State of University (10/2/89)

Introduction

First a thank you...
To Faculty Women’s Club and SACUA
for serving as co-sponsors of this event.

A State of University address
is a bit of a dinosaur these days.
After all, there are many forums available for a president to lay out themes and challenges before the University community...
...scholarly symposia...
...pep rallies, satellite broadcasts...
Indeed, perhaps what is really needed is a series of “fireside chats” in which I discuss key questions and issues with faculty and students rather than a single State of University address.
This would allow us to focus our attention once each year on the extraordinary achievements of some of our most distinguished faculty

But, since you paid your money...
rather, you invested your valuable time in attending this evening, I will attempt one last State of the University address before I abandon it for more appropriate forums.

However, rather than an oratory on abstract values of the University,
I’m decided to run the risk of talking only substance this evening...

Setting the Themes

During the past year...
I have given highest priority to three tasks:
i) Most important was to get out and listen and learn what people think about the University and its future
ii) I also gave high priority to getting a leadership team in place
iii) And finally, making an assessment of
our external environment, our strengths and challenges here in Michigan and across the nation.

Listening and Learning
Since I took this assignment over a year ago, I have spent much of my time listening to and learning from you and your colleagues about your vision and expectations for our University. And that is just what I have done during the past year... My meetings with students, faculty, and staff with alumni and friends throughout the state and the nation have taught me a great deal. I have sensed 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 service. I have sensed as well the very special nature of this University--its extraordinary intellectual breadth and diversity--its deep commitment to excellence and leadership.

The Themes of Change
Yet I have also sensed an ever-accelerating pace of change in our society, in our state, in our nation, in our world as it approaches the final decade of the 20th Century. Over the past year I have stressed three themes of the future...three themes of change:

i) the growing pluralism of our society as our minorities become our majority population as new waves of immigrants arrive on our shores, bringing with them unbounded energy, talent, and faith in the American dream as women ascend to their rightful role as leaders of our society.

ii) our evolution into a world nation, ever more tightly coupled to the global community

iii) and our rapid transition to a post-industrial knowledge-based society as we enter a new age, an age of knowledge, in which the key strategic resource has become knowledge itself--
that is, educated people and their ideas.
But, of course, the themes of pluralism, globalization, and knowledge are not themes of tomorrow...
...these are already themes of today...
...and they are increasingly dominating every aspect of American life.
And in this increasingly pluralistic, knowledge-intensive world nation that is America today it seems clear that education in general... higher education in particular... ...and the research university most specifically are rapidly becoming the key ingredients determining the strength, prosperity, and social-well being of our nation.

The Fundamental Goal: Leadership
Just think of the challenges which cry out for our attention
• the plight of our cities, the development of an underclass the polarization of American society
• greenhouse effect and global change
• international competition Pacific Rim or Europe 1992
• health care: cancer, heart disease, AIDS
• new frontiers: outer space or spaceship Earth
But the greatest need of all is for leadership and this is the University of Michigan’s great contribution to America... ...through its teaching, research, and service ...through its graduates and their achievements
Indeed, leadership is both our heritage and our destiny!
Of course, we continually strive for leadership... ...in our teaching, our research, our service ...in the classroom, the laboratory, the concert hall...and even on the football field...
But I believe we have an even more extraordinary opportunity for leadership...
The winds of change are blowing...
and they will bring
changes in higher education.

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

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

Who will provide the leadership?
Why not the University of Michigan?

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

In a sense, we have been throughout our history the
flagship of public higher education in America.

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

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

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

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

But here we face some major challenges:
General, any discussion of the challenges
before higher education is peppered with an assortment of "isms"...elitism, professionalism, racism...

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

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

i) the costs of excellence

ii) our relationship with a myriad of constituencies

iii) what might be termed the “corporate culture” of the University

iv) and those forces of darkness that surround the University...namely politics!

**Facing Up to the Constraints**

1. **The Costs of Excellence**

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

   **HTS Theorem 1:**
   
   There has never been enough money to satisfy the legitimate aspirations of a truly enterprising faculty or administration.

