

Case Statement Outline

General approach

- i) Be very upbeat...
- ii) Focus on opportunity and impact rather than needs...
- iii) Present the UM as something very, very special...
- iv) Leadership theme should run throughout this...
- v) The 1990s is the time the University will be taking the steps necessary to position it for the 21st Century...hence very compatible with our themes.
- vi) Case statement should include a "business plan"

Images of Michigan

What is the University of Michigan?

Images run through our minds...

Of course there are the traditional images of any university.

Great faculty challenging and exciting students in the classroom..

Students studying in our many libraries

Scientists toiling away late in the evenings in our laboratories...

...striving to understand the universe

But there are also some very special images...

There is the Michigan of those marvelous Saturday afternoons in the fall as 105,000 fans cram into Michigan stadium to watch the Wolverines...

...or better yet, storming from behind in the second half to beat USC in the Rose Bowl last month!!!

...Remember Leroy Hoard's breakaway 67 yard run that sealed Michigan's exciting come-from-behind victory over USC in the Rose Bowl...or John Kolesar's spectacular catch in the waning seconds of the Ohio State game...

...and who will ever be able to forget Rumeal Robinson stepping to the line in Seattle with 3 seconds left in overtime and calmly sinking two free throws to win the national championship against Seton Hall.

Then there is the Michigan of the Big Chill...

The tradition of student involvement helping to awaken the conscience of a nation...

...What about the sight of over 10,000 students and faculty marching together, arm in arm down S. University to honor the memory of Dr. Martin Luther King, Jr. and to

confirm Michigan's commitment to achieving new levels of understanding, tolerance, and mutual fulfillment for peoples of diverse racial, ethnic, and cultural backgrounds.

Michigan of the arts...

...or Leonard Bernstein celebrating his 70th birthday in Hill Auditorium with the Vienna Philharmonic...
...or the visits of Ella Fitzgerald or Toni Morrison or Kurt Mazur and the Leipzig Gewandhaus Orchestra now performing in the May Festival...

...or the scores of spectacular student productions, plays, concerts, dances, operas, and, of course demonstrations and protests, that have enlivened this campus over the past year.

There is also the caring Michigan as seen by the over 750,000 patients a year who are treated by the UM Medical Center, Or the Michigan as Silicon Valley East, working to build the high-tech infrastructure necessary to create new companies and new jobs...

Or the Michigan which attracts to our state almost a quarter of a billion dollars of federal R&D each year...not to mention many of the world's leading scientists and engineers

And, of course, there is the Michigan as the educator, attempting to provide, an education for Michigan citizens as good as any available in the world... in the words of President Angell, "An uncommon education for the common man"...

It is important to note these different perspectives of the University because all too often we tend to think of these marvelous and complex institutions in one-dimensional images that reflect only our particular interests or needs of the moment...
...when we read about student unrest on our campus...
...or see Michigan lose at the buzzer against Indiana...
...or open the tuition bill for our son or daughter...

It is difficult to see the University of Michigan whole. The enterprise is large and complex. It has so very many schools and colleges, centers and institute, roles and activities, that many people associated with the University

break off small, manageable chunks that relate to their own interests and consider that part of the whole to be "Michigan". This is understandable, but it fails to put the University into its true national and international perspective.

What is Michigan today?

In a sense, this marvelous institution embodies the hopes and dreams, the commitment and stewardship of eight generations of Michigan citizens.

Descriptors

A large, comprehensive, public, research university

There are nearly 3,000 colleges and universities in the United States, yet only a few are equipped to help generate the creative resurgence of our culture and our economy.

The goals of the University are bound closely to those of the society it serves. Perhaps never before has the preservation of this University's excellence been more important to a regional, national, or international agenda.

A serious commitment to scholarship

By any measure, Michigan is known to its peers throughout the world as one of the preeminent universities in teaching, research, and service.

The University of Michigan unquestionably stands among the world's leading institutions of learning and scholarship.

This is true in virtually every way in which quality and reputation can be assessed--the scholarly performance of its faculty and graduate programs in the basic disciplines...the unequaled achievements of its professional schools...the effectiveness of its undergraduate programs...the level of research support and scholarly productivity...and the achievements of its alumni.

Unusual breadth, rich diversity of academic disciplines, professional schools, social and cultural activities...
...our intellectual pluralism...

Heritage of leadership as flagship of public higher education

Unusual degree of participation of faculty and students in University decisions

Indeed, throughout its history, Michigan has been known for a spirit of democracy and tolerance among its students and faculty.

Harper's Weekly (1860):

"The most striking feature of the University is the broad and liberal spirit in which it does its work."

Unusual combination of quality, breadth, and size

Well-balanced resource portfolio (state, federal, tuition, private, auxiliary)

Quality of students, faculty, staff

Unusual ability to control our own destiny

Liberal spirit, activism, progressive vision

Unusual characteristics (athletics, cultural opportunities, size of alumni body...)

Unusual ability to take risks to achieve leadership

Tradition of Leadership

But one characteristic, one theme stands out above all others...

