



A Presentation by

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The University of Michigan

## A Michigan Education

**Presidential Societies  
Weekend  
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## **Luncheon Remarks**



## Introduction

Let me begin by welcoming you to this weekend of activities for the Presidential Societies of the University. You have arrived at our campus at a very exciting time—and not just because of the game tomorrow, although it certainly does have our adrenaline flowing, since it will pit the number one team in the nation, Florida State, against the number two team in the nation, the Michigan Wolverines. But I think you will also find intense excitement and ferment across the campus these days. We are changing, debating, and renewing our mission. In particular, Michigan, and indeed much of higher education, is once again focusing its attention on the quality of undergraduate education.

## A Time of Criticism

The commitment of our universities to undergraduate education has come under criticism from the left and the right and the center. One has only to listen to some of the titles on their treatises on the failures of our universities: “The Moral Collapse of the University,” “Tenured Radicals,” “Profscam,” and, of course, “The Closing of the American Mind.” And one need only note a few choice quotes:

“Undergraduate education has been accused of winding down toward mediocrity with a curriculum described as chaotic, a disaster area, or rotten to the core.”

“The language of the academy is revealing. Professors speak of teaching loads and research opportunities, never the reverse.”

“The professors—working steadily and systematically—have destroyed the university as a center of learning and

have desolated higher education, which no longer is higher or much of an education."

Pretty strong stuff!

Some might prefer to respond to these critics with a sense of self-righteous dismissal of any who would question our purposes and privileges. And, of course, there is much with which to disagree, especially the strident attacks of extremists who not only question how well we do our job, but even the very legitimacy of the pursuit of learning itself.

But it would be a mistake to dismiss the critics. Instead, we should listen because they are reminding us of things we need to hear. By questioning our commitment to fundamental academic values and to the education of students, they are giving us an opportunity for important reflection and debate at a critical turning point, when we know that we have to do more to prepare our students for leadership in the new century.

And let's face it. There is a core of truth in the criticism. In the past several decades the balance between teaching and research undoubtedly has shifted. Part of the reason has to do with the professionalization of the faculty and the dominance of the disciplines in determining faculty awards. So, too, the highly competitive faculty market place of the past twenty years has increased the scholarly standards for appointment, tenure, and advancement. This climate helps to tip the scales away from teaching, especially in allowing quantitative measures of research productivity, such as the amount of funding obtained or the number of publications, to overtake more balanced judgments of overall professional quality including teaching.

In addition, in their efforts to respond to many constituent needs and demands, universi-

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ties have broadened their roles far beyond teaching and research to encompass far-reaching service missions such as health care, economic development, and social welfare. Inevitably, this has eroded the attention and resources devoted to the core mission of teaching.

Our increasingly diverse society makes it difficult to reach a consensus about what should be taught and who should teach it. This compounds the increasing specialization of the faculty to undermine the liberal arts core. The enormous expansion of higher education in the 1960s and 1970s undoubtedly has also overloaded the resources of many institutions. The erosion in the quality of primary and secondary education has forced higher education to provide remedial instruction—again at the expense of the core curriculum.

While these and other factors may have distorted the focus of teaching in recent years, let me assure you there is no cause for alarm. Despite the charges of our many critics, I do not believe we need a total overhaul of the universities. To this end, let me first make some general observations concerning the debate over undergraduate education:

### Observation 1: The “Value Added” by an Undergraduate Education

There is plenty of evidence to suggest that we are doing a pretty good job of educating our students, especially in our top research universities. For example, if research seriously compromised teaching, we would expect to see broad evidence of student discontent and failure in such institutions. But the evidence suggests quite the opposite. For example, a recent NSF effort examined matched sets of Scholastic Aptitude Tests and Graduate Record Examination scores for over 500,000 students. This study sought to determine the impact of institutional type on the value added as measured by the difference between the GRE and SAT scores of a

given student, normalizing out other effects such as gender, race, and undergraduate major. The results of these studies may surprise you:

1. The most prominent research universities had the highest average educational quality rating—higher, in fact, than even the most prominent liberal arts colleges.
2. The quality index was correlated with:
  - the amount of sponsored research per faculty member.
  - the size of the institution.
  - the scholarly quality of the faculty.