   **HTS Theorem 2:**
   
   The cost of quality in teaching and research will rise faster than the total resource base of most institutions.

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

   We know all too well the impact of demographics...
   
   The decline in the number of high school graduates...
   
   The aging of our faculty...and the challenge with educating and recruiting the next generation of the scholars and teachers.

   The effort and ability of more and more institutions to compete for the same pool of resources...
   
   State and federal support
   
   Private support
   
   Students
Faculty
Suspicion: The Big Shakeout...
The absence of adequate resources to build and sustain excellence in all institutions, means there will be an inevitable shakeout...
Most institutions may tend toward the mean-- a common level of quality...
However, those few institutions which have the critical mass of excellence...and which have the determination and capacity to sustain it, will be able to draw the best from the available resources of students, faculty, and funds and accelerate away from the pack...
leaving the remainder of higher education to compete for a declining resource base.
Further, since these institutions will be competing in the same marketplace...for the best students, the best faculty, the same research contracts from Washington, the same grants from foundations and corporations...they will become increasingly similar,
Indeed, the distinctions between public and private education will blur even further.
Indeed there are already clear signs of this evolutionary trend...and they are clear in our own institution.

A Case Study: Brave, New World
Last month our Regents approved our budget for the year ahead. In that budget,
State appropriation = $267 M
Tuition and fees = $269 M
(a “privately supported public university”)
Federal R&D Support = $256 M
(a “federally supported state university”)
And now if only our Development staff can increase private fund-raising to a similar share of the total...roughly $250 M per year, we should be in pretty good shape...
While this "well-balanced" portfolio has certain advantages, such as resilience in the face of political and economic viscissitudes, it also increases dramatically the importance of our ability to
interact effectively with a remarkably broad array of constituencies...and this, in itself, is a very major challenge...

**DEVH Theorem:**
Over a sufficiently long time span, none of our constraints are rigid. They can be managed or changed. And I can assure you, this is exactly the approach we are taking...

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

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

- Students and parents are concerned both with the quality and the cost of education
- Business and industry seek high quality products...graduates, research, and service
- Patients of our hospitals seek quality and compassionate care
- Federal, state, and local government have complex and varied agendas which can both sustain and constrain us...

And the public itself sometimes seems to have a love-hate relationship with higher education...

- they take pride in our quality, revel in our athletic accomplishments, but they also harbor deep suspicions about our costs, our integrity, and, even our intellectual aspirations and commitments.

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

Yet balancing act poses several serious problems:

i) The diversity--indeed, incompatibility--of the values, needs, and expectations of these various constituencies who all view higher education through quite different lenses (Blind men feeling an elephant...)

ii) The increasing narrowness of the public's support for higher education..."What have you done for me lately?"

iii) The tension between such responsiveness and the university's role as center of learning where all ideas can be freely questioned in the light of reason.

3. Corporate Culture

Constants of the Motion

Of course, there are some fundamental aspects of the character of this University that we must preserve at all costs...physicists would refer to these as "constants of the motion"

Our fundamental commitment to excellence in our teaching and scholarship

Our respect for and defense of fundamental academic values

   Academic freedom
   Freedom of expression
   Disciplined reason
   Academic integrity

Then, too, there are some uniquely Michigan traditions

   The liberal spirit and activism of this University
   Our unique blend of quality, breadth, and capacity...
   we thrive on a rich diversity of truly outstanding programs
Our openness and candor

Changes:

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

My personal list includes the following...

More of a sense of community

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

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

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

More respect for pluralism and diversity

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

It is also clear that we need to work and talk together in the months ahead to more clearly define our goals and values. These are not easy matters we are dealing with.

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

More of a “customer focus”

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

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

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

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

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

4. Political Issues

External Politics:
Threats to autonomy by both state and federal government
Recent efforts by state government to control
Tuition control
  Largely to protect the Golden Calf -- MET
Nonresident tuition levels
Admission standards
Contact hours
Use of teaching assistants
Even curriculum, to some degree

Federal Government
Academic misconduct
Content of research and art
Loan defaults
Tuition and financial aid (“price fixing”)
UBIT
Restrictions on publications
Even intercollegiate athletics

Erosion in public confidence in higher education (“Profscam”)
Spiraling costs of education
Scandals in intercollegiate athletic
Academic misconduct
Balance between research and teaching
Elitism, racism, sexism, radicalism, conservatism...indeed, populism!