...the theme of leadership

A tradition of Leadership

In the United States today, everyone recognizes that a small subset of institutions has achieved a level of intellectual distinction which sets them apart from the rest. Such universities have certain characteristics in common. They have sustained, through their faculty and students, a commitment to the primacy of academic values, of high intellectual standards, and of the disciplined but unprejudiced pursuit of critical inquiry. They enjoy a recognized tradition of quality which becomes self-generating and encourages new ventures.

These institutions enjoy extraordinary resources, human and material: students, faculty and staff; libraries, laboratories and museums; physical facilities, grounds and buildings -- resources that are not easily created at any one time, but the presence of which leads to the regular expectation that there can and will be still more. They have, in periods of exceptional greatness, benefited from fruitful relationships with larger communities outside the university: in early times with religious organizations and their sense of mission; with blossoming regional cultures, in New England, the Midwest, or

California; with the development of major cities like New York or Chicago; with government, and its programs, objectives, needs and expenditures; with the professions, with businesses and with industries

which have special needs. And, of course, these institutions have attracted outstanding men and women to their institutions, who, as leaders in education as a whole or in various fields of study, have placed their stamp upon the institution in ways that affected major disciplines, and sometimes entire universities, across the land.

The University of Michigan clearly qualifies for inclusion in the group of institutional leaders in higher education. Under Presidents Tappan and Angell, Michigan was among the first American Universities

to adopt the European models of rigorous seminars and advanced scholarship; subsequently, the tradition of high intellectual standards in

the Arts and Sciences has been maintained and strengthened.

Michigan was also among the first universities to develop strong professional schools (the Medical School, for example, had established

its distinction even before the Civil War); in many of the professions, the

University is clearly among the national leaders today. But perhaps most significant of all is the one particular characteristic, often noted, which makes Michigan both distinctive and distinguished: it was the

first public university to match in quality the private institutions which it

exceeded in the diversity and comprehensiveness of its academic mission.

Throughout its history the University has been

viewed as the flagship of public higher education, a leader among public

universities. Its graduates, faculty, and staff have assumed leadership

roles across a broad array of societal endeavors throughout the state, the nation, and the world.

After all, in a very real sense, it was our University

that developed the paradigm of the public university

capable of responding to the needs of a rapidly changing America of the 19th century...

a paradigm that still dominates higher education today.
In a sense, we have been throughout our history the
flagship of public higher education in America.

Michigan's **Heritage** of Leadership

Although Michigan was not the first of the state universities, it was
the

first to free itself of sectarian control and become a true
public institution, governed by the people of the state.

So too, the organic act establishing the Michigan in 1837 was
regarded as

"the most advanced and effective plan for a state
university, a model for all the state institutions of higher
learning which were established subsequently."

From its founding, Michigan was identified with the most
progressive forces in American higher education...

First to blend the classical curriculum with

the German approach stressing
faculty involvement in research and dedicated to
the preparation of future scholars.

First university in the West to pioneer in professional
education, starting the Medical School in 1850,

the Law School in 1859, and engineering courses in 1854

Among the first to introduce instruction in zoology and botany,

modern languages, modern history, American literature,

pharmacy, dentistry, speech, journalism,

teacher education, forestry, bacteriology,

naval architecture, aeronautical engineering,

computer engineering...and even in my

own field, nuclear engineering (with the associated

Michigan Memorial Phoenix Project)

Beyond tradition, however, there are other characteristics

of our University today which position us well for

this role of leadership.

The Function of the Modern University

Academic institutions have traditionally framed their missions

around the trinity of teaching, research, and service. In this spirit,

the

University of Michigan has sought to achieve distinction through the

quality of education provided to its students; through the scholarly

activities of its faculty as they seek to create, refine, preserve, and

disseminate knowledge; and through the service it provides to society through the application of this knowledge.

"The function of the State University--stated Burton-- is to serve the state and through the state to serve the nation and the world."

Service...

To serve...perhaps the most unique theme of higher education in America...

For the bonds between the university and society are particularly strong in this country...

Historically our institutions have been responsible to, shaped by, and drawn their agendas from the communities that founded them...

Perhaps this is nowhere more apparent than in our State of Michigan and with its institutions...

For example, the founding principle of this institution, can be found in those familiar words from the Northwest Ordinance above Angell Hall:

chiseled above Angell Hall:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means

of education shall forever be encouraged."

And perhaps it was appropriate that Michigan

A state with seemingly infinite resources of fur, timber, iron, and copper...

A state with boundless confidence in the future...

Should play such a leadership role in developing the models of higher education which would later serve all of America.

For while the University of Michigan was not the first of the state universities, it nevertheless is commonly regarded as the model of

the true public university, responsible and responsive to the needs of the people who founded and supported it, even as it sought to achieve quality equal to that of the most distinguished private institutions.

So too, our sister institution to the west, Michigan State University, was really the driving force stimulating the Morrill Act and it became

the prototype of the great land grant university that has served America so well...

And our sister institution to the east, Wayne State University, has provided an important model of the urban university, seeking to serve the needs of one of our nation's great cities. The State of Michigan, through these institutions and others which have arisen since, has provided a model of how higher education serves society through the triad mission of teaching, research, and public service.

