

New Faculty Welcome 2.1

Welcome to University

Fall is an exciting time
a time of renewal...
even more exciting for new faculty...
finding a place to live, park,
find out how to get football tickets...
But at least you have warm weather...
This December will mark the 20th year
since my family and I first arrived here from Pasadena.
When we left Pasadena it was sunny and in the high 80s.
However, as we stepped off the plane in Metro into snow
and subzero temperatures, with no warm clothing
and children who had never seen snow, we wondered
whether we have made the right choice.
Two decades of service as a faculty member in
this University is testimony to the fact that we've
become hooked on Michigan. We have found our
warmth through friends and colleagues...indeed
we now feel like native Michiganders!
And we have found this University to be a truly
extraordinary place for teaching, learning, and living...
for scholarship and for service.

Outline discussion

A bit of my view of the University at this time
Implications for new faculty

Some parameters of the University

Of course this can be a very large, complex
and confusing place

University of Michigan = "mega-university"

- i) Spans all intellectual disciplines and
professional areas
- ii) Provides instruction, research, service
- iii) Attempts to conduct programs that rank
among the nation's best in all areas
(and succeeds...)

Parameters:

Enrollment: 35,000 (Ann Arbor) (47,000 total)

Faculty: 2,600 (14,000 employees)

Budget: \$1.3 billion

\$800 million for academic programs
\$225 million from state appropriation
\$255 million from tuition, R&B
\$215 million from sponsored research
\$70 million from gifts

\$600 million from auxiliary activities
Medical Center
Housing
Intercollegiate Athletics

Academic Units

17 Schools and Colleges
Hundreds of research centers, institutes,
and other types of interdisciplinary
programs

Administration

Board of Regents
Executive Officers
Deans and Directors
Chairpersons
Faculty, staff, students
17 Schools and Colleges

Style

- Constitutional autonomy within State
 - Regents are on par with Legislature and Governor...
- Highly decentralized
 - Each academic unit (school or college) has authority over programs, personal, and resources
 - Faculty controls curriculum and research
 - Stress diversity and academic freedom

But this is the present...what about the future

that lies ahead. Here we believe that changes are in store...

We sense that higher education in American

would be facing a period of very unusual challenge... but also opportunity and responsibility...in the years ahead that would trigger...indeed, that would demand... major change--and we intend for Michigan to be in the forefront of the pact, providing leadership into a future quite different from today.

A few themes of the future...

The students we are educating today will spend the majority of their lives in the 21st century...

Yet most of us...and our faculties...are products of the 20th Century...

Furthermore, the structure of the American university as we know it today is a product of the 19th Century-- almost of the industrial revolution. Its organization: ..the academic department, the undergraduate college, the graduate school, the professional school... indeed, even the linear, serial approach to instruction is remarkably similar to the early factory production line!

A serious question:

Is higher education in America backing into the future, so preoccupied with the past and the present that we have been unable to develop a vision to guide the education of the citizens of the 21st Century that now study on our campuses?

Are we really educating for the future...

- A future in which our nation becomes a truly multicultural society, with a cultural, racial, and ethnic diversity that will be truly extraordinary in the history of our civilization...
- A future in which America will become "internationalized"... in which every one of our activities must be viewed from the broader context of interdependence in the global community... as America becomes a "world nation", with ethnic ties to every part of the globe...
- A future in which we rapidly evolve from a resource- and labor-intensive society to a knowledge-intensive society, in which intellectual capital...educated people and their ideas...become the keys to our prosperity, security, and well-being.

Let's explore these themes for a moment to see how they might impact on Michigan in the years ahead...

Theme 1: Diversity and Pluralism

Our nation will face a challenge of diversity and pluralism in the years ahead that will determine our strength and vitality .

Composition of our population is changing rapidly

You've probably all memorized Harold Hodgkinson's data...

Today minorities comprise 14%...by 2000, 22% will be Blacks and Hispanics...by 2020, 30%...
By the turn of this century, one-third of college age students will be underrepresented minorities.
Indeed, by the turn of the century, over 50% of K-12 students will be children of color (in California, over 50% will be Hispanic)
Indeed, by the late 21st Century, Hispanics will be the largest ethnic group in America
Less than 15% of new people entering the labor force of the 1990s will be white males.
NOTE: We must make special efforts to expand participation by these groups...not just because that is good social policy, but because we cannot afford to waste their talents!

There seems little doubt that America of the 21st century will probably be the most pluralistic, multicultural nation on earth...and perhaps in the history of civilization...

On this campus we cherish the remarkable diversity and richness of peoples of different races, cultures, religions, nationalities, and beliefs. time in your lives the remarkable diversity and richness of peoples of different races, cultures, religions, nationalities, and beliefs.

As both a reflection and leader of society at large, we believe the University has a special challenge and responsibility to develop effective models of multicultural, pluralistic communities.

