

## **UM Dearborn Comments**

### **The Themes of Change**

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

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

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

But, of course, the themes of pluralism, globalization,  
and knowlege are not themes of tomorrow...  
...these are already themes of today...  
...and they are increasingly dominating  
every aspect of American life.

And in this increasingly pluralistic, knowledge-intensive  
world nation that is America today  
it seems clear that education in general...  
...higher education in particular...  
...and the research university most specifically  
are rapidly becoming the key ingredients determining  
the strength, prosperity, and social-well being  
of our nation.

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

Just think of the challenges  
which cry out for our attention

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

But the greatest need of all is for leadership  
and this is the University of Michigan's  
great contribution to America...  
...through its teaching, research, and service  
...through its graduates and their achievements

Indeed, leadership is both  
our heritage  
and our destiny!

Of course, we continually strive for leadership...  
...in our teaching, our research, our service  
...in the classroom, the laboratory, the  
concert hall...and even on the football field...

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

The winds of change are blowing...  
 and they will bring  
 changes in higher education.

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

Who will determine the new paradigm for the research?  
 university in America?

Who will provide the leadership?

Why not the University of Michigan?

After all, in a very real sense, it was our University  
 that developed the paradigm of the public university  
 capable of responding to the needs of a rapidly  
 changing America of the 19th century...  
 as American expanded to the frontier...  
 as it evolved through the industrial revolution...  
 as it absorbed wave after wave of immigrants  
 a paradigm that still dominates higher education today.  
 In a sense, we have been throughout our history the  
 flagship of public higher education in America.

In a very real sense, it was the University of Michigan  
 which invented the University of the 20th Century.

Perhaps it is time that we once again played that role...  
 re-inventing the nature of the university once again...  
 ...a university capable of educating the citizens  
 and serving the society of not the 20th,  
 but rather the 21st Century.

I believe we must seize this opportunity  
 as we enter the 1990s to determine our own  
 direction in the light of our tradition, our strength,  
 and our values.

The alternative is to passively react to change  
 and to be shaped by the forces around us.

But here we face some major challenges:

Generally, any discussion of the challenges  
 before higher education is peppered with an assortment  
 of "isms"...elitism, professionalism, racism...

These don't seem to me to be especially helpful.  
 In fact, I am dismayed by the labeling and posturing  
 that dominates our recent discourse at a time when  
 we most need clarity, reason, and tolerance.

I prefer to classify the critical  
 challenges which lie before higher education  
 into several different and more useful categories

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

### **Facing Up to the Constraints**

#### **1. The Costs of Excellence**

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

##### **HTS Theorem 1:**

There has never been enough money to satisfy the

legitimate aspirations of a truly enterprising faculty or administration.

**HTS Theorem 2:**

The cost of quality in teaching and research will rise faster than the total resource base of most institutions

We face the challenge of making the transition from the growth era of the 1950s, 1960s, 1970s, characterized by increasing populations, resources, and prestige, to a limited-growth era of the 1980s and beyond.

We know all too well the impact of demographics...

The decline in the number of high school graduates...

The aging of our faculty...and the challenge with educating and recruiting the next generation of the scholars and teachers.

The effort and ability of more and more institutions to compete for the same pool of resources...

State and federal support

Private support

Students

Faculty

Suspicion: The Big Shakeout...

The absence of adequate resources to build and sustain excellence in all institutions, means there will be an inevitable shakeout...

Most institutions may tend toward the mean-- a common level of quality...

However, those few institutions which have the critical mass of excellence...**and** which have the determination and capacity to sustain it, will be able to draw the best from the available resources of students, faculty, and funds and accelerate away from the pack... leaving the remainder of higher education to compete for a declining resource base.

Further, since these institutions will be competing in the same marketplace...for the best students, the best faculty, the same research contracts from Washington, the same grants from foundations and corporations...they will become increasingly similar,

Indeed, the distinctions between public and private education will blur even further.

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

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

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

State appropriation = \$267 M

Tuition and fees = \$269 M

(a "privately supported public university")

Federal R&D Support = \$256 M

(a "federally supported state university")

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

While this "well-balanced" portfolio has certain advantages, such as resilience in the face of political and economic vicissitudes, it also increases dramatically the importance of our ability to interact effectively with a remarkably broad array of constituencies...and this, in itself,

is a very major challenge...