Further, despite the fact that SAT scores had been declining for the past twenty years, the GRE scores for research universities have been increasing slightly, suggesting that these institutions are taking a somewhat lower quality “input” and producing an even higher quality “output.”

This comparative analysis does not establish that the quality of teaching is better at research universities. But it does suggest the total educational experience, including peer interactions, intellectual environment, and role models tends to produce baccalaureate graduates of equal or better quality than those from institutions where teaching is more heavily stressed.

## Observation 2: Student Success

Another measure is to look at the later career achievements of our students. Here I would note that Michigan for years has led the nation in the number of our undergraduates



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who go on to law school, medical school, and advanced studies in fields such as engineering.

### Observation 3: The Diversity in American Higher Education

Higher education in America is characterized by extraordinary diversity, with over 3,500 institutions, ranging from two-year community colleges to four-year institutions, to comprehensive universities, to the 55 leading universities that are members of the Association of American Universities. When the public suggests that all universities should be primarily teaching institutions, they are ignoring the fact that the vast majority of institutions are already of this type. Indeed, there are fewer than one hundred universities in the United States that have a strong research character. Hence, by suggesting that all institutions should focus primarily on teaching, one is actually advocating that those few research universities like Michigan and Harvard and UC Berkeley should be made indistinguishable from the remaining 3,500.

The evidence from the marketplace suggests that we are doing something right, because research universities continue to be the top choice for students, parents, and employers. Further, an analysis of studies of student attitudes toward their institution by type over the past thirty years that was conducted by the University of California found that those students graduating from research universities had by far the greatest levels of satisfaction with the quality of their undergraduate education.

### Observation 4: The Importance of the Research University

The final caveat here has to do with the importance of these research institutions in our society. Frequently those who criticize research universities for inattention to teaching tend to ignore entirely the importance of the research

conducted by these institutions. This fact is important since over the past century America has chosen to assign to a selected few universities the principal role for the basic research necessary to sustain the strength and prosperity of this nation and the quality of life that we provide to its citizens. Our great research universities have done an astonishing job of transferring their knowledge of science and technology to society-at-large, and they have done so with a fair degree of compassion, integrity, and humility. Many of the most progressive social reforms in the century have originated in research universities, and it is beyond question that the scientific research done under the sheltering arms of research universities has improved, prolonged, enriched, and comforted human life.

## The University College

The critics are vocal about what's wrong. How can we explain what's right about research universities?

The best explanation for our educational success is the way institutions such as Michigan attempt to achieve an optimal blend of quality, breadth, and scale. We do a great many things, involve and benefit a great many people, and attempt to do it all very well. The critical mass of talent, range of knowledge, and infrastructure create extraordinary opportunities for undergraduates. Our programs exploit the creative tension between teaching and research. They capitalize on the incredible energy, resource, and excitement that can only come from faculty working on the cutting edge of knowledge.

This commitment to research means that students learn more than just facts. Indeed, students who are attracted to our institutions can learn facts and content pretty much on their own. Since the knowledge base in many fields doubles every few years, an undergraduate education must be viewed as only a stepping

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stone through a process of life-long learning. Of most lasting value are the broadly applicable skills and wide-ranging perspectives characteristic of a liberal education.

The research university is able to expose students to the world's leading scholars, people who are struggling day-in and day-out creating new knowledge, as well as reinterpreting and transmitting the accumulated wisdom of the past. It is of the greatest importance that students learn methods and principles of inquiry—methods of critical analysis and thought—and these research universities teach very well. In addition, as a public research university committed to service, our students learn values of good citizenship that add an important dimension to undergraduate education.

To be sure, education in these research institutions can be frustrating, even overwhelming at times. It is not right for everyone. But we are convinced that our students may be better prepared for future leadership— thanks to what they learn here. If indeed, a college education is a time of challenge, exploration and discovery, of curiosity and intellectual growth, of learning about one's self, then the research university environment may provide the optimum combination of learning opportunities.