At Michigan we are firmly convinced that the ability of this University to achieve excellence in teaching, research, and service will be determined increasingly by our capacity to achieve and sustain a campus community characterized by its racial, cultural, and ethnic diversity.

We seek to build an environment on this campus which is receptive, supportive, and nurturing for all individuals, regardless of race, creed, national origin, gender, or sexual preference.

Yet the goal of diversity is a challenging one, particularly in the face of the prejudice and ignorance which continue to plague our campus and our society.

The challenge of pluralism and diversity is based on the notion that different races, cultures, and nationalities can peacefully and productively exist side-by-side by celebrating their differences.

Our challenge is not to make one group from many, to blend together all cultures into a homogeneous mixture...but to build from many varying cultural, racial, and ethnic groups a truly multicultural community in which we share those common beliefs and values which bind us together.

All of us--faculty, staff, and students--must recognize that the challenge of diversity is our challenge and our responsibility, and until we recognize and accept this both as individuals and as members of the University community, we are unlikely to achieve our goals.

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A Case Study: The Michigan Mandate

We have learned that at Michigan through the racial tensions that have developed on our campus over the past several years...just as they have on other campuses throughout America.

Unfortunately, it took several deplorable incidents of racism on our campus to wake us up to the reality that the challenge of diversity is not simply successful affirmative action programs... recruiting and retention and such...that is, access.

Our challenge goes far beyond this...in first recognizing that old vision of the campus as a melting pot of cultures and races is obsolete...and must be replaced by a vision of a highly pluralistic, multicultural community in which we achieve new levels of understanding, tolerance, and mutual fulfillment for peoples of highly diverse racial and cultural backgrounds...

In which people learn to respect and cherish one another for their differences...yet, at the same time are drawn together by certain fundamental values that we have in common.

We had to face some tough facts of life:

To make progress toward our goal of diversity, universities must move away from their present reactive, and uncoordinated efforts toward a more strategic approach designed to achieve long-term systemic change.

Efforts that focused only on affirmative action... that is, on access and retention...on representation...rapidly become mired down in bureaucracy and will inevitably fail...

Instead, we must strive to achieve permanent system change in our institutions.

We must link diversity and excellence as the two most compelling goals...recognizing that these goals are not only complementary, but will be tightly linked in the multicultural society characterizing our nation and the world in the years ahead.

In our efforts, we must take the long view that will require both patient and persistent leadership

While progress will require sustained vigilance and effort, it will also require a great deal of help and support.

To succeed, we need a very simple leadership agenda that can be kept clearly focused and before the institution.

At Michigan we have taken the first important steps...

Commitment:

To recognize the importance of diversity and pluralism to the mission of the University, and to make a firm commitment to their achievement.

Representation:

To commit to the recruitment, support, retention, and success of underrepresented minority groups among our students, faculty, staff, and leadership

Environment:

To build on our campus an environment which seeks,

nourishes, and sustains diversity and pluralism.
All of us--faculty, staff, and students--must recognize that the challenge of diversity is our challenge and our responsibility, and only when we recognize and accept this both as individuals and as members of the University community, are we likely to achieve our goals.

Theme 2: The Internationalization of America

Some signs...

Communications, travel, smaller world
Internationalization of commerce and industry...
Security and interdependence...
Nuclear weapons....

The "shrinking globe" phenomenon suggests that understanding cultures other than our own is necessary for good citizenship.

Some facts of life:

70% of goods we produce now must compete against merchandise from abroad
In slightly more than 5 years, US trade deficit has taken us from the world's largest creditor to its largest debtor nation.

US is the destination of about half the world's immigrants
Probably 10 million this decade alone...
One-third of annual population growth is immigration
Indeed, now that native fertility rates have stood since mid-1970s at 1.8 (below replacement level of 2.0), immigration promises to become the main determinant of future population variability

America is evolving into the first true "world nation", shifting rapidly away from Eurocentricity into a society with strong ethnic ties to all parts of the globe--with a growing focus on the nations of the Pacific Rim.

US is no longer self-sufficient or self-sustaining. We are not immune to the shocks of the world society. We have never been more vulnerable.

Among the University's many responsibilities and priorities, where does one rank our responsibility to the world at large, the global village?

The concern for international relations, and commitment to crossing national boundaries in a spirit of inquiry and mission, has by now become so thoroughly institutionalized that Michigan cannot be viewed otherwise than as a genuine international center of learning.

If the UM is to prepare to correctly position itself for an increasingly polycentric world, it must begin to think more imaginatively, more strategically.

Theme 3: The Age of Knowledge

Our traditional industry economy is shifting to a new knowledge-based economy, just as our industrial economy evolved from an agrarian society at the turn of the century.