These institutions grew up with our State...responding to the changing needs and aspirations of its people...

i) First as Michigan tamed the frontier...

ii) Then as it evolved through the industrial revolution into the manufacturing capital of the world...

iii) As the population of our state surged following the war years...

iv) And most recently, as Michigan has sought to strengthen and diversify its economic base.

Yet the strength of our State, its capacity to build and sustain such extraordinary institutions, lies not in looking to the past, but rather in its ability to look to the future...to take the actions and make the investments in the present that would yield prosperity and well-being for its people in the future.

Hence, as I assume the responsibilities of leading the University of Michigan, it seems appropriate that I look ahead... to suggest what some of the themes of our future will be...and how our academic institutions must respond.

Challenges for Today--Opportunities for Tomorrow

Think about it for a moment...

The students we are educating today will spend most of their lives in the next century...they will be citizens of the 21st Century...

Yet we, their educators, are very much products of the 20th Century...

And our institutions, the university of today, is in reality a product of the 19th Century!

It is therefore important to ask whether the university as we know it today is really prepared to educate the citizens and serve the society of the 21st Century?

While it is always dangerous to attempt to predict the future, three themes of 21st Century America seem clear:

- i) the changing nature of the population of our nation
- ii) our growing dependence on the global community
- iii) our shift from a resource-intensive to a knowledge-intensive society

Let me consider each of these themes for a moment...

1. Demographic Change: Diversity and pluralism

America is changing rapidly today...

Our population is aging as the baby boomers enter middle age, and the number of young adults declines.

Indeed, today there are already more people over the age of 65 than teenagers in this nation...and this situation will continue for decades to come.

The United States will simply not be a nation of youth again in our lifetimes

This fact poses a most serious challenge to institutions such as universities which have traditionally served the young.

But there is a far more profound change occurring in the population of our nation.

The United States. is rapidly becoming the most pluralistic, multicultural nation on earth.

Those groups we refer to today as "minorities" will become the majority population of our nation in the century ahead...just as they are today throughout the world.

In this future, the full participation of currently underrepresented minorities will be of increasing concern as we strive to realize our commitment to equity and social justice.

But, in addition, this objective will be the key to the future strength and prosperity of America, since our nation cannot afford to waste the human talent represented by its minority populations, this human potential, cultural richness, and social leadership.

If we do not create a nation that mobilizes the talents of all our citizens, we are destined for a diminished role in the global community, increased social turbulence, and most tragically, we will have failed to fulfill the promise of democracy upon which this nation was founded.

This is probably the most serious challenge facing American society today. While it is true that universities cannot solve this problem alone, we must not use this fact as an

excuse for doing nothing.

Rather we must intensify our efforts to seek full participation of underrepresented minorities among our students, faculty, staff, and leadership.

As both a reflection and leader of society at large, we have a special challenge and responsibility to develop effective models of multicultural, pluralistic communities for our nation.

We must strive to achieve new levels of understanding, tolerance, and mutual fulfillment for peoples of diverse racial and cultural backgrounds.

2. The Internationalization of America

It will be a future in which America will become "internationalized"...

in which every aspect of American life must be viewed from the broader context of participation in the global community...

Whether through travel and communication, the arts and culture, the internationalization of commerce, capital, and labor, we will become increasingly dependent on other nations and other peoples.

Further, as the destination of roughly half the world's immigrants, the United States is rapidly becoming a "world nation"

with strong ethnic ties to every part of the globe.

Understanding cultures other than our own will become necessary not only for personal enrichment and good citizenship, but indeed, necessary for our very survival as a nation.

If our institutions are to serve America in its role as a member of the global community, we must think and act more imaginatively, more aggressively, and more strategically to strengthen our role as truly international centers of learning.

3. The Age of Knowledge

Looking back over history, one can identify certain abrupt changes, discontinuities, in the nature, the very fabric of our civilization...

There are many who contend that our society is once again undergoing such a dramatic shift in fundamental perspective and structure as we enter a new age, an age of knowledge.

The signs are all about us.

Today we are evolving rapidly to a new post-industrial, knowledge-based society, just as a century ago our agrarian society evolved through the Industrial Revolution.

New ideas and concepts are exploding forth at ever increasing rates...

We are increasingly surrounded by radical critiques of fundamental premises and scholarship...

In many fields, the knowledge base is doubling every few years...indeed, in some fields the knowledge taught undergraduates becomes obsolete even before they graduate!

The typical college graduate of today will likely change careers several times during a lifetime...

Hence a college education will only serve as the stepping stone to a process of lifelong education... and the ability to adapt to...indeed, to manage change...will become the most valuable skill of all.

As our society becomes ever more knowledge-intensive, and hence ever more dependent upon educated people and their ideas...

It will become ever more dependent upon our research universities as primary sources of new knowledge and those capable of applying it.

An advanced industrial economy and the welfare of our citizens demand all that education can offer. Both require the vision and leadership of notable research and teaching institutions such as the UofM.

