colleges and report directly to the provost. In this way, he could both teach and conduct research in any academic unit of the University and yet also avoid the complexities of reporting to deans that Jim had hired.

There were other interesting aspects of the transition back to the faculty. It was decided to set his post-presidency salary initially at the average of the top three faculty salaries in the College of Engineering and then increase it each year at the University-wide faculty average. Although it is customary in higher education to provide a faculty member serving in a senior leadership role such as dean, executive officer, or president with a year-long sabbatical leave when they step down, Jim felt it was more important to begin his new teaching and research duties immediately. In fact, in over 50 years of service to the University, he has never taken a sabbatical leave from his academic duties at the University. Although these cannot accumulate, these forgone leaves have, in reality, provided the University with roughly six years of Jim's service on a voluntary basis, and, of course, a half-century of volunteer service on the part of Anne.

#### A Period of Adjustment

The first jarring transition after stepping down from a senior leadership post is the loss of the strong support staff so necessary for the hectic life of a university president. In the transition back to the faculty, it soon becomes apparent that execution becomes more important than delegation. One must learn once again how to make travel arrangements, maintain a filing system, use the copy machine, and make the coffee.

Calendar management also becomes a new challenge. Although has-been presidents are expected to be ghosts on their campuses, the former leaders of such a prominent university as Michigan still retain



considerable visibility and credibility on the national stage. The invitations to speak or participate in various activities are quite numerous. The challenge, of course, is to prioritize these opportunities into a coherent pattern. Otherwise, one soon finds the calendar filled with too many such commitments, leaving little time for other activities, including the normal faculty pursuits of teaching and research. In Jim's case, this overload of opportunities was compounded by his continued involvement with numerous state and national agencies, including the National Science Board, the National Science Foundation, the Department of Energy, and the National Academies. Beyond this, he faced the very pragmatic challenge of seeking longer-term funding for his own research interests, since grantsmanship is a requirement for any productive faculty role in science and engineering.

It soon became apparent that beyond acquiring the usual speaking and writing roles characterizing the afterlife of a university president, he had become, in effect, a "professional chairman," because of the numerous requests to chair various committees and task forces. Apparently Jim's colleagues thought that his experience chairing a politically elected board of regents for many years had prepared him for almost any chair assignment. The assignments ranged from chairing a wide range of National Academy groups on such topics as national science policy, information technology, and science education to advisory committees for federal agencies on such topics as nuclear energy research and space exploration. Michigan's governor asked Jim to launch a new Internet-based university, the Michigan Virtual Automotive College—later renamed the Michigan Virtual University—so he was once again a university president, if only in a virtual sense.

Both Jim and Anne were provided with small offices in a suite in one of the last buildings constructed on the University's North Campus during Jim's presidency, the Media Union. Jim was able to marshal sufficient funds for a small staff and several student assistants for a research project aimed at exploring over-the-horizon topics involving the impact of technology on society, while Anne moved over her work on several University history projects. Since the core of these funds was intended to last only five years, ending in 2001, Jim selected the name "Millennium Project", which actually

would continue to survive for the next 20 years.

Here a further discussion is appropriate.

## The Millennium Project

The Millennium Project at the University of Michigan was then (and is today) a research center engaged in both the study and creation of the future through over-the-horizon technologies. Located in the Media Union (today renamed the James and Anne Duderstadt Center), the Millennium Project provided a platform for exploring the impact of advanced technology on social institutions. It also gave both Anne and Jim an opportunity to explore how this technology could be used to capture and articulate the character and history of the University of Michigan in novel new ways.

In some ways, the Millennium Project was designed as the analog to a corporate R&D laboratory, an incubation center, where new paradigms could be developed and tested. Rather than being simply a "think-tank", where ideas are generated and studied, the Millennium Project was a "do-tank", where ideas led to the actual creation of working models or prototypes to explore possible futures. Like the famous Lockheed Skunkworks, every so often the hanger doors of the Millennium Project would open, and something really new and interesting would be wheeled out and flown away.

Although the Millennium Project was launched in 1996 as a platform for the Duderstadt's further academic activities, with the University providing seed funding for an initial five-year period (to the year 2001, the Third Millennium), the project rapidly evolved to encompass an unusually broad range of scientific, technological, education, and policy issues, supported by both government agencies and foundations.

The Millennium Project has been heavily involved in activities exploring the impact of disruptive technologies such as info-nano-bio technology that evolve exponentially (e.g., Moore's Law). Working through the National Academies, Jim led a major effort (the IT Forum) to assess the impact of information and communications technologies on knowledge-intensive organizations such as research universities, corporate R&D laboratories, and national laboratories. Many of these activities continued through the National



The launch of the Millennium Project

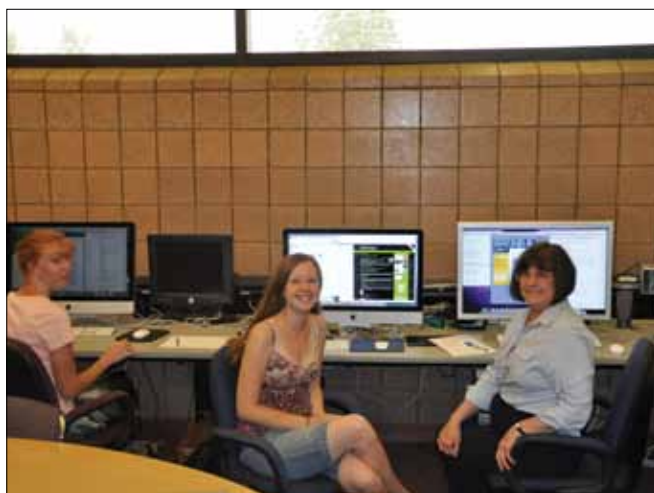




Christine Grant



Dan Fessahazion



Students Molly Wagner and Alex Burrell



Nathan Korth



Lori Castle



Ty Rex





Carole LaMantia



JoAnn Kerr



Liene Karels



Mary Miles



Jim and Frank Russell



Molly, Alex, Anne, and Dan



JJD's Office (always in disarray)





Activities of the Millennium Project





Producing books and reports and websites

Science Foundation and other federal agencies with Dan Atkin's appointment as first director of NSF's new cyberinfrastructure division and his role as chair of the NSF Cyberinfrastructure Advisory Committee.

Jim was particularly heavily involved in studies concerning the future of higher education in general and the research university in particular. These have been coordinated with national efforts (National Academies, ACE, AAU, NASULGC, AGB, Educause), international groups (the Glion Colloquium, OECD), and regional efforts (e.g., Michigan, Ohio, North Carolina, Texas, California, Missouri). Of particular note here was Jim's roles as a member of both the Secretary of Education's Commission on the Future of Higher Education (the Spellings Commission), the Association of Governing Boards' Task Force on the State of the University Presidency, and the National Academies study on the future of the American research university.

Because of his experience with both the National Science Board and the National Academies, Jim remained heavily involved in national science and technology policy. In particular, he chaired a major blue ribbon study by the National Academy of Engineering concerning the federal investment necessary to sustain the nation's technological leadership (a precursor to the "Gathering Storm" report and the American COMPETES Act); the National Academy's Committee on Science, Engineering, and Public Policy; and serving on the guidance committees for studies of interdisciplinary research and major scientific facilities.

Of final note was a low key effort he called "The DaVinci Project". The University's North Campus contains a formidable concentration of academic programs characterized by the common intellectual activities of creativity, invention, and innovation (e.g., art, architecture, music, engineering, information technology, and design), along with unique commons facilities such as the Media Union, the Chrysler Center, and the Pierpont Commons. The presence of the Walgreen Center for Performing Arts significantly enhanced the character of this academic constellation, once referred to by the North Campus deans as the Renaissance Campus. With the growing priority of the nation given to innovation as the key competency required for economic prosperity and national security in a "flat world", it seemed natural to undertake

a major effort to better integrate and support joint efforts among these academic units. The Millennium Project continued to support multidisciplinary student innovation projects with this philosophy.

Largely stimulated by Anne's strong interest in the history of the University of Michigan, the Millennium Project launched a number of activities designed both to better document and elevate the awareness of the important role that the University has played throughout its history. Early efforts involved authoring pictorial histories of both the College of Engineering to celebrate its 150th anniversary, a massive photographic history of the University, several books on important University facilities such as the President's House, the Inglis Highlands estate, and the University campuses through the seasons.

But beyond that, Anne led the effort to utilize rapidly evolving digital technology to describe the history and character of the University. This included interactive websites, 3-D simulations of the University campus during various periods of its history, and various video and photographic media distributed in digital formats. In addition Anne designed and led students in developing a website (actually, a "web portal") concerning the history of the University, which is continuously evolving (<http://milproj.dc.umich.edu>). More detail on these projects will be discussed in Chapter 5.

### The Media Union (aka the Duderstadt Center)

*"Open to all those who dare to invent the future..."*

*For students, faculty, staff, and even our far-flung community of alumni, the Media Union offers a radically new environment for learning, teaching, and performing.*

*Both a physical commons for the North Campus and a virtual commons for the entire campus—open twenty-four hours a day, seven days a week—the Media Union will initially house:*

*An on-line library of the future*

*A laboratory for virtual reality*

*Interactive multi-media classrooms*

*High-tech theater and performance spaces*

*Cutting-edge design and innovation studios*

*But the most important part of this project is its*

*unpredictability. Creative people will continually reshape its mission and determine its impact.”*  
(1996 Dedication Brochure for the Media Union)

The opening of the Media Union in 1996 was a significant and tangible commitment by the University of Michigan, in partnership with the State of Michigan, to provide all members of the University community access to some of the most sophisticated and transformational tools of the emerging digital revolution. Conceived as a model for the Library of the Future—or perhaps even the University of the Future—the North Campus deans viewed the Media Union project as an effort to create a physical environment to meet the rapidly changing character of teaching and research for many years to come, in a sense of “... designing a building full of unknowns.”

The University retained the architectural firm descended from the famous architect, Albert Kahn, who had designed much of the University campus in the early 20th century, as well as many of the leading buildings in Detroit. The design team of deans, faculty, and staff responsible for the program of the new facility envisioned it as more akin to the MIT Media Lab for students and faculty of the North Campus academic programs. It was designed as a high-tech collection of studios, laboratories, workshops, performance venues and gathering and study space for students. Its original program statement in 1993 portrayed it as an Internet portal to the world (since the Internet was still rather new at that time). Although it was designed to provide space for the library collections of the College of Engineering and Schools of Art and Architecture, its function as a “traditional” book-based library was never a major part of the vision. Instead it was a place intended for collaboration and innovation in teaching and learning, a place where students, faculty, and staff could access a technology-rich environment, a place open to all “who dared to invent the future”.

More specifically, the resulting 250,000 square foot facility, looking like a modern version of the Temple of Karnak, contained over 500 advanced computer workstations for student use. It had thousands of network jacks and wireless hubs for students to connect their laptops to work throughout the building or in its surrounding plazas and gardens during the summer.

The facility initially contained a 500,000 volume library for art, architecture, science, and engineering when it opened in 1996, although most of these books were later moved to retrievable off-campus storage, since the Media Union was the site of several of the University’s major digital library projects (including the JSTOR project, the first of the national digital libraries). There was a sophisticated teleconferencing facility, design studios, visualization laboratories, and a major virtual reality complex. Since art, architecture, music, and theater students worked side-by-side with engineering students, the Media Union contained sophisticated recording studios and electronic music studios. It also had a state-of-the-art sound stage for digitizing performances, as well as numerous galleries for displaying the results of student creative efforts. To serve the unique needs of students and faculty in these areas, the Media Union was designed to open 24 hours a day, seven days a week, so that students have round-the-clock access to its facilities.

Over the past two decades since it opened, this facility “full of unknowns” has become the home for a large and evolving collection of new information and communications technologies far beyond the resources that any one school or college could acquire and maintain. The Media Union’s collection of digital assets and resources requires constant renewal with the latest versions of software and hardware, and an expert team of professionals who enable U-M users to get up-to-speed and use them productively for innovative research and teaching. Rationalizing significant investments in cutting-edge resources by enabling free access to a shared, expertly-supported collection of assets has enabled a widespread culture of innovation in digital technologies at the U-M. Students and faculty are free both to envision and to lead, hands-on, change in disciplines being transformed by the digital revolution – from engineering, the design arts and medicine, to economics and government.

The Media Union rapidly became one of the most active learning spaces in the University, providing thousands of students with 7x24 hour access to rich resources including libraries, advanced technology, workshops, performance venues, and high quality study and community gathering spaces. The center has evolved into an innovative center for discovery,





Dedication of the James and Anne Duderstadt Center





Dedication of the James and Anne Duderstadt Center

learning, invention, innovation, demonstration, and deployment utilizing state-of-the-art technologies and facilities assisted by expert staff. In a sense, it serves as a new form of public good, an innovation commons, where students and faculty would come to work together with expert staff mentors to develop the skills and tacit learning acquired through studios, workshops, performance venues, and advanced facilities such as simulation and immersive environments. It encourages experimentation, tinkering, invention, and even play as critical elements of innovation and creative design.

It also invited and enabled the creation of highly interdisciplinary teams of students and faculty from various academic and professional disciplines, providing a Greek Agora, where people could exchange knowledge and create new ideas working with experienced staff.

In 2004, in keeping with a long-standing tradition of naming an appropriate building after each former president, the Media Union was renamed the *James and Anne Duderstadt Center*, or more commonly known to students simply as “the Dude”. Perhaps one student best captured the role of the center when asked to explain its purpose as: “The Dude is the place you go to make your dreams come true!”

“The King Is Dead; Long Live the King!”

During their years of university leadership, the Duderstadts had strived to treat their predecessors with great respect and concern. Although Harold and Vivian Shapiro had left for Princeton, Jim and Anne made every effort to acknowledge and honor their predecessors’ extraordinary impact on the University. In keeping with long-standing University custom, they arranged to have a major building named in their honor. The Shapiros thought it most appropriate to rename the Undergraduate Library as the Harold and Vivian Shapiro Library, in part because of its central role on the campus and its proximity to the location of the original Department of Economics where Harold had served. Anne helped to arrange a dedication event, inviting their families and friends back to campus.

Of course both Anne and Jim had worked closely with Bob and Sally Fleming throughout their years at Michigan, particularly during the transition period

preceding Jim’s presidency, and had established a strong friendship. Anne was also a friend of Alene Smith. Hence it was important to make certain that Bob and Sally Fleming and Alene and Allen Smith—and later Harlan and Anne Hatcher, when they returned to campus—were invited to and welcomed at university activities including both formal events such as commencement and convocations as well as informal events the Duderstadts would host for the executive officers and deans (e.g., events to launch the fall term or celebrate holidays).

During their presidency, Jim and Anne had continued an important tradition launched by the Shapiro’s by inviting former presidents and spouses to join them in the President’s Box at Michigan Stadium, in a sense redefining and naming it as the Presidents’ Box for all university presidents. In fact, as the Flemings became older and moved into assisted living, the Duderstadts would take Bob and Sally both to the tailgate events and then to the Presidents’ Box, bringing them back home after the game. While it was clear that the Flemings enjoyed this immensely, it was also clear that members of the University community enjoyed seeing them regularly at these events, reinforcing an important link with Michigan’s history. Although Harlan and Anne Hatcher were less active in these events, the Duderstadts did arrange for Harlan to be present at the basketball game when the great Michigan star, Cassie Russell, had his jersey number retired, since Harlan had been president during his Michigan team’s great records.

It was therefore a surprise when Jim and Anne encountered quite different treatment after stepping down from the presidency and returning to their earlier roles in the University community. Actually, they should have recognized that the efforts they had made to involve their predecessors was unusual, at least in public universities, since those of their colleagues who had attempted to remain active on campus following their years of service as president frequently found themselves *persona non grata* to their successors. All too frequently they were viewed as a threat to the new regime (more frequently in myth than reality), and if not successfully pushed off the campus or into retirement, then at least buried and paved over as far as visibility and engagement is concerned.





The Harold and Vivian Shapiro Library

Jim remembers well the “good news–bad news” advice given him by a colleague who had also returned to the faculty after long service as the leader of his campus. First the bad news: He warned that life would be difficult under Jim’s first successor, since in public universities, there is usually a tendency for new presidents to obliterate any evidence of the existence of their predecessors—“The king is dead, long live the king!” A retiring president will frequently be ignored—if not buried and paved over. He noted that loyal staff would be replaced and that programs would be dismantled as the new leader tried to establish his or her own agenda and steer the university in a different direction.

However, Jim’s colleague also had some good news. He suggested that Jim’s first successor would not last very long, since, like an ocean liner, a university is very hard to turn about, and efforts to attempt this usually end in failure. Second, he believed that life could be quite enjoyable under the subsequent successors, who no longer would have any need to discount the accomplishments of earlier predecessors and hence felt comfortable welcoming them back once again as valued members of the university community. Unfortunately, however, Jim and Anne were to find that none of their successors felt very comfortable in continuing the relationships the Duderstadts had established with their own predecessors, a message that quickly found its way through the University administration leading to even more isolation from their staff as well.

As one by one, many of Jim’s colleagues who have



Anne, Sally, and Bob Fleming  
in the Presidents’ Box

completed successful presidencies and attempted to return to their faculties, most have had similar experiences. Jim and Anne have always marveled at the ability of United States presidents, albeit from vastly different eras and political perspectives, to unite in a “Presidents’ Club” to serve the needs of the nation—at least until the Trump administration. For whatever reason, many university presidents have been unable to elevate the interests of their institution to similar priorities over their personal agendas by building strong bonds with their predecessors.

Unfortunately, this same tradition of showing the door or burying former academic leaders also arises at the level of deans and department chairs. This custom is terribly damaging to higher education, since universities try to select the very best of its faculty to serve in these critical position. They ask them to sacrifice years of their academic life and other priorities to serve their schools and colleges, and then ask them to step aside after a decade or so without any assistance in helping them to transition back into meaningful faculty roles. Hence as deans or department chairs approach the last years of their tenure as leaders, they are faced with the decision of leaving the university, an institution that they have sacrificed greatly to serve, if they are unable to find another position further up the food chain (unlikely in most cases). This is yet another example of “the king is dead; long live the king” syndrome of higher education.

There was one final disappointment characterizing the Duderstadts return to the Michigan faculty family:

the number of their university friends that had drifted away during their 15 years in academic administration. Fortunately they managed to maintain some very close family friends during their leadership years, including some of those from their earliest days at Michigan (including even friends from the Northwood housing days). And Anne's efforts to sustain the Faculty Women's Club in the years following their presidency certainly maintained many friends in this organization.

Years later Jim would suggest that an astronomical analog to the fate of many has-been university presidents would be "exile to the Oort Cloud," that region a light-year from the sun, so far away that it was difficult to discern, but for where it is thought that comets may originate. Here former university presidents are all too frequently exiled, doomed to contemplate issues out of sight, out of mind—although they are occasionally able to launch provocative comets back toward the sun to perturb the higher education solar system.

#### Different Eras, Different Roles, and Careers

So, what have the past two decades been like after two decades in various university leadership activities? Fortunately Jim and Anne can confirm that there can indeed be an active life after returning to the faculty and campus communities. To be sure, there are particular challenges when one decides to return to university life at the same campus one has led, not the least of an expectation that one will remain largely unseen and unheard—or in the Duderstadts' case, perhaps invisible guardian angels would be a more appropriate analogy.

Actually, it is possible to have considerable impact built on the experience and external visibility gained while serving and leading a university of Michigan's prominence. It is even possible to have greater influence and impact *after* serving, at least beyond the campus, since as a faculty member or member of the University family, one not only has more time to think, but perhaps more significantly, fewer constraints on one's activities. Put another way, leaving leadership roles, behind, one regains those valuable prerogatives such as academic freedom, freedom to think, and the opportunity to act and serve in new ways.

Perhaps the best way to consider this is to recognize that while both Jim and Anne have been part of the

same institution for almost 50 years, in reality each of them have changed not just activities but entire careers every five years or so.

In summarizing this for Jim, he would identify these transitions as shown below:

1960-65: Undergraduate education (training and practice as an engineer)

1965-70: Building research career (training and work in theoretical physics)

1971-75: Junior faculty: Teaching, PhDs, (teacher, scholar, grantsmanship)

1976-80: Senior faculty: (Textbook writer, faculty politician, computer geek)

1981-85: Dean of Engineering: (engineering administrator, fund-raiser)

1986-90: Provost, Acting President, President (university leadership)

1991-95: President, National Science Board (administration, higher ed policy, science policy)

1995-00: "Professional Chairman" (federal and global science and technology policy)

2001-05: National Academies, Federal and International agencies (science and technology leadership)

2006-10: State, National, Global Activities (science, technology, higher ed leadership)

2011-15: More State, National, Global Activities (policy, writing, moving and shaking...)

Anne has also experienced similar transitions listed here. In the next chapter to describe in more detail how these have evolved:

1960-65: Undergraduate education (marketing and management)

1964-70: Building a family...and moving to Michigan

1971-75: Building campus communities (e.g., Faculty Women's Club)

1976-80: Returning to campus for a liberal education

1981-85: Deanne and partner in leading the College of Engineering

1986-90: Provostess, First Lady, and partner in leading the University of Michigan

1991-95: First Lady, fund raiser, organizer, facilities renovation, management

- 1995-00: Launch of major history project to build a digital model of UM campus
- 2001-05: Research and author of books on UM history and character
- 2006-2014 Development of methods for collecting, curating, and distributing digital resources on UM history
- 2015-18: Highlighting and sustaining the important communities that comprise the University.

### Professional Life Beyond a Presidency

As noted earlier, life after leadership as a university president can take many forms. Of course many enter these leadership roles late in life and hence retirement is a natural option. This was the case with several of Michigan's presidents, e.g., Angell, Ruthven, and Hatcher. After entering the Michigan presidency at young ages, some left for leadership roles in other institutions, e.g., Haven, Little, and Shapiro. But as one of the youngest of Michigan's presidents, Jim Duderstadt stepped down with several more decades of activities ahead. Of course, like many presidents of leading institutions, his career had begun with significant contributions in teaching and scholarship. Yet in his roles as provost and president he found himself involved in quite different activities, involving his fields of science and technology to be sure, but far more focused on policy activities such as the National Science Board and National Academies of Science and Engineering. Hence he faced a serious intellectual transition, even after choosing to remain at Michigan.

Anne faced a somewhat different challenge, since her array of roles as partner in the administrative roles of dean, provost, and president were primarily characterized by her leadership and originality, whether it be designing and hosting hundreds of events for an extraordinary array of guests (from faculty and students to donors and politicians to gods, i.e., the Dalai Lama), managing the renovation of important University facilities such as the President's House and Inglis Highlands Estate, or working to build and strengthen communities of faculties, students, staff, and friends associated with the University.

Yet, her earlier experiences and interests in fields such as history and her skills in writing and design

opened up new opportunities to build upon her experience in University leadership to capture and portray the history of this remarkable institution, both in books and increasingly in sophisticated technology based resources. So too, her experiences in building and sustaining important communities for the life of the University would become even more important.

Hence, for both Jim and Anne, adapting to life after the presidency certainly required learning new skills and moving into new activities, but in both cases, these built upon their experiences and knowledge from their past University leadership roles.

It seems best to separate these experiences into two chapters, first describing how Jim reinvented his activities (and himself) over the past two decades, and then turning to Anne's considerable efforts to capture, articulate, and preserve the University of Michigan's remarkable history and the communities that sustain it, adopting a "bloom where you are planted" approach.



## Chapter 4

# A Return to Science...Almost

Of course, since most university presidents have academic backgrounds, they might return to teaching and research. Yet, in most cases presidents had left behind these activities years earlier as they rose through (or sank through) various administrative roles. Hence, while they may still possess the skills and knowledge to teach within their disciplines, their capacity to do important research in their fields would have eroded.

This was certainly true in Jim's case, since he began his career working on projects on the cutting edge of scientific knowledge, e.g., designing nuclear powered rocket engines at Los Alamos designed to power the first manned mission to Mars, analyzing the complex process using the most powerful lasers in the world at Lawrence Laboratory to compress hydrogen isotopes to the temperatures and densities of stars to trigger thermonuclear ignition, and then leading one of the nation's leading efforts to develop the mathematical theories describing nuclear reactor physics at Michigan. To be sure, he managed to win many awards for his work, e.g., the nation's top thesis in nuclear engineering, the Department of Energy's highest award for nuclear research, election to the National Academy of Engineering, and presented by President Bush with the National Medal of Technology. Furthermore, his textbooks won award after award (and some are still used today).

Yet as Jim moved into leadership roles as dean of engineering, then provost, and finally president, his personal intellectual activities fell behind the current edge of nuclear research. Although he could still teach in areas of his early training of nuclear engineering and physics, and he could still manage complex research projects, his capacity to conduct original research in these fields gradually eroded.

### Finishing Up Loose Ends

At the time of Jim's return to the faculty after serving for 15 years as dean, provost, and president, he was still engaged in many ongoing activities:

**National Science Board:** Although his term as chair of the NSB was about to end, he continued to direct a major study by the Government-University-Industry Research Roundtable on the future of the research university.

**The Michigan Virtual University:** At the Governor's request, Jim had already launched an effort to build one of the nation's first online learning institutions, the Michigan Virtual Automobile College, authorized by the State Legislature. For a brief period following his service as UM's president, he would serve (in a volunteer service) as the president of its successor, the Michigan Virtual University.

**Corporate Directorships:** Jim continued to serve on the board of directors of two major corporations, CMS Energy and Unisys, as well as a fellow of a consulting company, Diamond Cluster, for the next decade.

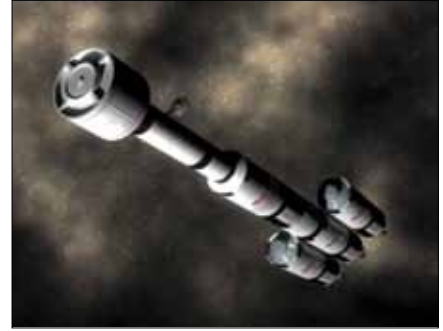
There was also a continuation of various other ongoing volunteer activities:

The National Center for Postsecondary Education at Stanford University

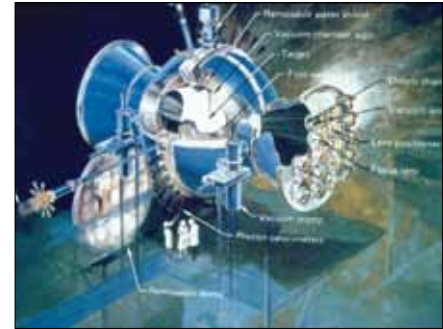
The IT Advisory Committee for Yale University

Director of the Oberlin-Kalamazoo-UM Project

The National Partnership for Advanced



1960s Work at Los Alamos National Laboratory on Nuclear Powered Rocket Engines



1970s Work at Lawrence Livermore National Laboratory on Laser-Driven Thermonuclear Fusion

#### Computational Infrastructure

The Development of a Technology Strategy for the Ontario Province

Strategic Roles for the Naval Postgraduate School in Monterey, CA

And, of course, Jim continued to be involved in numerous higher education activities both at Michigan and at other universities across the country such as the litigation concerning Michigan's affirmative action programs, numerous honorary degree and commencement addresses, and various requests to assist other universities in strategic planning.

He was also able to resume his writing activities, publishing several books on some of the more controversial issues facing university presidents, including the future of the university, financing public higher education, university and leadership, college sports, the globalization of higher education, disruptive technologies for universities, and the role of higher education in economic development. A list of such publications along with weblinks are provided in an appendix to this book.

Some of these topics were too hot to handle while

president (particularly college sports), even if Jim had the time. Fortunately, however, has-been presidents can begin to talk and write about what they really think. Of course these sensitive issues will still irritate powerful people who can always find ways to get even. But as a faculty member, one regains the protection of tenure.

#### University and State Assignments

Jim was given the assignment of building the new Science, Technology, and Public Policy (STPP) program, centered in the Ford School involving students and faculty from across the University. The Rackham Executive Board approved the offering of a new STPP graduate certificate program, based on a five-course sequence developed. Jim obtained a \$610,000 grant from the Dow Foundation to support a STPP postdoctoral program for five years, which added to the capacity to expand both instructional and research activities (including both the introduction of an undergraduate course and Washington-based internships).

After serving two years as chair of both a committee exploring major energy research activities as well as the executive committee of the Michigan Memorial Phoenix

Project, Jim merged these committees into a university-wide Michigan Energy Research Council. The first task of this new body was to develop a plan for creating the Michigan Energy Institute as an umbrella organization to coordinate and promote the University's energy research activities (already conducted at a level of \$35 million per year). Working closely with Research Vice President Steve Forrest, a multiple-year plan was developed for building upon the renovated Phoenix Memorial Laboratory, while led a combination of state, federal, and private support to position the University as a leader in multidisciplinary research in energy sciences, applications, and policy, with particular emphasis on transportation applications.