Another very important advantage of large research universities is the exceptional quality, size, and diversity of their student bodies. Our students often learn as much outside the classroom as in it and as much from one another as from the faculty. Sure, our academic programs are tough. They are competitive. But it is also just plain wonderful to bring together such a mass of sheer talent and creativity and watch the intellectual sparks fly. People feel this energy the minute they set foot on the campus.

Our mission and scale support a rich array of intellectual experiences and resources,

conferences, lectures, performances, museums, libraries, and computer infrastructure facilities. We also support an extraordinary range of social and athletic activities and opportunities for study abroad, work/study, internships, and public service. In fact, the campuses of research universities offer the intellectual riches of the world in a microcosm.

But on our campuses education must be an active, not a passive, process. Opportunities are not presented to our students on a silver platter. Students must seek them out. They must learn to make tough choices. This may be difficult at times, but it is also a strong advantage. Through this experience our students develop a high degree of self-reliance and initiative that will serve them well long after they leave us.

## Room for Improvement

Now I don't want to leave you with the impression that an undergraduate education at Michigan or other top research universities is so good that it leaves no room for improvement. Of course not. We know that there are problems, gaps, plenty of room for us to get better. More importantly, we know that we must consider what our students need to know to function in the highly diverse, competitive, global knowledge-based society that is our future. We must meet the challenge of change.

The new century ahead will call for knowledge, skills, and experience very different from those needed by yesterday's America—homogeneous, domestic, industrial, hierarchical. It is the educational needs of our students that must drive our re-examination of undergraduate education. But our efforts to achieve revitalization and renewal of undergraduate education are based on the premise that we should capitalize on our unique strengths as a research university and use them as the foundation on which to build improvements.

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## A Michigan Education

An important example of this effort is provided by the work of the LS&A Committee on the Undergraduate Experience. Faculty, students, and administrators have been working for the past two years to develop a series of proposals intended to place Michigan at the forefront of national efforts to renew undergraduate education. As the committee's report points out, the recipe for a great undergraduate education is surprisingly simple: i) ambitious and inspired students; ii) working with expert and dedicated faculty; iii) in a setting—curricular and physical—that brings out the best in both. The University excels in many of these characteristics:

- a student body of the highest quality, motivated and dedicated to the achievement of a complete educational experience,
- a faculty world-renowned as scholars and teachers in their disciplines,
- a setting that is complex in both its physical layout and its intellectual diversity.

But something is missing. Over the past several decades we have lost the coherence that should characterize a liberal education, the sense that students are a part of a learning community, working together with faculty to extend both their own knowledge as well as the knowledge of our society.

To address this, our College of Literature, Science, and the Arts has invested the efforts of over thirty faculty, fifteen students, and numerous administrators and staff to develop a comprehensive strategy to develop a unique Michigan approach to undergraduate education. Among their first set of recommendations are the following:

1. Rewards for pedagogical achievement:  
To reward those units distinguished by excellence in teaching with additional resources that can be used both to enhance the salaries of faculty and to still further improve undergraduate education.
2. Enhanced evaluation of teaching:  
To implement strong mechanisms for assessing the quality of teaching, including augmented student evaluations that contain comments from graduate students and selected alumni, peer assessment, creation of teams of expert teachers to serve as resources for teaching, the creation of teaching portfolios by faculty, and a program to assess student learning.
3. Unit incentives for the undergraduate effort:  
A more formal and complete evaluation of the performance of units with regard to undergraduate education and an augmented set of unit incentives for the achievement of unit excellence.
4. New preconcentration courses:  
The development of new courses that are freed from the usual stepping-stone prerequisite structure and aimed to provide a general education. Each year a number of faculty would be assigned to the development and implementation of roughly one hundred such courses for first- and second-year students.
5. A Michigan education:  
A set of new liberal arts requirements, including the creation of courses expressly designed for students not planning to concentrate in a

particular discipline. Requirements would include courses in writing, foreign languages, quantitative reasoning, physical sciences, life sciences, literature, thought and meaning, social analysis, historical inquiry, and world culture and arts.