Industrial production is steadily switching away from material and labor intensive products and processes to knowledge intensive processes:

Our nation's future has probably never been less constrained by the cost of natural resources.

Fundamental transformation underway in economy that is "likely to reshape virtually every product, every service, and every job in United States."

A transition in which..

Intellectual capital--brainpower-- is replacing financial and physical capital as key to our strength, prosperity, and well-being

In all developed countries, "knowledge" workers have already become the center of gravity of the labor force.

As Erich Bloch, Director of the National Science Foundation puts it, we have entered a new age, an "Age of Knowledge in a Global Economy"

It is rapidly becoming apparent that America's great research universities, as the primary sources of new knowledge and those who can apply it, will hold the key to our collective prosperity and well-being in the age of knowledge that is our future.

To provide knowledge:

Contention: While the principal rationale behind much of higher education will continue to be that of providing instruction, the rationale behind America's research universities has shifted to their role as the key sources of the knowledge necessary to build and sustain the strength and prosperity of this nation.

Our universities will face a period of unusual opportunities during the 1990s...a period in which our society will become ever more knowledge-intensive...dependent upon educated people and their ideas...and hence ever more dependent upon research universities.

Theme 4: Intellectual challenges

There are many who would contend that the most significant challenges before higher education today are intellectual in nature.

i) The Knowledge Explosion...

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

Concepts which have shaken apart the classical foundations of knowledge...
the theory of relativity
the uncertainty principle
the molecular foundations of life...
genetic engineering...

Radical critiques of fundamental premises, scholarship, and culture by feminists, minorities, and third world scholars.

Obscure, yet profound, new ways to approach knowledge such as
Deconstructionism
Knowledge Engineering

In many fields, the knowledge base is doubling every few years...

Furthermore, the typical college graduate of today will likely change careers several times during a lifetime...

It will be a future in which permanence and stability are discarded in favor of flexibility and creativity... in which the only certainty will be the presence of continual change...

Hence a college education today 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.

ii) The debate over the balance between

the disciplines and interdisciplinary teaching and scholarship.

It is certainly true that the academic disciplines today tend to dominate the modern university...whether in the areas of curriculum, resource flow,

administration, or rewards.

Some would even contend that this deification of the disciplines may be leading the academy toward intellectual stagnation, trapped in the sterile pursuits of increasingly specialized studies.

There are many who believe that the most exciting work today is occurring not within the disciplines, but at the interfaces between them where there is a collision of ideas that leads to new knowledge.

- ii) The debate over the importance and nature of a liberal education...the importance of moral education...

or "Allen Bloom vs. Bloom County"...

Bloom County

Are our students indeed characterized by the philosophy of "literalism", first stated so succinctly by Opus...

"You're born...

You live...

You go on a some diets...

You die."

Is Allen Bloom correct when he states

that we must return to a classical education... that without a knowledge of the great tradition and philosophy of our civilization, students cannot help to understand the order of nature and their place in it

Others such as Frank Rhodes maintain that the liberal arts today are only a very partial response to the responsibility of the contemporary university and that there is a need to develop a new paradigm of liberal learning through the professions themselves.

The intellectual renewal of the role, mission, values, and goals of the university may be the key challenge before us.

The Need for a New Paradigm

The future will indeed be a time of great challenge... responsibility, and opportunity

Many of us are convinced that American higher education is facing a period of change similar to that which occurred in the latter half of the 19th century when the research university was born in response to the industrial age... when the great land grant universities were created to extend knowledge to all of society...

only to de

A new paradigm:

- i) One that can respond to the opportunities, responsibilities, and challenges before higher education today and in the future.
- ii) One that can address in creative new ways our current and future national and regional needs
- ii) One that can link and balance the various missions it must perform
 - Teaching, research, and service
 - Quality, breadth, and size
 - Undergraduate, graduate, professional education and faculty development
- iii) One that can span the public and private sectors
- iv) One that can link together the many concerns and differing values of the diverse constituencies

served by higher education

- v) One that can respond to the challenge of pluralism in American society and the world community by linking together the complementary objectives of cultural diversity and academic excellence
Seeking out and encouraging those largely excluded from higher education

- vi) Producing graduates who are both competent and committed, creative and compassionate

And, I suppose that leadership is the key theme...for a mission of developing and implementing a new paradigm of the modern research university in America is nothing more nor less than a mission of leadership.

How of much of this vision of the future will

actually come to pass?

To be sure, change is not a predictable process...indeed one of the more interesting discoveries of contemporary physics has been that complex systems generally change in high nonlinear, sometimes discontinuous, and frequently random ways...

Hence there is always a certain 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?...

Some Implications for the University

So what does this imply about the nature of our University in the years ahead?

Let me suggest several of the most critical themes:

1. The Commitment to Quality

The Commitment to Excellence

We must rededicate ourselves to the achievement of excellence.

To be sure, we are already very good in most of what we do.