Unwillingness to invest in the future
Our approach to education...like to so much else in life these days...can be summarized by that T-shirt slogan:
"Eat dessert first, life is uncertain"

We have become consumers of education,
not investors in the future.
We see ourselves caring about the future, but we are not preparing for it.
...the “me generation” of the 1960s has grown up into comfortable Yuppiehood...

Internal Politics:
The politics of pluralism
It is clear that as we move closer to our goal of reflecting the increasing diversity of the American population among our students, faculty, and staff
We run the risk of increasing pressures of separatism and distrust that can arise when people of vastly different backgrounds and cultures come together for the first time to live and work together.

Fragmentation and the rise of special interest groups in the “multiversity”...just as they have tended in recent years to dominate American politics

Building the Team
I’ve always believed that the achievement of excellence and leadership depends first and foremost upon people.

Hence, my first objective a year ago was to attract people of great ability into key leadership positions, give them the opportunity and encouragement to push to the limits of their ability, and then to get out of their way!

Key Appointments:
EOs:
  Provost: Chuck Vest
  VPCFO: Farris Womack
  UMD Chancellor: Blenda Wilson
  Bo/Jack Team
Deans:
  LS&A: Edie Goldenberg
  Dentistry: Bernie Machen

Key Appointments:
  Communications: Walt Harrison
  Affirmative Action: Zi Giraldo
General Counsel: Elsa Cole
Minority Affairs: John Matlock
University Events: Anita Miller

**New Structures**
- Office of University Events
- Office of University Relations
- Presidential Commission on Women’s Issues

**Task Forces:**
- Quality of Student Life
- Student and Faculty Housing
- Faculty Recruitment and Retirement
- Costs of Higher Education

Campaign Advisory Council
Investment Advisory Council

**Some Remaining Structural Issues**
A structural anomaly...

In this University, the Provost serves as the chief academic officer, with responsibility not simply for all academic programs, but indeed for the entire budget of the University.

Yet key elements of the academic enterprise, namely research and student affairs, are presently structured to bypass the Provost (and, in essence, the academic units themselves) and report directly to the President.

Most universities have concluded that these separate reporting lines really don’t make any sense, since clearly research and scholarship are closely related to teaching and learning, particularly at the graduate level.

...further, one can not...or at least should not...separate the extracurricular activities and environment of our students from their formal learning experience.

and hence most have changed organizations structures to better reflect this close relationship.
I believe that Michigan, too, must reorganize
to better support its academic mission.
To this end, I have asked Provost Vest, working
closely with Interim VP William Kelly and
Dean John D’Arms, to present me with a
plan to realign the activities of the VP-Research
where they belong...with other academic
functions reporting to the Provost
Similarly, I have asked Provost Vest to work
closely with VP Henry Johnson and the Deans
to develop a similar strategy to realign the
reporting relationship of student services
to the Provost to help us improve the
quality of student life outside of the
classroom

Business and Finance
VP Womack has been working closely
with his staff to redesign the organizational
structure of the Business and Finance area
to achieve greater responsiveness and
quality of services.

Over the next several months, these and
other changes will be implemented
as a result of these discussions.

There will also be several changes in
the structures of:
State Relations
Federal Relations
Communications and Public Relations
Community Relations

But more on these in a moment...