6. A new requirement for quantitative reasoning:  
The old worry over why Johnny can't read has been joined by the more recent worry over why Johnny can't quantify. This must be addressed in the Michigan education.
7. Reach-out counseling:  
A greater linkage of academic programs to student life.
8. A permanent stir:  
To undergird this new effort with an expanded administrative structure. This will require a reorganization of LS&A to gain more concentration in the first two years of the undergraduate experience.

## The Gateway Campus

As students enter the University for their undergraduate experience, they are immediately thrown into the complexity of a large and decentralized learning environment. They do not pass through a self-contained physical environment or a program that introduces them to the resources in the University and to the potential they have to explore the world of ideas and knowledge. Hence, a key priority of the upcoming capital campaign will be a new campus—the Gateway Campus—aimed at enhancing the quality of the first two years of the undergraduate experience.

The Gateway Campus offers an opportunity to create a unique undergraduate facility

that will span the various disciplines of units teaching in it. The Center for Undergraduate Education, to be housed on the Gateway Campus, is meant to break the barrier separating the disciplines and to encourage courses and interaction among students and faculty that will contribute to a student's general education, not to disciplinary specialization. The buildings that house this function will not only facilitate such courses and provide classroom facilities, but they will also emphasize the totality of the undergraduate experience, utilizing classrooms surrounded by study areas, work spaces, and varied programs and services that are both attractive to and needed by young students.

A unique feature of the gateway campus will be its objective of introducing students at the earliest opportunity to the University's rich resources of cultural and physical collections. To this end we intend to relocate the Kelsey Museum of Archaeology and the Museum of Art to a structure that will be the center of the Gateway Campus, thereby exposing students to important collections of cultural artifacts and works of art. These resources, coupled with the collections of the adjacent Museum of Natural History, will provide an intellectual gateway symbolizing for our entering students the wholeness of knowledge. Further, this unique integration of our principal exhibit museums with the focal point of undergraduate education will provide unusual resources to the University and the broader community by virtue of accessible location and design. Hence, the Gateway Campus will serve as not only a set of structures and programs aimed to undergird undergraduate education, but it will also become a vital passageway inviting both students and community members to experience and benefit from the resources of a great teaching and resource university.



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## Some Additional Remarks

The efforts of the Committee on the Undergraduate Experience and similar efforts underway in other schools and colleges at Michigan and at peer institutions are really aimed at a basic ground-up renewal of undergraduate education in the modern research university. From this perspective, it should be realized that we are really engaged in a decade-long process. The important thing, therefore, is to keep the process moving forward. Just as with another strategic effort, the Michigan Mandate, it is clear that the process should be our focus now, with somewhat less concern about just which particular sequence of actions will be chosen. With the appropriate process in place—involving the right people with the necessary degree of commitment—it is amazing how rapidly things get done. Hence, in this spirit, let me suggest several ideas which might stir this process a bit.

Nothing gets a faculty more involved than a debate about curriculum. Hence, an excellent way to draw broad elements of the faculty, both in LS&A and in our other Schools and Colleges, into the fray is to begin by proposing some real blockbuster actions for consideration. For example, we might consider a dramatic reduction in “pyramiding” courses, requiring all concentrations to accept a 25/25/50 model in which concentration requirements (and prerequisites) can occupy only 50 percent of the program, core general education requirements 25 percent, with the remaining 25 percent available for electives for the student to define their particular style of a liberal education. Perhaps we should require that all students master—not merely take courses in—key areas such as quantitative reasoning, probably including calculus, foreign languages, a specific science to upper-class standing, and so on.