My central theme is that education, broadly defined, will be the key element that determines our strength, our prosperity, our well-being.

Indeed, I am absolutely convinced that the dominant issue of the 1990s--both for this state and for this nation--will become the development of our human resources.

Hence the challenge before higher education is the challenge before America...

And the actions we must take...

...and the investments we must make...

...will clearly determine our capacity to respond to this future...

Importance to Nation and World--the New Paradigm

The winds of change are blowing...
stirring the cauldron of higher education
to create a new model of the university
for the future.

The Need for a New Paradigm

The triad mission of the university as we know it today,
teaching, research, and service...
was shaped by the needs of an America
of the past...

Yet our nation today is changing at an
ever accelerating pace...

Hence, is it not appropriate to question whether our
present concept of the research university,
developed largely to serve a homogeneous,
domestic, industrial society...must also evolve
rapidly if we are to serve the highly pluralistic,
knowledge-intensive, world nation that will be
America of the 21st Century.

Of course, there have been many in recent years who have
suggested that the traditional paradigm of the
public university must evolve to respond to the
challenges that will confront our society in the
years ahead...

But will a gradual evolution of our traditional paradigm
be sufficient...or, will the challenges ahead force a
more dramatic, indeed, revolutionary, shift in
the paradigm of the contemporary research
university...

The Opportunity for Leadership

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

Who will provide the leadership?

Why not the University of Michigan?

After all, in a very real sense, it was our University
that developed the paradigm of the public university
capable of responding to the needs of a rapidly
changing America of the 19th century...
a paradigm that still dominates higher education today.
In a sense, we have been throughout our history the
flagship of public higher education in America.

I believe that today our University is once again in an excellent position to

assume a role of leadership in higher education...

to develop a new model of what the research university must become to serve 21st Century America...

Today, it can be argued that the University faces opportunities matched by few institutions in this nation. Its reputation as the flagship

of public higher education -- indeed, as a "public Ivy" -- has allowed it to

attract a student body and faculty of unprecedented quality.

While the

relative level of state support is not as strong as it once was, the University still benefits from its location in one of the nation's most

prosperous regions. The roughly \$200 million it receives each year in

direct state funding is equivalent to the income from a \$4 billion endowment! Furthermore, in recent years the University has learned to

compete more effectively for federal research support and to attract

strong private support from its alumni, friends, foundations, and industry.

Beyond these human and financial resources, the University has benefited over the years from the almost unique independence it

has been granted by the State of Michigan, an autonomy established

through the original constitutional action which created the institution.

This independence allows the University to set its own goals, to chart its

own course. It has been key in achieving and sustaining Michigan's

leadership among public universities over the years. Indeed, in a

sense, the University enjoys the best of both public and private higher

education: the independence of a private institution to set unusually

high standards for academic achievement, and the strong support of a public institution to allow the achievement of unusual scale and breadth in its activities.

A Call for Action

But if we are to be successful in defining and achieving a mission of leadership in higher education, we will need far more than these characteristics.

To seize the opportunities before us, to meet our responsibilities, the University must respond to several challenges.

It is customary to think first of the challenges posed by external factors, of responding to declining public support or changing demographics.

However we suggest instead that the most important challenges before

the University today are those having to do with what this institution is

and what we wish it to become in the years ahead. We believe these to

be challenges of excellence:

Let me suggest several of the most critical themes:

The Commitment to Quality

Of course, one of the canonical invariants that will allow us to respond to a future of change is an unrelenting commitment to academic excellence and scholarly values.

1. First, we suggest that the University must pick up the pace a bit by intensifying its commitment to excellence. Like it or not, the University competes with other institutions not simply for its reputation, but for outstanding students and faculty and for financial resources from both the public and private sector. To sustain our expectations for achievement, we must maintain

the margin of excellence that sets us apart from others,
that
provides the visibility necessary to attract the human
and
financial resources essential for leadership. Other
institutions
are accelerating rapidly, and Michigan must do likewise
just to
remain ahead of the those closing in behind us.

This will require that we also commit ourselves to focusing
resources to achieve excellence...since in a future
of limited resources, quality must inevitably dominate
the breadth and capacity of our programs.

2. Key to our efforts to achieve excellence will be our
willingness to
take decisive internal actions designed to focus resources
on
areas of particularly high quality and critical
importance. The
time when continually growing state support allowed us
to
place equal emphasis on quality, breadth, and capacity
have
long since passed. We can no longer afford to be all
things to
all people. We must chose carefully those areas in which
we
can be outstanding, and then make the commitments of
resources to achieve excellence. The quality of our
activities
must dominate their breadth and capacity.

3. In focusing our resources to achieve excellence, we must
choose
academic excellence -- education, scholarship, and
research
of the highest quality -- as our highest priority. We are
convinced that achievement in these areas must be the
foundation upon which the distinction of the University
will be
built.

2. Diversity, Pluralism, and Multiculturalism

I have mentioned this theme earlier, but it is so essential that I feel obliged to return to it once again.