Strategic Actions and Early Results

Images of Past Year
In any State of the University address, it seems
appropriate to make some comments on
the year past.
By any measure, it was a very good year for
the University--in the quality of our
teaching and research, in the great achievements
of our faculty, students, and staff.
To attempt to summarize the accomplishments of such a vast, complex, and richly diverse institution in a few short moments is clearly impossible. Just a few brief images will have to suffice:
The excitement of Rackham’s Golden Anniversary in which scholars from around the country came together to discuss the remarkable impact Michigan has had on the intellectual life of this country...
Leonard Bernstein, performing with the Vienna Philharmonic to celebrate his 70th birthday...and then returning to our house hold court with a large group of music students... remenising, playing, singing...
Toni Morrison, holding a packed audience in Rackham spellbound for over two hours while she discussed her deeply moving novels.
And who could ever forget Michigan athletics... from the Rose Bowl victory to an NCAA BasketBall Championship.
Leroy Hoard’s breakaway run to seal the victory against USC in the Rose Bowl.
Or Rumeal Robinson stepping to the line in overtime to sink the freethrows to win the Seton Hall game.
And, of course, who could ever forget the Steve Fisher story...
There was the CBS Morning News, broadcast live from a luxury condo in East Quad!!! (and my interview with Kathleen Sullivan... ...4 minutes to blow a career)
The Alumni Satellite Broadcast, in which Anne hosted alumni clubs in over 50 cities for a reception in the President's House.
The May Festival...a remarkable series of concerts with Kurt Masur and the Leipzig Gewandhaus Orchestra...ending that final night with Jesse Norman signing Strauss's Final Four Songs...and the magical moment of silence as the audience prolonged the spell.
And, of course, Spring Commencement, notable not for the dignified behavior of our students, but rather to the fact that the three extraordinary individuals we honored with honorary degrees this
year all happened to be Michigan graduates. It was truly a remarkable year for the University.

Look first at Themes of Change
But what about more substantive events... particularly those that relate to the themes of change placed before the University...

1) The Michigan Mandate
A year ago, I placed a challenge before the University in the form of a quite personal statement that has become known as the Michigan Mandate.

It was my belief that for Michigan to achieve excellence in teaching and research in the years ahead, for it to serve our state, our nation, and the world...we simply must achieve and sustain a campus community recognized for its racial and ethnic diversity.

Hence I suggested that the University had a mandate not merely to reflect the growing diversity of America in our students, faculty, and staff, but to go beyond that by building a model of a pluralistic, multicultural community for our nation...

A community which values and respects and indeed, draws its intellectual strength from the rich diversity of peoples of different races, cultures, religions, nationalities, and beliefs.

In such an effort to build the multicultural university of the 21st Century, we are attempting to address the most urgent and difficult issue confronting our nation today.

In setting out this challenge before the University, I conveyed as well my growing sense that the traditional approaches of affirmative action and equal opportunity over the years were inadequate to achieve these objectives.

Hence I suggested a quite different approach... To develop a carefully designed strategic plan to achieve fundamental and permanent change of the University necessary to respond to a
changing America and a changing world...
an organic plan that would evolve through continuing
interaction with the University, as we gained experience
and insight into how to improve or expand on it.
Operational Objectives
The initial objectives of this plan were focused
in four areas:
1. Faculty Recruiting and Development
2. Student Recruiting, Achievement, and Outreach
3. Staff Recruiting and Development
4. The Environment for Diversity
We have since broadened this effort to include a
number initiatives aimed at re-energizing the
Women’s Agenda for the University.
Key in this effort was to keep our objectives
Clear and focused
Capable of measurement and evaluation
Capable of expansion and adjustment
Some Results to Date
Faculty Recruiting
In 2 years:
  Total Minority: $32 + 41 = 73$ (+35% to 12%)
  Black: $19 + 21 = 40$ (+52% to 4.5%)
  Hispanic: $2 + 9 = 11$ (+120% to 1.2%)
Probably best in country!!!
What about loses?:
  Mazrui to Schweitzer Chair (leave)
  George Jones to VP&Dean
  Ray Fonseca to Dean
  (Hence, while we regret this, we should
take pride in their accomplishments)
Graduate Enrollments:
But of course, simply recruiting more minority faculty to
Michigan in and of itself does not address the
serious needs for enlarging the pool of candidates.
Here Michigan has really taken great strides through
the efforts of John D’Arms, James Jackson, and
our faculty:
Over two years
  Total Minority: $150 - 192 - 270$ (+80%)
Black:  67 - 86 - 110 (+64%)
Hispanic:  31 - 47 - 71 (+129%)
490 Minority Fellows
(several times largest number at peers)
The profound nature of these statistics become apparent when you realize that Michigan is exceeded only by Howard University in the number of Black PhDs.
Hence, in a very real sense, we have now become national leaders in producing the next generation of minority faculty members.

