

is exponential--in some fields doubling every four or five years.

Equally important is how to keep the door of opportunity open
during the time when the public commitment
to invest in the future through educational excellence
is at an all time low?

Today you will be hearing directly from some of our students
about their experiences at Michigan, their needs and expectations.

And any time our students have the floor
we never fail to be inspired by their talent, insight, and enthusiasm.

Dean Goldenberg will be talking about
our plans for undergraduate education
and the visionary new Gateway campus plan
for which we can credit her leadership.

By the end of the day we will leave you with a better sense
of the issues we are grappling with
the new directions we are charting.

In return, we would like to hear from you about your reactions,
your concerns, your suggestions.

Of course, the Campaign is a fundamental part
of our planning for improvements in undergraduate education
and for continuing to attract the caliber of students
that keep us at the forefront--help set the pace for higher education in America.

But the subject of ug ed goes well beyond
the necessity of increasing financial support .

When we think and debate about curriculum, about pedagogy,
about the knowledge and skills needed for productive life in the 21st century,
it is really a way of talking about and shaping our future as a society.

We are really asking ourselves what kind of society we want to become
what kind of leaders we want to take our place after we are gone.

Because the young people we are teaching today
in just a few years will be leading our society
in politics, commerce, the arts, education--in every walk of life
at least as many alums then as now---350k strong.

The sheer force and scope of change
can at times overwhelm us
understandably, we feel helpless to affect our future

But there is one place where we can be certain
that what we do will make a difference.

When we talk about teaching Michigan students now and in coming years
we are talking about ways we can directly influence the world
of our children and their children.

In 2025-2050 Michigan students of the class of 1995 and after
will be leaders at the peak of their productivity and influence
in every walk of life across America and the glob.
perhaps by then UM will have more branches of the alumni club in outer space.

Not to worry. Our future will be in good hands with the class of 1995.
It is a wonder.

Let me digress and tell you just a bit about them.

This is the largest entering class in our history--4,770 strong.
The number of applications has tripled over the past 15 years.

We have students from every state this year but South Dakota--
(Rick Shaw will have to strap on his snow shoes and make a trip out there
to see what the problem is.)

65% in top 10% of their class
Test scores continue to rank high e.g., XXX

Let me note an interesting point here:

We have more undergraduate students from out of state than the entire undergraduate enrollment of many peers for example, Stanford 6, 000 total vs. UM 5,400 out of state Entire population of Princeton, graduate and undergraduate is about 5k.

As Juniors in high school, Class of '95 reported

935 elected to student offices
850 in student publications
725 in theater
1,979 in varsity athletics, 666 varsity cheer leaders
1,125 performed in school music group, even more had given a public recital
730 had exhibited works of art, 255 had written articles for public press
510 won prize for science work
644 volunteered in hospitals or clinics,
1059 volunteered in community program
846 volunteered in handicap/disadvantaged programs, 524 received awards for community service
2078 held regular part time job
265 started their own businesses.
I think you'll agree.
Quite an impressive group
They are sure to make us proud.

But when we try to imagine the world they will inhabit,

it is easy to see that they will need a special kind of education very different from that required by an industrial, hierarchical homogeneous society.

As you know, we have spent the last two years

considering how to improve undergraduate education adapt it to changing world.

We concluded that an educational revolution isn't what we need at Michigan.

Many principles of the Michigan curriculum and pedagogy

have served us well --
and will continue to serve new generations.

But we do have to revitalize and renew ug ed--

we have to change some things we do perhaps rediscover some things we have lost sight of and be unafraid to change some fundamentals-- to take full advantage of new knowledge and technology to strengthen student learning.

In September I talked a bit about our plans and hopes

for revitalizing the undergraduate experience at Michigan.

I will defer to you and to my student and faculty colleagues

for further discussion of this subject today.

But first, I'd like to comment just a bit about my personal view

of undergraduate education in Michigan's future.

In the next few years, I think Michigan

will come fully into its own in ug ed.

No more apologies or defensiveness about the fact

that we are a large and comprehensive research university when we talk about what we offer to our undergraduate students.

Why? Let me note just a few reasons--

•Because increasingly, our unmatched breadth and depth

of academic and professional fields

will be recognized as the foundation for the best undergraduate learning.
There is already plenty of evidence that we are successful educators of undergraduates.
But our relative advantage will increase.

Michigan is right at the center of most exciting times in the history of knowledge

our faculty on cutting edge of advances that call upon
the combined technology, methods and principles of many disciplines and professions--
global warming, international finance, human genome,
all pull together faculty and students from across the University to focus
on some of the largest and most complex problems--theoretical and practical--
facing life on this planet--the origin of the universe.

Research of this magnitude generates excitement,

attracts the best faculty and students
and now we are finding ways to involve many more undergraduates
in this research.

The research is also generating challenging new curriculum

e.g., global warming course offered for first time next year.

•Vast array of courses and areas of specialization available to undergraduates

and active scholars are constantly bringing the latest advances in knowledge into the classroom

•The size, range of talent and diversity of our student body

is also increasingly understood as a valuable educational asset.

Note: I am convinced that one of the most valuable educational opportunities
for students in last several years was the Sunrunner project--

•Our international leadership in information technology

the infrastructure for our research enterprise,
is supporting some exciting breakthroughs in the effectiveness of our teaching
Coffin, Kleinsmith/Biology, Chemistry
Helping us find new ways to teach the basics
so that faculty can concentrate on higher order learning--critical thinking,
rigorous analysis

•Other infrastructure such as libraries, museums, facilities also contributes

to undergraduate learning

•Our national international reach and connections

will be the base for more international learning
and work experience for undergraduates--
--education enriched by a continual flow of people and ideas

•Our very size and complexity reflect the reality

of the world our students will soon enter
--giving them a major learning advantage.