Jim's regional economic development studies aimed at developing strategies for building the workforce and knowledge infrastructure necessary to compete in a global, knowledge-driven society and culminating in *The Michigan Roadmap*. This work triggered a great deal of interest not only within Michigan but in other states and nations. A broader activity involving the multiple-state Great Lakes region was also developed, working in Jim's role as a non-resident Senior Scholar with the Brookings Institution.

### National and Global Affairs

Perhaps because of the experience of chairing a publicly elected university governing board, a presidentially appointed National Science Board, and numerous other boards in higher education, government, and corporations, Jim continued to get tapped to lead various volunteer efforts. Several of the activities are described below along with several tables and illustrations.

#### National Academy of Engineering

Executive Council (member)

Search Committee for NAE President (chair)

National Policies for Engineering Research (chair)

A Flexner Report for Engineering Education,  
Research, and Practice (chair)

As an elected member of the National Academy of Engineering, Jim continued to play many roles both in the Academy governance as well in many of its studies.

The most important of these concerned the future of engineering research in the United States (which led to the concept of translational research organizations now implemented with the "innovation hubs" of the Department of Energy and Department of Commerce) and a more fundamental study of the changing nature of engineering education, research, and practice.

#### National Research Council

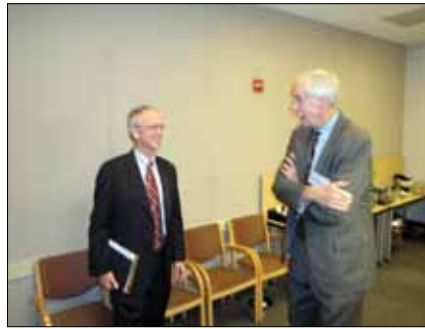
Governing Board (member)

Division of Policy and Global Affairs (chair)

The National Research Council is the principal operating agency of the National Academies of Science, Engineering (NAE), and Medicine (NAM) providing services to the government, the public, and the scientific and engineering communities. Its mission is to improve government decision making and public policy, increase public understanding, and promote the acquisition and dissemination of knowledge in matters involving science, engineering, technology, and health. Each year, more than 6,000 NAS, NAE, and NAM members and other volunteer experts serve on hundreds of study committees or oversee roundtables, workshops, cooperative research programs, or fellowship programs.

After serving in numerous roles as a member or chair of various National Academy studies, Jim was asked to chair the largest section of the National Research Council, the Division of Policy and Global Affairs, with an unusually broad mission of helping to improve public policy, understanding, and education in matters of science, technology, and health with regard to national strategies and resources, global affairs, workforce and the economy. The division is particularly charged to identify and build synergy among the disciplines and issue areas, and to promote interaction among science, engineering, medicine and public policy. The division includes a range of standing committees and boards concerned with the vitality of the research enterprise in the US and abroad. In that connection, the units of the division focus particularly on the interaction of key institutions central to science and technology policy, on the standing of US research around the world and cooperation with Science & Engineering bodies in other countries, on the mission and organization of





The role of the committee chair...including getting advice.

federal research activities, and on the sources of future manpower and funding for research. The division consists of 17 standing committees and boards, with oversight by the Policy and Global Affairs Committee, which manages a diverse portfolio of activities. PGA produces technical and policy reports, convene workshops and conferences, collects and analyzes data, and manages fellowship competitions. It also represents the United States in international scientific organizations, assists researchers subjected to human rights violations, manages international exchanges and collaborative research grants, conducts bilateral dialogues on sensitive topics, and helps to build the capacity of partner academies in developing countries.

#### National Academies Committee on Science, Technology, and Public Policy

- Federal Science and Technology Budget Analysis
- Postdoctoral Education
- Scientific Research in the States
- Postdoctoral Appointments

The Committee on Science, Engineering, and Public Policy (COSEPUP) is a joint unit of the National Academy of Sciences, National Academy of Engineering, and the National Academy of Medicine. Most of its members are current or former members of the Executive Councils of the three institutions. COSEPUP mainly conducts studies on cross-cutting issues in science and technology policy. It was chartered by the National Academies to address the concerns and requests of the President's Science Advisor, the Director of the National Science Foundation, the Chair of the National Science Board, and heads of other federal research and development departments and agencies, and the Chairs of key science and technology-related committees of the Congress. It also monitors key developments in U.S. science and technology policy for the Academies' leadership. COSEPUP studies are usually conducted by special interdisciplinary panels comprising the nation's best scientific and engineering expertise. While many studies are sponsored by government agencies, COSEPUP procedures safeguard its studies from the influence of sponsors or other outside groups.

#### National Academies

- Studies on Information Technology
- Scholarship in the Digital Age
- Information Technology and the Future of the Research University
- The IT Council

#### The National Science Foundation

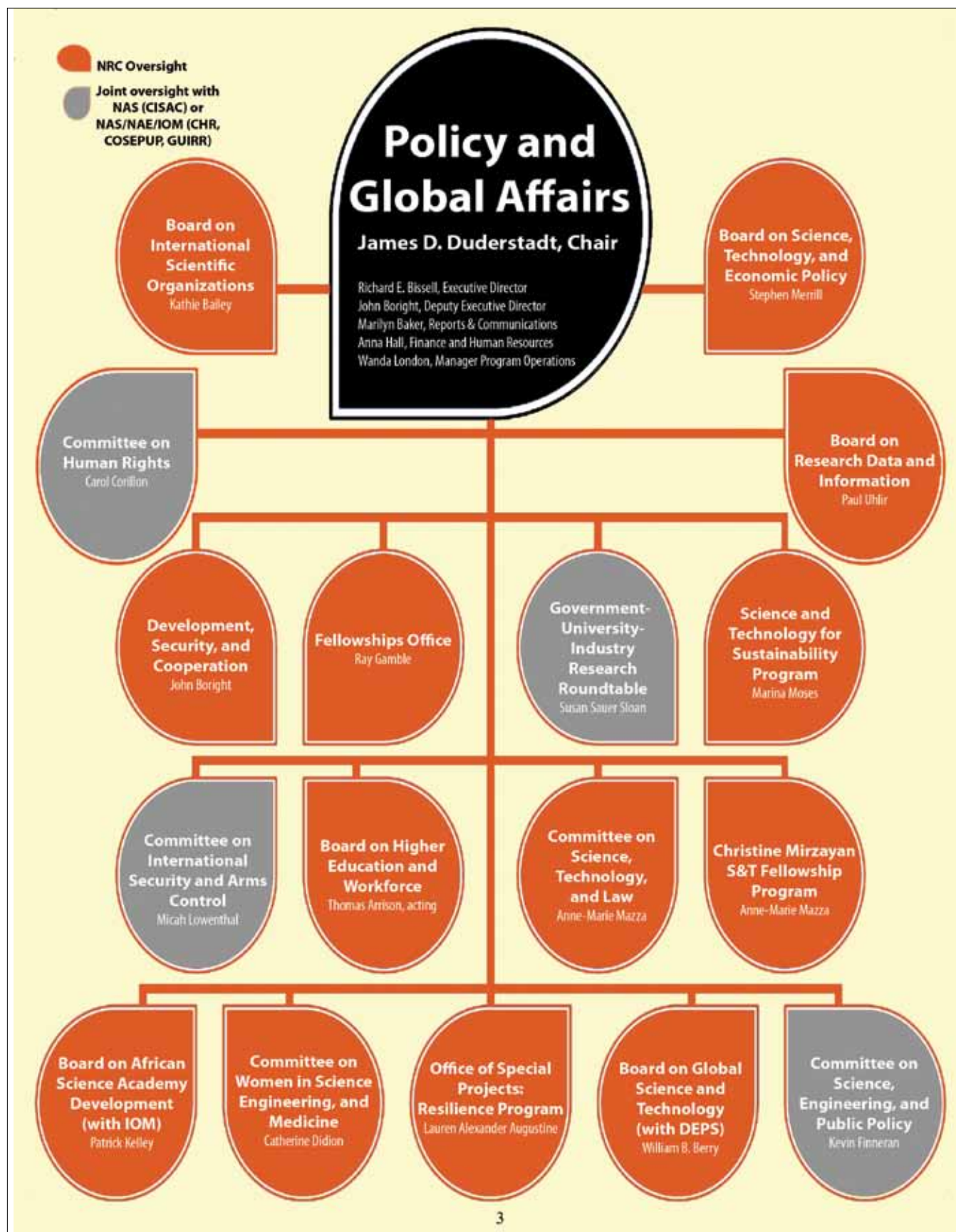
- Education and Human Resources
- Advisory Committee on Cyberinfrastructure (chair)
- Strategic Planning

The Education and Human Resources Committee is one of the standing bodies of the National Science Board. After chairing this body during the 1980s, Jim was asked to once again become a member in recent years. The Advisory Committee for Cyberinfrastructure (ACCI) provides perspective and advice to the National Science Foundation on the Agency's plans and programmatic strategies to develop and support a state-of-the-art cyberinfrastructure that enables significant advances in all fields of science and engineering. As the former chair of the National Science Board, he is also routinely invited to participate in strategic planning sessions for the National Science Foundation.

#### Department of Energy

- Nuclear Energy Research Advisory Committee (chair)
- Secretary of Energy's Commission on Research Futures
- Facility for Rare Isotope Beams Advisory Committee (Michigan State University)
- Consortium for Advanced Simulation of Light Water Reactors (board of directors)

The Nuclear Energy Research Advisory Committee was established in 1998 (with Jim as its first chair) to provide independent advice to the U.S. Department of Energy (DOE) on complex science and technical issues that arise in the planning, managing, and implementation of DOE's nuclear energy program. NERAC assists DOE by reviewing the research and development (R&D) activities of the Office of Nuclear Energy, Science and Technology (NE) and providing advice and recommendations on long range plans,





priorities, and strategies to effectively address the scientific and engineering aspects of these efforts. In addition, the committee provides advice on national policy and scientific aspects on nuclear energy research issues as requested by the Secretary of Energy.

More recently, Jim has served on the Board of Directors of CASL, the Consortium for Advanced Simulation of Light Water Reactors, the first (and largest) of the DOE Energy Innovation Hubs recommended by his studies for the Brookings Institution.

#### The Glion Colloquium (co-director)

Over the past 15 years, Jim has served as co-director of the Glion Colloquium, an international organization with the mission of addressing both the challenges and responsibilities of the world's research universities. Every two years, the Glion Colloquium provides a "Davos-like" forum in Switzerland for research university presidents to join with leaders from business and government to consider together the role that the world's leading universities should play in addressing the great challenges and opportunities of our times and to explore together how universities, in partnership with governments, industry, and society, can contribute both to solutions of global challenges and especially as partners and leaders in change. These activities, consisting of papers prepared by participants prior to three days of intense discussions in Glion-above-Montreux, Switzerland, are captured in subsequent books given wide circulation throughout the world.

Over the past 20 years, over 200 leaders of higher education, business, and government agencies have participated in the Glion activities to consider issues such as the challenges of the new millennium, the governance of universities, the increasingly interdisciplinary nature of teaching and research, the globalization of higher education, the relationship between universities and industry, the role of university research in driving innovation and ways to address the challenges of global sustainability. The publications resulting from the Glion activities are now regarded as an important resource for better aligning higher education with the needs of a rapidly changing world.

#### The Salzburg Seminar (session leader)

Salzburg Global Seminar is a nonprofit organization that holds seminars on topics as diverse as healthcare, education, economics, geopolitics and philanthropy. Its objective is to "challenge present and future leaders to solve issues of global concern" through seminars held at the Schloss Leopoldskron in Salzburg, Austria and in other locations throughout the world. The mission of the Salzburg Global Seminar is to challenge present and future leaders to solve issues of global concern. The Salzburg Global Seminar convenes imaginative thinkers from different cultures and institutions, organizes problem-focused initiatives, supports leadership development, and engages opinion-makers through active communication networks, all in partnership with leading institutions from around the world and across different sectors of society

#### Other Major Studies

##### The Future of Higher Education in America (Department of Education)

This major study, sometimes referred to as the Spellings Commission after Secretary of Education Margaret Spellings, was launched to address the themes of access, affordability, and accountability in American higher education. The Commission issued a series of sweeping recommendations to better align higher education with the needs of the nation, including 1) reaffirming America's commitment to provide all students with the opportunity to pursue postsecondary education; 2) restructuring student financial aid programs to focus upon the needs of lower income and minority students; 3) demanding transparency, accountability, and commitment to public purpose in the operation of our universities; 4) adopting a culture of continuous innovation and quality improvement in higher education; 5) greatly increasing investment in key strategic areas such as science, engineering, medicine, and other knowledge-intensive professions essential to global competitiveness; and 6) ensuring that all citizens have access to high quality educational, learning, and training opportunities throughout their lives through a national strategy to provide lifelong



The view from the Hotel Victoria



The view from the Hotel Promenade



The Hotel Victoria



Marianne and Luc Weber



Luc and Marianne preparing for the meeting

Preparing for the Glion Colloquium at the Hotel Victoria at Glion-above-Montreux





Luc and Marianne Weber welcoming the guests



The opening lecture



The round-table work sessions



More discussions



Still more discussions



The participants in the Glion Colloquium

The work sessions begin





Luncheons on the Hotel terrace



Luncheon discussions



Evening discussions over dinner



Discussions on the terrace



More discussions



And a final raclette dinner

Where the real work is done...over wonderful Swiss meals.





A visit to École Polytechnique Lausanne



A visit to meet the president of Nestles



An excursion to Castle Chillon



Inside Castle Chillon



A tour of the Large Hadron Collider at CERN



Jim and Homer Neal honor Tappan's home in Vevey

Each Glion Colloquium had tours for the participants

learning opportunities at the postsecondary level.

#### The Future of the American Research University (National Academies)

Widely considered the best in the world, our nation's research universities today confront significant challenges and opportunities, including financial pressures, advances in technology, developments in teaching and learning, a changing demographic landscape, and increased international competition. In response to a request from Congress to examine these issues, the National Research Council appointed a committee to undertake a study of the challenges and opportunities our nation's research universities face and the ways our nation can ensure that they continue to play a critical role in meeting national goals, particularly for prosperity and security.

The study committee provided recommendations that Congress, the federal government, state governments, research universities, and others can take to strengthen and focus the work of our nation's research universities, allowing them to continue to produce the knowledge, ideas, and talent the United States needs to be a global leader in the 21st century. It highlighted the need for strengthening and expanding the partnership among universities, government, business, and philanthropy that has been central to American prosperity and security. The study also examined trends in university finance, prospects for improving university operations, opportunities for deploying technology, and ways to reduce the regulatory burden on higher education institutions. It also explored ways to improve pathways to graduate education, take advantage of opportunities to increase student diversity, and realign doctoral education for the careers new doctorates will follow.

Brookings Institution, Non-resident Senior Scholar

For the past several years Jim has served as a nonresident Senior Scholar for the Brookings Institution as part of their Metropolitan Studies program to assess issues of regional economic development. In particular, Jim chaired a major study of the impact of energy policy on the Great Lakes region, the most energy-intensive

region of the United States. This influenced the Energy Innovation Hub program of the Department of Energy. More recently he chaired a major study of the education needs of the region, including K-12, higher education, and lifelong learning to develop a "Master Plan" for education in the Midwest

#### Some Other Assignments

Advisory Council, National Center for Atmospheric Research

Keck Futures Initiative Review (National Academies)  
Board of Directors, CASL Energy Innovation Hub,  
(Department of Energy)

Intelligence Science Board (Director of National Intelligence)

The State of the Academic Presidency (Association of Governing Boards)

National Science Policy Commission (American Academy of Arts and Sciences)

Educate to Innovate Study, National Academy of Engineering

Roundtable on Global Sustainability, National Science Foundation

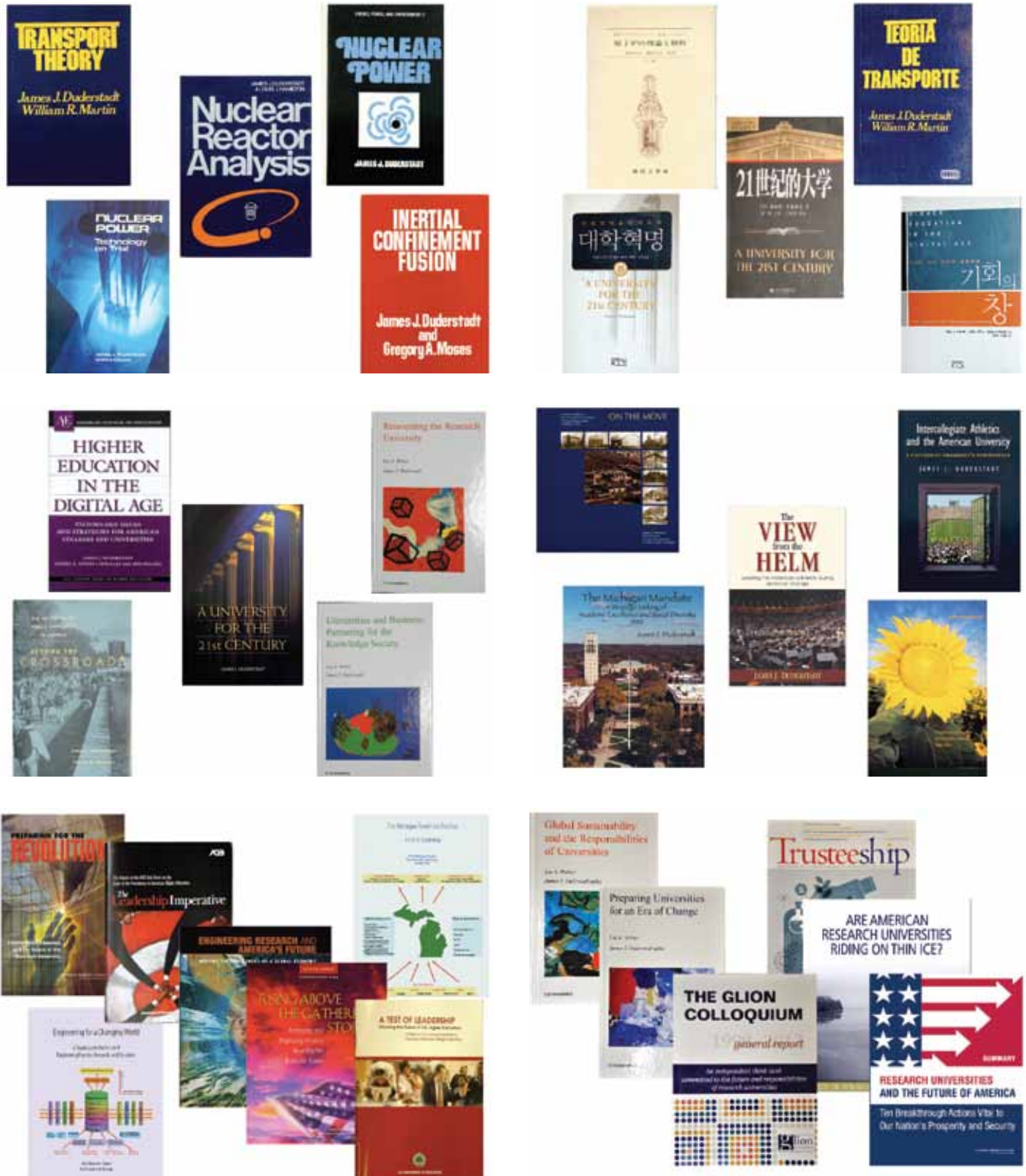
Presidential Search Committee, National Academy of Engineering

Assessment of Triana Satellite, NASA

International Activities

Dies Academicus, University of Vienna  
European University Association, Spain  
Glion Colloquium, Switzerland  
Universitas 21, Nagoya, Japan  
Diversity Conference, Berlin, Germany





The evolution of activities from science to education to policy can be seen in the changing nature of the books published.



From Dean



To Provost



To President



To UM Family of Presidents



To Meeting with Presidents



...and More Presidents



...and even a god



Leading UM Communities (FWC)



Creating UM History Resources



Chairing the National Science



Meeting the Media  
Leadership while President



Leaving the Presidency





Leading Science National Policy



National Science Foundation



International Science Leadership



Chairing NSF Committees



Directing the Glion Colloquium



Building UM History Resources



James and Anne Duderstadt Center



Recognizing the Duderstadt Team



Launching Historical Book Projects



Being Recognized by UM



...and the National Academies  
Leadership after Presidency



...and the Nation



## Chapter 5

# Preserving the Michigan Saga

Universities are based on long-standing traditions and continuity, evolving over many generations (in some cases, even centuries), with very particular sets of values, traditions, and practices. Burton R. Clark, a noted sociologist and scholar of higher education, introduced the concept of “organizational legend” or “institutional saga,” to refer to those long-standing characteristics that determine the distinctiveness of a college or university. The appearance of a distinct institutional saga involves many elements—visionary leadership; strong faculty and student cultures; unique programs; ideologies; and, of course, the time to accumulate the events, achievements, legends, and mythology that characterize long-standing institutions.

Anne and Jim both believed it was very important to always keep in mind the historical context of the University “saga” for leadership. Each Michigan president must understand and acknowledge the accomplishments of his or her predecessors and build upon their achievements. Anne symbolized this

continuity by displaying photographs of all of the presidents and first families of the University in the central hallway of the President’s House. As noted earlier she also made a concerted effort to keep former presidents and first ladies actively involved in the life of the university.

Yet, also like their predecessors, the Duderstadts had unique objectives that would characterize their period of leadership. While being sensitive to the traditions of the University, they also believed that Michigan would have to change to serve a rapidly changing world and their role was to prepare the University for this future of change.

Although they viewed themselves as change agents, preparing the University to face a challenging and quite different future, Anne and Jim also believed it important that this effort build on those traditions and values from the University’s past. Hence, understanding, valuing, and preserving the history of the University, its “institutional saga”, was viewed as an important



The portraits of Michigan’s presidents in the entry hall of the President’s House



Reconnecting the University with its past

responsibility both during Jim's and Anne's days in the presidency and afterwards.

### History and Tradition

Anne took a particular interest in the history of the University, reading the biographies and writings of past presidents and University historians and developing a deep appreciation for Michigan's remarkable history and traditions and its impact on higher education. She sensed the importance of developing a greater awareness of this history among students, faculty, and staff.

Perhaps because of their experience with Yale and Harvard through their daughters, Anne both took great interest in how these institutions managed to preserve and appreciate their remarkable histories and pass their traditions down through generation after generation of students and faculty. Anne believed that the University

of Michigan had just as distinguished a history as any private university. In fact, Michigan had time and time again provided the model for the evolution of higher education. But this recognition had simply not been woven into the University culture. Hence the challenge was to take a series of steps to better connect the University with its remarkable past.

Anne was assisted in this effort by several distinguished and committed faculty members: Bob Warner, former Dean of Library Science and Director of the National Archives; Nick and Peg Steneck, through their years of effort in both preserving University materials and teaching a course on the history of the University; Fran Blouin, as Director of the Bentley Historical Library; and Carole LaMantia as staff from the President's Office. The first step suggested by Anne was to create a formal University History and Traditions Committee, appointed by the president and staffed by the Office of the President.



Anne led the effort to renovate two historic University facilities:  
the President's House and the Inglis Highlands Estate.

Next Jim established the position of University Historian, and Bob Warner was appointed by the Regents as the first holder of this title. In this role, he would also chair the History and Traditions Committee.

Certain early steps had already been taken. For example, even while Jim was provost, Anne had encouraged him to establish base funding for the Stenecks' course on the history of the University, since this had always been at some risk due to changing funding whims in LS&A. She also was instrumental in recommending that permanent base funding of \$500,000 per year be provided to the Bentley Library to give it a more formal role in archiving the University's history, and guidelines were established for historical documentation and preservation.

One of the most important efforts of the History and Traditions Committee was historical preservation. Anne led the effort to restore and preserve the Detroit Observatory, one of the earliest university scientific facilities in America and key to the early evolution of the research university. This particular project illustrated the effort required to preserve such important facilities. Anne led the effort to raise the roughly \$2 million necessary to renovate and endow the facility. She enlisted the support and interest of key members of the University administration including the Vice President for Research, Homer Neal.

In turn, Homer appointed one of his most talented staff members, Sandy Whitesell, to direct the project. Sandy's love of historical preservation coupled with

her knowledge of working with University staff was idea for this project. Working closely with Sandy, Anne played a major role in the effort to raise the funding and complete the restoration. She and Sandy researched historical photographs in the Bentley Library to display throughout the building. They worked together in the hard task of cleaning the facility to ready it for University groups. On May 21, 1999, after five years of meticulous restoration, the University of Michigan's Detroit Observatory was rededicated.

Anne became involved in an array of other historical projects. She helped to arrange for a gift of historical materials from the ancestors of one of the early students of the University, and then assisted in the design of a major exhibition gallery for this gift in the new Heutwell Visitor Center. This display featured a re-creation of the first student dorm room.

Sometimes these efforts involved documenting the importance of a particular site or facility on campus and placing an appropriate historical marker, for example, the President's House or the East University plaza (the eastern boundary of the original campus).

A process was launched to obtain personal oral histories from earlier leaders of the University, including Harlan and Anne Hatcher, Robben and Sally Fleming, Allen and Alene Smith, and Harold and Vivian Shapiro. The University's 175th anniversary provided a marvelous opportunity to host a symposium involving the living presidents of the University.

Anne was also involved in the effort to create a





Working closely with Sandy Whitesell, Anne played an important leadership role in raising the funding and priority for renovating the Detroit Observatory.

number of publications on the University's history. The Stenecks were commissioned to update the popular history of the University by Howard H. Peckham, *The Making of the University of Michigan*. One of Anne's most significant projects was to develop a seasonal photographic essay of the University that would serve for advancing the interests of the University with key donors in the Campaign for Michigan.

After the Duderstadts left the presidency, it was natural that one of the major activities within the Millennium Project would become an effort to document the history of the University of Michigan. The early contributions were a series of books that utilized the powerful technologies of desktop publishing and digital photography both to contribute to major historical milestones such as the 150th anniversary of engineering education at Michigan and the evolution of its campus over the past two centuries.

In addition, Anne was able to utilize the unique resources of the Duderstadt Center to develop new ways to present this history, including three-dimensional virtual reality simulations of the Michigan campus in various eras, a highly detailed computer model of the historical evolution of the campus (Mort's Map), and an array of web-based databases intended to document the contributions of the University's thousands of faculty members, students, and staff.

### A Partner in Exile

Initially Anne faced many challenges similar to those Jim had experienced in leaving the presidency, since several of the projects where she had been heavily involved were no longer available to her, e.g., guiding the renovation of important historical projects such as the Detroit Observatory, the President's House, and the Inglis Highlands estate. She was also removed as a member in the History and Traditions Committee, an organization she had helped to launch in the 1990s. Unfortunately this committee was later disbanded, just as the University was approaching its Bicentennial Year.

To be sure, Anne remained heavily involved in other important organizations such as the Faculty Women's Club, where she took the lead in developing a modern computer support system for its members and later continued an extensive effort to capture its history

in preparation for its Centennial Year in 2021. But it was also clear that her strong interests in the history of the University would require a somewhat different approach to compensate for the lack of support.

Both the mission of the Millennium Project and its location in the Duderstadt Center provided a unique access to rapidly emerging digital technologies that were ideal for supporting her projects. Anne recognized that the challenge of capturing the rich history of a complex, consequential, and enduring institution such as the University of Michigan is considerable. To be sure, there are numerous scholarly tomes and popular histories of the institution, its leaders, and its programs. Yet the history of the University required much more. In fact, Michigan's history, those characteristics evolving over time that have determined its distinctiveness and shaped its impact on society, assume the form of a saga requiring many forms of narratives, words, images, music, and even digital simulations!

So where to begin? One of the purposes of the Millennium Project was to explore the use of emerging digital technologies in the development of new approaches to instruction. Anne's first effort was to develop a more interactive way to explore and understand the history of the University's campus. But she first needed to gain a better understanding of the history of the Michigan campus itself. So she turned to Fred Mayer, University Planner, and Paul Spradlin, Director of Plant Extension (new construction), both of whom immediately replied: "You need to look at Mort's Map!"