Enrollments:
Year 1:
Total Minority:  + 15% to 15.4% (4,991)
Black:  + 16% to 6.2% (2,011)
Hispanic:  +22% to 2.5% (824)
NA:  +3% to 0.4% (132)
AA:  +12% to 6.1% (2,024)
Year 2:
Since we will not have accurate information until later in the term, I can only give you rough estimates at this time...
Only weak spot appears to be in our entering freshman class, where we are fighting the same demographic declines characterizing majority students.
Even so, this year we will have the second largest number of minority freshman admissions in our history.
Hence, we are projecting a healthy increase in minority enrollments at all levels.

Special Cases:
Bus Ad:  25% minority, 15% Black (1st in nation)
Medicine:  33% minority, 12% Black
Public Health:  12% Black
Dentistry:  12% Black
Financial Aid:
Minority Financial Aid:
UG: +43.8% to $4.1 million
Grad: +28.3% to $6.8 million

Outreach:
King-Chavez-Parks Program (3,338 participants)
Wade McCree Incentive Scholars program
Detroit Compact
DAPSEP (1,500 Detroit students)
Other cooperative programs with school systems across the state, including Ann Arbor
And, of course, strengthening our relationships with HBCU and Hispanic institutions.

Retention:
While retention numbers are not as good as we would like (60% for Blacks and Hispanics as compared to 70% for majority students), they nevertheless are among the highest among our peers...and moving upwards

Campus Climate
Completion of the 6-point plan
Harassment Policy...back in place
MLK Day: most extensive in nation
Others: Pow Wow, Hispanic Heritage Week, AA Lunar Festival
Divestment of remaining SA stock holdings

Key Appointments:
Director of Admissions
Director of Affirmative Action
Director of CSP
Director of Minority Affairs

Most important of all: a change in attitude
We are beginning to get people’s attention that our commitment to this new agenda is both intense and unwavering...
As more and more students, faculty, staff, alumni, and friends come on board, we can sense the momentum beginning to build...
Note:
It is important to state here once again that in drafting the Michigan Mandate, I certainly did not view myself as Moses returning from the Mountain...
Rather it was intended as a very personal statement of my own views and recommendations on these matters.
We have an old saying in Missouri that to get a mule to move, you first have to hit it over the head with a 2x4 to get its attention.
Well, the Michigan Mandate was my 2x4 -- a challenge to the University community.
And the plan I proposed was simply a roadmap, setting our my personal commitments to an eventual destination for our University.
As more and more students, faculty, and staff have responded to this challenge, the plan has evolved accordingly, to reflect their wisdom, experience, and commitment.
Hence, in this change, my challenge to the University, the Mandate I set before it, has already changed and will continue to change as more and more of you buy into its themes.
What cannot change is my personal determination to lead the University in a direction which serves all members of our society.

2) Globalization of University
To highlight this important area, we focused last spring’s President’s Weekend on the topic.
This past year, John Jackson led an effort to assess our international activities, and his report recommends some important actions designed to bring great coherence, visibility, and priority to these efforts.
In the months ahead, we intend to work closely with faculty across the University to strengthen our commitments to this essential area.

3) Serving an Age of Knowledge
How can one possibly measure the extraordinary intellectual excitement of this place?

One way is through the various conferences, symposia, and seminars held on our campus which attract visitors from throughout the world.

For example, in the weeks ahead, we will be hosting:
- EDUCOM
- AAU Presidents
- Mozartfest
- Rackham: Emerging Concepts of Democracy
- Aerospace 75th

The contributions of so many...

Of course, all of these accomplishments are due to the talents, dedication, and energy of the thousands of students, faculty, and staff who work so hard on behalf of this University both through their normal roles and through countless voluntary efforts.

In this regard, I would like to thank in particular the members of the Senate Assembly and the Executive Committees of the various academic units for the leadership you have provided.