•A commitment to serve the public interest as a public institution--

which instills a sense of civic responsibility in students and
also affords opportunities for practical experience and problem solving
through student and faculty service activities

•Perhaps most importantly, we have an unwavering commitment

to academic excellence --both an inspiration and anchor for our undergraduates
a standard to aspire to--to do the very best of which you are capable
whether in the classroom, the lab, the stage or concert hall, or the playing field.

As advances in knowledge and technology

give us the tools to tackle large and complex problems,
Michigan's flexibility and breadth and
are creating a powerful new synergy for taking on
some of the largest and most complex problems facing humanity and our planet--
global warming, international finance, the human genome, --
we are opening up boundless possibilities for inquiry that call upon
the knowledge and methods of academic disciplines and professional practice.
We intend to give undergrads much more opportunity
for direct involvement in this pathbreaking research.

The research is also generating new curriculum
--global change course will be offered next year
and this is just the beginning.

•And, of course, graduate students and faculty
are energized by the intellectual excitement being generated
--this is what will continue to attract the best and the brightest to us.

Thanks to our research orientation,
we are rapidly evolving a more collaborative approach
to learning in which students and faculty from a variety of fields and levels
all have an opportunity to participate in to in knowledge.

I don't want to suggest that a Michigan education
will be the best choice for every student in the future.
It won't.
It never has been.

But for those with the ability and drive--with that special Michigan spirit--
the Michigan educational opportunity
will be second to none in the world.

We are determined to lead the way .

Our undergraduate program, particularly in LS&A,
is the very heart of our intellectual culture
it is the fundamental reason for our being.

So there is no subject of greater significance for us to consider.

The plans Dean Goldenberg, Gil Whitaker and their colleagues are making
for undergraduate education are designed to take full advantage of our unique strengths.

We are setting our educational goals high

Academic

Redication --both individual and collective-- to highest standards of academic excellence
Promoting critical thinking and communications skills
In-depth knowledge of a specialized field of inquiry
Broad introduction to the organization, methods and principles of the main fields of knowledge.
Preparation for career
Inculcating a new spirit of liberal lifelong learning
--inculcating the commitment and skills
for self teaching and continuing vocational and general education
Appreciation of the creative and performing arts
Internationalization--study abroad, foreign language proficiency,
knowledge of other peoples and cultures
Science literacy and numeracy

Pedagogy

Increased incentives for leading faculty to teach underclass students
More creative use of technology
Intellectual linkages to the graduate disciplines and professions
engagement in interdisciplinary programs and research projects
More collaborative learning
More internships, in-service learning
More intramural athletics as important teaching opportunity

Leadership/character

commitment to public service ice and volunteerism
responsible citizenship
Spirit of going all out

We won't achieve all our goals for undergaruantes easily or quickly.

But I believe we are on the right path to ultimate success.

I know that we have gotten people's attention--
there is debate, excitement and ferment--and amazing creativity
among faculty, students and administration.

I look forward to hearing your thoughts later today.

There are problems and challenges--

I worry about how we can continue to compete for top students from out of state
I wonder how we can continue to achieve excellence in undergraduate education
when our K-12 system continues to lag so far behind
If society continues to neglect investments in higher ed,
I am concerned about how we can recruit the best and brightest
to the professoriate
Can we withstand the current populist drift to mediocrity and stand fast for quality?
We can't be all things to all people, but how can we sustain our breadth and depth
now that it is becoming such an important intellectual advantage

Concluding Remarks

What is the aim of undergraduate education at Michigan? Is it to prepare our students for a career as doctors, lawyers, engineers, teachers--even investment bankers? Well, we will do our best, but that is not our real mission.

The challenges I have discussed today suggest that the principal focus of an undergraduate education appropriate for the twenty-first century will be the goal of liberal learning, that is, a liberal education as the preparation for a lifetime of learning.

At a meeting not long ago, Dr. Frank Rhodes, President of Cornell, rephrased a passage from the poet Robert Browning "Ah, but a man's reach should exceed his grasp, or what's a heaven for?" to apply to undergraduate education: "Ah, but a student's reach should exceed his grasp, or what's a college for?"

Let me suggest that this great intellectual banquet offered by our research universities should stimulate our undergraduates to reach; but beyond that, it should also give them something on occasion to grasp!

□

What is the role of the comprehensive research university in undergraduate education? Let me borrow the answer from Emerson's Phi Beta Kappa address at Harvard a century and a half ago:

"Colleges have their indispensable office, to teach elements. But they can only serve us when they aim not to drill but to create; when they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth on flame."

And, that is our real purpose. To ignite the intellectual fires within each of our students. With your help we will succeed in stimulating in our undergraduates a spirit of liberal learning, a spirit that will be with them for the rest of their lives --that will help shape our country's future.

Introduce Campaign Update

The first item on our agenda is a report from Ira Harris on the planning he and his fellow co-chairs are doing for the Campaign.
(Jim--I need more on this from Roy and will get it in the morning)

Comments and Discussion (2:00 to 2:45)

Format: JJD will lead comment and discussion without reports from lunch discussion groups.

Windup (2:45 to 3:00)

Format: JJD and GRW will summarize day and leave group with principal questions--ask for written comment as follow up.

I remember concluding our September meeting
by asking for your help
as we headed out to the Stadium for the Notre Dame Game.
Well, with a little help from Coach Moeller and the Team,

you certainly came through for us on that one.
And look how far we've come since then.
A possible Heisman winner on the Team--
someone who's character as well as his play
we can all be proud of.
And if you keep on helping,
I've no doubt we'll win the Roses, too.
After that, I don't know if you've heard
but we have the top ranked freshman basketball classe in the country
so stay tuned...and keep in practice..