**DEVH Theorem:**

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

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

2. Relationship with Constituencies

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

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

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

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

Patients of our hospitals seek  
quality and compassionate care

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

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

As we become every more dependent on a broad  
range of constituencies, we will face  
increasing pressures to establish our  
relevance and credibility to this array  
of interests while at the same time  
sustaining our fundamental values and purposes...  
Quite a feat!!!

Yet balancing act poses several serious problems:

- i) The diversity--indeed, incompatibility--of the  
values, needs, and expectations of these  
various constituencies who all view higher  
education through quite different lenses  
(Blind men feeling an elephant...)
- ii) The increasing narrowness of the public's support  
for higher education..."What have you done for  
me lately?"
- iii) The tension between such responsiveness  
and the university's role as center of learning  
where all ideas can be freely questioned in  
the light of reason.

3. Corporate Culture

Constants of the Motion

Of course, there are some fundamental aspects  
of the character of this University that we  
must preserve at all costs...physicists would

refer to these as “constants of the motion”  
Our fundamental commitment to excellence in our  
teaching and scholarship  
Our respect for and defense of  
fundamental academic values  
Academic freedom  
Freedom of expression  
Disciplined reason  
Academic integrity  
Then, too, there are some uniquely  
Michigan traditions  
The liberal spirit and activism of  
this University  
Our unique blend of quality,  
breadth, and capacity...  
we thrive on a rich diversity  
of truly outstanding programs  
Our openness and candor

Changes:

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

My personal list includes the following...

*More of a sense of community*

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

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

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

*More respect for pluralism and diversity*

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

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

These are not easy matters we are dealing with.

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

*More of a “customer focus”*

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

It seems clear that we need to re-evaluate  
and intensify our commitment to the  
learning process on this campus...  
...the way we teach...  
...our total environment for learning  
...the nurturing relationship that must  
characterize interactions between  
faculty and students

...and between staff and students

*More daring and venturesomeness*

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

*More of a long term, strategic focus*

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

*More pride in our University*

An unhappy legacy of the 1960s is a tendency  
distrust and denigrate institutions--  
including universities...  
...and including our own University of Michigan.  
This negativism may still be fashionable in  
some circles, but not in any I value.  
Of course the University has flaws and can  
improve.  
But we have much to be thankful for,  
much in which to take pride,  
much to look forward to,  
and every reason for confidence in ourselves,  
each other, and this great institution.

4. Political Issues

External Politics:

Threats to autonomy by both state and federal government

Recent efforts by state government to control

Tuition control

Largely to protect the Golden Calf -- MET

Nonresident tuition levels

Admission standards

Contact hours

Use of teaching assistants

Even curriculum, to some degree

Federal Government

Academic misconduct

Content of research and art

Loan defaults

Tuition and financial aid ("price fixing")

- UBIT
  - Restrictions on publications
  - Even intercollegiate athletics
- Erosion in public confidence in higher education ("Profscam")
  - Spiraling costs of education
  - Scandals in intercollegiate athletic
  - Academic misconduct
  - Balance between research and teaching
  - Elitism, racism, sexism, radicalism, conservatism...indeed, populism!
- Unwillingness to invest in the future
  - Our approach to education...like to so much else in life these days...can be summarized by that T-shirt slogan: "Eat dessert first, life is uncertain"
  - We have become consumers of education, not investors in the future.
  - We see ourselves caring about the future, but we are not preparing for it.
  - ...the "me generation" of the 1960s has grown up into comfortable Yuppiehood...
- Internal Politics:
  - The politics of pluralism
    - It is clear that as we move closer to our goal of reflecting the increasing diversity of the American population among our students, faculty, and staff
  - We run the risk of increasing pressures of separatism and distrust that can arise when people of vastly different backgrounds and cultures come together for the first time to live and work together.
- Fragmentation and the rise of
  - special interest groups in the "multiversity"
  - ...just as they have tended in recent years to dominate American politics

## **The Year Ahead**

### **Shifting Focus**

- Team is in place for internal issues
- Real challenge is relationship with UM to outside
  - State Relations
  - Federal Relations
  - Public Relations
  - Development

### **External Challenges**

- Not all University problems come from the Administration
- We do contribute our full share, I know, but clearly the world beyond our campus is more challenging, complex, and problematic than ever before.
- State Relations
  - Signs of Difficulty...
    - Challenges:
      - Erosion in State support
      - Capital Outlay freeze
      - Dangers to quality of higher education posed by MET
      - Assaults on institutional autonomy
        - Nonresident enrollments
        - Tuition control
        - Curriculum (mandatory courses on racism)
        - Bureaucracy
      - Hostile rhetoric...
        - Higher education is costly, inefficient, duplicative

Relations with State are not as strong as they need to be  
changed environment--more fragmented,  
complex, competitive, and we have  
not adapted as quickly as needed  
In many ways, we have continued to apply  
an approach more suited for the 1950s  
and 1960s to the 1990s...  
It is clear that major changes are necessary to renew  
our compact with the people and leaders of Michigan.