Appreciated as well are the efforts of the thousands of staff members whose dedication and commitment to this University are essential to moving it ahead.

And finally, a thanks to all of those students who aid us in so many ways...
- serving in student government
- community service
- recruiting and mentoring
- even cleaning up the campus
- and demonstrating leadership by accepting responsibility for the quality of student campus life.

The Year Ahead

Shifting Focus

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

External Challenges
Not all University problems come from the Administration
We do contribute our full share, I know, but clearly
the world beyond our campus is more challenging,
complex, and problematic than
ever before.

State Relations
Signs of Difficulty...
Challenges:
  Erosion in State support
  Capital Outlay freeze
  Dangers to quality of higher education posed by MET
  Assaults on institutional autonomy
    Nonresident enrollments
    Tuition control
    Curriculum (mandatory courses on racism)
  Bureaucracy
  Hostile rhetoric...
    Higher education is costly, inefficient, duplicative
Relations with State are not as strong as they need to be
changed environment--more fragmented,
complex, competitive, and we have
not adapted as quickly as needed

In many ways, we have continued to apply
an approach more suited for the 1950s
and 1960s to the 1990s...

It is clear that major changes are necessary to renew
our compact with the people and leaders of Michigan.

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

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

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

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

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

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

Investment Policies

Themes

Diversity and Pluralism, Unity and Community

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

To learn how to resist the great pressures of separatism, fear, and bigotry which push us apart...
...and instead commit themselves to a university...
...indeed, to a nation, committed to working together, to achieve common purposes.

Michigan is first and foremost a “UNI” versity.
Hence we view our challenge as learning how to weave together these dual objectives of diversity and unity in a way that strengthens our fundamental goal of academic excellence and serves our mission and our society.

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

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

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

Pride

The University of Michigan is a very special place
This campus represents the investment...
the sweat and tears...
of over 8 generations of Michigan citizens.

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

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

Whether this is through our efforts to
i) maintain and enhance the quality of our academic programs
ii) or the care we take of the campus environment
iii) or in our efforts to improve the University when necessary
iii) or even to defend the University against those who would wrongly undermine it.

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

**Humility and Humor...**

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

It is our informality, our candor, our willingness to approach our efforts with not only a sense of humility... ...but, more often than not, with sense of humor!

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

...E.g., when we read about public officials trashing the University for political gain
...or as we watch the final seconds tick off the clock in the driving rain in our loss earlier this month to Notre Dame
...or when we read the Opinion Page of the Michigan Daily

Sometimes it takes great patience and a very thick skin...but in the end, “lightening up a bit” is one of the most constructive things we can do.

**Excitement, optimism**
This past week we hosted on this campus a distinguished group of alumni and friends in the University Seminar series, in which faculty and staff attempt to convey some of the rich intellectual diversity and excitement of this campus.

In talking with this group afterwards, they remarked again and again about the extraordinary vitality and excitement on this campus today... ...the sense of great energy, enthusiasm, and purpose.

And, of all the experiences of this, my first year, this Go-Blue Michigan spirit is the thing that stands out foremost in my mind.

It is our great strength.

Concluding Remarks

The 1990s will clearly be years of transition and preparation for a new century of leadership.

We have many fundamental questions to discuss in the years ahead about our values, direction, and purpose.

Only with intense engagement and debate with each other will we find answers we seek about the renewal of our teaching, research and service mission for the years ahead.

But, you know, Michigan is really a very special place.... It is one of only a handful of universities capable of truly changing not only higher education, but the nation and the world.

We believe the challenge of re-inventing the American university for the 21st Century...is not only an exciting and challenging mission for the 1990s...but it is also a mission befitting UM’s long heritage of leadership...and it is also a challenge worthy of
the army of maize and blue alumni
across the nation and around the world
Indeed, I'd be very surprised if you
settled for anything less from your university!
The 1990s will be a time of great challenge
opportunity, and responsibility for your university.
But they will also be years of great excitement.
We have truly embarked on a great adventure
as the University of Michigan prepares
to become the University of the 21st Century!