It is imperative that the University recognize the importance of racial and cultural diversity and pluralism to achieving our objectives of excellence in teaching, research, and service.

We draw great strength from diversity, from the new intellectual perspectives and richness of diverse cultural expressions and experiences.

We simply will be unable to sustain the distinction of our university in the pluralistic world society that is our future without reflecting this diversity in our intellectual activities and in the people who comprise our campus community.

3. The Challenge of Change

We face a future in which permanence and stability will become of less importance than flexibility and creativity... in which the only certainty will be the presence of continual change...

Just as with other institutions in our society, those universities that will thrive will be those that are capable not only of responding to this future of change...but, indeed, have the capacity to manage and control change.

I believe that it was Burke who said that:

"A state without the means of change is without the means for its preservation"

I believe this is to be true for all institutions in our society ...and for universities in particular.

One can argue that such renewal and change are essential both for the achievement and the sustaining of excellence.

To get better, we must seek a culture in which creativity, initiative, and innovation are valued.

To stay the best, we must achieve a process of continual renewal.

Unfortunately, change can be threatening, particularly when it is imposed by external factors which victimize people

But change and renewal can also empower people;

it can give them control over their destiny
To this end, we must build a secure environment on this campus that
can

sustain change and risk-taking and even failure..
as they say in computers, a "fault-tolerant" environment..
since the safer you can make a situation, the
higher you can raise the challenge.

We believe the University should not simply
respond grudgingly to change and challenge;
it must relish and stimulate and manage a
process of continual change and renewal if
it is to sustain its quality and leadership.

The challenge of change

While it is always hazardous to speculate about
the future, there is yet another theme I can
predict with some certainty..
and that is the challenge of change itself..

We face a future in which permanence and stability
become less important than flexibility and creativity..
in which the only certainty will be the presence of
continual change..

Here we face a particular challenge, since most of us
have been trained to think in terms of change as a
linear, causal, and rational process.

We have been taught that by looking at the past,
we can extrapolate to understand the future.

Yet, perhaps because of my background as a physicist,
I have become increasingly convinced that change in most
complex systems...fields of knowledge...or complex
institutions such as universities...is

- i) highly nonlinear
- ii) frequently discontinuous
- iii) and usually stochastic...random in nature...

Just as with other institutions in our society, those
universities that will thrive will be those that are
capable not only of responding to this future of
change...but, indeed, have the capacity to
relish, stimulate, and manage change.

From this perspective, it may well be that the continual renewal of
the role, mission, values, and goals of our institutions
will become the greatest challenge of all!

To prepare us for such a future of change, I believe our institutions should keep in mind several essential themes...

4.) The Importance of Fundamental Values

While change and renewal will be important themes of your future, they need to be based upon a foundation of fundamental values.

Our values give us direction, meaning, and purpose.

Without these all of our accomplishments count for nothing...
...or indeed, could turn against us.

But with them, we are capable of any greatness as individuals and as a society.

Of course, in institutions such as this University we have focused primarily

on intellectual values...values of the mind....

The seeking of wisdom

Freedom of inquiry

Intellectual integrity

Discipline of the mind

Respect for reasoned conclusions

But there are other values that will be of great importance in your future...

Values of moral character:

Honesty

Integrity

Courage

Tolerance and mutual respect

So too, we must bear in mind those all-important values which characterize civilized societies:

Caring and concern and compassion

Cooperation and civility and sacrifice.

In a future characterized by rapid and unpredictable change...

It seems clear that it will be our fundamental values...

that will hold us together as communities...

that will provide us with the foundation...the

reference point that will allow us to shape and control change.

Comprehensive Themes

Possible Comprehensive Themes:

1. Inventing a university for the 21st Century...

(Stressing innovation, excitement, entrepreneurial culture...
lots of new and exciting things...)

2. Developing a learning environment for a 21st Century university...
(Multicultural communities, culture and arts, teaching focus, facilities, community themes)
3. A new model of undergraduate education in a comprehensive research university (liberal learning, new approaches to learning...)
4. Focus on intellectual activities--scholarship, research, "thinking", centers, institutes, and such...
5. Focus on "service to society"--designing a university to educate the citizens and serve the society of the 21st Century
Focus on social responsibility of university.
Would appeal to enlightened self-interest of potential donors.
Effort to solve social problems represents the intellectual interests of some faculty and students and offers a way to link learning and society.
6. Focus on the development of human capital, rather than our traditional approach of merely attracting or selecting it (students, faculty, staff, women, minorities, outreach)--focus on "value added"
Creating the talent pool for the 21st century...
Address changing demographic profile of America
Issues regarding women and minorities
Multiculturalism
Need to train public servants for the future (Volker)
Preparation of students to work in nonprofit sector of society
7. Leadership theme of 1986-87 mission document
8. Community of Learning
Emphasizes relationships within the community (student-faculty or faculty-faculty) as well as campus links to the external community.
Provide a concept for discussion of undergraduate experience, incorporating ideas such as residential colleges or innovative housing.
9. Renaissance
A dynamic concept of renewal and reinvigoration which speaks to a number of related interests

Implications of new methods of knowledge transfer
Enhanced interconnections across campus and among
campuses
Collaboration among schools and disciplines (e.g., joint
degree programs)
Architectural renewal could be an important aspect of this
theme,
since it would explicitly relate physical needs with
intellectual
rejuvenation.
"Renaissance" could also speak directly to the need for
faculty
renewal and to the idea of rethinking the undergraduate
experience

10. Restructuring the Academy

UM has a tradition of being the first to rethink traditional
organization
of knowledge and disciplines and to create innovative
programs
(e.g., Iowa Center for the Book)
Attempt to capture the excitement of interaction between
professional
schools and LS&A (as reflected in joint degrees) or new
configurations of interdisciplinary work.
Would also reflect the changing multicultural and international
nature
of campus life.