### Mort's Map and Campus History

During the 1960s, Myron Mortensen, the chief draftsman of the Plant Department, had researched the history of every building on the campus and drawn a very detailed map showing the historical evolution of the Ann Arbor campus from its origin to the 1960s. Using "Mort's Map", Anne worked with undergraduate engineering students in the Millennium Project to develop a web version of this map that enables one to use a timeline display and accompanying narrative to describe the evolution of the campus throughout its history. She then linked the digital maps to hundreds of historical photographs from the Bentley Library to



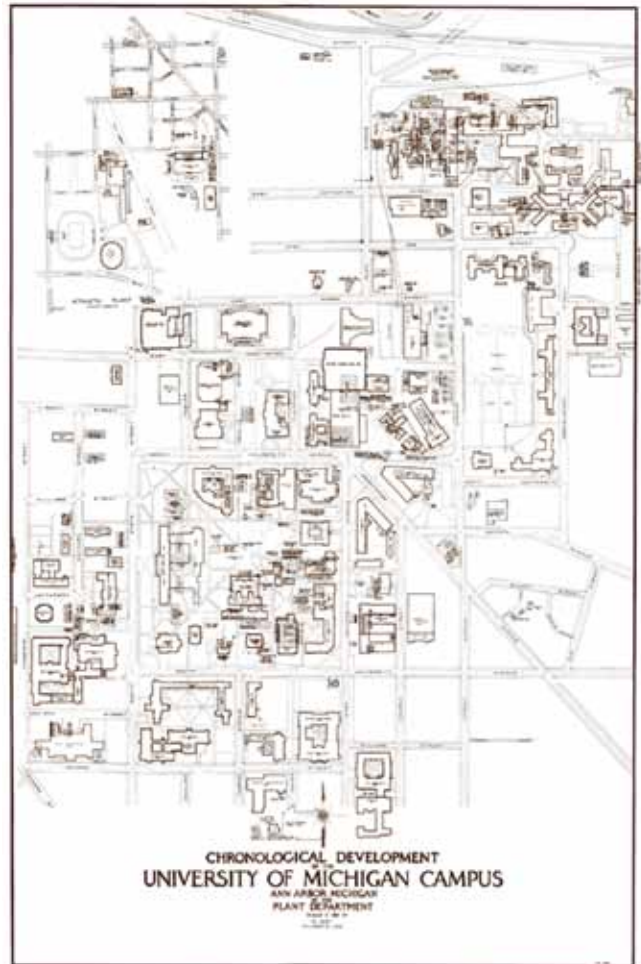
The Web Portal for Campus History

illustrate the evolution of the campus. The Mort's Map website can be found at:

<http://umhistory.dc.umich.edu/mort/>

But Anne was interested in going beyond this. During the Duderstadt's years in the presidency there had been a significant effort to develop digital representations of the contemporary campus that could be used in campus planning. In fact, the Plant Extension Department, under the leadership of Paul Spradlin, had assembled a quite sophisticated team (including the use of programmers in Russia) to build these digital representations of the campus. The goal was to build similar digital models that would describe the historical evolution of the campus, beginning with the earliest campus in 1850s. Anne's team sought to explore several of these approaches with the help of scientists such as Bob Latsko, including a comprehensive 3D digital simulation of the campus and its evolution, virtual reality simulations, digital video and DVD-based materials, and sophisticated database methods for organizing and searching through scholarly materials. More recently, the availability of the new Visibility Laboratory and virtual reality technology in the Duderstadt Center are being used to create new immersive environments for 3D simulation of University campus history.

<http://umhistory.dc.umich.edu/>

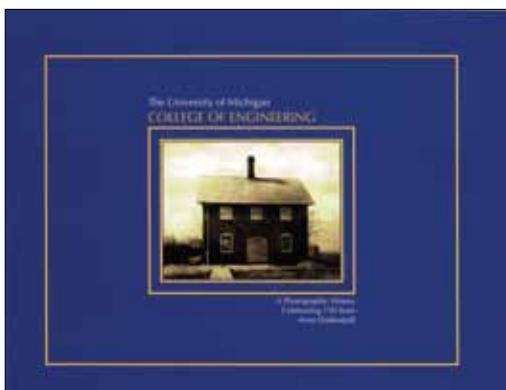


Mort's Map (by Myron Mortensen)

Unfortunately President Bollinger's appointment of a new VPCFO resulted in a massive turnover in the Plant Department, including many of those involved in the digital campus work, resulting in the termination of this University project and the loss of most of its software. While some of this work still remains, much of the early work of the Plant Department was purged, a tragic loss for the University.

Anne next turned to a more traditional project to learn how to use the University's archive of historical photographs to develop books describing the evolution of the College of Engineering, which was preparing to celebrate its 150th anniversary in 2004. Rather than simply writing the text and selecting the appropriate photographs for an experienced designer, she decided to master the process of digital design by learning to use Adobe's Creative Suite of applications: InDesign, Photoshop, Illustrator, Acrobat, etc. She then worked





A Pictorial History of the  
College of Engineering

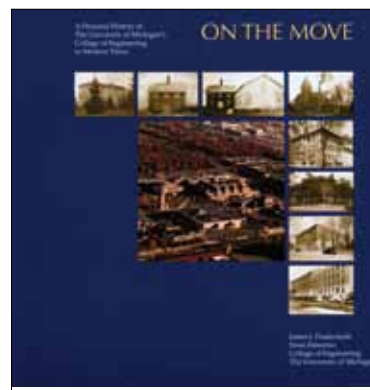
closely with the University Printing Service to design and develop her first major book on University history:

*A Pictorial History of the College of Engineering*

<http://catalog.hathitrust.org/Record/003884452>

Drawing on the resources of the Bentley Historical Library, University publications such as the Michigan Technic, the Michigan Alumnus, and The University of Michigan: An Encyclopedic Survey, but also on the vast writings, personal papers and photographs of two Engineering Deans, Mortimer Cooley and James Duderstadt, Anne was able to create a pictorial history of the college. Although this photographic essay was focused on the evolution of the campus of the College of Engineering, it also attempts to introduce the people and events that contributed so much to the College's history. It stitched together images with the words of members of the Michigan family who participated directly in the building of the College. This photographic history not only documented and honored the remarkable achievements of the College of Engineering during its century-and-a-half of leadership in engineering education but has provided a resource to guide those who will determine and benefit from its activities in the future.

Following Anne's lead, Jim also mastered Adobe's Creative Suite sufficiently to develop a personal history of his years as Dean of Engineering, a period that covered the move of the College of Engineering from the Central Campus to the North Campus of the



On the Move: A Personal History of the  
UM College of Engineering in Modern Times

University.

*On the Move: A Personal History of the University of Michigan's College of Engineering in Modern Times,*

<http://catalog.hathitrust.org/Record/003884451>

More recently, Anne and Jim have extended their skills to Apple's iBook Author software so that they could transform these books into interactive iBooks that can be downloaded directly from the Millennium Project website:

<http://milproj.dc.umich.edu>

Anne's next project involved a major effort to utilize historical photographs to develop a book describing the history of the entire Michigan campus, including not only its buildings but as well the activities of its students, faculty, and staff. To learn more about how to handle the design and color schemes necessary for such a project, Anne decided to first use technology to create a more modest book of contemporary photographs (mostly taken by Jim) to illustrate the appearance of the campus during the changing seasons. This was similar to a book she had helped design during their presidency that could be used as gifts to visitors, but in this case she did the entire project herself: design, photographic layout, digital development (again using InDesign), and finally working with the University Printing Services to produce the final project.



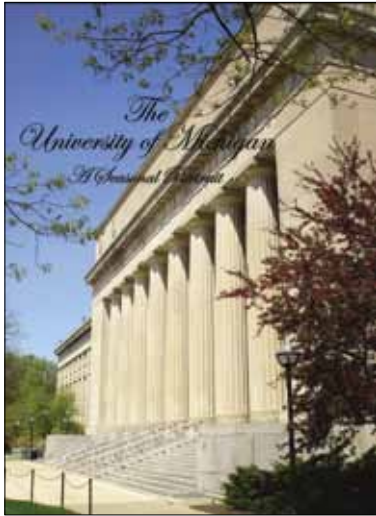
To produce a high quality photographic volume concerning the history of the College of Engineering required mastering many skills, including the collection and arrangement of historical photographs through digital scanning and then careful edit using digital tools such as Photoshop. The actual layout of the book required desktop publishing skills (in this case, InDesign, Illustrator, and Acrobat). The next stage involved working closely with the printers. The final stage involved boxing and shipping the final copies to hundreds of readers, including the faculty of the College of Engineering.





The production of the “photographic saga” of the history of the University was considerably more complex, involving thousands of illustrations, extensive historical research, and the use of the full power of the Adobe Creative Suite to design, layout, and produce the final digital files for the printers (in this case, a high-quality commercial printer, University Lithoprinters, Inc.). Since the final digital files were over 60 GB in size, the computing requirements for this project were considerable. From initial concept to final product required roughly three years of continual effort! (Jim provided a small cake to celebrate success!)





The University of Michigan:  
A Seasonal Portrait

*The University of Michigan: A Seasonal Portrait*

<http://catalog.hathitrust.org/Record/005121919>

Anne also produced several important photographic books concerning the President's House and the Inglis Highlands estate of the University, both because of her personal activities with these two historical buildings as well as because of the role that she played in their renovation. These books can be downloaded from the HathiTrust website.

*The President's House of the University of Michigan*

<http://catalog.hathitrust.org/Record/003494187>

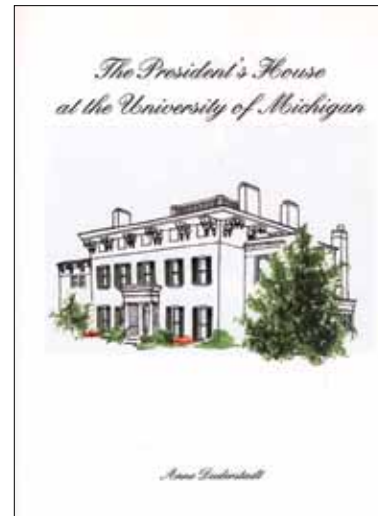
*The Inglis Highlands Estate of the University of Michigan*

<http://catalog.hathitrust.org/Record/011706>

Both books have been rewritten and are now available in iBooks format from the Millennium Project Website:

<http://milproj.dc.umich.edu>

With this experience, Anne turned back to the "Michigan Saga" book. The scale of this history project was immense, not only consisting of over 1,000 high



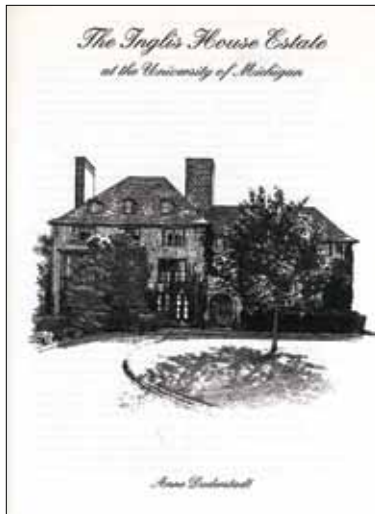
The President's House of  
the University of Michigan

definition photographs, many of which she scanned herself, along with text that generated over 60 GB of data, pushing the limits of the Millennium Project computers. In fact, by the end of the project, Anne was using the most powerful computer in the complex. She worked closely with one of Ann Arbor's leading commercial printers, University Lithographers, to complete the project, including spending a day and night supervising the final printing runs to make certain that the design format and colors were correct. The entire project took over three years.

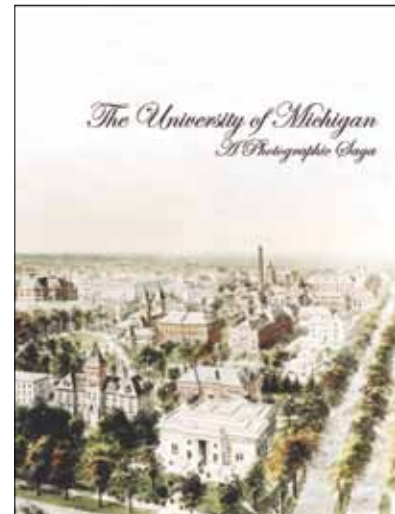
*A Photographic Saga of the University of Michigan*

<http://catalog.hathitrust.org/Record/005399524>

Although this project made extensive use of the photographic assets of the Bentley Historical Library, it also involved digitizing materials from many other Michigan publications and resources, including the *Michigan Alumnus* magazine, the *University of Michigan: An Encyclopedic Survey*, and student publications including the *Michigan Technic* and the *Michiganensian* yearbook. Books and articles written by Michigan faculty, students, and alumni were also of great value. In particular, the letters, diaries, and various papers of faculty and students provided a glimpse of what life was like in the early years of the University.



The Inglis House Estate



The University of Michigan:  
A Photographic Saga

Of great value in reconstructing the early history and evolution of the Michigan campus was Mort's Map, a work created by Myron Mortensen, an engineer in the Plant Department until 1954 when he became Chief Draftsman. The map provides the footprint of all of the buildings that existed on the campus from the 1840s through the 1960s.

This photographic saga provides vivid evidence of the profound impact that the University of Michigan has had on the evolution of higher education in America and hence upon its state, the nation, and the world during the first two centuries of its long and distinguished history."

This book can also be viewed from the Millennium Project website:

[http://umhistory.dc.umich.edu/history/publications/photo\\_saga/Saga.html](http://umhistory.dc.umich.edu/history/publications/photo_saga/Saga.html)

### Creating New Digital Historical Resources

With one of the largest and most sophisticated university libraries in the world, the University had long provided leadership in providing new forms of access to its 8 million volume collection. During the 1990s it had led the effort to merge the catalogs of the 11 universities of the CIC (the Committee on Institutional Cooperation

of the Big Ten plus U Chicago). As digital scanning technology became more sophisticated, the University worked with the Mellon Foundation to build the JSTOR archive of journals in economics and American history (whose computers were located in the Media Union). Faculty members in its College of Engineering and School of Information worked on a major research project for the National Science Foundation to build a digital library for scientific materials.

Anne decided to extend her historical projects to demonstrate just how powerful the University's rapidly expanding digital technology environment could be in gathering and providing access to its activities, both present and past. The combination of the University's cyberinfrastructure environment, search engines such as Google, and most important of all, the leadership of the University of Michigan Library in digital archiving and distribution, gave Michigan a quite extraordinary opportunity to define the path these knowledge-intensive institutions should take in the digital age, resulting in major advances in digital libraries such as Google Books and the HathiTrust. Working closely with both students and staff of the Duderstadt Center, Anne played an important role in the early application of these important new digital histories of the University.



The UM 1817-2017 Web Portal

#### The UM 1817-2017 Web Portal

The first effort was to design and build a comprehensive web portal to a vast array of historical information about the University of Michigan, including summaries of the histories of its academic programs, visual material concerning its campus and activities, links to hundreds of historical documents, and databases providing both biographical information and memoirs of its faculty, staff, students, and alumni.

<http://um2017.org>

This website provides an array of links to access this rapidly growing collection of materials designed to be easily searchable and readily available in digital form. Included in these resources are:

- 1) Information about the many thousands of faculty members who have served the university since its earliest years, searchable and available as biographies, memorials, and photographs.
- 2) Histories of the myriad academic programs of the

University—schools and colleges, departments and programs, centers and institutes, with a particular focus on the intellectual life and academic impact of the institution.

- 3) The evolution of the Ann Arbor campus of the University through the years, with interactive maps and histories of all of the major buildings and facilities of the University.
- 4) Information on the important role of staff members in the University, both through brief histories and short vignettes illustrating their remarkable talent, dedication, and diversity of roles.
- 5) Student life through the years through an array of historical documents.
- 6) Information about all of the Regents and Presidents of the University.
- 7) Access to an interactive collection of memoirs by contemporary Michigan faculty members concerning the intellectual life of the University.
- 8) A vast collection of historical photographs and video materials made available in digital format.

In many of these efforts, Anne has been using the powerful resources of the HathiTrust, already the largest digital library in the world. Jim persuaded the Regents of the University to release copyright control to provide full-text access to over 2,000 University publications, books and periodicals that have relevance to the history of the University. These can be found in a special search collection:

<http://babel.hathitrust.org/cgi/mb?a=listis;c=745985614>

#### The Faculty History Project

The next project was even bolder. Anne led the effort in the development of a database providing information about all of the faculty members who have been associated with the University of Michigan since





### The Faculty History Project

1837, organized by their schools and colleges. Working with a very talented undergraduate, Alex Burrell, who quickly became experienced in programming in Drupal, Anne developed a website capable of accessing information on every faculty member who had ever worked at the University, with dates of appointment, fields, memoirs, and photographs, if available. In fact she personally scanned thousands photographs from the Bentley Library and compiled information on more than 20,000 faculty members.

<http://um2017.org/faculty-history/>

As she noted in the preamble to the website, one can only understand the intellectual impact of the University of Michigan by understanding who its faculty members were (and are) and what they did (and are doing). To appreciate the intellectual vitality of this institution, it is necessary to trace the lives of its faculty members, their contributions, and their circles of discourse. One needs to capture their stories and link them to the University's academic programs, its schools and colleges, departments and institutes.

Yet this is a formidable challenge since many of the University's schools, colleges, and departments have only brief histories on websites or buried away in file drawers. Furthermore those histories that do exist are usually more concerned with buildings or enrollments or who was dean or chair than the intellectual life or achievements and impact of the faculty.

The broad intellectual span and size of the institution makes it hard to capture its history (or even understand its present nature) through conventional means such as popular histories or occasional papers. Instead it seems more productive to take advantage of the University's exceptional capacity in digital technology to build online resources that would evolve over time to serve those wishing both to understand and analyze not only the University's history but even its intellectual structure and impact today.

This Faculty History Website represents an attempt to begin this effort. The goal is eventually to include every faculty member who has been appointed at the University, working with the University's schools, colleges, and departments to fill in these databases with information such as photos, biographies, memorials, and even video oral histories for more recent faculty members.

The goal of this project is to document, remember, and celebrate those achievements of the faculty that have made Michigan a great university; to use such resources to reaffirm academic achievement and excellence as the cornerstone of the quality, strength, and impact of the university; and to rededicate today's faculty members and University leaders as faithful stewards for the remarkable legacy left by previous generations of Michigan faculty members, accepting the challenge of adding their own contributions to extend this legacy

Today the Faculty History Project has over 20,000 entries for the Ann Arbor campus (with ongoing additions and corrections). It has already become an invaluable tool for understanding the role of faculty at the University, and its open access availability leads to its frequent appearance in Google searches for people with Michigan ties.

### The Faculty Memoir Project:

A similar database was created to contain the memoirs of senior faculty members concerning the intellectual life and impact of the University.

<http://www.lib.umich.edu/faculty-memoir/>

The University of Michigan Faculty Memoir Project



The Faculty Memoir Project

assembles the memoirs of senior University faculty members concerning both their personal academic work and their reflections concerning the intellectual life of the University more generally. It is intended both to capture the history of the Michigan faculty as well as provide a vivid demonstration of the extraordinary impact that faculty members have had on the quality, strength, and impact of the University throughout its two centuries of service to the state, the nation, and the world

This website has been designed to enable senior and emeritus faculty members to contribute reflections on their intellectual experiences through an interactive process that allows them to add and edit their biographies, curricula vitae, photographic or video materials, and memoirs, thereby helping build a rich and accessible resource describing faculty contributions to the University and broader society.

#### The Staff Memories and Memoirs Project:

A similar database has been developed to contain both the memoirs and memories of the staff of the University throughout its history.

<http://www.lib.umich.edu/staff-memoir/>

The University of Michigan Staff Memories and Memoirs Project assembles the memories and stories provided by members of the Michigan staff family over their long careers at the University as well as the



The Staff Memoirs and Memories Project

Memoirs for earlier staff members as they completed their years of service to Michigan. This project is intended both to capture the history of the University from the perspective of its staff while recording the contributions of earlier staff members, thereby providing a vivid demonstration of the great impact they have had on the institution.

In addition to providing a record of the Memoirs for earlier staff members, the website also enables senior and retired staff members to contribute directly their memories, stories, and reflections concerning the life of the University through an interactive process that allows them to add and edit their contribution.

Over time it is hoped that this website will become a rich and accessible resource describing the degree to which staff members have influenced the growth, evolution, quality, and continuity of the institution.

#### The Town-Gown Historical Maps Project

Anne has recently launched another project to develop interactive historical maps of the City of Ann Arbor with links to the historical photographs and descriptions of key buildings and the key Plant Department staff who had developed and used the technology to create interactive historical maps. The maps begin with the original platting of Ann Arbor in 1824 and then continue through each decade until the early 20th century. By using the power of new technologies to develop a “MapApp”, this powerful technology will be capable of extension to the study of



The Ann Arbor UM MapApp Project



Expanding the Ann Arbor Map to show the campus

other historical maps. Key in her efforts has been the extraordinary collection of the University of Michigan Library's Map Collection and the programming skills of an extraordinary Michigan undergraduate, Nathan Korth.

<http://specular.dmc.dc.umich.edu/map/drag/>

### Preserving University Communities

One of the core competencies of a university is its capacity to create learning communities. As a consequence there are many communities within the institution that are key to its intellectual, cultural, and social life. Some are organized along academic lines through faculty groups, institutes, centers, symposia, and salons. Others are organized about events, such as athletics and performing arts. Most require resources such as meeting places (e.g., Inglis Highlands), performance venues (e.g., Hill Auditorium, Power Center, Walgreen Center), and athletic complexes (...ah, yes...even the "Big House").

The contemporary university is much like a city, comprised of a bewildering array of neighborhoods and communities. To the faculty, it has almost a feudal structure, divided up into highly specialized academic units, frequently with little interaction even with disciplinary neighbors, much less with the rest of the campus. To the student body, the university is an exciting, confusing, and sometimes frustrating complexity of challenges and opportunities, rules and regulations, drawing students together only in major events, such as fall football games or campus protests. To the staff, the university has a more subtle character, with the parts woven together by policies, procedures, and practices evolving over decades, all too frequently invisible or ignored by the students and faculty. In some ways, the modern university is so complex, so multifaceted, that it seems that the closer one is to it and the more intimately one is involved with its activities, the harder it is to understand its entirety and the more likely one is to miss the forest for the trees.

But a university is also a diverse community of many families: students, faculty, staff, and students; deans and executive officers; office staff and even presidents. While Michigan enjoys an intense loyalty among these families, it can also be a tough environment for many. It is a very large and complex institution, frequently immersed in controversial social and political issues. Senior academic and administrative leaders not only become members of these families but also must assume responsibilities to understand, support, encourage, and protect these communities, to understand their concerns and their aspirations, and to advance their causes.

Changes in academic communities tend to occur slowly, particularly in the faculty, student, and staff cultures, because of its complexity and diversity. Fundamental academic values—academic freedom, intellectual integrity, striving for excellence—still dominate the faculty culture, as they must in any great university. Yet today fewer faculty members look to the University for long term academic careers and instead became nomadic, moving from institution to institution in an increasingly competitive academic marketplace.

Student communities change more rapidly, dependent in part on the nature of the student body. For example, fraternities and sororities have become





The President's House

more important as the student body has come from wealthier backgrounds (particularly those paying out-of-state tuition). So, too, student communities are more sensitive to challenges facing our society, e.g., conflicts, inequities, diversity, and the challenges of finding a job after graduation.

Anne inherited an important legacy from the contribution of her predecessors both to preserve and build new communities for the students, faculty, and staff of the University. Each had brought to the University a unique style, but all had been totally committed to this important role. Early in her tenure, she took on the challenge of major renovation of the two primary ceremonial facilities of the University, the President's House and the Inglis Highlands estate.

The President's House had been home for all of the University's presidents since 1852 (except for Hutchins). Its location in the center of the campus gave it a special symbolism, much as the White House in Washington. Furthermore, as the oldest building on the campus, it was of major historical significance. When the decision was made to modernize the mechanical systems of the President's House during the last year of the Shapiro presidency, it was also recognized that such a massive system replacement would require as well significant renovation of the interior design. Funding was set aside so that carpets could be replaced, walls could be painted, and plaster repaired. However, when Jim assumed the presidency in the midst of this project, Anne suggested a different direction. Rather than



The Inglis Highlands Estate

simply replacing the existing carpets and decoration details, she instead worked within the original project budget to restore many of the house's original features.

A similar opportunity soon presented itself with the Inglis Highlands estate, which had long provided not only a guest house for distinguished visitors to the University, but more important as a heavily used meeting facility for academic groups. Again, the driving factor was another project, in this case the need to replace the massive slate roof of the manor house, which was in danger of collapse. It was soon realized that the cost of renovating the interior of the house could be accomplished through only a small addition to the original project cost. Again, Anne took responsibility for both the design and the renovation project. And again, working closely with the gardening staff, the formal gardens and grounds of the Inglis Highlands estate were totally replanted and nurtured back to their original elegance.

There were other facilities important to University community life that required attention. Anne worked closely with the staff of the Athletics Department and the University Plant staff to redesign the entertaining areas in Michigan Stadium, including major redesigns of the reception and seating areas in the press box. She also was involved in the design of additional entertaining areas in the University Golf Course Club House.

Beyond the array of facilities development, Anne also built a strong staff that supported her many activities to

build communities throughout the University. And, as the quality of the events hosted by the President and executive officers increased, there was a strong ripple effect across the campus, resulting in an increase in quality in all areas. Yet, even as the standards for the quality of University events increased, Anne also was unrelenting in her expectation that costs be kept under control. She sought these same objectives—excellence and efficiency—in a broad range of other projects: presidential events, football weekends, bowl events, fund-raising, etc.

Throughout their years in the presidency, the Duderstadts sought not only to lead the University but to create a broad understanding that they viewed this as a “public calling”, a role through which they served those varied communities of faculty, students, and staff that comprised the institution. In a sense, Jim and Anne tried to make it clear to everyone that they worked for them, that they could be trusted, and that they were determined both to protect and advance the University of Michigan. The Duderstadts believed they were very much servants of the University.

Anne has continued to invest considerable effort in sustaining important communities, despite the neglect of more recent administrations. Similar to her predecessors as first lady, she has played important leadership roles in strengthening the Faculty Women’s Club, attempting to recruit more faculty spouses and women faculty to membership, working to digitize the photographic history of the organization, particularly as it approaches its centennial year in 2021, providing a substantial endowment to support FWC activities that serve the University. Most recently she commissioned a major sculptural installation adjacent to the Michigan League to recognize the important history of serving women students and faculty members at the University.

Anne and Jim continue in their efforts to recommit the University to valuing and preserving the important organizations such as the Faculty Women’s Club and the Economics Dinner Group through supportive University policies and facilities.

New communities should be considered. For example, there is a need for new faculty clubs for senior faculty similar to those longstanding historical groups such as the Scientific Club and the Azazels. The possibility of organizations for faculty couples should



FWC Sculpture at Michigan League

be considered, perhaps modeled after several of the Interest Sections of the Faculty Women’s Club.

Strong consideration should be given about the possibility of a faculty club for emeritus faculty members. Since faculty retirement is increasingly accompanied by a strong desire to retain some level of intellectual, cultural, and social interaction with the University community, Michigan should join many other institutions in providing resources to support this continued engagement.

## Chapter 6

### 1997-2001 The Bollinger Years

Although the search for Jim's successor had been underway for 10 months when he returned to the faculty in July, 1996, it was not yet complete. Hence the Regents appointed Homer Neal, Vice President for Research, as interim president until a permanent successor could be found. Neal was a distinguished physicist and an experienced academic leader, with strong Washington ties (National Science Board, Smithsonian Regent). Jim had actually recruited him from the provost position at SUNY Stony Brook to chair the Department of Physics, and later appointed him as an executive officer.

The search was a difficult one, primarily because the local newspapers had obtained a court injunction prohibiting the Regents from meeting to consider candidates unless it was in public session, under the State's Open Meetings Act. The requirement of a public search eliminated most sitting presidents from consideration as candidates. All four finalists were provosts, since they had less at risk with public visibility.

The search was also complicated by a behind-the-scenes effort by two Regents to attract Lee Bollinger, former Dean of Law at Michigan and then provost at Dartmouth, back to the campus as Jim's successor even before he had announced his decision to step down. This was further complicated by efforts of several Law faculty members to sabotage the credibility of other top candidates in the search.

Bollinger had been on the Law faculty at Michigan for 20 years as a scholar on constitutional law. With Jim's strong support, Harold Shapiro had appointed him Dean of Law while Jim was provost in 1987, and he had served in that role during Jim's administration. He was attracted to Dartmouth to serve as provost, a newly created position. But he soon became disappointed in that role when the president who hired him had to take



Homer Neal, the Interim UM President

a medical leave and was succeeded by the dean of the faculty who really did not know what a provost was supposed to do, since Dartmouth had never had one. Hence Bollinger had little to do there and was certainly interested in the Michigan presidency.

#### The King Arrives

Jim's earlier relationship with Bollinger as Law Dean at Michigan had been a positive one, both because Jim had strongly supported his appointment as dean and because Bollinger had been a strong advocate for the efforts to address social issues such as diversity and gay rights. When Bollinger arrived on campus, Jim had breakfast with him during his first week. Bollinger asked for his recommendations for Provost, and Jim mentioned Nancy Cantor, who had recently been recruited from Princeton. He selected Cantor, who after serving in the position for two years became chancellor of the University of Illinois at Champaign-Urbana and later president of the University of Syracuse. Rather





Lee Bollinger, the New Michigan President



Robert Kasdin, EVP/CFO

than conduct a search for a new provost, Bollinger simply named one of his staff, Lisa Tedesco, as provost.

