

## **Case Statement Outline**

### **General approach**

Be very upbeat...  
Focus on opportunity and impact rather than needs...  
Leadership theme should run throughout this...  
Present the UM as something very, very special...  
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.

### **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!!!

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

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

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 unequalled 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**

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**

"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.



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?x

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...

#### **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.

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.

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. 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...



### **A Return to Fundamental Values**

Furthermore, while change and renewal will be important themes of our future, they can only occur upon a foundation of fundamental institutional values.

Of course, academic institutions usually focus first on intellectual values...values of the mind....

- The seeking of wisdom
- Freedom of inquiry
- Intellectual integrity
- Discipline of the mind
- Respect for reasoned conclusions

While these are of course essential in any university, there are also other sets of values which we must not ignore:

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 communication and civility

These are the values that pull us together as a community.

In a future characterized by rapid and unpredictable

and unpredictable structures capable of responding to this future are created.

**U + Here we must take care that the ferment and**

and controversy that always surround the birth of new ideas does not tear apart our communities.

and We must recognize that in this future of change, these values of civility will provide the bonds that c

low us to function as a community of scholars,  
dedicated to serving the society that supports us.

**5. The Important "Cs":**

Let me focus a bit on these all-important "c-w□lues"...

Caring and concern and compassion

Cooperation c

d communication and civility

Since these are the values that pull us together as a community.

As the pace of change accelerates and its direction becomes less predictable, forces inevitably develop which tend to pull us apart--which trigger misunderstanding and conflict.

And yet the challenges we will face in the years ahead require us to pull us together as a scholarly community.

It is desperately important that we seek the themes and mechanisms capable of uniting us--and resist those which drive us apart.

This is particularly important in universities...

In these intensely people-dependent institutions

we have long accepted the premise that the key to quality is attracting and retaining the most

outstanding students, faculty, and staff,

providing them with the environment and encouragement to push to the limits of their abilities--and then getting out of their way

However, in striving for a culture

Which stresses excellence and achievement, we also run the risk of losing that sense of collegiality, that sense of a scholarly

**community, that will, in the end, determine**

e

our capacity to!Error!

**A challenge of the modern university is to find in**

our history and tradition those values that unite

us and to renew our commitment to these values in

such a way that they shape our future.

**We must strive**

for a true sense of a)Academic community

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.ead 5Ä, blar on the mos`,enduring`questions!□hat

head 4 - confront us.

**Given that reason, we are convinced that we must  
look for experiences beyond the academic**

ad 3 - A final comment here...

When we think of the university community, we tend  
to think first of students, faculty

and staff.

But, of course/ our community! goes far beyond this. It is a community of families, of spouses, children, and friends...

And I am absolutely convinced that there are 40,000 thousands of members of this extended Michigan family who are every bit as committed to the

University's those

working on our faculty, students, and hundreds of staff--who contribute their energy and talents in

a host of important, yet frequently unrecognized ways.

As we address this challenge of "community-building" in the months ahead, it is essential that we extend our efforts to include these people as well.

### 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
6. Focus on the development of human capital, rather minorities, outreach)--focus on "value added"
7. Leadership theme of 1986-87 mission document. 2 + Leadership Theme

Academic institutions have! Never! Error!

4 - of

its goal is to help, rather Error!

and development of knowledge

and through, to help

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 practices, faculty, and staff have assumed leadership roles across a broad array of societal endeavors through the state, the nation, and the world.

**The role of private support**

8. In the ordinary support, both public and private, that the University has enjoyed over many years from the people of the state, the nation, and to the outstanding support

< - c



**d professional accomplishments of the faculty, students,  
he University of Michigan »as built a  
≥ - reputation as one of the outstanding  
universities of the  
.(ead 3 - 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:

**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)**

#### **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 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**

head 3 - these marvelous, mysterious, and complex institutions

Section 3 - we know as research universities.

How much of this articulated vision of the future will

actually come to pass?

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

advanced - 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  
**and blue that have built and sustained**  
the distinction of this University...  
**extended**

ds into  
the future...through those families...many of them already

.hec 4 - associated with the University.. that work produce the students and!

A key factor 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 educating 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

head 3 - have the opportunity to have major impact on UM through their roles as leaders of government or industry

But beyond that, through your active work

volvement...

.hd d 3 + to provide to our students a sense of potential, wh`t 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 amportance of their activitis

**In a sense, our alumni and fpiends pl`y the key role**

in passing□the torch...

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

**A Mission for the 21st Cenu□ry: 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 pivou□l 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--□

head 3 - indeed, a great-university` but ooly oxe among o□ny such  
`head 3 - institutions.

However there is another path...a path that would  
require great vishon and courage in addition!□o  
dedi□ation and commk□ment...in whhc□ thl Pniversiuô



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hqad 8 - extraordinary perxod in tk! late 19th century when□the□.he`d 3 - Univlrsk□y of,O  
□ha□`n 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

Challenge 3 - this challenge by striving to develop a new model of higher education -

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

head 3 - for the University of the 21st Century.

**Alternative Concluding Remark**

I cannot stress strongly enough the importance

of active involvement

vement...particularly in the years(□o come

For we at Mk□higan believe that the n`xt e□cade  
with be a time of extraordinary opportunk□y,

< - **responsibility, and challenge**

for u□e University as it prepares to enu□r the  
21st century.

**I and my colleagues have meet with students**

faculty and staff, `ith alumni and friends throughout the state  
and the nation, to lisu□n and to learn about their views  
of how we should chart a coupse for the University into  
this future of opportunity, chaolenge, and responsixility.

□ + **We sensl(the extraordk**



ary ualk y`nd

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 begin 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 c

d Dearborn

campuses to serve their regional communities, even as they respond to the needs of the state.

Each day we have become more and more convinced that this University is really a very special place...and a very special resource to and vision of its people.

**As I and my colleagues have become ever more**

in one direction, with dedication and commitment, preserve the University's distinguished history - 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 maize and blue be with you...**

**Importance of Private Support**