11. Other possible themes

Internationalization
Knowledge transfer
Education as a process or the Educational Continuum
Educational Tertiary Care
Focus on task of renewing the professoriate on a national
(or international) level, thereby helping to create a rich
intellectual life on campus.
Note this might imply a smaller undergraduate program,
but
one in which student-faculty interaction is greatly
increased
University is already engaged in this to a degree (PICAS,
Continuing Legal Education, ISR).

Concrete Fundraising Suggestions

Endowment for tuition

Cost-sharing appeal which would seek donor endowment of student

satipends in return for University's agreement to waive tuition

Desirability of raising discretionary funds (e.g., a POS "Trust Us Trust Fund")

A Faculty Recruitment and Retention Fund

Seek endowments which last only a limited period of time (e.g., 10 years)

Indirect Cost Endowment

Specific Programmatic Goals

Building renovation

Faculty renewal (recruitment and retention fund)

Undergraduate experience

Graduate student funding

Internationalization

Joint degrees

Minorities and women

Public policy

Leadership Theme

Academic institutions have traditionally framed their missions about the trinity of teaching, research, and service.

In this spirit, the University of Michigan has sought to achieve distinction through the quality of education provided to its students; through the scholarly activities of its faculty as they seek to create, refine, preserve, and disseminate knowledge; and through the service it provides to society through the application of this knowledge.

As the University prepares to move into the 21st Century, we propose that it refine this traditional mission by focusing on the development and achievement of leadership, both as an institution and through the personal development of its students, faculty, and staff.

More specifically, we suggest that the University should select as its primary theme the building of leadership for tomorrow on a foundation of academic excellence.

Of course, throughout its history, the University has been viewed as the flagship of public higher education, a leader among public universities. Its graduates, faculty, and staff have assumed leadership roles across a broad array of societal endeavors throughout the state, the nation, and the world.

New Models for New Markets

A truly unique communication environment

A new concept for undergraduate education that might make it more coherent over all our schools and more directly related--in a new way--to our graduate and professional programs.

Use of undergraduates as teachers and/or research assistants

Self-conscious effort to focus on only a part of the liberal arts as areas of distinction (e.g., make little attempt to be "really good" in certain key areas)

A decision to merge all of our health sciences into a single coherent unit

A specific approach that limits our commitment to diversity in the curriculum

An 11 month curriculum for all undergraduates

A true trimester system

Accompanied by reduction in diversity of curriculum

Marketing implications:

Students?

Faculty recruiting?

Teaching loads?

Joint teaching and research programs with other universities and industry

Increased productivity in both education and research

...i.e., we should become more efficient

Elements of the Campaign

Academic...

Social Work

Engineering

Bus Ad

Medicine

Programmatic...

Humanities Institute

Institute for International Studies

Rackham

Cultural

- AAA Museum

- Music

- Art/Architecture

Student Environment

- Tier 2 intercollegiate athletics

- Foreign campuses

- Washington campus

Other major initiatives

- Visiting Scholar program

- Counseling

- Diversity Agenda

The Business Plan

Shifting portfolios...some constraints...

- State appropriation: CPI or less

 - ...and possibility of an economic downturn...

- Federal support: holding our own...but federal budget deficit

 - ...possible sequestering...student financial aid...

Tuition and Fees:

- Nonresident moving up against market limits

- Resident...an incredible bargain...particularly with our financial aid system...but political limitations

- This year...probably in the 8% to 10% range...

 - ...next year...an election year...will be very strong pressures

Auxiliary enterprises:

- Dangers: Hospitals, Intercollegiate Athletics, Housing Hospital...\$4-5 M operating deficit...

 - IC Athletics...\$2 M operating deficit...

- Private Support: \$70 M/y...much better, but still very far from where we need it...

- Endowment: \$375 M...29th in US (5th among publics)

Concerns:

- General: A "business as usual" approach to private fundraising in years ahead will not be sufficient... (e.g., \$450 M over 5 years)

- Calibration: We just finished a campaign in which we raised \$375 M over 5 years...hence our goal is far too modest...

- Alternative: Instead, we should consider mounting a major capital campaign throughout the 1990s!!!

What do we mean by major?

Since we raised \$375 over previous 5 years...