While the CUE report was focused on LS&A, it is very important to move at a certain

point to make this discussion University-wide. This would involve not only the perspective of serving students from all undergraduate programs, but also asking faculty from all Schools and Colleges to teach from time to time at the first two years. I believe that most faculty would really enjoy a direct involvement with new students—and would probably do so with appropriate encouragement, even on a volunteer basis! (In my dark past, I actually volunteered for several years to teach freshmen courses as an overload and found it to be a real pleasure.)

One final point, at the risk of sounding like a science/technocrat, let me note that I have become more convinced with each passing day that in twenty or thirty years our undergraduates may well look back and curse us for allowing them to enter the brave, new world of the twenty-first century totally illiterate in science, mathematics, and quantitative reasoning. Like it or not, this form of knowledge is becoming the coin of the realm in all advanced societies. Those who can comprehend and apply it will lead—the rest will follow.

Sorry to be so outspoken about this, but it is clear that most other nations recognize this characteristic of our future and are rapidly restructuring their higher education systems accordingly. America seems increasingly alone in focusing on only “half” of a college education. While taking one course from the physical, life, and mathematical sciences as proposed by CUE is a step forward, it is still far from where we are going to have to end up. I always like to remind folks that over a century ago Harvard required all undergraduates to take 25 percent of their course work in science and mathematics! And, of course, this was not only before the Industrial Revolution, but over a century before the “Age of Knowledge” that our students will face.

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## Conclusion

Well, I have probably gone on too long. Put it down to my enthusiasm and excitement about what we are doing, where we are going. I would remind you that it was almost exactly 150 years ago that Emerson gave his famous address on the nature of an American education to the Phi Beta Kappa society at Harvard in which he noted, "Colleges have their indispensable office to teach elements. But they can only serve us when they aim not to drill but to create; when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth aflame. . ."

I think that sums up Michigan's educational aspirations wonderfully well. I hope I have given you a sense of the educational fires we are igniting in our students here at Michigan.



## **Dinner Address (Finale)**



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## A World Transformed

You have all heard me talk often enough about the themes of change, of our changing population, of globalization, of the age of knowledge that is our future. But this change is more than just talk. Change is transforming our world. Indeed, one might regard continual change as the only true constant of our age.

Who would have predicted several years ago that communism would be rejected around the world, swept away by the winds of freedom and democracy; that the Berlin Wall would crumble; that Germany would be reunified; and that Eastern Europe would break away from the Soviet block to embrace democracy and unite with Western Europe; that the Soviet Union and China, together with most of the other nations of the world would act together to defeat the actions of an aggressive dictator in the Middle East; that the Soviet Union would fly apart from the centrifugal forces of freedom and nationalism; that the share of the domestic automobile market held by U.S. auto companies would drop below 50 percent—or that Bo Schembechler would become president of the Detroit Tigers!

Yet all of these events have actually happened, along with so many other events that have changed our state, our nation, and our world. We live in a time of breathtaking change, at a pace that continues to accelerate even as I speak. The reality is that we have entered the twenty-first century a decade early! The new millennium is here today in 1991, and we must be prepared to face a world of extraordinary change driven by an explosion of knowledge itself—that is by educated people and the ideas they generate.

Yet what remains unchanged in this major transformation, as in the great revolutionary ones that preceded it, is the need for us to learn and understand ourselves and our world,

to draw on the wisdom and humane values of our cultures and traditions, and to apply reason to human affairs. And, of course, this is the job of education—of our universities—especially the University of Michigan.

But the role of the University of Michigan goes beyond this. It is characterized by something beyond education, beyond research, beyond service. The unique character and role of your university, the University of Michigan, can be captured in a single word, the word “leadership.” Leadership through outstanding teaching and research. Leadership through the achievement of our faculty and staff, our students, and—most important of all—leadership through the remarkable achievements of our alumni.

## A Heritage of Leadership

Leadership has been both our University’s heritage, and today it is our destiny. From the beginning, Michigan has been identified with the most progressive forces in American life. In fact, Michigan is perhaps the best realization of the Jeffersonian ideal of a public university, an institution committed to providing, in the words of President Angell, “an uncommon education for the common man.”