As Jim was to find, his contact with Bollinger during his four years at Michigan would be very limited. During his four year tenure as Michigan president, Jim can recall only one face-to-face discussion, ironically when running into him on the jogging track in the weeks after he had announced his decision to go to Columbia. He was curious how Jim had put up with the politics of the Michigan Regents over his eight years since he had only lasted four! Actually, if he would have invited Jim for a chat from time to time, he might have been helpful. Ironically, since Jim has been the one to elevate him from a faculty position to become dean of the law school, he was supportive of his success as president.

The long-standing practice of a leadership team of president and first lady also vanished when Jean Bollinger announced "I'm not a first anything!" and largely disappeared into her art studio in Dexter (with occasional trips back to their home in Vermont). Fortunately, this long-standing University tradition of a presidential team was re-established by Mary Sue Coleman with the active participation of her husband Ken as "first mate". But it was to disappear once again with the arrival of Mark Schlissel, since his wife remained in the San Francisco area to continue her law practice.

Both Jim and Anne soon began to experience an isolation that would characterize most of their remaining years at Michigan as a former president team by finding themselves excluded from University

events and other activities that had involved emeritus presidents during earlier administrations (including theirs). They first noticed this when they were left off the invitation lists for the dedication for several of the major buildings launched during the Duderstadt years. Perhaps the most extreme omission was the celebration of the completion of the \$1.4 billion capital campaign, which Jim and Anne had led. They simply tagged along with the other guests and sat in the rear of the auditorium without recognition, while the Bollinger team accepted the congratulations for the successful campaign. Here it probably should be noted that Bollinger was not particularly interested in fund raising, and rather than continuing the effort which would have reached \$2 billion by the year 2000, he instead halted the campaign soon after his arrival.

Although relatively inexperienced in academic administration himself, Bollinger moved rapidly to replace most of the executive officers with his own team, also drawn from the ranks of relatively inexperienced candidates. Key in this effort was Robert Kasdin, recruited from his position as treasurer of the New York Metropolitan Museum of Art at the recommendation of former Princeton president William Bowen (and without a search committee), to become the University's Executive Vice President and Chief Financial Officer. Like Bollinger, Kasdin had very little administrative experience with an institution of Michigan's scale

| Position  | Name               | Where           | Why        | Search              | Successor        |
|---|--------------------|-----------------|------------|---------------------|------------------|
| <b>Senior Officers</b>                          |                    |                 |            |                     |                  |
| President                                       | Jim Duderstadt     | UM Faculty      | Escape     | Flound search       | Lee Bollinger    |
| EVP/Provost                                     | Bernie Madson      | Dues, Utah      | UB Push    | Wired search        | Nancy Cantor     |
| EVP/CFO   | Bernie Madson      | Retired         | Escape     | Failed search       | Robert Kasdin    |
| VP-Business                                     | Harmer Neal        | UM Faculty      | Escape     | Failed search       | Fawcett Gladly   |
| VP-Health Aff                                   | Robert Dumas       | Retired         | UM Faculty | Flound search       | Col Owens        |
| VP-Student Affairs                              | Maureen Hartland   | Dues, Meredith  | Escape     | ???                 |                  |
| VP-University Rel                               | Walt Garrison      | Dues, Hartford  | Escape     | Failed search       |                  |
| VP-Development                                  | new position       | UM Faculty      | Escape     | No search           | Cynthia Wilbanks |
| Secretary                                       | Tom Kinsner        | UM Faculty      | Escape     | No search           | Susan Fagan      |
| General Counsel                                 | Roberta Tolson     | Undecided       | UB Push    | No search           | Lisa Tedesco     |
| Charter/UM Plan                                 | Eva Cole           | NCAA            | UB Push    | ???                 | Marvin Krindel   |
| Charter/UM Plan                                 | Charlie Nelson     | U Indiana       | Escape     | Failed search       | Interim          |
| Chief of Staff                                  | Joe Busch          | Class, NCA&T    | Escape     | ???                 |                  |
|   | Egner Jensen       | Back to faculty | Push       | No search           | Chacoma Johnson  |
| <b>Deans</b>                                    |                    |                 |            |                     |                  |
| Medicine  | Glen Rife          | Retired         | Retired    | Failed search       | Alan Lichten     |
| Radiation                                       | Nancy Cantor       | UM Provost      | Full       | Wired search        | Earl Lewis       |
| Architecture                                    | Bob Beckley        | UM Faculty      | Retired    | Failed search       | filled           |
| Pharmacy  | Ara Paul           | UM Faculty      | Retired    | Normal search       | filled           |
| Education                                       | Craig Mikul        | UM Faculty      | Retired    | Failed search       | Interim          |
| Public Policy                                   | Ned Granich        | Fed Reserve     | Full       | Normal search       | John Chamberlain |
| Music   | Paul Bryan         | Retiring        | Escape     | ???                 |                  |
| LS&A  | Ella Goldenberg    | Retired         | Escape     | Virtual search      | Pat Garin        |
| <b>Position Name Where Why Status Successor</b> |                    |                 |            |                     |                  |
| Bus Admin                                       | Joe White          | Looking         | Escape     |                     |                  |
| Law   | Jeff Lehman        | Looking         | Escape     |                     |                  |
| Engineering                                     | Steve Director     |                 |            |                     |                  |
| Social Work                                     | Paula Allen-Mearns |                 |            |                     |                  |
| Information                                     | Don Atkins         | Hepped down     | Escape     | Search              | Interim          |
| Public Health                                   | Stewart Clark      | Hepped down?    |            |                     |                  |
| Dentistry                                       | Bill Kozlewicz     |                 |            |                     |                  |
| Art   | Alan Samuels       | UM Faculty      | Pushed     | Interim             |                  |
| Natural Resources                               | Gary Bryner        | Faculty         | Escape     | Normal              | Don Mazmanian    |
| <b>Other Senior Academic Administrators</b>     |                    |                 |            |                     |                  |
| VP-Acad Out                                     | Doug Van Houseling | Internet II     | UB Push    | Eliminated position |                  |
| University Librarian                            | Don Riggs          | Lookata         | Push       | Failed search       | Interim          |
| Director, Mus Art                               | Bill Hartsomery    | NC              | Full       | Normal search       |                  |
| Athletics Director                              | Joe Robertson      | Retired         | UB Push    | No search           | Tony Goss        |
| AVP   | Randy Harris       | VP, Houston     | Escape     | Wired               |                  |
| AVP   | Paul Ippolitto     | Retiring        | Escape     | Field up            | Hank Beyer       |
| AVP   | Bob Holbrook       | Retiring        | Retired    | Wired               | Paul Courant     |
| AVP   | Susan Lipschultz   | Deceased        | Deceased   | Wired               | Don Raymond      |
| AVP   | Jackie McClain     | CSI             | Escape     | Open                |                  |
| AVP   | Kay Blair          | Retiring        | Escape     | Open                |                  |
| AVP   | Lisa Baker         | Resigned        | Escape     | Open                |                  |
| AVP   | Norm Herbert       | Looking         | Escape     |                     |                  |
| VP  | Lester Meints      |                 |            |                     |                  |
| Director, Media Union                           | New position       |                 |            | Dir Search          | Barbara O'Keefe  |

The "Big Broom" of Departures

Management and Financial Problems

Under Kasdin's leadership, the new administration launched a massive effort to replace many of the long-standing administrative staff of the University, particularly in the VPCFO areas such as finance and plant operations. Most of the new hires came from outside, even when clearly inferior or, in some cases totally unqualified with limited (or no) experience with higher education. It was almost as if there was an intent to obliterate Michigan's longstanding tradition of outstanding management by replacing the long-serving staff who had maintained these over the years.

This "big broom" approach to management swept out several layers of experienced managers, forcing scores of valuable staff into early retirement or resignation and eliminating many of the University's most valuable and long-serving staff in an effort to eliminate corporate memory. Giving low priority to staff compensation and encouragement, the new administration decimated staff morale, providing strong evidence that the new administrative team was not only incapable of managing an institution of UM's size and complexity, but furthermore did not regard this as a priority.

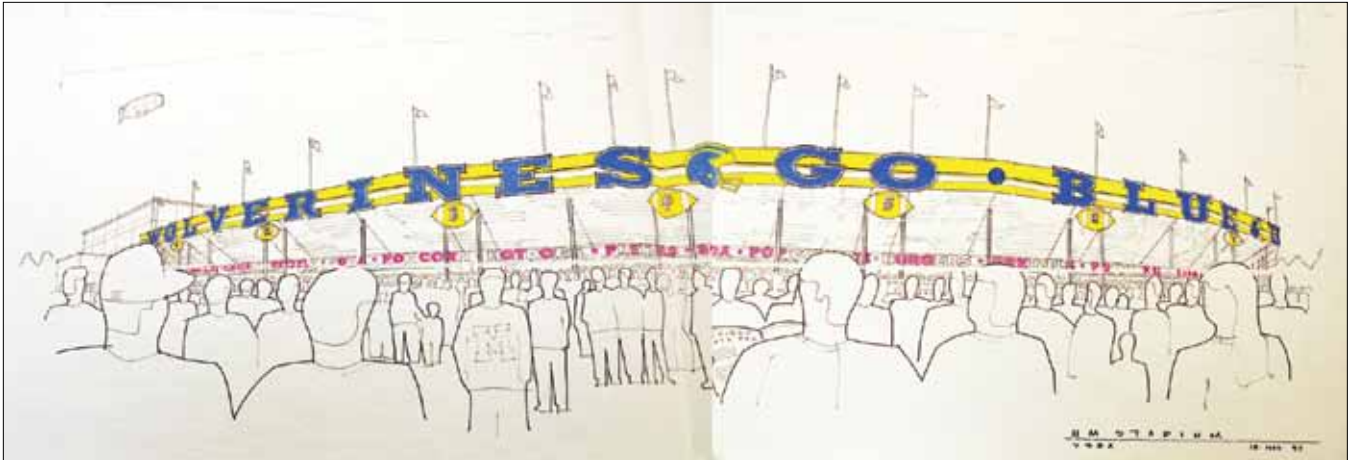
Perhaps not surprisingly, with new staff came new expenses. The compensation of the senior administrative staff as well as administrators such as executive officers began to increase rapidly. Bollinger expanded the size of the Executive Officers by 30%. Substantial University resources were diverted to fund personal whims. For example, the Bollingers spent \$250,000 to furnish their living quarters in the President's house, including cappuccino machines on each floor, fresh flowers every day, and silk sheets. When the staff member responsible for the President's House questioned these expenditures as inappropriate, she was removed.

Art and Architecture

In fact, Bollinger himself was not particularly interested in administration. He was detached and disinterested in many of the key responsibilities of the president, difficult to see and frequently unreliable and unprepared for meetings he was supposed to chair. He frequently cancelled meetings, disappearing for other diversions (golf, yachting) and preferred to devote his time to more symbolic projects of personal interest, particularly in the performing arts and campus architecture.

He sought to create several early symbols of the new directions his administration would take. During his first month as president, Bollinger replaced the long-standing campus planning firm, JJ&R, with well-known architect Robert Venturi and his wife, Denise Scott Brown (and their firm, VSBI), placing them in charge of all further campus evolution. The long-standing principle that campus architects were not allowed to be involved in University master planning was abandoned when VSBA was assigned this role. Within weeks, all ongoing campus projects such as the renovation of Hill Auditorium were brought to a halt to allow their re-evaluation by both Venturi and Bollinger. As a result of the delay, the renovation costs would escalate by 50% by the time they were resumed.

In an effort to demonstrate the new direction campus architecture would take, Bollinger persuaded VSBA to redesign the façade of Michigan Stadium, perhaps the most visible symbol on campus—and persuaded the Regents to accept this, against their reservations. Since Venturi had never attended a major college football



Venturi's early design for a "circus look" halo for Michigan Stadium



The Venturi Halo goes up...

game, VSBI approached this like a circus, displaying the words of the Michigan fight song, The Victors, in a halo around Michigan Stadium. (See pictures. above.) However the fans were insulted, the Regents got mad, and the halo was removed during the following winter holiday when the campus was relatively empty...

Fond of the arts, Bollinger peppered many of his early campus speeches with references to the early University association with Robert Frost (a visiting faculty member in the 1920s) and Arthur Miller (a UM graduate). He stressed that he wanted to make cultural life in Ann Arbor more like New York City. With this in mind, he set as one of his early objectives the construction of a theater named after Arthur Miller that would bring professional theatrical companies to Ann Arbor. Charles Walgreen was persuaded to shift a \$10 M pledge he had made to LS&A instead to fund



The Regents insist it come down!

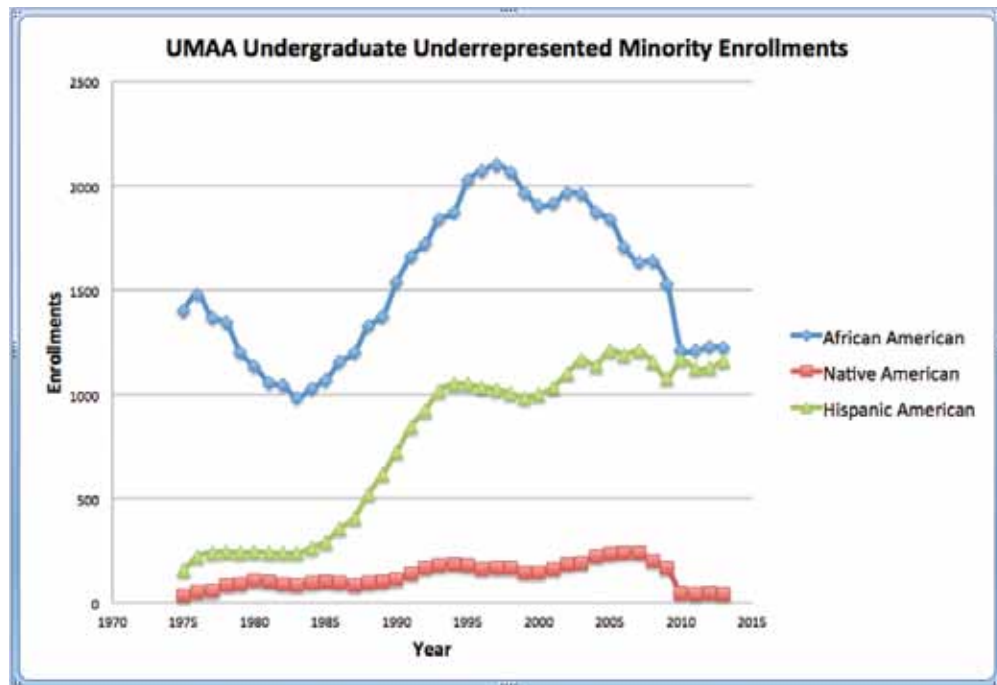
a repertory theater on the Central Campus named for Arthur Miller. This plan was later modified after Bollinger left, moving the Walgreen Theater complex to the North Campus and integrating it with the Music School to provide facilities for students and faculty.

At a later point, through the connections of Regent Philip Power, Bollinger agreed to subsidize (\$6 million) a series of appearances by the Royal Shakespeare Theatre. An additional subsidy was provided to the University Musical Society with another \$2 M added at a later point.

### The Supreme Court Case on Affirmative Action

Perhaps the most visible challenge to the University during the Bollinger years was the opposition it faced concerning the use of affirmative action in student





The decline and fall of UM's racial diversity with a new administration in the late 1990s.

admissions. Beginning first with litigation in Texas (the Hopwood decision) and then a referendum banning affirmative action efforts in California and Washington, conservative groups such as the Center for Individual Rights began to attack policies such as the use of race in college admissions. Perhaps because of Michigan's success with the Michigan Mandate, the University soon became a target for those groups seeking to reverse affirmative action with two cases filed against the University in 1997, one challenging the admissions policies for undergraduates, and the second challenging admission policies of the Law School. After slightly modifying the admission process (changing from a "grid" to a point system), Bollinger decided to hold firm and fight these suits.

He pulled out all of the stops in defending the University's cases, persuading the Regents to hire a top Washington law firm and mounting a massive public relations effort to build support. At the same time, the Law School faculty, led by Dean Jeff Lehman (later to become president at Cornell) developed a strategy for defending their practices. These cases would eventually lead (over five years and two more presidents, White and Coleman) to the U.S. Supreme Court decision in 2003.

Even as the Bollinger administration launched

the expensive legal battle to defend the use of race in college admissions, it discontinued most of the effective policies and programs created by the Michigan Mandate, in part out of concern these might complicate the litigation battle, but also because such action was no longer a priority of the new administration. Indeed, even the mention of the Michigan Mandate became a forbidden phrase in its effort to erase the past.

As a consequence, the enrollment of underrepresented minorities began almost immediately to drop at Michigan, eventually declining by 50% for African American students overall and by as much as 80% in some of UM's professional schools. In 1996 half (5) of the Executive Officers were minority, but by the early 2000s, only one out of 11 executive officers and one out of 18 deans in the Bollinger administration were underrepresented minorities.

### Michigan Athletics

Bollinger inherited a very successful program in intercollegiate athletics. While once Michigan had been content to be successful primarily in a single sport, football, during the 1990s it began to compete at the national level across its full array of 23 varsity programs. It ranked each year among the

top institutions nationwide for the national all-sports championship (the Sears Trophy). During the decade from 1988 to 1998, Michigan went to five Rose Bowls and won a national championship (1997) in football; three Final Fours and a national championship (1989) in men's basketball; and four hockey Final Fours and two NCAA championships in ice hockey (1996 and 1998). Michigan teams won over 50 Big 10 championships during this period, dominating the Big Ten in men's and women's swimming (including winning the NCAA championship in men's swimming), men's and women's cross-country, women's gymnastics, men's and women's track, and women's softball. Michigan athletes provided some of the most exciting moments in Michigan's long sports tradition, including two Heisman trophies (Desmond Howard and Charles Woodson) and a number of Olympians.

But there were also challenges. There were rumors of a looming athletic scandal involving a Detroit gambler and several UM basketball players (including Chris Webber of the Fab Five). Since Joe Roberson had frequently pushed back against inappropriate Regents requests (such as for extra tickets they might sell for personal gain), the Regents were determined for change, and Bollinger took their marching orders.

Bollinger decided first to replace Joe Roberson with Tom Goss, an executive with a soft drink company in California, who had been a former football player at Michigan. Goss, in turn, moved rapidly to fire Steve Fisher in the wake of the investigation of the relationship between Chris Webber and a Detroit gambler, Eddie Martin, although at the time there was no evidence of any wrong doing on Webber's part, and there never has been any indication that Fisher was at fault as coach.

For a brief moment, the sun came out for Michigan, with a national championship in 1997 for Lloyd Carr's football team with an undefeated season and a victory over Washington State in the Rose Bowl (although Nebraska tied for the national championship with Michigan). The University's PR mafia embraced the event, and President Bollinger perched royally in a horse-drawn carriage in the Ann Arbor parade to celebrate the team, ignoring, of course, that both the appointment of Carr and the development of the team had been accomplished by Joe Roberson.

However, with the changes at the helm, things



Celebrating UM Football's National Championship

soon began to go downhill. Goss appointed Fisher's assistant basketball coach as his successor, who was clearly unqualified for the post, and the team rapidly collapsed. The financials of the Athletics Department were mismanaged and deficits began to appear, a first for Michigan. In fact, Bollinger agreed to put in \$3 million from his "president's fund" (whatever that was) to plug the dike (or to make Bo happy, as some rumored). But Goss was a goner after another push from the Regents.

In searching for a successor, Bollinger tried to find an insider to do the job, but after a couple probes without success, he was approached by Bill Martin, a local real estate developer, who offered his services. Although Martin had chaired a special committee to assess the financials of the Athletics Department after debts began to appear, his own experience was questionable. To be sure, he was a member of the U.S. Olympic Committee, but his sport was yachting, not college sports.

Martin was a business man and a real estate developer, and his goal was to embark on a massive renovation of Michigan Stadium to install skyboxes and premium facilities (dining, entertaining) characteristic of professional venue.. This was financed by a dramatic increase in ticket prices and premium payments ("seat license" fees) for the privileges to purchase season tickets in prime locations) that would support both the stadium renovation and the Department. This was highly controversial since it would essentially price Michigan football beyond levels affordable by most students, faculty, staff, townspeople, and long-time

fans, transforming the stadium crowd into the high roller (or obsessed) fans characteristic of a professional franchise, Bollinger, his successor Mary Sue Coleman, and the Regents nodded their approval, and it was off to the races. The Michigan Stadium project moved ahead, and ticket prices soar, from \$25 per game to \$75 plus the seat tax (initially \$1,200 for season tickets in premium locations) to the point where the average ticket price, including seat tax, rose to \$230 per game by 2010. Even student ticket prices soared to \$50 per game, among the highest in the nation. Martin's experience as a real estate developer, builder, and businessman was strongly in evidence.

But far more serious was the action Martin and Bollinger took to transform the long-standing faculty Board in Control of Intercollegiate Athletics into an Advisory Board on Intercollegiate Athletics, chaired by the Athletic Director. Although this was intended to provide the Athletic Director with more power, it also decoupled the faculty from the University's athletic programs, thereby eroding the relationship between the academic mission of the institution and its athletic activities. Later Martin was to acknowledge that this was one of the most damaging decisions made during his tenure.

Martin's inexperience with college sports soon began to show in other areas. He hired a new basketball coach, Tommy Amaker, who had all the right credentials—smart, talented, and former player at Duke—but all the wrong cultural characteristics to handle the Big Ten. Amaker was soon replaced by John Belein, an experienced coach from West Virginia who would take Michigan to two Final Fours (although losing in the NCAA finals), while Amaker went on to success at Harvard.

But football became the Achilles heel. Whether pushed or pulled, Lloyd Carr stepped down after a long and successful tenure as football coach, and Martin launched a search that ended up with Rich Rodriguez, a successful coach at West Virginia, but a total misfit at Michigan, where both his personal style (about as anti-academic as one could find) and his flawed approach to Big Ten football left the team in a shambles, with losing seasons and strong fan disapproval. By this time, Martin's "my way or the highway" business approach to athletic leadership had worn thin, so he stepped

down after ten years.

### The Life Sciences Institute

After a good start, faculty support of Bollinger began to wane because of the absence of academic substance in his early initiatives (e.g., campus architecture, professional theaters, the attempt to move his office to Angell Hall, displacing LS&A student services staff, and the new lifestyle of the Michigan president). Ironically, it was Michigan State's president, Peter McPherson, who provided an opportunity for Bollinger to launch a major new initiative, the Life Sciences Institute, which would require an unprecedented commitment of University resources. McPherson realized that the State would soon have a windfall of roughly \$200 million per year from the tobacco settlement. He realized that the conservative Republican administration was unlikely to spend any of these funds in a way that would irritate the tobacco lobby. Hence he proposed that the State commit \$40 million per year from the tobacco funds to a "Life Science Corridor", in university-based R&D and industrial startups. This was portrayed as a \$2 billion State commitment (over 50 years, an improbably long time).

With the staggering sum of \$2 billion lure, Bollinger was able to persuade the Regents to commit to a massive project to build and staff a complex of buildings for a Life Science Institute, borrowing \$300 million from UM Hospital reserves rather than raising the funds from philanthropy. And, perhaps not surprisingly, Robert Venturi, the campus planner, won the commission for the architectural design of the first buildings. Since VSBI had already designed very similar biomedical research institutes at Yale and UCLA, they simply copied these designs for the Michigan Life Sciences Institute.

Although Michigan really did not have much in the way of faculty stars in areas such as genomics and proteomics, Bollinger convinced the University that "if we build it, they will come!" Except that most other leading programs were already building similar complexes (U California, Yale, Harvard, Johns Hopkins, Stanford, Washington, etc.) Michigan was not only unable to recruit leadership for the new initiative, but, in fact, other universities raided the University for some of its strong faculty in the biomedical sciences.





Venturi's UM Life Sciences Institute

The University was forced initially to staff the new facility with scientists bailing out of the discontinued Pfizer Global Research Center in Ann Arbor

Bollinger promised to raise the funds to pay back the debt from the Life Sciences Institute from private gifts. Unfortunately, before Bollinger had raised a penny, he was off to Columbia for another presidency, leaving the UM Hospital with a large hole in its reserves.

Clearly, the financial needs of the University were not a high priority of the Bollinger administration. Rather than attempting to persuade the Regents of the need to increase University tuition to compensate for the loss of state support, Bollinger decided instead to begin the massive increase in out-of-state students paying private university tuition as the key to financing the University. Furthermore, the Bollinger administration had little interest in private fundraising, and the ongoing campaign launched during the previous administration was halted at \$1.4 billion when it could have easily been extended to raise over \$2 billion by 2000. In fact, the only bright spot in the financial picture was the continued growth in the endowment established by EVPCFO Farris Womack during the 1990s that continued to increase to over \$3 billion, although several of the key managers of the endowment were replaced during Bollinger's tenure.

### Off to Columbia

Bollinger was highly visible on the national scene, particularly due to the affirmative action case, and



Venturi's Yale Biomedical Research Laboratory

he was a potential candidate at private universities. Within two years of his arrival at Michigan, rumors had already begun to circulate that he was looking for another job. Although Bollinger declared he had no "intention" of leaving Michigan, a photographer spotted him leaving an interview at Harvard (although Jim learned from a former Harvard dean that Bollinger and other candidates were simply stalking horses for Larry Summers).

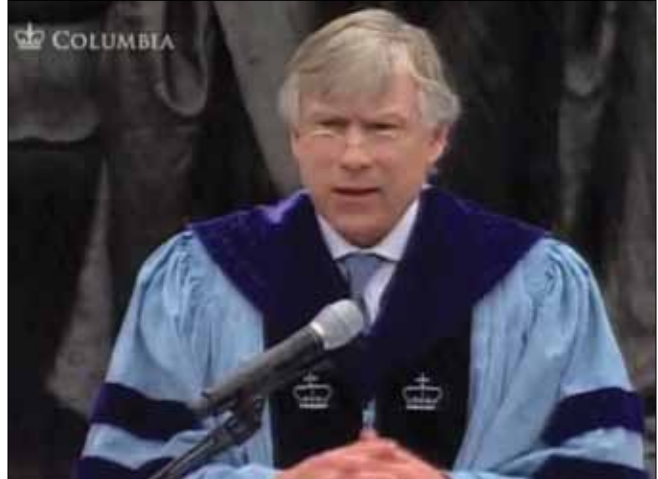
More serious was the interest in Columbia. Indeed, he was meeting with the Columbia search committee in New York City on the day of 9/11. (He had to rent a car to drive back to Ann Arbor). Although it was rumored he had once suggested to the Michigan Regents his desire to become the nation's first million-dollar president, he would have to leave for Columbia to achieve that goal (where in 2018 his compensation hit \$4.6 million). Shortly after the 9-11 tragedy, he accepted the presidency at Columbia and was gone by December.

### Taking Stock

During the brief time that Lee Bollinger was president, he managed to put the University into a steep dive. His key appointments were inexperienced and flawed for the most part. His EVPCFO, Robert Kasdin, obliterated several layers of key staff in both financial and facilities management. His first athletic director, Tom Goss, was in over his head from the get-go, weakening both the athletic programs and financial management of the department. While his choice for



Leaving the Interview at Harvard



The New President of Columbia

provost, Nancy Cantor, was competent and a strong academic, when she soon left for U Illinois, he simply named one of his staff members, Lisa Tedesco, as her successor. Since he bypassed search committees in all of these searches, this weakness in his administration was to be expected.

Many of his initiatives were architectural or intellectual whims, such as the Life Sciences Institute and the University master plan by VSBI. Since he did not want to challenge the Regents to raise tuition, and he was not interested in serious fund-raising, whether from donors or Lansing, the University soon lost most of the resources raised by the \$1.4 billion campaign of the previous administration while University reserves were depleted to fund major facilities such as the Life Sciences Institute. Furthermore, both the executive officers and administrative staff were expanded significantly. Of perhaps most long-term impact, the failure to continue strong efforts to achieve diversity and equity through initiatives such as the Michigan Mandate and the Michigan Agenda for Women quickly led to a significant decline in minority enrollments, faculty, and leadership roles. In summary, he left behind a University with a frustrated faculty, a demoralized staff, and an angry Board of Regents, who believed he had primarily used Michigan as a stepping-stone to an Ivy League presidency. As a consequence, since Bollinger's departure, they have since refused the long-standing practice of naming buildings after retiring presidents.