But we must strive to become even better. After all, it is the continually striving for excellence that sets us apart...

and that provides us with the visibility to attract the human and financial resources, the outstanding students and faculty, and the support from the public and private sectors so essential to sustaining our quality.

Of course, in our efforts to achieve excellence we must avoid arrogance...

We must also commit ourselves to focusing resources to achieve excellence. In years past regular increases in public support allow us to attempt to do a great many things, with a great many people, and to attempt to do them all very well. However in a future of constrained resources we can no longer afford to be all things to all people. Quality must dominate the breadth and capacity of our programs and become our primary objective.

As we focus our resources to achieve excellence, we must keep in mind that our highest priority is academic excellence: outstanding teaching, research, and scholarship. The University of Michigan's reputation will be fundamentally determined by the quality of our activities in scholarship and instruction.

2. Diversity, Pluralism, and Multiculturalism

It is imperative that the University both recognize the importance of diversity and pluralism in its mission...

And make a firm commitment to its achievement:

- i) Through the recruitment, support, retention,

and success of minority students, faculty,
staff -- and leaders

- ii) And through the development of an environment of mutual understanding and sensitivity that not only tolerates diversity, but moreover seeks and embraces it as an essential objective of the institution.

Our ability to achieve
excellence in teaching, scholarship, and
service will be determined over time to
a considerable degree by the diversity and
pluralism of our campus community.
We draw great strength from diversity.

The Michigan Mandate

3. Intellectual Leadership

The challenge of change

The intellectual renewal of the role, mission,
values, and goals of the University is one
of the greatest challenges before us.

After all, leadership means change,
innovation, and venturesomeness

One can argue that such renewal and change
are essential both to 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 forced by external
factors in such a way that it victimizes people

But change and renewal can also empower people;
it can give them control over their destiny

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

If a culture is too conformist, it will drive out those
ideas that might revitalize it; if it is too tolerant,
it will disintegrate by being unable to select a unity to
preserve itself.

"A state without the means of change is without
the means of its preservation." (Burke)

Venturesomeness and Daring

Intellectual leadership...

demands pushing to the forefront of discovery
working on the exponential part of the knowledge
curve

Shift to a change-oriented, risk-taking culture

Relish change!!!

Stress bold, new initiatives...

4. The Important "Cs":

Caring, Community, Cooperation, and Civility

A Sense of Community

A change in style

Academic institutions are profoundly people-dependent

Hence, the key to excellence is attracting and
retaining the outstanding students, faculty, and
staff, and 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, achievement, and excitement...which removes constraints from talented people and encourages them to "go for it"!

Do we also run the risk of losing that sense of collegiality, that sense of a scholarly community attempting to focus its collective wisdom on the great problems of our times?

As we attempt to build stronger and stronger programs in the traditional disciplines, do we also create strong centrifugal forces which tend to pull the various components of the University to the periphery and diminish its core?

It is both a challenge...yet also an important theme of the modern university to search for ways to unite us through shared values and goals this institution.

Hence it is fitting that we seek ways to bring us together

For example, in an intellectual sense through integration of academic disciplines, the professions, and the arts into a more self-confident academic community, a community in which the human mind is brought boldly to bear on the most enduring questions that confront us.

We must seek to integrate the traditional functions of teaching, research, and public service: as integrated activities of an inquiring and responsible community.

But, of course, Michigan is more than students and faculty and staff...

It is a community of families, spouses and friends, children...even pets! And I am absolutely convinced that there are thousands of members of this extended Michigan family who are every bit as committed to the University as those we call faculty or staff -- who contribute their energy and talents in a host of important, yet usually unrecognized and unappreciated ways. It is essential to draw these people to into our community.

For that reason, we are convinced that we must look for experiences beyond the academic process to bring people together...to establish new bonds of friendship and understanding.

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Michigan is a great University because of the richness and diversity of its faculty.

Yet all too frequently the press of our various responsibilities within our disciplines does not provide us with the opportunity to interact as a community... to experience the rich intellectual and cultural diversity that makes Michigan the remarkable place it is!

There is another concern

Michigan is more than students and faculty and staff...

It is a community of families, spouses, children, friends...

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Concluding Remarks

There is no doubt that we will demand a great deal of our students and faculty.

We know you are committed to excellence, in scholarship, in instruction, in service...

You have arrived at Michigan at a time of great opportunity, responsibility, and challenge for our institution.

But there is one more word that I must add to characterize the years ahead... and that word is excitement.

Michigan is going to be a very exciting place in the decade ahead...

We will be able to provide the resources, opportunities, the incentives for the achievement of excellence.

Indeed, I believe that Michigan is the ideal place for building a strong academic career.

It's our job to do everything we can to help you do it. I look forward to meeting and working with each of you in the years to come.

Welcome to the Michigan family!