Actions:

- i) Expand Lansing team
- ii) Building and strengthening Presidents' Council
- iii) Alumni efforts (Michigan Advancement Council)
- iv) Community Relations
- v) Media Relations

Federal Relations

Observations:

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

Actions:

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

Public Relations

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

Actions:

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

Development

Writing on the wall:

Private support...whether through  
...annual giving  
...income on endowment  
Of course, we do quite well for a public university  
...\$72 M/y  
...\$450 M endowment ==> \$25 M/y  
But we must do better: By 2000  
...\$150 M/y  
...\$2 B endowment ==> \$100 M/y  
(Note that this would mean that  
State = federal = tuition = private...  
...a remarkably well-balanced portfolio)

Investment Policies

Themes



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

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

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

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

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

Michigan is first and foremost a "UNI" versity.

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

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

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

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

### **Pride**

The University of Michigan is a very special place

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

of over 8 generations of Michigan citizens.

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

Each of us has a responsibility, both as members and as stewards of this remarkable institution, to do our part not simply to preserve it, but to enhance it for future generations.

Whether this is through our efforts to

i) maintain and enhance the quality of our academic programs

ii) or the care we take of the campus environment

iii) or in our efforts to improve the University when necessary

iii) or even to defend the University against those who would wrongly undermine it.

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

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

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

It is our informality, our candor, our willingness to approach our efforts with not only a sense of humility...

...but, more often than not, with sense of humor!

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

...E.g., when we read about  
 public officials trashing the  
 University for political gain  
 ...or as we watch the final seconds  
 tick off the clock in the driving  
 rain in our loss earlier this month  
 to Notre Dame  
 ...or when we read the Opinion Page  
 of the Michigan Daily  
 Sometimes it takes great patience and  
 a very thick skin...but in the end,  
 "lightening up a bit" is one of the  
 most constructive things we can do.

#### **Excitement, optimism**

This past week we hosted on this campus  
 a distinguished group of alumni and friends  
 in the University Seminar series, in  
 which faculty and staff attempt to  
 convey some of the rich intellectual  
 diversity and excitement of this campus.  
 In talking with this group afterwards,  
 they remarked again and again about  
 the extraordinary vitality and  
 excitement on this campus today...  
 ...the sense of great energy, enthusiasm,  
 and purpose.  
 And, of all the experiences of this, my first year,  
 this Go-Blue Michigan spirit is the thing that stands  
 out foremost in my mind.  
 It is our great strength.

#### **Specific Dearborn Challenges**

- 1) Important to recognize that you are in control  
 of your own destiny...there is no master plan  
 for the Dearborn campus over here in Ann Arbor...  
 rather it lies with the faculty, staff, students, and  
 leadership of the Dearborn campus.
- 2) Different from UM-Flint...  
 ...it has a clear mission with respect to Flint  
 ...you serve greater Detroit area...and, in fact, the state
- 3) Also greater challenge  
 ...must identify your "market niche"
- 4) Some strengths  
 ...quality of students  
 ...liberal arts focus  
 ...professional schools in high demand areas  
 (business, engineering, education)  
 ...proximity of Ann Arbor campus  
 ...proximity to City of Detroit  
 ...right across the street from Michigan's strongest  
 company...Ford  
 ...proximity to Metro Airport
- 5) Some weakness  
 ...as yet, no clear vision of mission  
 ...surrounded by educational institutions  
 ...WSU, EMU, Oakland U  
 ...commuter college  
 ...level of state funding
- 6) Some strategic questions:  
 ...What do you want to become?  
 ...What do you believe you can become?  
 ...How do you begin to move in this direction?

- 7) Some tactical questions
- ...In the face of limited state resources, can UMD really achieve quality with its present enrollments?
  - ...Could it play a role as the UM's primary interface with the City of Detroit...being much more responsive to students from the City?