## Chapter 7

### 2002-2014 The Coleman Years

Following Bollinger's departure, Joe White, a popular dean of the Business School, was persuaded to serve as interim president. White's strong experience as a leader and his superb people skills began to rebuild morale among the staff. He had the wisdom to name Paul Courant as his interim provost. Courant was a world-class economist who also had



B. Joseph White

leadership experience when he helped to create the University's Institute for Public Policy Studies (later to become the Ford School of Public Policy). He also recruited Jerry May back from Ohio State as UM's Vice President for Development. During the course of the year taken for the search for a new president, White pulled the University out of the steep dive it was in following the Bollinger administration and began to make some progress once again. In fact, perhaps he was too successful, since several of the Regents believed he was such an obvious choice to succeed Bollinger, it would be a *fait accompli* to appoint him by the Regents, leaving little luster for them in the success of the search.

Instead they once again launched a nationwide search. Fortunately for the Regents, (and thanks to Michigan State for launching the court challenge), the State Supreme Court had ruled that the Open Meetings Act did not apply to presidential searches, and the Regents were able to move forward with a confidential search. Joe White would move on to become president of the University of Illinois, although he would later become a victim of a massive controversy over student

admission, requiring him to fall on his sword.

#### The Search for a New President

The search for a successor to Bollinger was a straightforward and successful search that ended in June 2002 with a very experienced academic leader, Mary Sue Coleman, who was then president of the University of Iowa (after serving as provost at the University of New Mexico and VP for Research at North Carolina). She was also the University's first woman president

But there was a bit more to this search that crossed the paths of the Duderstadts. In 2011, Jim was contacted by the chair of the University of Texas Board of Regents and invited down to Austin to "provide advice" on the selection of the next UT system president (meaning they were interested in Jim for the UT presidency). Although he had little interest in the position at the time, Jim and Anne were curious to see their campus. They went down in mid-winter when it was relatively warm with the trees blooming in Austin. It was an interesting visit, clearly intended to woo Jim into accepting their presidency. However Jim's suspicion that this was unlikely to be a good fit was confirmed when one of their Regents, the wife of the former governor of Texas, pulled Jim aside to say, "Honey, five generations ago my family came to Texas in a covered wagon from Oklahoma. During my many years I've learned that if you ain't been born in Texas, you probably should stay away from trying to lead one of our institutions." (To this, Jim might add the converse: "If you've been born in Texas, you probably shouldn't try to lead a university in any other state.")

Ironically, the Duderstadts traveled next from Austin to Vanderbilt to give a series of lectures at the



invitation of their president Gordon Gee (who had become a dear friend because he had generously lost so many games to Michigan when he was president of Ohio State). During that trip, in a conversation with one of their trustees, Jim mentioned that Gordon had a great deal of experience as a university leader. The trustee responded with a chuckle: “Yes sir, we got ourselves a real show dog. Now the big question is: can he hunt?”

Now back to the Michigan search. Jim found out later from the president of the University of Texas, Larry Faulkner (who was also a top candidate for the UM post when the Regents selected Lee Bollinger) that the Michigan Regents had first decided to go after Mark Yudolf, then president at the University of Minnesota. They were almost ready to close the deal, when word reached Yudolf that Jim had stepped away from the University of Texas search, and that position was now open. Since Mark had been dean of law at UT, this was a natural fit, and he backed away from the UM search. The Regents moved down the list of candidates, decided to go after Mary Sue Coleman, and several of them flew in the Domino’s Pizza plane out to Iowa City to make the offer (since one of the UM Regents was Dave Brandon, CEO of Domino’s...and later to become Michigan’s Athletic Director...although here we are getting ahead of ourselves).

There is another Duderstadt path here. During Jim’s last days as UM president, the chair of the Iowa board called Jim and tried to talk him into taking their presidency. He had found out that Jim had been born in Ft. Madison, Iowa, and he argued that Jim owed it to them to consider the position out of loyalty. Jim deflected the probe, and they went on to hire Mary Sue Coleman.

## The New Administration

Mary Sue Coleman was a good choice at the time (although Joe White should have been at the top of the Regents’ list). Her considerable experience was important in continuing White’s efforts to pull the University out of Bollinger’s crash dive and put it into a cruise mode, although in a more gradual descent with state funding still declining. She retained Paul Courant as provost, which gave her a very experienced and competent hand in dealing with the complexities

of managing such a gigantic institution. She enjoyed fund-raising and was quite good at it, launching a successful \$3.3 billion campaign early in her tenure and then launching a second \$4 billion campaign toward the end of her reign (that would also be successful, due to the efforts of a strong development team). Although she was somewhat detached from the academic life of the University (as she apparently had been at Iowa), the strong leadership of the deans in the highly decentralized Michigan culture compensated for this lack of involvement. Once the LS&A Dean observed that he had only met with Coleman three times in the ten years he served as dean...and that was to get chewed out! Since she had inherited an aggressive VP for Communications in Lisa Rutgers, she led the University largely through a massive PR effort, sustained by hundreds of staff in the UM marketing and communications operation.

During her early years, the University largely recovered from the Bollinger reign and began to make progress once again. Coleman appointed a number of strong executive officers. She recruited Bob Kelch, U Iowa hospital director and former UM Pediatrics Chair) as EVP of the UM Health System; Steve Forrest, a world-class physicist as VP Research; and, eventually after Paul Courant stepped down, Terry Sullivan, former VP at U Texas, as provost. She also continued the Michigan tradition of stressing the appointments of internal faculty candidates for dean positions (at least during her early years) with appointments such as Ken Warner (Public Health), Jim Woolliscroft (Medicine), Evan Camaker (Law), and Terry MacDonald (LS&A).

With this experienced team in place, the University resumed the progress that it had made in many areas during the Shapiro and Duderstadt administrations. Michigan’s academic reputation remained strong as one of the top public universities in the world. Coleman’s first fund-raising effort successfully met its goal of \$3.3 B, and a subsequent \$4 B campaign was later launched to celebrate the Bicentennial. An array of new building projects dotted the campus, including the \$760 million pediatrics hospital (not surprising with Bob Kelch as a pediatrician as head of the medical center) and a massive cardiovascular center; magnificent new entrances to the campus by architect Robert Stern, one for the Ford School of Public Policy on the south and one for North



The New President with the Regents



Spinning the Cube



President Mary Sue and Kenneth Coleman



Addressing the Regents



Presiding at Commencement



Leading the University

Quad, a student residence hall and academic building for the School of Information; new academic buildings for Public Health and Law; and a \$650 investment in upgrading student residence halls. The endowment built during the 1990s continued to grow (more from investment revenue than gifts) to \$7 billion.

But along with the pluses were some serious minuses. State support continued to drop, with the most precipitous collapse in 2008 with the “great recession” when Michigan’s support of higher education dropped to 43rd in the nation. Although the University launched a series of cost-savings efforts, faculty and staff salaries took much of the hit, declining relative not only to private universities but also several public universities, leading to an increasing loss of faculty to other institutions, particularly at the mid-level of peak productivity.

The enrollment growth launched by the Bollinger administration with emphasis on out-of-state students capable of paying high private tuition levels continued with the Coleman administration, with enrollments rising from 35,000 in the 1990s to 46,000 by 2017 and out-of-state student fees rising to \$60,000 per year, comparable to Ivy League levels. There were increasing concerns that such rapid growth was beginning to stress both faculty and facility capacity, as evidenced by the fact that over 50% of the teaching during the first two years of undergraduate students was being provided by nontenure track lecturers and graduate assistants.

## Diversity

The Coleman administration achieved significant progress in gender diversity, with four women executive officers, four women deans, and, of course, a woman president. Unfortunately, however racial diversity continues to plummet after the action of the Bollinger administration to discontinue the Michigan Mandate and the limited experience of the new president in such racial diversity efforts.

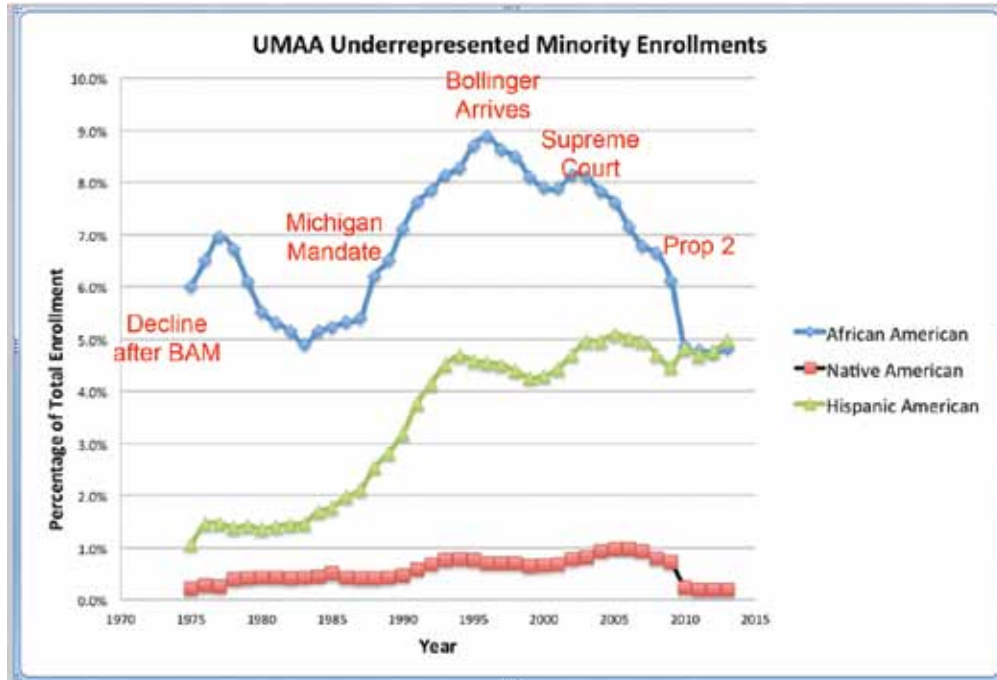
However the Coleman administration did enjoy the decision of the Supreme Court to support affirmative action with some constraints. Although the 2003 Supreme Court decisions were split, supporting the use of race in the admissions policies of the Law School and opposing the formula-based approach used for

undergraduate admissions, the most important ruling in both cases stated, in the words of the court: “Student body diversity is a compelling state interest that can justify the use of race in university admission. When race-based action is necessary to further a compelling governmental interest, such action does not violate the constitutional guarantee of equal protection so long as the narrow-tailoring requirement is also satisfied.” Hence, the Supreme Court decisions on the Michigan cases reaffirmed those policies and practices long used by most selective colleges and universities throughout the United States. But more significantly, it reaffirmed both the importance of diversity in higher education and established the principle that, appropriately designed, race could be used as a factor in programs aimed at achieving diverse campuses. Hence the battle was won, the principle was firmly established by the highest court of the land. Michigan had won the case. Or so we thought...

While an important battle had been won with the Supreme Court ruling, it was soon apparent that the battle for diversity in higher education was far from over. As university lawyers across the nation began to ponder the court ruling, they persuaded their institutions to accept a very narrow interpretation of the Supreme Court decisions as the safest course. Actually, this pattern began to appear at the University of Michigan during the early stages of the litigation process. Although the Supreme Court decision supported the use of affirmative action (if “narrowly tailored”), many universities began to back away from programs aimed at recruitment, financial aid, and academic enrichment for minority undergraduate students, either eliminating entirely such programs or opening them up to non-minority students from low-income households. Threats of further litigation by conservative groups intensified this retrenchment.

In 2006, Michigan voters approved a constitutional referendum similar to that of California’s Proposition 209 to ban the use of affirmative action in public institutions. Although most of the decline in minority enrollments had occurred by this time, this referendum prevented Michigan colleges and universities from using even the narrowly tailored prescriptions of the 2003 Supreme Court decision, and the decline in the enrollments of underrepresented minority





The dramatic reversal of the progress in racial diversity made by the Michigan Mandate strategic plan over the past 20 years.

students continued, erasing most of the gains with the Michigan Mandate strategy in the 1990s and returning this measure of diversity to the levels of the 1960s. More specifically (as shown in the chart depicting the enrollments of underrepresented minorities over the past 40 years), total African American enrollments have dropped from a peak of 9.3% in 1996 to 4.2%. By 2014 the enrollments in key professional schools such as Medicine, Law, and Business had dropped from 10%-12% to less than 3%.

While the state constitutional ban on the use of affirmative action resulting from a public referendum in 2006 certainly hindered the recruiting of minority students, the most precipitous drop in enrollments began long before the state ban on affirmative action. It clearly began when the Bollinger administration halted all of the programs of the Michigan Mandate, and then following the 2003 Supreme Court decision, when the University throttled back pressures on the deans and directors on achieving diversity.

While diversity was certainly given lip service during the 2000s through a massive public relations effort, it most assuredly was not given priority for specific action or strong accountability. Instead the priority was given to a rapid expansion of students

from affluent backgrounds capable of paying the high tuition necessary to generate revenues to compensate for the loss of state support. The University set aside its long-standing priority of "providing a uncommon education for the common man", instead attracting the "uncommonly rich" students, which had major impact on its economic diversity.

A 2010 report by the Education Trust, *Opportunity Adrift*, stated: "Founded to provide 'an uncommon education for the common man', many flagship universities have drifted away from their historic mission". (Haycock, 2010) Analyzing measures such as access for low-income and underrepresented minority students and the relative success of these groups in earning diplomas, it was found that the University of Michigan and the University of Indiana received the lowest overall marks for both progress and current performance among all major public universities in these measures of public purpose. For example, Michigan's percentage of Pell Grant students in its freshman class (the most common measure of access for low-income students) had fallen to 11%, well below most other public universities including Michigan State (23%) and the University of California (32%). It even lagged behind several of the most expensive private

Change in Minority Enrollments

| Minority   | 1996  | 2015  | Change |
|------------|-------|-------|--------|
| African Am | 2,824 | 1,801 | -36%   |
| Hispanic   | 1,473 | 2,018 | +37%   |
| Native Am  | 227   | 92    | -60%   |
| Underrep   | 4,524 | 3,921 | -14%   |

Change in Minority Percentages

| Minority    | 1996  | 2015  | Change |
|-------------|-------|-------|--------|
| African Am  | 9.3%  | 4.8%  | -48%   |
| Hispanic    | 4.5%  | 5.4%  | +20%   |
| Native Am   | 1.1%  | 0.25% | -64%   |
| Asian Am    | 11.6% | 13.5% | +13%   |
| Underrep    | 14.1% | 10.1% | -32%   |
| Fresh Afric | 9.3%  | 5.1%  | -45%   |

The drop in underrepresented minorities over the past 15 years.

universities including Harvard, MIT, and Stanford.

Yet another important measure of the degree to which public universities fulfill their important mission of providing educational opportunities to a broad range of society is the degree to which they enroll first generation college students. It was disturbing that the University's enrollment of such students had dropped to only 6% by 2014, compared to 16% by its public university peers and 14% of the enrollments of highly selective private universities.

What was happening? To be sure, the State of Michigan ranked at the bottom of the states in the amount of need-based financial aid it provides to college students, requiring the University to make these commitments from its own internal funds. But it was also due to the decision made in the late 1990s to compensate for the loss of state support by dramatically increasing enrollments with a bias toward out-of-state students who generate new revenues with high tuition. Clearly students who could pay annual tuition-room & board at the out-of-state rates of \$60,000 came from highly affluent families. Indeed, the average family income of Michigan undergraduates now exceeds \$150,000 per year, more characteristic of the "top 1%" than the "common man".

| Percent of undergrads with Pell grants |     | Percent of undergrads with Pell grants |     |
|--|-----|--|-----|
| AAU Privates (average)                 | 15% | University of Illinois                 | 18% |
| AAU Publics (average, excluding U-M)   | 23% | University of North Carolina           | 18% |
|  |     | University of Southern California      | 18% |
| University of California-San Diego     | 40% | Columbia University                    | 18% |
| University of California-Davis         | 36% | Tulane University of Louisiana         | 18% |
| University of California-Los Angeles   | 34% | Pennsylvania State University          | 17% |
| Stony Brook University                 | 33% | Indiana University                     | 17% |
| University of California-Berkeley      | 32% | University of Maryland                 | 17% |
| University of California-Santa Barbara | 31% | University of Iowa                     | 17% |
| University of California-Irvine        | 30% | University of Pittsburgh               | 17% |
| University of Florida                  | 28% | University of Chicago                  | 17% |
| University at Buffalo                  | 28% | Brandeis University                    | 17% |
| University of Arizona                  | 27% | University of Colorado                 | 16% |
| Rutgers University                     | 27% | Georgia Institute of Technology        | 16% |
| Syracuse University                    | 25% | Stanford University                    | 16% |
| University of Texas at Austin          | 24% | University of Wisconsin                | 15% |
| Michigan State University              | 23% | Cornell University                     | 15% |
| Iowa State University                  | 22% | Rice University                        | 15% |
| University of Oregon                   | 22% | Carnegie Mellon University             | 14% |
| Ohio State University                  | 21% | Vanderbilt University                  | 13% |
| University of Minnesota                | 21% | Brown University                       | 13% |
| University of Washington               | 20% | Johns Hopkins University               | 13% |
| New York University                    | 20% | Yale University                        | 13% |
| University of Nebraska                 | 20% | Duke University                        | 12% |
| Texas A & M University                 | 19% | UNIVERSITY OF MICHIGAN                 | 11% |
| Purdue University                      | 19% | University of Pennsylvania             | 11% |
| University of Missouri                 | 19% | Northwestern University                | 11% |
| University of Kansas                   | 19% | Princeton University                   | 11% |

Michigan's ranking in Pell Grant students lags badly behind other public universities.

Challenges Faced by the Faculty

The marketplace had become even more intense as faculty careers span multiple institutions, with faculty members typically remaining less than a decade at each waystation on their route to a professorial chair or administrative position. New elements had been added to the package of negotiations, including not only promotion, salary increases, startup funding, and perhaps an endowed chair, but now dual-career family placement, more generous sabbatical leaves, lower teaching assignments, and even signing bonuses. The competition among institutions was becoming ever more intense.

There were already growing concerns during the Coleman years that the combination of heavier instructional loads driven by increasing enrollment in larger academic units (LS&A and Engineering) and eroding faculty salaries relative to well-endowed private universities had made both the recruiting and retention of high quality faculty more difficult. More specifically over the period 2004 to 2011, the University lost 40% of faculty receiving offers from other institutions, including 55 to Harvard, 54 to UC Berkeley, 46 to Stanford, and 37 to Chicago, and 24 to Columbia. Of course, it had always been a challenge to

compete with peer private institutions, particularly at a time when the gap between faculty salaries at public and private universities have grown to over 20%. But perhaps even more serious were the growing losses to public universities, such as 33 to U Texas, 28 to U North Carolina, 25 to Maryland and 23 to Ohio State. Viewed from the perspective of many of our peers, Michigan had now become a major supplier of many of their very best faculty members... and the loss to this University was immense.

The analysis of faculty attrition during the past 15 years finds that the loss of Michigan faculty to other institutions has been unusually high among junior faculty, and particularly among women and minorities. Although some of this is due to the long-standing process of tenure evaluation, the number of young faculty with distinguished records who leave the University for appointments at peer institutions (e.g., Harvard, MIT, Yale, Stanford, University of California) is cause for concern.

But it also must be recognized that despite rhetoric to the contrary, faculty salaries simply had not been a priority of the University administration. Comparative analyses of faculty and administrator salaries with peer public institutions indicate that as of 2014, the average salary of full professors at Michigan had not only fallen 30% below those of private universities but also ranked only at the level of 16th among the 18 public and private institutions considered as its peers. In sharp contrast, the compensation of senior administrators (Executive Officers, deans, and senior financial administrators) had increased 30% to 40% higher than all other peer public universities—and 40% to 50% higher when undisclosed bonuses were included. The impact on faculty morale of excessive compensation of senior administrators and administrative staff was considerable.

To be sure, the University had been under significant financial pressures with the continuing decline of state support and the recession of 2008. Yet it had chosen to respond to these challenges by restraining faculty and staff salaries and reducing benefits rather than addressing the growing costs of an expanding central administration. Indeed, during this period expenditures for administrative support had been increasing at an average annual rate that was 2 to 3 times the increases in expenditures for instruction, the primary measure of

**Comparison of 2012 Faculty Salaries among  
Provost's List of Peer Institutions**  
(Chronicle of Higher Education, Feb. 12, 2015)

| Rank | Institution            | Average Salary |              |             |
|------|------------------------|----------------|--------------|-------------|
|      |                        | Prof.          | Assoc. Prof. | Asst. Prof. |
| 1    | Stanford               | 195,400        | 131,200      | 109,800     |
| 2    | Harvard                | 198,400        | 120,900      | 109,800     |
| 3    | Penn                   | 181,600        | 117,800      | 112,300     |
| 4    | Duke                   | 175,300        | 114,500      | 96,000      |
| 5    | MIT                    | 171,800        | 120,300      | 102,800     |
| 6    | Northwestern           | 172,100        | 110,200      | 98,900      |
| 7    | UCLA                   | 162,600        | 107,400      | 87,400      |
| 8    | Berkeley               | 154,000        | 104,600      | 92,300      |
| 9    | Cornell<br>endowed     | 161,800        | 113,000      | 97,000      |
|      | Washington<br>Univ. SL |                |              |             |
| 10   | Washington<br>Univ. SL | 172,400        | 100,200      | 96,800      |
| 11   | Cornell                | 143,600        | 103,700      | 93,400      |
| 12   | NYU                    | 184,200        | 106,100      | 99,700      |
| 13   | USC                    | 155,900        | 105,300      | 93,300      |
| 14   | Notre Dame             | 150,200        | 97,200       | 90,200      |
| 15   | Virginia               | 151,600        | 95,000       | 80,300      |
| 16   | UM                     | 148,800        | 98,200       | 85,800      |
| 17   | UNC                    | 144,000        | 94,600       | 80,500      |
| 18   | Texas                  | 140,700        | 89,900       | 83,900      |

**UM Rank: #16 out of 18**

faculty salaries and benefits. (Ulsoy, 2012)

### No Longer Making the Case in Lansing

In looking back over the past five decades, the University has been most effective in stimulating new state investments when the times are the toughest. In the early 1980s, after the University had lost roughly one-third of its state support, Harold Shapiro was able to leverage his “smaller but better” philosophy into a strategic effort to restore state funding of operations and capital facilities along with unusual programs such as the Research Excellence Fund, which gave highest priority to the state’s research universities. Although Michigan was at the bottom of a similar trough in the state’s economy in 1990, Duderstadt, along with the presidents of MSU and WSU, was able to unite higher education to elect a new governor, John Engler, more supportive of higher education.

Yet for much of the post-2000 years, higher education had been largely invisible in Lansing, even as the State Legislature had cut its support by over 50% per student. The absence of such efforts by higher education stands in sharp contrast to the late 1980s and early 1990s when



the University of Michigan had led a strong coalition of public university presidents using a “treetops” strategy to bring political pressure to resist such budget cuts. Then the University of Michigan and Michigan State University led an effort to pull together the leaders of the states public universities, going as a group from community to community across the state to enlist influential alumni to exert their political influence on behalf of higher education.

During the Coleman years, it was increasingly clear that such statewide efforts had largely disappeared. Indeed, both leaders of state government and the media began to wonder where higher education—and the state’s leading universities—were in making the case for the importance of state support. The growing concerns in Lansing about the failure of the University of Michigan to lead an effort by the state’s universities to make the case for higher education finally led Duderstadt to request a private meeting with Coleman to convey these concerns. She granted such a meeting, but rather than private, she brought along Cynthia Wilbanks, her VP for Government Relations, and Lisa Rutgers, her VP on Public Relations as Jim attempted to explain his concerns. In doing so, he made the case for the University of Michigan to develop and then provide strong leadership for a full-court press effort aimed at promoting the importance of public higher education that would likely take several years to have the desired effect. While the president of the University of Michigan would play the key role as public spokesperson for this effort, it was important to leverage leadership with a carefully designed and highly strategic communications effort. Put most simply, the University’s communications operation should become much more of the type of a marketing effort one would find in a political campaign, complete with sophisticated polling, market segmentation, and a highly strategic media plan. Our state relations operation should operate more like a development campaign, identifying and cultivating key alumni in each legislative district focused on political influence.. In fact, the similarity of the effort to a development campaign suggests that the University’s own development staff might well be a third member of this team.

Jim stressed once again that such an effort would take time to build and even more time to have an

impact. But in a region likely to continue to have serious economic difficulties for the foreseeable future, such a long-term effort seemed essential both for the welfare of the state and the University of Michigan. He left Coleman with a more detailed plan for such an effort.

Needless to say, Jim never received a reply to his suggestions. This was the one and only meeting President Coleman provided Duderstadt during her years at Michigan (although she did call on several occasions to ream him out about commenting on issues such as lack of diversity and the planned expansion of Michigan Stadium).

### The Corporate University

The key to Michigan’s successful adaptation to a rapidly changing era in the 1980s and 1990s while sustaining both its public purpose and its institutional saga of pathfinding had been a decentralization of authority over resources and personnel to the lowest level where resources are generated and costs are incurred. As state support declined during the 1970s and 1980s, Harold Shapiro embraced this philosophy of decentralization to the level of deans and directors. This philosophy was continued throughout the 1990s by implementing the practice of many leading private universities by adopting *responsibility center management*, and appointing deans and directors of the highest quality who were capable of leading their units in such an environment.

Yet, in sharp contrast, the Coleman administration began to centralize both power and administrative activities. Her new chief financial officer, Tim Slottow, had little academic experience and hence began to retain external consultants (such as Accenture) at great expense in an effort to apply corporate management methods to an academic institution. This was to have a devastating impact on faculty and staff morale as resources and staff critical to research and teaching have been withdrawn from academic units.

For example, although 95% of the funding of the University was generated by academic and auxiliary units, during the Coleman years there was an alarming effort to “recentralize” the University, by adopting a “shared services” program recommended by consultants to pull key administrative and support

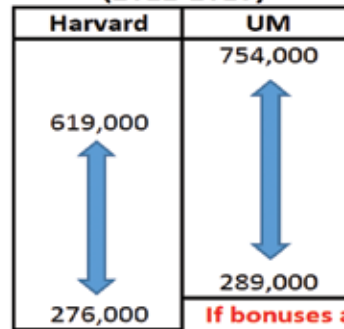
staff away from the units and relocate them off-campus in a common facility. This not only weakened the authority and influence of deans and directors, but it also deprived the faculty with the expertise they had depended upon for managing relationships with key funding sources (federal agencies and foundations) and academic program development. Although the University built a new office building for the 1,000 staff they hoped to relocate, strong resistance from the deans eventually led to the relocation of only 100 staff, which were later replaced by the academic units. Hence the effort ended up costing far more (in both dollars and campus support) than it saved.

There were other signs of the erosion of the academic priorities of the University: the rapid expansion (and expenditures) of auxiliary units (hospitals, housing) relative to academic programs, the relative priority given administrative and auxiliary needs relative to academic needs in investment decisions such as cyberinfrastructure, the rapid growth of administrative salaries during a period of stagnant faculty and staff salaries (lagging 20% below leading public universities), the extraordinary growth in staffing in nonacademic functions such as communications, marketing, and “advancement” (now numbering well over 1,000 employees), largely at the expense of adequate staffing for faculty academic needs such as teaching and research (compounded by the negative impact of the “shared services” initiative).

This concern about the erosion of academic priorities applied not only to resource allocation but even more to the attention of governance (the Regents), leadership (the Executive Officers), and management. Too many universities have seen the quality of their academic programs deteriorate through the distraction of important but clearly secondary activities such as fund-raising and marketing (e.g., donor cultivation and influence), the management of billion-dollar enterprises such as health systems, and, of course, the politics and public visibility of intercollegiate athletics.

While much of this was driven both by the differing financial opportunities and challenges facing academic, auxiliary, and administrative activities, it was also due to an erosion of the academic voice in University leadership. There was a decided shift away from a long tradition of appointing senior administrators (including

**Vice Presidents' Salaries  
(2012-2013)**



UM Executive Officer compensation have risen to levels characterizing leading private universities.

|   |     |
|---|-----|
| Faculty per University Record             | 35% |
| Staff per University Record               | 24% |
| Executive officers* per University Record | 26% |
| Executive officers* actual (w/o bonuses)  | 52% |
| Executive officers* actual (with bonuses) | 76% |
| Deans (w/o bonuses)                       | 41% |
| Deans (with bonuses)                      | 56% |

Compounded UM salary increases over 2005-2014 (excluding President compensation)

the Executive Officers of the University) with significant faculty experience. So, too, the long-standing practice of achieving a balance between the appointment of internal and external candidates for senior leadership positions such as deans in an effort to balance both the continuity provided by long-standing University employees with new viewpoints from outside was abandoned, with a decided preference toward external candidates in recent years.

Because of the priority given both the auxiliaries and activities such as fund-raising and public relations (e.g., “branding” the University), and the relative benign neglect of the academic programs, there was a major increase in both the number of administrative staff and their compensation (much of it coming from confidential bonuses and deferred salary agreements). Indeed, the compensation of senior administrators rose to levels exceeding that of even the leading private universities, while faculty salaries remained stagnant, falling behind most peer institutions. New forms of hidden compensation such as “signing bonuses” and

deferred compensation were used to buy the loyalty of key administration staff with little oversight and a level of secrecy that was a clear departure from the University's long-standing practice of open reporting of staff salaries.