This history and tradition are cause for celebration. They give us strength. But we are not leaders because we focus on the past. We are leaders because we keep our eyes fixed firmly on the needs of the future.

## The “Go Blue” Spirit is Alive and Well

That extraordinary energy and vitality that has characterized your University is very much alive today. It is manifested in the series of extraordinary activities and events which characterize this campus day in, day out. Events such as:



- those extraordinary Michigan students who built and raced the Sunrunner solar car to the national championships last year and then went on to finish third in the world in the races in the outback of western Australia;
- the work of Francis Collins and his colleagues blazing a path in the exciting new field of genetic medicine, achieving the discoveries destined to eliminate tragic diseases such as cystic fibrosis and breast cancer from our world;
- the team of Michigan scientists and engineers that built and managed the national research and education network, the principal computer networks managed from Ann Arbor that now link together over four million users throughout the world;
- the scores of Michigan business students now serving in Eastern Europe and the Soviet Union to help those peoples make the transition to a free market economy;
- the faculty of our School of Education who have recently embarked upon a path-breaking teaching certification program aimed at serving those who wish to change careers and move into primary and secondary teaching;
- and, of course, the achievements of our two newest alumni, President and Mrs. George Bush.

Clearly, that "Go-Blue" type spirit is alive and well and stronger than ever.

## Changes in University Financing

Yet, while the spirit of the Maize and Blue is as strong as ever, there are some very important changes in another aspect of the University. When most of you attended the University, state taxes paid 80 percent of the cost of your education. Today the state pays less than 25 percent of the tab for Michigan residents—and, of course, nothing for students from out of state. Indeed, in the past two decades the State of Michigan has fallen from a rank of sixth to thirty-seventh place in the nation in state funding for higher education. And while federal support has increased for research, support for student financial aid has all but disappeared except for the most severely underprivileged. This is the result of the near silent but historic shift of public policy in which education has come to be regarded as just another consumer item, rather than as an essential investment in our country's future.

This has forced us, along with most other public institutions, to rely increasingly on tuition revenue to support our programs. In fact, as many of you know, the University made history two years ago—although not the kind we prefer to make. At that time our tuition revenue exceeded for the first time the level of our state appropriation; we became in a sense the first of the great public universities to become predominantly “privately” financed. Ironically enough, in that same year, again for the first time, federal support exceeded state support; we became the first of the great state universities to become predominantly “federally” financed. More specifically, state support has fallen to the point today where the revenue portfolio for the University's academic programs is now:

- 25 percent state appropriation
- 30 percent tuition and fees
- 30 percent federal support
- 15 percent private support and income on endowment

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In one sense, this is a somewhat better balanced portfolio than the 80 percent, 20 percent tuition and other balance of your times. But unfortunately, it has risen more from the erosion of state support than from growth in other areas.

So, what to do?

What to do?

In this brave new fiscal world, the University has had to face up to some difficult realities. The business-as-usual approach will not do. We will have to compensate, rebalance our resources. We have already begun putting our management house in order. We have been aggressively pursuing very difficult reforms of our "corporate culture," reducing costs and improving quality, productivity, and efficiency; achieving more of a service orientation; and implementing a massive program of "total quality management" throughout the institution. Further, we have restructured our endowment investment strategies with dramatic improvements in return. The leadership team, the processes we have put in place, will keep us "lean and mean" for the long term. In the opinion of many, there is no better structured or deployed university, no stronger university, in America today. Michigan today has a unique vision to contribute to a long-overdue national renaissance. Michigan, more than any other institution, has what it takes to lead the way.

Your key challenge for the 1990s

We believe the coming decade will be a critical turning point, not only for higher education in America but for the University of Michigan in particular. True, we face a period as challenging as any in our history. But paradoxically, these are also the times that present the most extraordinary opportunity for us to renew our mission of leadership and to make critically needed contributions to our state, the nation, and the world. As Alfred Lord Whitehead has

said, "The great ages are unstable ages."