1990-95: \$600 M "cash over the doorstep"

1996-2000: \$1 B

Motivating Factors:

- i) The 1990s is the time the University will be taking the steps necessary to position it for the 21st Century...hence very compatible with our themes.
- ii) Essentially every other institution will be launching a similar campaign during this period and we run the risk of being left behind.
- iii) We will need a "campaign" level of commitment in order to excite our volunteer network.
- iv) We must get private giving AND endowment income to much higher levels.

Real Target:

Recall that next year:

State appropriation = \$250 M

Tuition Revenue = \$250 M

Federal Support = \$250 M

An interesting target: To get the sum of private giving and endowment income to a level comparable to state appropriation (\$250 M/year, in present terms)

Gifts + Endow Inc = \$250 M...

This implies targets:

Annual gifts: \$150 M per year

Endowment: \$2 B...

(in 1990 dollars...)

Countdown:

- i) We have triggered a planning effort that will move us during 1989 down a critical path toward a 1990 launch date.
- ii) Components:
 - Development of Case Statement
 - Determination of Program Elements
 - Assessing fundraising potential and determining targets
 - Development of Strategies

Some Observations:

1. Volunteer Network: We will need a far stronger volunteer network that
we now have...we need folks that will be prepared to "kill for mother Michigan"...
2. Megagifts:
To raise \$1 B, we will need several VERY large gifts...in the \$50 M range...
3. Leadership Commitment:
Needless to say, such an effort will require a great deal of effort on the part of the University leadership...President, deans, AND REGENTS!!!
It may also require alternative development structures...
Note: Unlike private institutions, we do not have a Board of Trustees that can be selected, in part, for their capacity to raise funds.
4. The Campaign must be tightly coordinated with other University outreach activities...state, federal, and community relations; alumni relations; public relations; etc...
5. Case Statement: We will need a truly compelling case statement...
You simply cannot raise \$1 B for the usual wish list (new buildings, faculty chairs, scholarships).
The strategy of the earlier campaign, of simply taking ongoing efforts (football building, cancer center, aerospace building) and adding in some "unrestricted" programs like faculty chairs or financial aid will not work...
Instead, we need new, exciting, and compelling programmatic elements.

Some Key Strategic Issues:

1. Do we have the correct emphasis and structure for such an effort?
 - i) Should there be more central focus on major gifts -- particularly in the \$1 M and up category --, delegating to the units the primary responsibility for ongoing programs such as annual giving or particular projects (not subsumed by the Campaign)
 - ii) Do we need a special gifts office that would separately handle the accounts of the top 100 or so prospects, since this will be key to any successful Campaign
 - iii) If we chose to focus on the top 25,000 or so prospects for the

Campaign, how to we sustain our contact with the rest of our alumni and friends?

iv) Are we better off with major "systems efforts" aimed at further building of the infrastructure for fund-raising...
...or rather "people" focused efforts aimed at substantially increasing the rate of "asks".

2. How do we develop the key themes of the Campaign?

i) E.g., Some Possible Themes:

1. Inventing a university for the 21st Century...
(Stressing innovation, excitement, entrepreneurial culture...
lots of new and exciting things...)
2. Developing a learning environment for a 21st Century university...
(Multicultural communities, culture and arts, teaching focus,
facilities, community themes)
3. A new model of undergraduate education in a comprehensive research university (liberal learning, new approaches to learning...)
4. Focus on intellectual activities--scholarship, research, "thinking", centers, institutes, and such...
5. Focus on "service to society"--designing a university to educate the citizens and serve the society of the 21st Century
6. Focus on the development of human capital, rather than our traditional approach of merely attracting or selecting it (students, faculty, staff, women, minorities, outreach)--focus on "value added"
7. Leadership theme of 1986-87 mission document

ii) How do we handle ongoing projects which do not align directly with the themes we choose?

3. How do we decided where to allocate central resources...
...including the President's time...

4. Do we need a different type of volunteer/leadership structure...
...a quasi "Board of Trustees"?

The role of private support

Thanks to the wisdom of the founding fathers of the University, to the extraordinary support, both public and private, that the University has enjoyed over many years from the people of the state and the nation, and to the outstanding scholarly and professional accomplishments of the faculty, students, and alumni, the University of Michigan has built a reputation as one of the outstanding universities of the nation and the world.

Shifting portfolios...some constraints...

State appropriation: CPI or less

Federal support: holding our own...but federal budget deficit

Tuition and Fees:

Nonresident moving up against market limits

Resident...an incredible bargain...particularly with our financial aid system...but political limitations

Auxiliary enterprises:

Dangers: Hospitals, Intercollegiate Athletics, Housing

Private Support: \$70 M/y

Endowment: \$375 M...29th in US (5th among publics)

An interesting target: To get the sum of private giving and endowment income to a level comparable to state appropriation (\$250 M/year, in present terms)

The Hazards of Predicting the Future

In conclusion, my crystal ball suggests a future of challenge and responsibility, opportunity and excitement...

As the United States becomes a pluralistic world nation, intensely dependent upon knowledge--upon educated people and ideas--and hence intensely dependent upon these marvelous, mysterious, and complex institutions we know as research universities.