A massive public relations effort largely disguised these efforts and prevented most of the campus, including the faculty, from realizing what was occurring. Slowly but surely, not only the deans but also the faculty were losing their influence through limited engagement with the University and through the weakening of existing faculty governance.

### Weakening the Influence of the Deans

Perhaps the greatest concern during the latter years of Coleman's administration was the weakening of the voice and influence of the University's deans. The University of Michigan has long been known as a "deans' university", in which the authority and responsibility of deans as academic leaders is unusually strong. Deans are the key academic leaders most responsible for the priority, quality, and integrity of the University's academic programs. They select department chairs, recruit and evaluate faculty, seek resources for their school both within the university (arguing for their share of university resources) and beyond the campus (through private fundraising or research grantsmanship). As the key line officers for the faculty of the university, they have rather considerable authority that usually aligns well with their great responsibilities. Good things happen in the University's academic programs because of good deans, at least over the long term—and vice-versa, of course.

During earlier administrations, the University had given high priority to dean appointments consistent with their considerable authority and responsibility. Since deans, directors, and department chairs are the key players in leading Michigan's path finding ventures, great care must be taken both in their selection and their understanding both of the Michigan heritage and culture and the quality of their faculty and staff.

Yet in recent years there was some evidence that the traditional roles and power of the deans have been weakened. The rigid application of 10 year limits on the appointments of deans, with little attention given

to easing their transitions to "life after leadership", had been very discouraging and led to the departure of several of the University's most talented leaders. So too, there had been a clear trend to fill most open dean positions with outsiders with little experience with decentralized management. From the 1960s through the 1990s, over 80% of the University's dean positions had been filled from internal candidates. Yet by 2015, 13 of 19 dean positions had been filled with external candidates, in sharp contrast to the University's long-standing traditions of looking inside for dean candidates.

Since the influence of faculty governance at the University is primarily concentrated in powerful elected faculty executive committees at the school, college, and department level rather than with a University-wide faculty senate, the deans also have primary responsibility for making certain that academic priorities dominate the attention of the University administration and governing board. To weaken the access and influence of the deans relative to both the Executive Officers and Regents of the University is tantamount to weakening the academic priorities of the institution.

### Financial Sustainability

Despite the success of the University during the Coleman decade in compensating for the loss of over 50% of its state support through major expansion of enrollments since the 1990s (10,000 students, most of whom are paying out-of-state tuition), private fundraising and endowment management, cost containment and staff benefits reductions, there are growing concerns about both the sustainability of the current financial model and their impact on the quality of the University.

Since much of the State of Michigan's tax revenue base had been eliminated by the tax policies of recent conservative state governments, it is unlikely that there will be significant restoration of state appropriations for higher education for many years—if ever, that is, unless the University recommit itself to a leadership role in making the case for adequate investment in higher education across the state. Unfortunately, although strongly recommended by former presidents and deans, leading the state's universities in a major



effort to restore state support was not a priority of the Coleman administration.

Although there were strong pressures to continue to grow enrollment while holding tenure-track faculty size constant, the concerns about the negative impact on academic quality of further enrollment growth of high paying out-of-state students, the adequacy of current University facilities (classroom and study space), the pressure on faculty retention driven by increasing instructional load, and the fact that out-of-state tuition rates are approaching the ceilings experienced by private universities, suggests that this option may be limited.

Much of the touted savings of the University had come largely out of faculty-staff benefits, cutting health care, retirement benefits, salary programs, and budget cuts imposed on academic and administrative units. Hence there is a serious concern that further cuts in benefits could cripple UM's efforts to attract and retain outstanding faculty and staff.

Although in her last years Coleman launched a second successful fund-raising campaign (at \$4 billion) associated with the Bicentennial, this would largely provide only marginal resources and could well result in launching new initiatives demanded by donors that not only increase University costs but actually dilute academic programs. Furthermore, in recent years Michigan has been able to achieve only an average annual fund-raising activity, lagging not only leading privates but several publics as well (Wisconsin, UC, etc.) While it is understandable that a very large university like Michigan would not attract the deep loyalty and commitment of Ivy League institutions, it also does not seem to be attracting the support characterizing several other leading public institutions. The most successful fund-raising is by clinical units, understandable because of the personal impact they have on donors. Perhaps the problem is that there are just not enough exciting opportunities happening on other parts of the campus to attract the interest of donors.

On a much more positive note, the effort of the 1990s that created one of the largest endowments in public higher education (and led to the University's exceptional AAA credit) has now become one of the primary resources supporting the University. In 2017 its current size of \$11 B ranks highest among public

universities and 7th among all universities. At current payout policies of 4.5% per year, the endowment is now generating considerably more than state support (\$300 M/y) and cash gifts received (\$250 M/y). Although it still falls far short of the wealthiest private institutions, particularly on a per student basis, it is certainly one of the bright spots in an otherwise questionable financial future. And the top credit rating of the University, achieved during the 1990s, provides the institution with maximum flexibility in debt-financing the construction of new facilities.

In summary, by the end of the Coleman administration, the University's financial model was looking increasingly unsustainable. Its academic programs were largely sustained by high tuition revenues from out-of-state students, which are approaching both enrollment and tuition ceilings. Fund-raising seems increasingly suspect, inadequately aligned with university priorities and insufficient to have the major impact characterizing private universities. Although the University faculty remained highly successful in attracting sponsored research support, roughly 30% of the \$1.3 billion of annual research expenditures was provided by the University itself. While the University had taken advantage of its high credit rating and low interest rates to enable massive investments in auxiliary enterprises (\$650 million of resident hall renovations, \$2 billion of medical center expansions, and \$500 million in new or renovated athletic facilities), the capacity of longer term revenues to support both the debt and operating costs of these facilities was questionable. Only its large endowment stands out as a key positive feature.

## The Building Boom

After the experience with the VLSI "decoration" of Michigan Stadium and the awkward approach to the Life Sciences Institute, a more strategic campus development effort was launched in the mid-2000s by the Coleman administration, beginning with two major complexes designed by architect Robert Stern, Weill Hall (for the Ford School) and North Quad, which provided elegant entrances to the Central Campus. However when the late decision was made to add a 450 student residence hall tower to the North Quad

complex, it not only delayed the project by a year but resulted in a construction cost per student comparable to a small house in Ann Arbor. Similarly a major expansion of the Business School (called “the flower pot” by its faculty because of its clay-colored brickwork and green windows) ended up costing five times (\$150 million) the present worth value of a “naming” gift (\$30 million) and almost bankrupted the School—a painful lesson about the costs associated with gifts consisting of pledges rather than cash.

Of course, much of this growth was highly opportunistic. Low interest rates and the University’s high credit rating enabled the auxiliary units to launch a series of major projects. The University Medical Center continued its rapid expansion with a new Cardiovascular Center (\$300 million), a major expansion of the East Medical Campus, and the massive new Mott Pediatrics Hospital (\$750 million), along with planned expansion of the Medical School. A major series of renovations was launched for student residence halls (\$650 million), felt to be necessary not only to house growing enrollments but also attracting wealthy (and high tuition paying) students. The Athletics Department launched a \$260 million project to add skyboxes and dining clubs to Michigan Stadium, funded from additional fees for season tickets (“seat licenses”) and increasing ticket prices for both fans and students alike to the highest in the nation. Similar premium seating (funded by major increases in ticket prices) was added to Crisler Arena (basketball) and Yost Arena (ice hockey). In addition there was further capital facilities growth fueled by philanthropy including a \$150 million expansion of the Ross Business School, a \$100 million gift for expansion of the Athletic Campus, and a \$110 million gift toward a \$180 million project to build a graduate residence hall, with a \$261 million biological sciences building approved by the Regents in 2014 (although funding was specified only as “internal sources”...meaning debt-financed).

Of course, with such growth came both risk and controversy. The financing of the construction of new research facilities heavily dependent upon sponsored research support such as the Public Health addition faced the risk of declining federal research budgets. The massive scale of the new Mott Pediatrics Hospital (\$750 million) quickly drove the budget of the University

Hospitals into the red, with operating losses in excess of \$200 million per year. The aggressive ticket pricing program of the Athletics Department, with ticket prices (including “seat licenses”) averaging \$230 per game in Michigan Stadium, drove many long-time faculty, staff, and townspeople season ticket-holders away, while student ticket prices (at \$300 per season, the highest in the nation) and policies (open seating requiring queuing hours before game-time) quickly eroded student attendance. And while private giving stimulated further campus construction, donors tended to give to their own priorities rather than the University’s needs (e.g., the \$140 M Munger graduate residence hall that was roundly panned by graduate students for its “dormitory-like character”).

Many of the gift-funded facilities required substantial additional University contributions because of the nature of the gift (e.g., through pledges and bequests that led to present worth values that fell far short of the proclaimed size of the gift) and the requirement of further cost sharing by the University for both the construction of the facility and its eventual operation. Here the lesson frequently overlooked was that large donors usually give money for what they want rather than what universities need, hence all too frequently incurring sizeable additional university expenses for resources only peripheral to academic priorities. It quickly became clear that the University had failed to adequately assess the true cost of these buildings, resulting in considerable additional expenses.

There were also more general concerns. Most of the campus growth (75%), at least in terms of investment (\$2.5 B), occurred in auxiliary units (i.e., clinical activities, housing, athletics) and were funded by auxiliary revenue streams, albeit with debt secured by student fee revenues. Those buildings responding to academic needs have generally depended upon anticipated federal research support (e.g., Public Health Annex) or private funding (Ross Business School, Weill Hall). This raised a serious question as to just how, in the absence of state support, the University could meet the future capital facilities needs of those academic units that had no donors or other external revenue sources (e.g., federal R&D).

During this period, the University was building new facilities at the rate of \$1 billion per year, leading



North Quad



Weill Hall



Life Sciences Institute



Biomedical Sciences Building



Ross School of Business Administration



Law School South Hall





Michigan Stadium Expansion



Chrysler Center Expansion



Mott Children's Hospital



Frankel Cardiovascular Hospital



Hill Dining Hall



Munger Graduate Residence Hall





Central Campus Biosciences Complex



Central Campus Weiser Dennison Building



North Campus Architecture Wing



North Campus Diag "landscaping" project



North Campus Research Center



Athletics Campus Ross Olympic Complex

to increasing debt and interest charges, during a period when state support continued to decline.

### Intercollegiate Athletics

If Bill Martin was ill-prepared for athletic director with a real estate background, his successor, Dave Brandon, was even further removed, coming to the post from a career in advertising and serving as a former Regent of the University. Brandon did have some experience with Michigan athletics as a walk-on quarterback for Schembechler in the 1980s. Bo helped him get a job afterward with a large Detroit advertising company, and when Domino's Pizza was acquired by Bain Capital, they named him CEO where his marketing and advertising skills were valued (although the quality of the company's pizza deteriorated to the point at (which Stephen Colbert suggested that it amounted to "ketchup spread on cardboard").

Since Brandon had been instrumental in hiring Mary Sue Coleman when he was a Regent, nobody was particularly surprised when he was selected as Athletic Director. Unfortunately, Brandon's background was in marketing, with no experience in managing college sports, so that is the tact that he took, pushing out over 140 long-standing employees (including 11 coaches) and replacing them with 200 new staff who were directed to "build the brand" of Michigan athletics and add the "Wow" factor to market it to the world. He moved quickly to fire Rodriguez, but strangely replaced him with an obscure coach, Brady Hoke, from

San Diego State, who continued the malaise in the football program.

Ignoring the poor performance of the football program that was generating the revenue, Brandon continued to raise ticket prices and take on more debt with projects such as the renovation of the Crisler Arena (now renamed "Center") to resemble more of a department store with numerous shops along the entrances and concourses and a proposed \$300 million investment in new facilities for the non-revenue sports. Advertising became the name of the game, with gigantic video displays not only inside Michigan Stadium but also outside to lure (and, more likely, distract) drivers as they approached the stadium. As the financial data indicates, the expenditures rose by over 50% during the Brandon years, mostly to fuel the rapid expansion of staffing (particularly in the marketing area) and debt service. Perhaps it is no surprise that student athletic support increased by only 10% during this period, clearly reflecting the new priorities.

Faculty influence was also essentially eliminated, since as chair of the faculty Advisory Board on Intercollegiate Athletics, Brandon was able to schedule meetings with limited consequence. Furthermore, since few faculty members could afford the new ticket prices, they rapidly became disengaged with Michigan athletics, treating it largely with benign neglect.



Athletic Director David Brandon



The "Wow" Factor



|                     |                       |           |                         |           |
|---------------------|-----------------------|-----------|-------------------------|-----------|
| 1985                | <b>Michigan (#6)</b>  | <b>27</b> | Ohio State (#12)        | 17        |
| 1986                | <b>Michigan (#6)</b>  | <b>26</b> | Ohio State (#7)         | 24        |
| 1987                | Michigan              | 20        | <b>Ohio State</b>       | <b>23</b> |
| 1988                | <b>Michigan (#12)</b> | <b>34</b> | Ohio State              | 31        |
| 1989                | <b>Michigan (#3)</b>  | <b>28</b> | Ohio State (#20)        | 18        |
| 1990                | <b>Michigan (#15)</b> | <b>16</b> | Ohio State (#19)        | 13        |
| 1991                | <b>Michigan (#4)</b>  | <b>31</b> | Ohio State (#18)        | 3         |
| 1992                | Michigan (#6)         | 13        | Ohio State (#17)        | 13        |
| 1993                | <b>Michigan</b>       | <b>28</b> | Ohio State (#5)         | 0         |
| 1994                | Michigan (#15)        | 6         | <b>Ohio State (#22)</b> | <b>22</b> |
| 1995                | <b>Michigan (#18)</b> | <b>31</b> | Ohio State (#2)         | 23        |
| 1996                | <b>Michigan (#21)</b> | <b>13</b> | Ohio State (#2)         | 9         |
| 1997                | <b>Michigan (#1)</b>  | <b>20</b> | Ohio State (#4)         | 14        |
| 1998                | Michigan (#11)        | 16        | <b>Ohio State (#7)</b>  | <b>31</b> |
| 1999                | <b>Michigan (#10)</b> | <b>24</b> | Ohio State              | 17        |
| 2000                | <b>Michigan (#19)</b> | <b>38</b> | Ohio State (#12)        | 26        |
| 2001                | Michigan (#11)        | 20        | <b>Ohio State</b>       | <b>26</b> |
| 2002                | Michigan (#12)        | 9         | <b>Ohio State (#2)</b>  | <b>14</b> |
| 2003                | <b>Michigan (#5)</b>  | <b>35</b> | Ohio State (#4)         | 21        |
| 2004                | Michigan (#7)         | 21        | <b>Ohio State</b>       | <b>37</b> |
| 2005                | Michigan (#17)        | 21        | <b>Ohio State (#9)</b>  | <b>25</b> |
| 2006                | Michigan (#2)         | 39        | <b>Ohio State (#1)</b>  | <b>42</b> |
| 2007                | Michigan (#23)        | 3         | <b>Ohio State (#7)</b>  | <b>14</b> |
| 2008                | Michigan              | 7         | <b>Ohio State (#10)</b> | <b>42</b> |
| 2009                | Michigan              | 10        | <b>Ohio State (#9)</b>  | <b>21</b> |
| 2010 <sup>[1]</sup> | Michigan              | 7         | Ohio State (#12)        | 37        |
| 2011                | <b>Michigan (#15)</b> | <b>40</b> | Ohio State              | 34        |
| 2012                | Michigan (#20)        | 21        | <b>Ohio State (#4)</b>  | <b>26</b> |
| 2013                | Michigan              | 41        | <b>Ohio State (#3)</b>  | <b>42</b> |
| 2014                | Michigan              | 28        | <b>Ohio State (#6)</b>  | <b>42</b> |
| 2015                | Michigan (#12)        | 13        | <b>Ohio State (#8)</b>  | <b>42</b> |

|      |                           |                      |
|------|---------------------------|----------------------|
| 1985 | <b>#3 Michigan</b>        | 31–0                 |
| 1986 | <b>#4 Michigan</b>        | 27–6                 |
| 1987 | <b>Michigan State</b>     | 17–11                |
| 1988 | <b>#17 Michigan</b>       | 17–3                 |
| 1989 | <b>#5 Michigan</b>        | 10–7                 |
| 1990 | <b>Michigan State</b>     | 28–27                |
| 1991 | <b>#5 Michigan</b>        | 45–28                |
| 1992 | <b>#3 Michigan</b>        | 35–10                |
| 1993 | <b>Michigan State</b>     | 17–7                 |
| 1994 | <b>#9 Michigan</b>        | 40–20                |
| 1995 | <b>Michigan State</b>     | 28–25                |
| 1996 | <b>#9 Michigan</b>        | 45–29                |
| 1997 | <b>#5 Michigan</b>        | 23–7                 |
| 1998 | <b>Michigan</b>           | 29–17                |
| 1999 | <b>#11 Michigan State</b> | 34–31                |
| 2000 | <b>#16 Michigan</b>       | 14–0                 |
| 2001 | <b>Michigan State</b>     | 26–24                |
| 2002 | <b>#15 Michigan</b>       | 49–3                 |
| 2003 | <b>#13 Michigan</b>       | 27–20                |
| 2004 | <b>#14 Michigan</b>       | 45–37 <sup>3OT</sup> |
| 2005 | <b>Michigan</b>           | 34–31 <sup>OT</sup>  |
| 2006 | <b>#6 Michigan</b>        | 31–13                |
| 2007 | <b>#14 Michigan</b>       | 28–24                |
| 2008 | <b>Michigan State</b>     | 35–21                |
| 2009 | <b>Michigan State</b>     | 26–20 <sup>OT</sup>  |
| 2010 | <b>#17 Michigan State</b> | 34–17                |
| 2011 | <b>#23 Michigan State</b> | 28–14                |
| 2012 | <b>#23 Michigan</b>       | 12–10                |
| 2013 | <b>#22 Michigan State</b> | 29–6                 |
| 2014 | <b>#8 Michigan State</b>  | 35–11                |
| 2015 | <b>#7 Michigan State</b>  | 27–23                |

Michigan vs Ohio State and Michigan State Football Rivalries (season national ranking #)

## Losses...of a Personal Nature

Certainly the continued loss of diversity during the Coleman administration years was also a loss to the Duderstadts, after the efforts and success they had achieved with the Michigan Mandate. But there were other losses of a personal nature to Jim and Anne.

### The Ford Nuclear Reactor

One of the most important historical achievements of the University was the Michigan Memorial Phoenix Project, the world's first University research and education program in the peaceful uses of atomic energy, which served as its WWII memorial to those students, faculty, staff, and alumni who gave their lives for the nation. Key in this effort was the Ford Nuclear Reactor, a 2 MW research reactor financed by the Ford family during the 1950s and which became a leading source of important research for the nation.

Shortly after arriving on campus, President Coleman made the decision to shut down the FNR and decommission it. The rumor was that one of the Regents complained that it might be dangerous to North Campus students, and MSC sought to comply by taking the action, but without a technical assessment of the situation. Needless to say, such action was of great concern not only to the research programs of the University but even more so for the nation, since this facility was a key resource in areas such as nuclear medicine (producing critical radioisotopes), nuclear research (performing fundamental measures in the physical sciences), developing the technology needed to make similar research reactors around the world safe from nuclear weapons proliferation, and key in training hundreds of reactor scientists and engineers. The concern about this uninformed decision reached the highest levels of the federal government, and the Secretary of Energy contacted the University to urge it to reconsider and promised the necessary funding to continue its operation without burdening the University. Yet, once out on a public limb, Coleman refused to back away from the decommissioning decision. Hence the FNR was shut down, and over the course of the next decade the facility was disassembled and removed at a cost of over \$20 million (paid for, of course, by the



The Ford Nuclear Reactor

University).

Since Jim's own academic department was the Nuclear Engineering and Radiological Science, the principal user of the facility, and his own area of research in the areas represented by the MMPP and FNR had received the highest awards of the nation (the National Medal of Technology and the E. O. Lawrence Award), it is understandable that there was a suspicion that the actual target of MSC was not the facility but rather a former president...

### The Inglis Highlands Estate

A very similar event occurred several years later when MSC attempted to close and sell the Inglis Highlands Estate, one of the most valuable and heavily used historical resources of the University which served not only an important facility used by guests such as state and national leaders, artists, and other distinguished guests (including President Ford and the Dalai Lama), but as well as a highly valued meeting facility for academic departments and University leadership. During the 1990s Anne had managed the project to entirely renovate the facility and make it available to the University academic community as both a meeting facility and guest house for distinguished visitors to the campus. It was heavily used throughout the 1980s and 1990s.

When the University launched a major fund-raising campaign shortly after MSC's arrival, Coleman restricted the estate to fund-raising priorities, much

to the distress of the academic community. However, the real threat came from the President's staff in the Fleming Building who were getting weary of managing the facility, and after a bit of "court politics", managed to convince Coleman to shut it down permanently. However since the estate was strongly supported and used by the deans and their academic programs, the administration needed to follow a "stealth" approach. Following a brief resumption of campus use after the campaign when it was brought back on line, MSC once again ordered it shut down in 2012. But this time, unknown to the campus community, the VPCFO ordered that all maintenance of the estate be halted, including both the house and the grounds. Much of the furniture was removed and recovered for use in the President's House. Here the intent was to use the deterioration of the estate as an excuse to sell the property.

Since taking Inglis House off-line occurred during a shift by the administration to recruit more deans from outside (including 13 of 18 deans during Coleman's last years), there remained little familiarity with the importance of Inglis House to academic units. This would be a major factor in the decision to sell the estate during the Schlissel administration, much to the regret of faculty with earlier experience in utilizing the facility.

Needless to say, this was yet another blow to the Duderstadts who had worked so hard to maintain the estate as a University resource both for use of the academic programs as well as its historical value.

#### The Presidents' Box at Michigan Stadium

For many decades there had been a tradition that former presidents and spouses of the University would be given seats in the President's Box at football games, along with other guests of the President. (In fact, the suite was entitled the Presidents' Box because of this tradition.) This not only provided an opportunity for social interaction among the presidents but also was of assistance in helping with guests since many of these had been close friends (and donors) of earlier presidents. During their presidency, the Duderstadts had greatly enjoyed and valued the presence of former presidents including the Hatchers, Flemings, Smiths, and Shapiros. In fact, late in his life, Jim and Anne used

to pick up Robben Fleming and take him to each game, an experience that he greatly enjoyed and that Michigan fans also appreciated.

Yet Coleman brought this long-standing tradition to a halt. She had long been critical of Jim's opposition (usually conveyed discretely) of the \$300 million effort to expand Michigan Stadium with skyboxes and dramatically increase ticket prices. When a group of faculty opposed to the stadium project circulated a petition opposed to—and added Jim's name on it as one of the organizers without his permission, this provided Coleman with an excuse to not only push the Duderstadts out of the Presidents Box (despite her knowledge that Jim and Anne had nothing to do with the petition) but move their seats across the stadium and place them among those given to the fans of visiting teams. For a time Jim and Anne were able instead to shift to two seats they had held (and paid personally for) since their days as faculty. But apparently the new athletic director (Dave Brandon) was given marching orders to move even these seats into the endzone. Hence the Duderstadts had no choice but to stop attending Michigan football games, and they could no longer take Robben Fleming as their guest to the games.

#### The End Game

By 2010, as Mary Sue Coleman approached the 10th year of her tenure as Michigan's president, she had already served longer than most of her predecessors including Fleming (10), Shapiro (8) and Jim (8). Although she was apparently interested in continuing indefinitely until she chose to retire, the Regents were becoming increasingly convinced that a change was needed. Hence, they negotiated a date certain of 2014 when she would step down and assume a tenured faculty position (or pursue other leadership opportunities).

This firm date tended to influence her leadership activities during her remaining tenure. For example, when her provost, Terry Sullivan, was chosen for the president of the University of Virginia, rather than conduct a search for a new provost, she simply named the vice-provost, Phil Hanlon, as Sullivan's successor. Two years later, when Hanlon left for the presidency of Dartmouth College (his alma mater), she once again





The Inglis Highlands estate was kept in excellent condition and used heavily by academic units, Regents, and visitors to the University until 2011 when the administration ceased allowing access.





In 2011 the estate was closed, the maintenance of the house and grounds abandoned, and much of its furniture moved over into the President's House. Even the memorial to the Duderstadts was dismantled.



Hosting the Flemings in the Presidents Box

named a vice-provost, Martha Pollock, as the new provost (actually as an interim provost since Coleman's appointment was soon to expire).

Beyond creating the inevitable confusion of short-term provosts, this also weakened to some degree the Provost Office since it removed its capacity to challenge the President and EVPCFO on controversial issues such as the "shared services" program aimed at transferring key staff out of the academic programs and into a new off-campus location, thereby depriving faculty of critical support by knowledgeable staff in key areas such as research administration and academic support. Despite a University-wide faculty petition overwhelming opposed to this "corporate" approach (ironically proposed by Accenture, a corporate consultant that used to employ both the EVPCFO (Tim Slottow) and Vice CFO (Rowen Miranda). Similar efforts to "rationalize" the University's information technology environment by requiring all faculty and staff to use commodity products ("MyWorkstation") also ran into strong resistance because it would weaken the highly diverse technologies academic programs needed for research and instruction.

These concerns, coupled with other growing issues such as the impending collapse of an athletic program being managed by a former pizza CEO (Brandon), the concerns about the University's dismal record on diversity, and a growing cadre of deans recruiting from outside who were approaching their 10 year expiration dates were growing as Coleman approached the end of her presidency.

Thus, while accomplishing many things during her presidency, there was little regret with her departure for a new assignment as the President of the Association of American Universities, the DC lobbying organization for the nation's research universities.



## Chapter 8

### Into the Arb

So what might be concluded from the experiences of the Duderstadts as they wandered “into the arb” of life after leadership for a university president? Certainly they have continued to view their role at the University of Michigan not only as a satisfying period in their lives but their efforts to serve the University continue to be important, as their ongoing accomplishments and achievements have demonstrated. Yet certainly there have also been challenges. This chapter has been added both to summarize such challenges from their experiences, as well as to suggest how they might be handled both by the University when addressing both the opportunity and the challenges faced by future leaders as they step aside after service.

#### Inclusion vs. Exclusion

Perhaps because both Jim and Anne were “raised as Michigan family members” from their first months on campus, they quickly developed a very strong admiration and appreciation for the achievements of earlier University presidents and their partners, including Harlan and Anne Hatcher, Allen and Alene Smith, Robben and Sally Fleming, and Harold and Vivian Shapiro. As the Duderstadts gained more experience with the University, they came to know these leaders personally, gaining an increasing respect for their achievements even as they learned from them many of the most important characteristics of the University. They soon became not only Jim and Anne’s teachers in the arcane arts of university leadership but also their friends.

It was therefore a bit of a shock when each of the Duderstadts three successors as presidents of the University not only largely ignored them, but actually excluded them from many of the activities that had



Five generations of Michigan presidential teams

involved earlier presidents (at least during their own experiences in leadership positions). Jim was largely ignored by all three, having only one conversation each with Bollinger and Schlissel, and usually talking with Coleman only when she called to complain to him about something she perceived he had done. Anne’s efforts in pulling together and archiving University history were ignored, and she was taken off the History and Traditions Committee, which was later discontinued by Coleman. Indeed, on several occasions their successors moved to target for elimination facilities that had not only been very important to the University but had also been mainstays of Duderstadts’ tenure at Michigan such as the Ford Nuclear Reactor (and Michigan Memorial Phoenix Project) and the Fleming Building for Jim and the Inglis Highlands Estate and President’s House for Anne.

How to understand this stark difference between the treatment by their successors and the respect and engagement they (and their predecessors) had

provided earlier Michigan presidents? Perhaps it was because the Duderstadts came to their leadership roles as insiders, with many years of University experience that led to developing strong relationships with their predecessors. In contrast their successors were external candidates with little experience with Michigan. The exception, of course, was Lee Bollinger, who actually led a rather isolated existence at the Law School both as a faculty member and dean before he left for the role of provost at Dartmouth.

The Duderstadts' isolation might also have been due to newcomer insecurities that led the new leadership to view their predecessors as threats rather than regarding them as colleagues as Jim and Anne had regarded their predecessors. This treatment could also have been due to staff who used the transition among presidents to solidify their own power. However, whether because of ignorance or insecurity or politics, Jim and Anne's isolation from the new regimes was a modest inconvenience compared to the disregard exhibited by their successors for the history of the University.