But to play our destined role, to sustain our academic leadership, to renew our academic and service mission, to meet the challenge of a new age, to be faithful stewards of the exceptional trust placed in us, to seize the day, it has become essential that we raise private funding on a scale unprecedented for a public university. We must build up the fourth leg of support, that of private giving, to a level comparable to our other sources of support.

More specifically, we have set the goal for the 1990s of doubling our annual gifts from their present level of \$95 million per year to \$200 million per year by the end of this decade. We furthermore believe we must build our endowment from its present level of \$500 million to a level of \$2 billion by the turn of the century. Ambitious? Perhaps. But it is also clear that we have no choice if we are to sustain the quality and accessibility of this great institution.

## The Campaign for the 1990s

How can we accomplish this? We asked ourselves this question, and we asked you as well. The answer was clear and unanimous: the only way to build the level of excitement and commitment necessary to achieve this goal was to mount the largest fund-raising campaign in the University's history. Indeed, in the history of public higher education! Hence, we have approached the campaign in the typical Michigan spirit—with vision, boldness, and commitment.

Like most campaigns this one will focus on the support of people, facilities, and programs through contributions to expendable funds, endowment, and the support of facilities. But, unlike our earlier campaigns, this will be an all-unit, all-funds campaign, in which all components of the University will participate and benefit, and all contributions to the University

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throughout the campaign will be counted. Over the course of the next several months you will hear a great deal about the campaign and, of course, you will be asked to participate in it.

## Conclusion

The task we have set for ourselves is immense. The academic renewal we envision and the campaign designed to support it are now being set into motion. But never in all of its history has this University or its friends ever shrunk from leadership, whatever the burdens or obstacles.

We must summon the vision and the determination to prepare the people and produce the ideas that will revitalize our national life. We cannot do the job alone. Never have we needed our alumni and friends more than now.

No one knows your loyalty, generosity, and sense of responsibility to your University better than I. I have been privileged to see and experience it firsthand on so many occasions. I have seen your loyalty and caring, your imagination and vision. I have seen you find so many ways to give something back to your University. I have heard you search for ways to provide a legacy for the future.

I believe that today Michigan has unique strengths to contribute to a long-overdue American renaissance. You have what it takes to lead the way. We know where we want to go. We have taken the first steps.

But only with your help and support can we hope to reach our destination. We need each one of you, we need your all-out best effort, and then we need even more. But isn't that always the Michigan way? Each time we have turned to you for help over the years, you have been there. And here you are again today.

## The opportunity for impact

The University achieves its leadership, and its greatness through its people, through their talents and abilities, through their involvement and commitment. The Michigan family extends far beyond those on our campus for the moment: our students, our faculty, and our staff. It includes that army of Maize and Blue: our 370,000 alumni and our countless friends throughout the world. Yes, it is clear that you have been, and will even more continue to be, the most critical factor in achieving and sustaining the greatness of your University.

Your strong support of your University has always been important, but perhaps never more so than today. We will soon ask you once again to join us in a grand challenge, a great adventure: to launch the largest fund-raising campaign in the history of public higher education, a campaign necessary to respond both to the needs and the opportunities before your University. To be sure, this will require commitment and sacrifice. But beyond that it will require extraordinary loyalty to and love of your University. Yet few things we ever do in our lives could make so much difference as the things we do for this University.

This campaign will have an impact on the University at an extraordinary time in the history of our nation and our world—a time when the leadership provided by institutions such as Michigan is needed more than ever before. What you contribute now will literally help give shape and direction to that time. Especially in these challenging times, life offers few sure things, few opportunities to make a difference in the world. But when you invest your time, your hard work, your resources in Michigan, it is a sure thing. Because Michigan is really a very special place. It is one of only a handful of institutions capable of truly changing not only education, but the nation and the world.

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## Conclusion

As we conclude, let me convey my thanks, both personally and on behalf of your University, for joining us these past two days. Let me thank you for your extraordinary generosity and commitment in years past. But let me thank you as well for your willingness to respond to this new challenge for Michigan. More importantly, the many generations who will come after us will have reason to thank you. The future of the University of Michigan is truly in your hands.