How of much of this particular vision of the future will actually come to pass?

Will the themes of pluralism, internationalization, and knowledge really dominate our future...

To be sure, change is not a predictable process..

There is always a hazard to predicting the future...

But then I always remember that old saying

"The best way to predict the future is to invent it!"..

And isn't that, after all, just the role of the University... the job of inventing the future?...

The UM Heritage

And isn't that, after all, also just the heritage of the
University of Michigan

Although Michigan was not the first of the state universities, it was the
first to free itself of sectarian control and become a true
public institution, governed by the people of the state.
From its founding, Michigan was identified with the most
progressive forces in American higher education...

In a very real sense, it was our University
that developed the paradigm of the public university
capable of responding to the needs of a rapidly
changing America of the 19th century...
a paradigm that still dominates higher education today.
In a sense, we have been throughout our history the
flagship of public higher education in America.

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.

The Role of Alumni and Friends

And that is where you come in...

A university achieves greatness through its people...
through their talents and abilities...
their involvement and commitment...

But it is important to recognize that the "community" that
comprises a university extends far beyond its students,
faculty, and staff...

Rather this community extends outward...
beyond our ivy-covered walls to embrace our alumni
and friends...
it also extends backward in time...to include that long
line of maize and blue that have build and sustained
the distinction of this University...

I might even suggest that this community extends into
the future...through those families...many of them already
associated with the University.. that will produce the
students and faculty for this institution in years to come

A key factory in the strength of the University...
active involvement by alumni

Not just for financial support...

although you can expect to hear from us even more frequently

Not just for your efforts in directing outstanding students to Ann Arbor -- many of them your own children or grandchildren...

Not just for influence...

although since Michigan produces leaders, many of alumni have the opportunity to have major impact on UM through their roles as leaders of government or industry

But beyond that, through your active involvement...

to provide to our students a sense of potential, what the future holds in store for them...

for our faculty, since by buying in to what we are trying to do, you provide them with strong evidence of the profound importance of their activities

In a sense, our alumni and friends play the key role in passing the torch...

in passing from one generation to the next the Michigan tradition...the tradition of excellence which we all cherish so deeply.

A Mission for the 21st Century: Leadership

In my roles over the past 20 years, first as a faculty member, then as dean, and most recently as provost, have become increasingly convinced that the University today faces a pivotal moment in its history... a fork in the road...

Taking the path in one direction will, with dedication and commitment, preserve the University as a distinguished-- indeed, a great--university, but only one among many such institutions.

However there is another path...a path that would require great vision and courage in addition to dedication and commitment...in which the University would seek not only to sustain its quality and distinction, but it would seek to achieve leadership as well.

I believe the University could...indeed **should**...

embrace its heritage of leadership in public higher education... that the 1990s and beyond could be a time similar to that extraordinary period in the late 19th century when the University of Michigan was a primary source for much of the innovation and leadership in higher education.

And what more exciting mission could we have than to accept this challenge by striving to develop a new model of the research university capable of responding to the changing needs of our state and our nation...

The challenge of making the University of Michigan the model for the University of the 21st Century.

Alternative Concluding Remarks

I cannot stress strongly enough the importance of active involvement...particularly in the years to come. For we at Michigan believe that the next decade will be a time of extraordinary opportunity, responsibility, and challenge for the University as it prepares to enter the 21st century.

I and my colleagues have met with students, faculty and staff, with alumni and friends throughout the state and the nation, to listen and to learn about their views of how we should chart a course for the University into this future of opportunity, challenge, and responsibility.

We sense the extraordinary quality and excitement "out in the trenches"...among the faculty, staff, and students of this University...individuals deeply committed to teaching, scholarship, and serving this state and the nation...

We began to understand more clearly the very special nature of the University--of the extraordinary intellectual breadth and diversity of teaching and research on the Ann Arbor campus...of the deep commitments of our Flint and Dearborn campuses to serve their regional communities, even as they respond to the needs of the state.

With each passing day we have become more and more convinced that this University is really a very special place...and a very special resource to this state and the nation because of the talents, commitments, and vision of its people.

As I and my colleagues have become ever more deeply involved in this process over the past two years, we have become ever more convinced that the University today faces a pivotal moment in its history...a fork in the road...

Taking the path in one direction will, with dedication and commitment, preserve the University as a distinguished-- indeed, a great--university, but only one among many such institutions.

However there is another path...a path that would require great vision and courage in addition to dedication and commitment...in which the University would seek not only to sustain its quality and distinction, but it would seek to achieve leadership as well.

I believe that the 1990s and beyond can be a time similar to the late 19th century when the University of Michigan was a primary source for much of the innovation and leadership in higher education in this nation.

And what more exciting mission could we have than to accept this challenge by striving to develop a new model of the research university capable of responding to the changing needs of our state and our nation...

The challenge of making the University of Michigan the model for the University of the 21st Century.

Michigan is on the move!

We are committed to strengthening our role of leadership in education, research, and service.

And, of course, the key in accomplishing this will be your continued interest, involvement, and support.

May the force of the maize and blue be with you...