### Purging the University of Its Past

During the 1940s through the 1990s a very considerable effort was made to develop resources to capture, analyze, and display the history of the University. Major publications such as the University Encyclopedic History dated from the 1940s and the UM history by Howard Peckham in 1963. During the 1980s and 1990s major additional resources were provided. Anne persuaded Jim as provost to provide permanent base funding for funding the Bentley Library to serve the University's historical archive. She also persuaded the University to create a History and Traditions Committee along with the position of University Historian. Major historical sites were maintained and improved such as the Detroit Observatory and Inglis Highlands Estate. Furthermore, major efforts were directed at using the increasing computer networking leadership of the University to capture and distribute this history electronically through websites that included technologies such as virtual reality maps developed by the Plant Department, web-based archives such as the Faculty History Project, and Campus Maps projects. However, once again, with the

arrival of a new administrations, the Plant Department effort was dropped and the website development was largely sustained only by students working with Anne in the Millennium Project.

This recent neglect of University history has almost acquired the character of an intentional effort to erase the history of the University so that new administrations can work with a blank slate. Perhaps the most dramatic illustration of this were many of the misguided efforts to celebrate the University's Bicentennial in 2017, with a series of "pop-up" campus displays by a soon-to-be-departed faculty member intended to highlight the failures or "stumbling blocks" of the University. In fact, the various celebrations conducted during the year were limited in historical content. Perhaps the crowning symbol during the last weeks of the Bicentennial year became the vote of the Board of Regents to sell the Inglis Highlands Estate and tear down the Fleming Building, two of the most important of University's historical sites.

Of course, all was not lost, since there remains a controversy over the University's founding date, whether being 1817 as a small primary school in Detroit, 1821 when the first board of Regents was appointed, or 1837 when the first college was built in Ann Arbor or 1841 when the first students enrolled. Perhaps the University can just ignore the misinterpretations of the 2017 Bicentennial and celebrate its history and achievements in a more appropriate manner on one of these later dates.

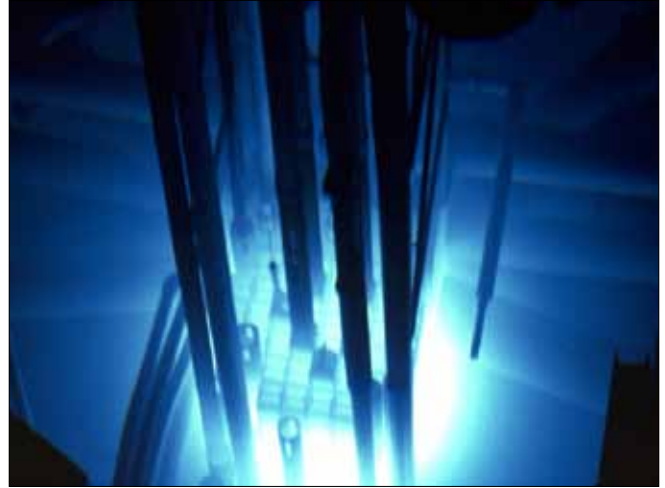
However, as long as the history of the University is viewed as unimportant or perhaps even a threat by future administrations, the University path ahead will be hindered by the lack of knowledge of the road it has taken before.

### From Academic to Corporate Leadership

Because of its large and complex scale—but probably most because of its constitutional autonomy from the State of Michigan—the University had long been more decentralized than most American universities. This decentralization became more pronounced as state support began to erode in the 1960s, dropping from 70% of the support of academic instruction to less than 10% today.



History and Traditions Committee



Ford Nuclear Reactor



Inglis Highlands Estate



Fleming Administration Building



Conducting Monthly Two-Day Meetings



Regents and Executive Officers dining at Inglis House

Examples of the Disappearance of Important University Resources over the Past 20 Years



Harold Shapiro was first to realize in the 1980s that the University had to develop an entirely new approach to management in which the various academic and auxiliary units would be responsible for generating their own resources rather than depending on the State Legislature to provide an adequate appropriation to the University each year. In this new system, the deans and directors would be given control over all of the assets they could generate from sources such as student tuition, research funding, private gifts, and for-profit services. But they would also be held accountable for the wise expenditure of these resources and the quality and impact of their programs. The central activities of the University such as maintenance of its physical plant, campus security, library, and administration would be supported through a modest tax on the expenditures of each unit. Jim formalized this approach through a system known as Responsibility Center Management (RCM), and by the time he stepped down as president, over 90% of the assets of the University were controlled by the deans and directors, with a strong motivation to generate the necessary funds and spend them wisely.

Put another way, the structure of the University became a highly decentralized ecosystem similar to a rain forest, where all of the energy and achievement came up from the roots of the activities of faculty, students, and staff. Of course, there were always leaves and flowers on the treetops, e.g., the administration and powerful staff. But these fall off eventually and decay away, while at the root level, the energy and excellence would continue to come from the base activities of teaching and research.

This model began to be challenged with the change in leadership, first by the Bollinger administration, when a new and relatively inexperienced chief financial officer attempted to drive change to a more centralized organization by pushing out three levels of experienced staff. However this effort to “transform a rainforest into a cornfield” did not really become intense until the Coleman administration, both because of the continuing loss of state support, particularly with the recession of 2008, and the desire for more direct control by the administration and Regents. Since much of the power was exercised by the deans, most of whom had grown up as faculty within the decentralized system (e.g., only three deans were appointed from outside

by either Harold Shapiro or Jim), Coleman began to import deans from outside (including 13 of her last 16 appointments) with the hope that they would be less able to defend the decentralized RCM system.

Another factor was a shift in the character of the chief financial officers of the University. Going back to the years after WWII, the University had selected for its financial leadership those with academic experience, e.g., Bill Pierpoint, Jim Brinkerhoff, and Farris Womack. However as the University moved into a new century, there was a shift to selecting financial leadership with primarily corporate experience, leading to increasing efforts to centralize financial management. Consultants such as Accenture were brought in to develop plans to impose a centralized corporate culture, using practices such as “shared services” in which staff currently distributed among the units would be recentralized in off-campus locations, and “IT rationalization” in which IT technologies would be standardized, e.g., with “MyWorkStation” models used for all clerical activity.

### The Increasing Isolation of the Board of Regents

Ironically, the decision to sell the Inglis Highlands Estate, was not only a rejection of a generous gift in the 1950s by the Inglis Family for the use of faculty and visitors to the University, but this action has also highlighted a growing detachment of its Board of Regents from the administration of the University. For many years, the Regents would meet once a month in a two-day meeting, the first day beginning at noon with an informal luncheon followed by its public meeting, and meeting again the next morning for a more substantive meeting when actions would be taken. In the past there had been a long tradition that between these two meetings, the Regents would meet with the Executive Officers for a private dinner at the Inglis Highlands Estate, where not only could they receive confidential briefings on important University issues, but also develop a spirit of teamwork between governing board members and University administrators.

Today the Regents meetings have been reduced to a brief afternoon meeting once a month, accompanied by committee meetings involving one or two Regents but with little opportunity for broad discussions between the entire board and Executive Officers. This strong

departure from meetings reflecting best corporate practices of boards of directors has no doubt contributed to the difficulty the Regents have in understanding and governing what has become, in fact, the largest and most complex university campus in the world.

## The Challenge of Community

With new leadership come new ideas, priorities, agendas, and people, which, over time, leads to the appearance of new cultures and characteristics. This was certainly true for the administrations of the post-2000 years, which established new priorities for engagement and outreach that created new communities. Yet, it was also the case that many long-standing and valuable communities were discontinued, in part because of a lack of understanding or respect for the long-standing traditions of the University, but also at times because these existing communities were considered threats to the new leadership. Radical changes in University communities also happened due to new people joining the University with limited knowledge or respect for its long-standing traditions.

This philosophy of breaking apart communities that were certainly not broken has occurred in many areas, usually by those unfamiliar or uncaring about University values and traditions. The academic and pastoral role of deans for the faculty community was broken apart by demanding highest priority given to the whims of wealthy donors. Resources that support faculty activities were discarded, such as replacing the University Club in the Michigan Union by an Au Bon Pan fast-food court, removing faculty facilities from the Michigan League, and first restricting the Inglis Highlands estate for fund-raising purposes and then selling it rather than returning it to academic use. Clearly the practice of “breaking the unbroken” continues and poses a constant threat and requires a sustained battle to protect important University traditions.

Many of the events designed to build leadership teams among the deans, Executive Officers, and Regents disappeared during the early years of the new century. No longer do the Regents and Executive Officers gather for dinner and discussions at Inglis House during their monthly meetings. So too, the fall, holiday, and spring events for the deans and executive officers hosted by

the president have disappeared. With the withdrawal of Inglis House for faculty and academic events during the fund-raising campaigns of the 2000s, the monthly faculty dinners by the provosts and the many events to honor distinguished achievements by faculty have also vanished.

While there are still faculty social communities within various departments or smaller schools, many of the University-wide faculty activities have weakened. The University’s faculty governance through the Senate Assembly and Senate Advisory Committee on University Affairs has assumed more of an advisory role, in contrast to the strong working relationship that existed with the president and executive officers in the 1960s to 1990s. Its role as the voice of the faculty, once symbolized by its meetings in the amphitheater of the Rackham Hall of Graduate studies, has been muted by moving its meetings to the Palmer Commons. While there remain numerous committees and boards seeking faculty members, there also has been a long-standing suspicion that when the administration wants to avoid action, it appoints yet another committee, which tends to discourage faculty participation.

## But the Achievements of the Past Remain

As noted at the outside, in 2018 the Duderstadts completed 50 years of service to the University of Michigan, a half century of commitment to an institution that has become their life’s work. And throughout, this commitment of service has always been viewed as a partnership, different to be sure, Jim as a leader in academic, research, administration, and Anne as a leader in community, campus development, university historical, author, and web development roles.

In both cases these many roles were regarded as public service rather than employment responsibilities. Indeed, Jim initial salary as UM president was only \$120,000, never negotiated, and over the years (by agreement) increased only at the average faculty salary rate. And Anne, whose impact on the University has certainly been of comparable if not greater than Jim’s has been without appropriate compensation, honor, and even gratitude at times.

Yet the Duderstadts have accepted an important principle conveyed to them by a Michigan president

long ago: “There are few institutions in this world worth sacrificing a career to serve...and the University of Michigan is one of those!”

In 1996, the Duderstadts handed off a university that not only benefited from the highest academic program rankings in its history but had become regarded nationwide as a leader and an innovator. Michigan led the nation in the magnitude of its research activities. It had the most successful medical center in the nation. It had achieved national leadership in information technology, playing a key role in building the Internet and later digital libraries. It had become the strongest public university in the nation in financial terms, as evidenced by the fact that Wall Street gave it its highest credit rating, AAA in 1996 (along with the University of Texas, the only two public universities in the nation to receive this rating). A CBS News segment on the University of Michigan in 1995 observed, “While America has a number of world-class universities, Michigan truly stands in a class by itself.”

More specifically, by the time Jim stepped down, Michigan’s endowment had surpassed \$2.5 billion, an increase of almost tenfold. The Campaign for Michigan was nearing completion, raising over \$1.4 billion, 40 percent beyond its original goal. The university’s portfolio of resources was far more balanced, with tuition revenue increasing to over \$500 million per year, and private support (gifts received plus endowment payout) had passed \$260 million per year, clearly on track to surpass Duderstadt administration’s goal of exceeding state support by the end of the decade.

The campus environment for teaching and research had been improved significantly. All of the university’s campuses—UM Ann Arbor, UM Dearborn, and UM Flint—were essentially rebuilt, with over \$2 billion of new construction and renovation, all paid for with little debt left for successors. The campuses had also been relandscaped, and new master plans had not only been adopted but achieved. As the quality of the campus was improved, a new sense of pride appeared within the campus communities (particularly among the students), resulting in a dramatic decrease in littering and other activities that defaced the environment.

There was also a significant change in the quality and style of university events and facilities. Both the President’s House and Inglis House had been completely

renovated. There was a new level of quality achieved in university advancement events. The university had also begun to reconnect itself with its remarkable past, developing a new sense of understanding and appreciation for its history and traditions and restoring historically important facilities, such as the Detroit Observatory. Anne had created a remarkable website containing important historical materials on for the University, including documentation of its faculty and its campus over the years. Moreover she authored several important books on this history, including a pictorial album on its “institutional saga” (or history), the history of the academic units such as the College of Engineering (soon to celebrate its 150th year), and photographic books introducing visitors to the campus.

But beyond this, Anne focused much of her effort on building communities that would pull together University faculty, staff, students and visitors across this unusually large and complex campus. By using the facilities available to the president such as the President’s House and Inglis House and existing organizations such as the Executive Officers, Deans Council, the Faculty Women’s Club, the Alumni Association, and other related activities such as performance and athletic venues, she was able to bring people together, establishing bonds with one another to better serve the University

As noted earlier, in her role as Presidential partner, she was able to use her influence to recommit the University to dedicating itself to capturing, archiving, and distributing its remarkable history. Funding a major University history mission for the Bentley Library, investing in major historical sites such as the Detroit Observatory, the President’s House, Inglis House, and other historical resources, and supporting the efforts of faculty and students committed to recording and propagating the University’s remarkable history were among the many initiatives.

The student body was characterized by a new spirit of leadership and cooperation. Such programs as Leadership 2017 attracted a new generation of student leaders, and fraternities and sororities accepted a new sense of responsibility for their activities. Although initially difficult to implement, the student code and campus police had become valuable contributions to the quality of campus life. This was augmented by a



major effort to improve campus safety, including the improvement of lighting, transportation, and security.

Michigan athletics had evolved far beyond its football-dominated history to achieve leadership across a broad range of men's and women's sports. Furthermore, Michigan became the first major university in America to achieve full gender equity in varsity opportunities. The Michigan Mandate and Michigan Agenda for Women had a dramatic impact on the campus, doubling the number of underrepresented minorities among Michigan's students, faculty, staff, and leadership; breaking through the glass ceiling to appoint women to senior leadership positions and creating a new appreciation for the importance of a diverse campus community.

The external relations of the university were back on track. There were strong teams in place in Lansing, Washington, development, and alumni relations. The university also benefited from what was regarded as one of the strongest leadership teams in the nation at the level of executive officers, deans, and senior administrative staff—although, unfortunately, many of these were to leave early in the tenure of the next president.

Not to say that there were no remaining problems. The Regents still suffered from a political selection process that posed a gauntlet to many qualified candidates. The state's sunshine laws had become increasingly intrusive and were clearly hampering the operations of the University. A scandal was uncovered in the men's basketball program that would plague future presidents. Prospects for the restoration of adequate state support continued to look dim.

Yet in assessing the decade of leadership from 1986 to 1996, it is clear that the university made remarkable progress. It approached the twenty-first century better, stronger, more diverse, and more exciting than ever, clearly positioned as one of the leading universities in the world. During this decade, the University of Michigan completed the ascension in academic quality launched years earlier by Harold Shapiro and Robin Fleming. Its quality and impact across all academic disciplines and professional programs ranked it among the most distinguished public and private universities in the world.

As the strategic focus of the Duderstadt

administration shifted from building a great twentieth-century university to transforming Michigan into a twenty-first-century institution, a series of key initiatives were launched in the 1990s 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 numerous exciting initiatives led by many of our most distinguished faculty members and designed to explore new paradigms for higher education.

Fortunately, in 1996, as Jim and Anne approached the end of their years in the presidency, the state of Michigan and America were entering what would become the most prosperous time for higher education in many years. State support was relatively generous, and a booming equity market (the "dot-com" boom) stimulated strong private giving and endowment growth. The university coffers were filled. A strong leadership team of executive officers, deans, and administrative staff were in place, and numerous important initiatives were running in high gear. Hence, when the Duderstadts stepped down from their leadership roles, the future of the university seemed secure—at least for the moment.



*"Into the Woods"*  
Jane Schwadron, Grade 6, Oyster River Middle School

## Appendix A

# Authors, Books, and Websites

As noted earlier, over their many years serving the University, the Duderstadts had developed a strong interest in the history of the University and a commitment to do whatever they could to both preserve and document it. Anne provided leadership during the years of their presidency in creating policies and resources to support these activities. In the years since their presidency, she became quite actively involve in not only learning more about the University, but authoring a number of books and other resources such as websites to archive and distribute this research.

Even during his years in administration as dean, provost, and president, Jim continued to be a prolific writer, transitioning from textbooks to policy documents associated with his various leadership roles to books concerning his perspectives developing from various national and international leadership roles.

Fortunately both Jim and Anne had the extensive resources of the Millennium Project and the Duderstadt Center to assist in these activities. They were able to

master technologies such as the Adobe Creative Suite (e.g., Photoshop, Illustrator, InDesign) to create print-ready documents, and then more recently use a new assets such as Amazon's CreateSpace to produce highly illustrated books for distribution both as resources to document and archive Anne's University's history projects and to assist in Jim's classroom instruction.

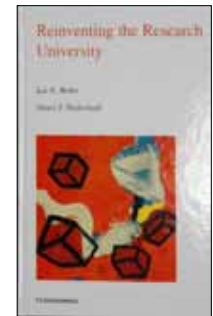
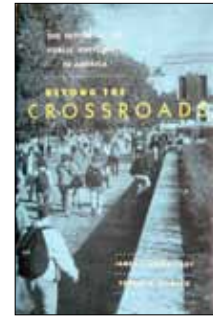
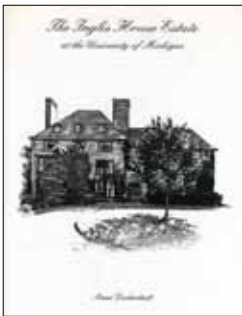
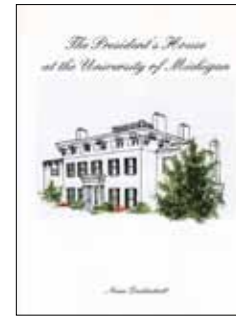
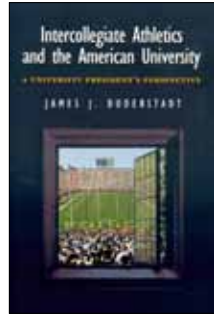
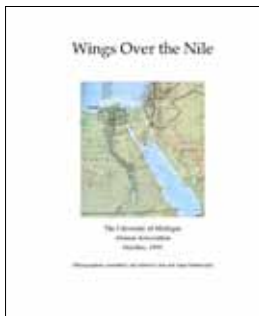
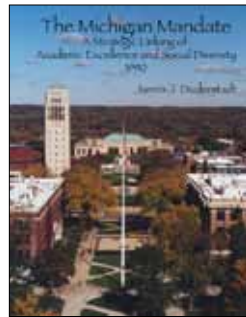
In this chapter the evolution of these activities have been illustrated by simply organizing the covers of these many books. However, since the Duderstadts have long been committed to open publication and wide distribution, without royalties in mind, essentially all of this work has been given an open Creative Commons license and placed in digital archives in the HathiTrust and the University of Michigan's Deep Blue Archive. They can also be found and downloaded directly from the Millennium Project website:

<http://milproj.dc.umich.edu>

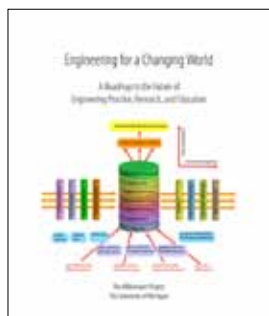
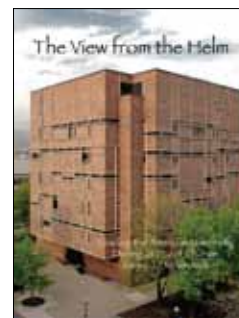
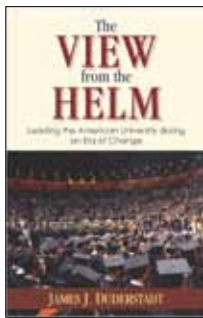
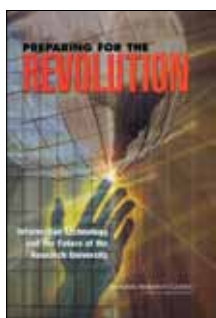
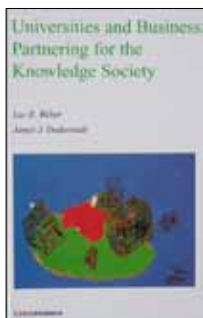
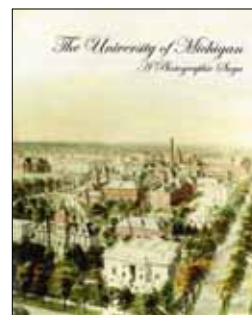


From leadership to authoring to books...LOTS of books...

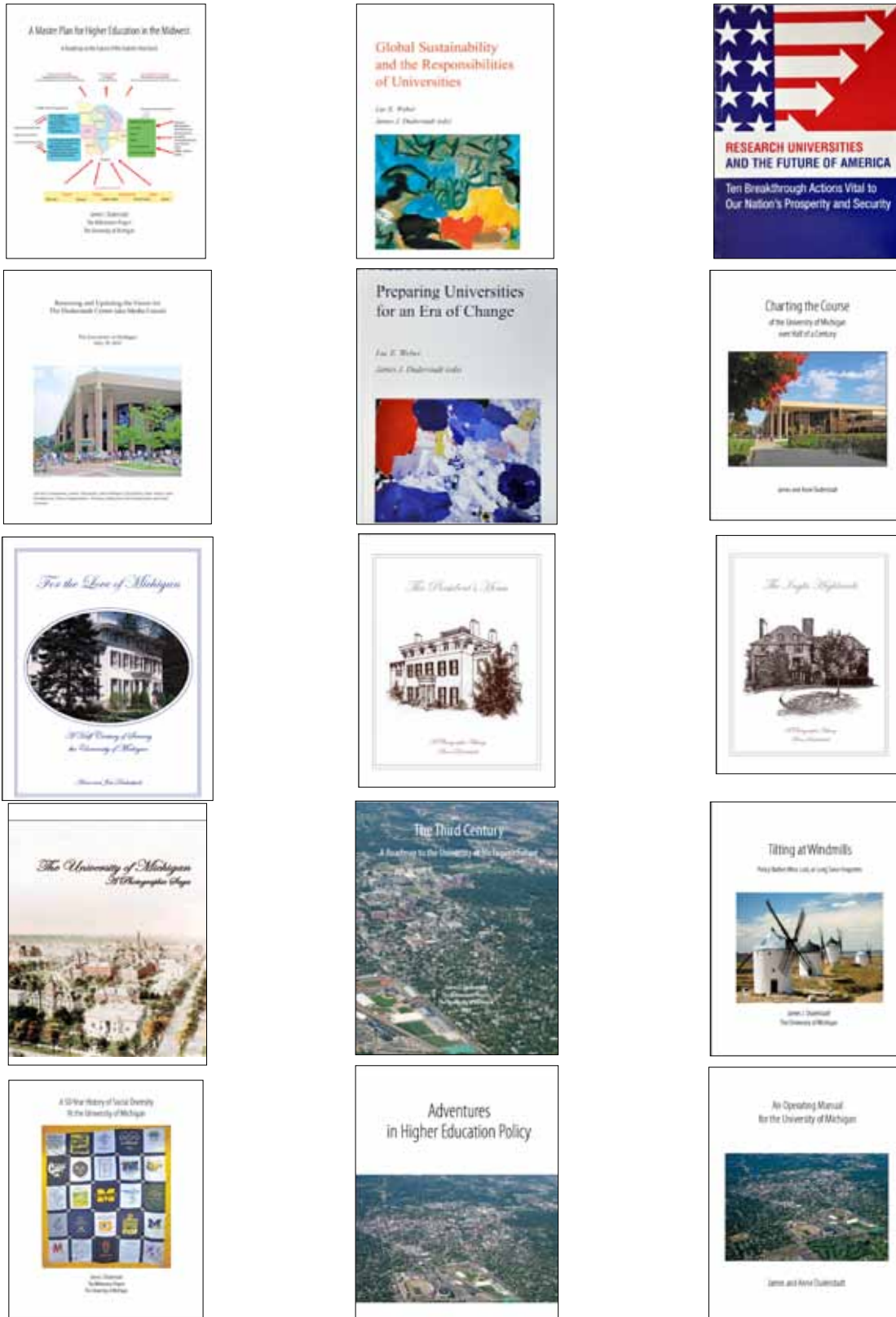




Books written by Anne and Jim Duderstadt during their years at Michigan.

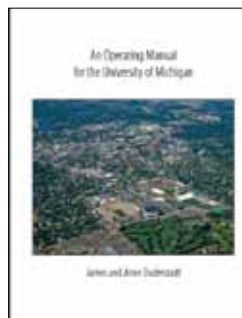
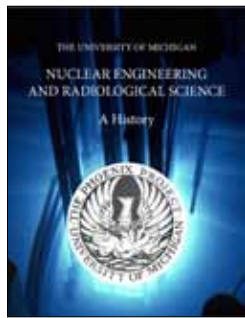
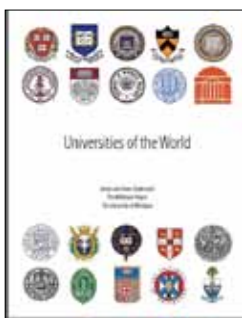
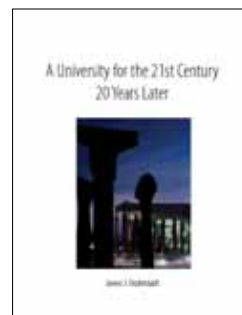
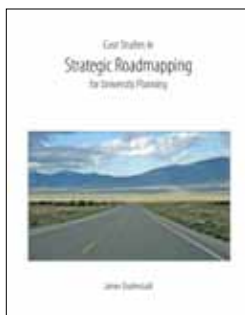
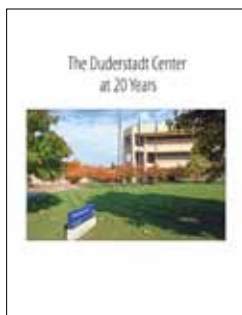


Books written by Anne and Jim Duderstadt during their years at Michigan.



Books written by Anne and Jim Duderstadt during their years at Michigan.





Books written by Anne and Jim Duderstadt during their years at Michigan.

Books Relevant to the University of Michigan  
and Higher Education

Anne and James Duderstadt, *A China Odyssey*  
(University of Michigan, Ann Arbor, 1994)  
[http://catalog.hathitrust.org/  
Record/011667262](http://catalog.hathitrust.org/Record/011667262)

James Duderstadt, *Legacy Documents* (Millennium  
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1996)  
[http://catalog.hathitrust.org/  
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Anne Duderstadt, *The University of Michigan  
President's House*, (Millennium Project,  
University of Michigan, 1998)  
(in iBook format) (2014)  
<http://milproj.dc.umich.edu>  
(in text format) (2000)  
[http://catalog.hathitrust.org/  
Record/003494187](http://catalog.hathitrust.org/Record/003494187)

Anne Duderstadt, *The Inglis Highlands Estate*  
(Millennium Project, University of Michigan)  
(in iBook format) (2014)  
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<http://catalog.hathitrust.org/Record/011706>

Anne and James Duderstadt, *Wings over the  
Nile* (The University of Michigan Alumni  
Association, Ann Arbor, 1999)  
[http://catalog.hathitrust.org/  
Record/003449641](http://catalog.hathitrust.org/Record/003449641)

James J. Duderstadt, *A University for the 21st  
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<http://catalog.hathitrust.org/Record/004120306>

James J. Duderstadt, *Intercollegiate Athletics and  
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James J. Duderstadt, *Positioning the University of  
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<http://catalog.hathitrust.org/Record/011706891>

James J. Duderstadt and Farris W. Womack, *The  
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Baltimore, 2002)  
[http://catalog.hathitrust.org/  
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James J. Duderstadt and Daniel E. Atkins, *Higher  
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Issues and Strategies for American Colleges and  
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American Council on Education, Washington,  
2002)  
[http://catalog.hathitrust.org/  
Record/004298726](http://catalog.hathitrust.org/Record/004298726)

Anne Duderstadt, *A Seasonal Portrait of the  
University of Michigan* (Millennium Project,  
University of Michigan, Ann Arbor, 2005)  
[http://catalog.hathitrust.org/  
Record/005121919](http://catalog.hathitrust.org/Record/005121919)

Anne Duderstadt, *The University of Michigan College  
of Engineering: A Photographic History Celebrating  
150 Years* (Millennium Project, University of  
Michigan, Ann Arbor, 2003)  
[http://catalog.hathitrust.org/  
Record/003884452](http://catalog.hathitrust.org/Record/003884452)

James J. Duderstadt, *On the Move: A Personal History  
of Michigan's College of Engineering in Modern  
Times* (Ann Arbor: Millennium Project,  
University of Michigan, 2004) 152 pp.  
[http://catalog.hathitrust.org/  
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Anne Duderstadt, *The University of Michigan:  
A Photographic Saga* (Millennium Project,

- University of Michigan, Ann Arbor, 2006)  
<http://catalog.hathitrust.org/Record/005399524>  
[http://umhistory.dc.umich.edu/history/publications/photo\\_saga/Saga.html](http://umhistory.dc.umich.edu/history/publications/photo_saga/Saga.html)
- James J. Duderstadt, *The View from the Helm: Leading the American University during an Era of Change* (Ann Arbor, MI: University of Michigan Press, 2006) 400 pp.  
<http://catalog.hathitrust.org/Record/011706897>
- James J. Duderstadt, *Engineering for a Changing World: A Roadmap to the Future of Engineering Practice, Research, and Education* (Ann Arbor, MI: Millennium Project, University of Michigan, 2007).  
<http://milproj.dc.umich.edu>
- James J. Duderstadt, *The Michigan Roadmap, Redux: A Call for Leadership* (Ann Arbor, MI: Millennium Project, University of Michigan, 2008).  
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<http://milproj.dc.umich.edu>
- James J. Duderstadt, *The Michigan Strategy Book: 1986 – 1996* (Ann Arbor, MI: Millennium Project, University of Michigan, 2010)  
<http://milproj.dc.umich.edu>
- James J. Duderstadt, *A Master Plan for Higher Education in the Midwest: A Roadmap to the Future of America's Heartland* (Chicago, Chicago Council on Global Affairs, 2011)  
<http://milproj.dc.umich.edu>
- James J. Duderstadt, *A Master Plan for Higher Education in the Midwest* (Ann Arbor: Millennium Project, 2010)  
<http://milproj.dc.umich.edu>
- James J. Duderstadt, *The Third Century: A Roadmap to the University of Michigan's Future* (Ann Arbor, MI: Millennium Project, 2011)  
<http://milproj.dc.umich.edu>
- Chad Holiday, James Duderstadt, *Research Universities and the Future of America: Ten Breakthrough Actions Vital to the Nation's Prosperity and Security*, Report of the National Academies Committee on the Future of the American Research University (Washington DC: National Academies Press, 2012)
- James Duderstadt, *The Third Century: A Roadmap to the University of Michigan's Future*, 3rd Edition (in both text and iBook format) (2014)  
<http://milproj.dc.umich.edu>
- James Duderstadt and Anne Duderstadt, *For the Love of Michigan: A Half-Century of Serving the University of Michigan* (Millennium Project, University of Michigan, Ann Arbor, 2014)  
<http://milproj.dc.umich.edu>
- James Duderstadt, *Tilting at Windmills: Battles Won, Lost, or Long Since Forgotten, Case Studies in Science, Technology, and Public Policy* (Ann, Arbor, MI: Millennium Project, 2015)  
<http://milproj.dc.umich.edu>
- Luc Weber and James Duderstadt, *Balancing External Responsibilities with University Priorities and Constraints*, X Glion Colloquium (Paris: Economica: 2015)
- Anne Duderstadt, *A History of the Presidents House* (Ann Arbor, MI: Millennium Project 2016)  
<http://milproj.dc.umich.edu/pdfs/2016/2016%20Presidents%20House.pdf>
- Anne Duderstadt, *A History of the Inglis Highlands Estate* (Ann Arbor, MI: Millennium Project 2016)  
<http://milproj.dc.umich.edu/pdfs/2016/2016%20Inglis%20Highlands.pdf>



James J. and Anne M. Duderstadt, *Charting the Course of the University of Michigan's Activities over the Past 50 Years* (Ann Arbor, MI: Millennium Project, 2016)  
<http://milproj.dc.umich.edu/pdfs/2016/2016%20Charting%20the%20Course.pdf>

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<http://milproj.dc.umich.edu/pdfs/2016/2016%20Third%20Century%20Final.pdf>

James J. Duderstadt, *A 50 Year History of Social Diversity at the University of Michigan* (Ann Arbor, MI: Millennium Project, 2016)  
<http://milproj.dc.umich.edu/pdfs/2016/2016%20UM%20Social%20Diversity.pdf>

James Duderstadt, *Case Studies in Strategic Roadmapping* (Millennium Project, University of Michigan 2016)  
<http://milproj.dc.umich.edu>

Anne Duderstadt, *University of Michigan Photographic Saga, Updated* (Ann Arbor, MI, Millennium Project, 2016)  
<http://milproj.dc.umich.edu/pdfs/2016/2016%20UM%20Photographic%20Saga.pdf>

James J. Duderstadt, Anne Duderstadt, *The Duderstadt Center at 20 Years* (Ann Arbor, MI: Millennium Project, 2017)  
<http://hdl.handle.net/2027.42/138089>

James J. Duderstadt, *A University for the 21st Century—20 Years Later* (Ann Arbor, MI: Millennium Project, 2017)  
<http://hdl.handle.net/2027.42/138088>

James J. Duderstadt, *Adventures in Higher Education Policy* (Ann Arbor, MI: Millennium Project, 2017)  
<http://milproj.dc.umich.edu/pdfs/2017/2017%20Adventures%20in%20HE%20Policy%20LR.pdf>

Anne Duderstadt and James Duderstadt, *Universities of the World: A Pictorial Essay*, (in both text and iBook format) (Millennium Project, University of Michigan, Ann Arbor, 2018)

James Duderstadt, *A History of Nuclear Engineering at the University of Michigan* (Ann Arbor, MI: Department of Nuclear Engineering and Radiological Science, (University of Michigan, Millennium Project, 2018)

James Duderstadt and Anne Duderstadt, *An Operating Manual for the University of Michigan* (Ann Arbor, MI: Millennium Project, 2018)

James Duderstadt and Anne Duderstadt, *Into the Arb: Life After Leading* (Ann Arbor, MI: Millennium Project, 2018)

(Note all books are available as pdf downloads from either the HathiTrust or the Deep Blue archive of the University of Michigan.)

More links to publications and more information can be found on the Millennium Project website:

<http://milproj.dc.umich.edu/>

## Appendix B

# Biographies

### Anne M. Duderstadt

Anne Duderstadt has been a member of the Ann Arbor and University community for over 50 years. A graduate of the University of Missouri (B.S.) and Eastern Michigan University (M.S.), she has been actively involved in numerous organizations including the Faculty Women's Club (serving as president), the Campaign for Michigan (serving as an institution advancement officer), the University History and Traditions Committee, the University Musical Society, the American Association of Universities, and the Tanner Trust. While serving as first lady of the University of Michigan, she led the effort to establish historical preservation as an important priority of the University, stimulating the creation of the University's History and Traditions' Committee and the position of University Historian and leading the effort to restore and preserve important historical landmarks such as the President's House, the Inglis Highlands Estate, and the Detroit Observatory.

She has authored numerous books that document the University of Michigan and its remarkable history, including two editions of *The University of Michigan: A Seasonal Portrait*, *The University of Michigan College of Engineering: A Photographic History Celebrating 150 Years*, *The University of Michigan: A Photographic Saga*, as well as books on the history of the University's President House and the Inglis Highlands Estate.

In addition, Anne Duderstadt has led the effort to develop novel research tools for those interested in the University's history including:

i) a sophisticated web-based digital model of the historical evolution of the campus:

<http://umhistory.org>

ii) a Faculty History website containing photos and

biographical information on over 20,000 former faculty members of the University (since 1837):

<http://um2017.org/faculty-history/>

iii) a Faculty Memoir website allowing current faculty members to contribute their reflections on the intellectual life of the University:

<http://www.lib.umich.edu/faculty-memoir/>

iv) a web portal research tool that contains a vast and growing archive of digital information concerning the academic programs of the University:

[http://um2017.org/2017\\_Website/Entry\\_Page.html](http://um2017.org/2017_Website/Entry_Page.html)

v) an interactive collection of historical maps and histories of the City of Ann Arbor and the University of Michigan

<http://umhistory.org/history/town-gown/>

A more complete listing of her work can be found both on the Millennium Project website:

<http://milproj.dc.umich.edu>

and in Chapter 5 of this book.

## James J. Duderstadt

Dr. James J. Duderstadt is President Emeritus and University Professor of Science and Engineering at the University of Michigan.

Dr. Duderstadt received a B.Eng. in electrical engineering with highest honors from Yale University in 1964 and a M.S. and Ph.D. in engineering science and physics from the California Institute of Technology in 1967. After a year as an Atomic Energy Commission Postdoctoral Fellow at Caltech, he joined the faculty of the University of Michigan in 1968 in the Department of Nuclear Engineering, rising through the ranks to full professor in 1975. Dr. Duderstadt became Dean of the College of Engineering in 1981 and Provost and Vice President for Academic Affairs in 1986. He was elected President of the University of Michigan in 1988 and served in this role until 1996. He currently holds a university-wide faculty appointment as President Emeritus and University Professor of Science and Engineering, co-chairing the University's program in Science, Technology, and Public Policy and directing the Millennium Project, a research center exploring the impact of over-the-horizon technologies on society.

Dr. Duderstadt's teaching and research interests have spanned a wide range of subjects in science, mathematics, and engineering, including nuclear fission reactors, thermonuclear fusion, high-powered lasers, computer simulation, information technology, and policy development in areas such as energy, education, and science. He has published extensively in these areas, including over 40 books and 200 technical publications.

During his career, Duderstadt has received numerous awards and honorary degrees for his research, teaching, and service activities, including the E. O. Lawrence Award for excellence in nuclear research, the Arthur Holly Compton Prize for outstanding teaching, the President's National Medal of Technology for exemplary service to the nation, and the Vannevar Bush Award for lifelong contributions to the welfare of the Nation through public service activities in science, technology, and public policy. He has been elected to numerous honorific societies including the National Academy of Engineering, the American Academy of Arts and Science, Phi Beta Kappa, and Tau Beta Pi. Of

particular note has been his leadership and success in achieving diversity in higher education and science, as recognized by numerous national awards (e.g., John Hope Franklin Award, Reginald Wilson Award, and Reginald Jones Award).

Dr. Duderstadt has served on or chaired many public and private boards including the National Science Board; numerous committees of the National Academies including the Executive Council of the National Academy of Engineering and chairing its Division of Policy and Global Affairs; the Glion Colloquium (Switzerland); the Nuclear Energy Advisory Committee of the Department of Energy; the Intelligence Science Board; and as a director of business organizations such as Unisys, CMS Energy, the University of Michigan Hospitals, and the Big Ten Athletic Conference,

Dr. Duderstadt continues to serve on numerous national boards and study commissions in areas such as federal science policy, higher education, information technology, energy sciences, and national security as well as a member of the advisory boards of several colleges and universities.



James J. Duderstadt  
Post-Presidency Activities

1996-1997

Sunflower Report  
Michigan Strategy  
Rebuilding the University  
Launch of Media Union  
Michigan Virtual Auto College  
CMS, Unisys

1997-1998

State Technology Strategy  
Committee on Science, Engineering, and Public Policy  
Chair, NRC Federal Science and Technology Study  
GUIRR-NSB Stresses on the Academy  
Stanford National Consortium on Postsecondary Ed  
Glion Colloquium  
University for 21st Century  
Cyber Camp  
President Michigan Virtual Auto College  
National Academy of Engineering Executive Council  
CMS, Unisys

1998-1999

Chair DOE Nuclear Energy Advisory Committee  
Chair, Scholarship in the Digital Age  
Chair, Future of Science and Engineering  
Committee on Science, Engineering, and Public Policy  
Director, UM Oberlin Kalamazoo project  
Yale Advisory Council on IT  
Stanford National Consortium on Postsecondary Ed  
Glion Colloquium  
National Partnership in Science Computing  
Chair, DOE Nuclear Energy Advisory Committee  
Ontario Master Plan  
UM Admission Litigation  
CMS, Unisys

1999-2000

Chair, IT and the Future of the University  
Chair, NRC Federal Science and Technology Study

Chair, DOE Nuclear Energy Advisory Committee  
Committee on Science, Engineering, and Public Policy  
NAE Executive Committee  
Stanford National Consortium on Postsecondary Ed  
Glion Colloquium  
Advisor, Naval Postgraduate School  
UM Admission Litigation  
CMS, Unisys, Diamond Cluster

2000-2001

Chair, DOE Nuclear Energy Advisory Committee  
Chair, IT and the Future of the University  
Chair, NRC Federal Science and Technology Study  
Committee on Science, Engineering, and Public Policy  
Stanford National Consortium on Postsecondary Ed  
Advisory Board, National Center Atmospheric Res  
CMS, Unisys

2001-2002

Chair, DOE Nuclear Energy Advisory Committee  
Chair, IT and the Future of the University  
Chair, NRC Federal Science and Technology Study  
Chair, COSEPUP Scientific Research in the States  
Committee on Science, Engineering, and Public Policy  
Advisory Board, National Center Atmospheric Res  
NSF, Advisory Committee on Education  
CMS, Unisys

2002-2003

Chair, DOE Nuclear Energy Advisory Committee  
Chair, IT and the Future of the University  
Chair, NRC Federal Science and Technology Study  
Chair, COSEPUP Scientific Research in the States  
Committee on Science, Engineering, and Public Policy  
Advisory Board, National Center Atmos Research  
NSF, Advisory Committee on Education  
CMS, Unisys, Diamond Cluster  
NSF Grant: \$110,000 for Nuclear Fission minor

2003-2004

Chair, NRC IT Forum  
Chair, NRC Federal Science and Technology Study

Committee on Science, Engineering, and Public Policy  
 DOE Secretary Committee on Research  
 Chair, NAE Study of Engineering Research  
 Advisory Board, National Center Atmospheric Res  
 UM Chair, STPP Committee  
 UM Chair, Hydrogen Initiatives Commission  
 UM Co-Chair, World University Workshop  
 CMS, Unisys, Diamond Cluster  
 Atlantic Philanthropies Grant (\$890,000 to UM)

2004-2005

Chair, NRC IT Forum  
 Chair, COSEPUP FS&T  
 Chair, NAE Engineering Research  
 Co-Chair V Glion Conference  
 Chair, UM Science, Tech, and Pub Policy Committee  
 Chair, Hydrogen Initiatives Team  
 Chair, UM Phoenix Project Executive Committee  
 Chair, NRC Workshop on OMB Performance Metrics  
 Chair, WASC Accreditation Team  
 Member, Kansas City Project Team  
 Member, Great Lakes Brookings Project  
 Unisys, Diamond Cluster

2005-2006

Chair, NRC IT Forum  
 Chair, COSEPUP FS&T  
 Chair, NAE Engineering Research  
 Chair, Cyberinfrastructure Advisory Committee, NSF  
 Chair, Presidential Search Committee, NAE  
 Member, Spellings Commission, D Ed  
 Member, AGB Task Force on University Presidency  
 Member, UC Task Force on Compensation, Accountability, and Transparencies  
 Chair, STPP Program  
 Chair, Michigan Energy Research Council  
 Member, Tulane University Post-Katrina Planning  
 Member, KC Project Team  
 Member, Great Lakes Brookings Study  
 Member, AAAS Executive Council  
 Funding, Atlantic Philanthropies, IT Leadership (\$890,000)  
 Funding NSF, 21st Century Engineering (\$250,000)  
 Funding, STPP Postdoc, Dow Foundation (\$610,000)

Funding, MilProj, GKCCF (\$42,500)  
 Unisys, Diamond Cluster

2006-2007

Member, Intelligence Science Board  
 Chair, NAE Engineering Research Study  
 Chair, Cyberinfrastructure Advisory Committee, NSF  
 Chair, Presidential Search Committee, NAE  
 Member, Spellings Commission, D Ed  
 Member, AGB Task Force on University Presidency  
 Co-Chair, Glion Colloquium  
 Chair, NRC Review Committee for Keck Futures Program  
 Chair, STPP Program  
 Co-Chair, VI Glion Colloquium  
 Chair, Michigan Energy Research Council  
 Member, Advisory Committee, New Economy Initiative for Michigan  
 Member, Detroit Renaissance Team  
 Member, Executive Council, AAAS  
 Unisys  
 Funding NSF, 21st Century Engineering (\$250,000)  
 Funding, STPP Postdoc, Dow Foundation (\$610,000)

2007-2008

Member, Intelligence Science Board  
 Chair, NAE Engineering Research Study  
 Chair, Cyberinfrastructure Advisory Committee, NSF  
 Chair, NRC Review Committee for Keck Futures Program  
 Chair, Brookings Next Energy Project  
 Member, Spellings Commission, D Ed  
 Member, Evolution of the Research University Project, NRC  
 Member, Red Team to Assess 20 year Strategy for Nuclear Energy Research  
 Member, UC Regents Task Force on Accountability and Transparency  
 Member, Chicago Council study of Regional Economic Development  
 Member, AGB, Miller Center, Public Purpose  
 Member, Advisory Board, UM National Depression Center  
 Unisys

Funding, STPP Postdoc, Dow Foundation (\$610,000)

2008-2009

Member, Intelligence Science Board  
 Co-Chair, VII Glion Colloquium  
 Chair, Brookings Next Energy Project  
 Co-Chair, NSF Roundtable of Global Sustainability  
 Member, Policy and Global Affairs Committee,  
 NRC  
 Co-Director, STPP Program  
 Member, Executive Council, AAAS  
 Member, Chicago Council study of Regional Economic  
 Development  
 Member, UC Regents Task Force on Accountability  
 and Transparency  
 Member, NAE Study of Lifelong Engineering Learning  
 Chair, Study to Assess Economic Progress of  
 Greater Kansas City  
 Member, UM Bicentennial Planning  
 UM Faculty History Project  
 Unisys  
 Funding, STPP Postdoc, Dow Foundation (\$610,000)  
 Funding, Grant from GKCCF (\$72,000)

2009-2010

Member, Intelligence Science Board  
 Chair, Brookings Next Energy Project  
 Co-Chair, NSF Roundtable of Global Sustainability  
 Member, Policy and Global Affairs Committee, NRC  
 Member, Chicago Council study of Regional Economic  
 Development  
 Member, Presidential Search Committee for the  
 University of Khalifa  
 Member, NAE Lifelong Learning Committee  
 Unisys  
 Funding, STPP Postdoc, Dow Foundation (\$610,000)

2010-2011

Chair, Policy and Global Affairs Division, National  
 Research Council  
 Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities

Nonresident Senior Scholar, Brookings Institution  
 Member, President's Project Advisory Committee,  
 Member, President's Project Advisory Committee,  
 Facility for Research on Ion Beams (FRIB)  
 Co-Chair, VIII Glion Colloquium  
 Director, Chicago Council Midwest Master Plan  
 Member, IT Council  
 Member, History and Traditions Committee  
 Co-Director, STPP Program  
 Member, Executive Council, AAAS  
 Unisys  
 Funding, STPP Postdoc, Dow Foundation (\$610,000)  
 Funding, NSF, Glion VIII Colloquium (\$99,000)

2011-2012

Chair, Policy and Global Affairs Division, National  
 Research Council  
 Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities  
 Nonresident Senior Scholar, Brookings Institution  
 Member, President's Project Advisory Committee,  
 Facility for Research on Ion Beams (FRIB)  
 Member, Board of Directors, DOE CASL  
 Chair, Festschrift for Dan Atkins  
 Chair, NSF DLI Conference  
 Chair, Future of the DC  
 Member, IT Council  
 Member, History and Traditions Committee  
 Co-Director, STPP Program  
 Unisys  
 Funding, NSF, Glion VIII Colloquium (\$99,000)  
 Funding, NSF Workshop on DLI (\$89,000)

2012-2013

Chair, Policy and Global Affairs Division, National  
 Research Council  
 Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities  
 Nonresident Senior Scholar, Brookings Institution  
 Member, President's Project Advisory Committee,  
 Facility for Rare Ion Beams, MSU  
 Member, Board of Directors, DOE CASL



Co-Chair, IX Glion Colloquium  
 Chair, Festschrift for Dan Atkins  
 Chair, NSF DLI Conference  
 Member, Review of UT Fracking Study  
 Member, NAE, Educate to Innovate Study  
 Funding, NSF Workshop on DLI (\$89,000)

2013-2014

Chair, Policy and Global Affairs Division, National  
 Research Council  
 Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities  
 Nonresident Senior Scholar, Brookings Institution  
 Member, President's Project Advisory Committee,  
 Facility for Rare Ion Beams, MSU  
 Chair, Board of Directors, DOE CASL  
 Co-Chair, X Glion Colloquium  
 Member, Advisory Committee, National Center for  
 Nuclear Weapons Verification Technology  
 Member, American Academy of Arts & Sciences  
 Committee on National Science Policy  
 Member, UM IT Council

2014-2015

Chair, Policy and Global Affairs Division, National  
 Research Council  
 Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities  
 Nonresident Senior Scholar, Brookings Institution  
 Member, President's Project Advisory Committee,  
 Facility for Rare Ion Beams, MSU  
 Chair, Board of Directors, DOE CASL  
 Co-Chair, XI Glion Colloquium  
 Member, Advisory Committee, National Center for  
 Nuclear Weapons Verification Technology  
 Member, American Academy of Arts & Sciences  
 Committee on National Science Policy

2015-2016

Chair, Policy and Global Affairs Division, National  
 Research Council

Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities  
 Member, President's Project Advisory Committee,  
 Facility for Rare Ion Beams, MSU  
 Chair, Board of Directors, DOE CASL  
 Co-Chair, X Glion Colloquium  
 Member, American Academy of Arts & Sciences  
 Committee on National Science Policy  
 Chair, Phase III of Research University Study (NRC)

2016-2017

Member, National Research Council Governing Board  
 Member, National Academies Study of Research  
 Universities  
 Member, President's Project Advisory Committee,  
 Facility for Rare Ion Beams, MSU  
 Chair, Board of Directors, DOE CASL  
 Co-Chair, XI Glion Colloquium  
 Member, Advisory Committee, National Center for  
 Nuclear Weapons Verification Technology  
 Member, American Academy of Arts & Sciences  
 Committee on National Science Policy  
 Co-Chair, UM Redesign of Science Policy Program  
 Member, Nuclear Engineering Chair Search Comm

### Major Policy Studies

1982-1996 National Science Board (NSF)

1982 University Industry Research NSB  
 1986 Undergraduate S, M, E Education NSB  
 1987 NSF in Polar Regions NSB  
 1988 State of U.S. S&E NSB  
 1989 Foreign Involvement in US Universities NSB  
 1989 Loss of Biological Diversity NSB  
 1992 A Foundation for the 21st Century NSB  
 1993 Desktop to Teraflop NSB  
 1994 State of US S&E NSB  
 1995 K-12 STEM Education  
 1996 US S&E in Changing World NSB  
 1998 Graduate Postdoc Education NSB  
 1998 NSB Strategic Plan  
 2000 NSB History in Highlights  
 2006 NSF 2020 Strategic Plan NSB

## Other NSF Efforts

Nuclear Engineering Minor Study  
Strategic Plan Input for NSF  
ACCI Reports

## National Science Policy

1992 Chair, NSB Study of Future of NSF  
1998 FS&T Committee  
1998 GUIRR-NSB Stresses on the Academy  
1999 Draft Proposal NSF NSB  
2000 FS&T Op Ed  
2002 Triana NASA Study  
2001 Chair, COSEPUP Scientific Research in the States  
2003 Chair, NAE Study of Engineering Research  
2003 DOE Secretary Committee on Research  
2006 Chair, NRC Review Committee for Keck Futures Program  
2009 Member, President's Project Advisory Committee, FRIB  
2010 -2016 Chair, Policy and Global Affairs Division, National Research Council  
2015 AAA&S Science Policy Study

## National Higher Education Policy

1990s Diversity (Michigan Mandate Leadership)  
1994 Chair, NASULGC Federal Relations Committee  
1994 Direct Student Lending Act  
1995 BHEF Study with Red Poling  
1998 President, Michigan Virtual University  
1998 GUIRR-NSB Stresses on the Academy  
1998 University for 21st Century  
1999 Restructuring Intercollegiate Athletics  
1999 Director, UM Oberlin Kalamazoo project  
2000 NASULGC White Paper  
2000 ACE Presidency  
2000 EDARPA Letter  
2001 COSEPUP EARPA  
2005 Fixing the Fragmented University  
2005 Spellings Commission Framing Paper  
2005 Spellings Commission Quality Report  
2005 Member, Spellings Commission, D Ed

2005 Chair, Spellings Quality Subcommittee  
2005 Member, AGB Task Force on State of University Presidency  
2005 Member, UC Task Force on Compensation, Accountability, and Transparencies  
2005 Member, Tulane University Post-Katrina Planning  
2005 Learn Grant Act  
2005 NACME Diversity Talk  
2006 Leadership Imperative AGB  
2006 Spellings Commission Report  
2007 Member, Evolution of the Research University Project, NRC  
2007 Member, AGB, Miller Center, Public Purpose  
2008 Miller AGB Duderstadt Final  
2010 Member, National Academies Study of Research Universities  
2010 Director, Chicago Council HE Master Plan  
2011 New School Conference  
2012 AGB Research Universities Duderstadt  
2012 De Lange Rice Address JJD  
2012 National Academies Research University Report  
2016 National Academies Research University Study, Phase II

## Economic Development

1999 Ontario Master Plan  
2003 Regional Learning Ecologies  
2004 Member, KC Project Team, Time to Get It Right  
2004 Member, Great Lakes Brookings Project  
2005 Chair, Michigan Energy Research Council  
2005 Gathering Storm  
2005 Michigan Roadmap  
2005 Time to Get It Right KC  
2005 Member, Great Lakes Brookings Study  
2006 Member, Advisory Committee, New Economy Initiative for Michigan  
2007 Chair, Brookings Next Energy Project  
2007 Member, Chicago Council study of Regional Economic Development  
2007 Chicago Midwest Media Project  
2007 Michigan Roadmap Redux  
2008 Chair, Study to Assess Economic Progress of

## Greater KC

2009 Kansas City–time-to-get-it-right-Update  
 2010 Brookings Hubs of Innovation  
 2010 Director, Chicago Council HE Master Plan  
 2011 Midwest Master Plan Launch  
 2011 Midwest Master Plan Heartland Paper  
 2014 AAA&S Science and the Economy Study

## Information Technology and Cyberinfrastructure

1999 Chair, Scholarship in the Digital Age  
 2000 Chair, ITFRU  
 2003 Chair, IT Forum  
 2003 Preparing for the Revolution  
 2005 Chair, NSF Cyberinfrastructure Committee  
 2011 Chair, Festschrift for Dan Atkins  
 2011 Chair, NSF DLI Conference  
 2011 Chair, Future of the DC  
 2012 NSF DLI Workshop Description

## Engineering

2003 Chair, NAE Study of Engineering Research  
 2004 21st Century Engineering  
 2005 Engineering Research and America Future  
 2005 PI NSF, Flexner - 21st Century Engineering  
 2007 5XME Workshop  
 2007 Engineering Flexner Report  
 2008 ABET Effort  
 2008 Member, NAE Study of Lifelong Engineering Learning  
 2009 Brookings Energy Report  
 2012 Member, NAE, Educate to Innovate Study

## Energy-General

2003 DOE Secretary Committee on Research  
 2003 DOE-SC SWOT Analysis  
 2003 DOE\_Task\_Force  
 2005 Phoenix Energy Institute  
 2007 Chair, Brookings Next Energy Project  
 2009 Brookings Energy Report  
 2011 Glion VIII Duderstadt Black Swans  
 2012 Member, Review of UT Fracking Study

## Energy-Nuclear

1999 Chair DOE Nuclear Energy Research Advisory Comm  
 2000 DOE Nuclear Energy Strategy  
 2001 Nuclear Engineering Minor Proposal  
 2002 NSF Grant: \$110,000 for Nuclear Fission minor  
 2004 Nuclear Energy France  
 2004 DOE Study of Research Priorities  
 2004 Energy France  
 2009 Member, President's Project Advisory Committee, Facility for Rare Ion Beams, MSU  
 2012 Member, Board of Directors, DOE Coalition for Advance Simulation of Light Water Reactors

## International Issues

1989 UM International Center  
 1992 Tree Tops Strategy for State Support  
 2002 JAPAN Policy Discussions  
 2002 Nagoya Keynote Lecture  
 2003 UM Co-Chair, World University Workshop  
 2005 Canadian Provosts Briefings  
 2007 Salzburg Seminars  
 2008 Co-Chair, NSF Roundtable on Global Sustainability

## Glion Colloquium Topics

1999 Glion I Challenges Facing HE  
 2001 Glion II University Governance  
 2002 Glion III Walls Come Tumbling Down  
 2003 Glion IV Reinventing the University  
 2005 Glion V Universities and Business  
 2007 Glion VI Globalization of HE  
 2009 Glion VII Universities and Innovation  
 2012 Glion VIII Global Sustainability  
 2013 Glion IX Sustainability of Research University Paradigm  
 2015 Glion X University Priorities and Constraints  
 2017 Glion XI Preparing Universities for an Era of Change

## University Advisory Boards

Yale University  
 Callifornia Insstitute of Technology



Franklin Olin College of Engineering  
University of California Regents  
University of California Davis  
State University of New York  
University of Toronto  
Indiana University  
Big Ten Provosts Council