University of Michigan

Reporting on Compliance with Criteria and General Institutional Requirements for Reaccreditation

North Central Association/
Commission on Institutions of Higher Education

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1. GENERAL OVERVIEW OF THE UNIVERSITY

The University of Michigan is one of the great public research universities of the United States. Guided by the commitment and vision of its Regents and Executive Officers, since the nineteenth century the University has provided a national model of a complex, diverse, and comprehensive public institution of higher learning that supports excellence in research; provides outstanding undergraduate, graduate, and professional education; and demonstrates commitment to service through partnerships and collaborations that extend to the community, region, state, nation, and around the world.

Michigan’s position of leading excellence in higher education rests on the outstanding quality of its full panoply of schools, colleges, and divisions, that today number nineteen, as well as on the national recognition of the excellence of individual departments and programs (http://www.umich.edu/~opainfo/TABLES/Pro_Rank.html) and on the many major scholarly and creative contributions of its faculty. No less, Michigan’s eminence rests on the intellectual quality, vitality, and passion of its students—undergraduate, graduate, and professional—who animate a pluralist and vibrant University. Each year Michigan enrolls over 36,000 students from every state and from over a hundred countries who seek to participate in a tradition of leading excellence. Today, the University has over 400,000 living alumni/ae around the globe.

The University of Michigan is a diverse center of academic vitality. The campus covers 2,860 acres in and near Ann Arbor; other holdings include about 21,500 additional acres in remote campuses, summer field sites, and other properties for research and teaching. In addition to classrooms, laboratories, and specialized research facilities, the University community makes use of a vast array of resources, including libraries, concert halls, art galleries, and athletic facilities. The University calendar is prodigious in the diversity of offerings and activities, as many hundreds of speakers, conferences, symposia, workshops, concerts, performances, recitals, films and readings take place each year. The campus is linked not only through the constant motion of people, but through a remarkable infrastructure of digital and video communication. As well, around 700 clubs and organizations provide innumerable opportunities for faculty, staff and students to take part in the University community.

As a public university, Michigan is dedicated to service in the larger world. Faculty conducting “action oriented” research address a large range of critical issues—health care, the environment, social interventions, education reform and improvement, and many others. Through extending fundamental understandings and by advancing innovations in technologies, University scientists and engineers contribute to remarkable advances that are transforming life and contributing to building the economy of the state, region, and nation. Students take part in community-based service and learning projects. The University collaborates with other universities, colleges, and K-12 schools, as well as provides research and other services for a variety of state and private agencies. A central website (http://www.state.outreach.umich.edu/) provides links to many of these instances of
outreach and border-crossing connections that tie the University with the communities and citizens of Michigan.

Institutional compliance with the criteria of and requirements for accreditation

The President has charged the Provost with the responsibility for organizing and conducting the institutional self-study and preparing the University for reaccreditation. This effort consists of two parts. First, the University has prepared an institutional self-study report that addresses an area of key concern. This self-study report, New Openings for the Research University: Advancing Collaborative, Integrative, and Interdisciplinary Research and Learning, also provides much important information that demonstrates the University's compliance with the criteria for accreditation. Second, through a review of organization, programs, resources, and policies, this document organizes the evidence that establishes the University of Michigan's compliance with the criteria and general institutional requirements for accreditation set by the North Central Association of Schools and Colleges/Commission on Institutions of Higher Education.

The University of Michigan was a founding member of NCA in 1895, and has been continuously accredited by it since 1913. The University was last reaccredited in August 1990. This document and the self-study report are largely concerned with the Ann Arbor campus of the University. Its audience consists of the members of the University community—Regents, administrators, faculty, staff, students—as well as alumni and citizens of the State of Michigan.

The campuses at Dearborn and Flint, while integral parts of the University of Michigan, have their own unique roles and missions, and are accredited separately by the North Central Association.
2. 1990-99: SIGNIFICANT DEVELOPMENTS AND INITIATIVES SINCE LAST ACCREDITATION

The ten years since its last reaccreditation have been ones of change and growth for the University of Michigan. Throughout the decade, and across transitions in executive leadership that have taken place during the past three years, the University has been guided by a commitment to leadership and excellence and to maintaining the highest standards of a great public research university. Over this period, as the institution entered a period of far-reaching change in higher education, the Regents and the Executive Officers have provided leadership for improvement in a number of critical areas. Through a reflective and iterative process of review, planning, and allocation of resources, University administrators and faculty are laying the foundation for the future. Many details of these changes are found in the special focus self-study on collaborative and interdisciplinary research and learning, as well as in this institutional report. An overview of some of the significant events and highlights of the past decade reveals the contours of remarkable growth and continuity across changes in leadership.

The appointment of Lee Bollinger as President in 1997 marked the beginning of a nearly unprecedented transition in executive leadership. Under his predecessor, James Duderstadt, President from 1988 to 1996, the University solidified its financial, physical, and infrastructural foundations. After Homer A. Neal served as interim President from 1996 to 1997, the election of President Bollinger by the Board of Regents was new appointments were made to fill vacancies in all the Executive Officer positions. Nancy Cantor, Provost and Executive Vice President for Academic Affairs; Robert Kasdin, Chief Financial Office and Executive Vice President; and Gilbert S. Omenn, Executive Vice President for Medical Affairs, were all appointed in 1997, followed by the appointment of other Executive Officers, as presented in this report. As well, a number of Deans have been appointed in recent years, including: Douglas Kelbaugh, A. Alfred Taubman College of Architecture and Urban Planning, appointed in 1998; Bryan Rogers, School of Art and Design, January 2000; Karen Wixson, School of Education, January, 2000; John L. King, School of Information, January 2000; Shirley Neuman, College of Literature, Science and the Arts, 1999; Allen Lichter, Medical School, 1999; Rebecca Blank, Gerald S. Ford School of Public Policy, 1999; and Earl Lewis, Horace H. Rackham School of Graduate Studies, 1997.

The University's leadership began the decade determined to solidify the financial, physical, and infrastructural foundations of the institution. As this has been accomplished with remarkable success, in recent years strategic emphasis has shifted to identifying priorities and strengthening key areas of the academic programs of the University in order to provide leadership in emerging and important fields of knowledge.

Managing resources

The University of Michigan is fortunate to have several important revenue streams that enable it to respond to changing conditions. At the beginning of the decade, for instance, the University was faced with a weak regional economy and no increases in
state appropriations. The University was able to offset revenue from state appropriations by turning to other sources, including sponsored research and tuition, and moved to implement a new model for building budgets that responded to program missions and priorities. Toward the end of the decade, with the economy of the State of Michigan healthy and strong, the University has sought to restrain tuition increases with increased support from the state, and to take advantage of a budget system that allows the Provost to respond to priorities.

The University was able to improve its planning and budget models in order to contain costs and more effectively match resources with programs. Beginning in the early 1980s, the University began a series of steps introducing management incentives. As part of this process, in 1993 the University began to devise a budget model, which gives Deans responsibility for both revenues and expenditures for their unit. By 1998, the University Budget system was in place.

Endowment support and research revenues have grown substantially in the past decade. In 1992, the University began the Campaign for Michigan, a $1 billion fund-raising effort that reached its goal in 1996, two years ahead of schedule and produced $1.4 billion in donations, the largest ever for an American public university. As well, across this decade the University of Michigan placed first in the nation in total annual research expenditures, exclusive of expenditures at university-associated federally-funded research and development centers. Last year, total research expenditures reached the $500 million mark, of which $439 million came from external sponsors. In recognition of the solidity of the University’s financial position and the soundness of its budget process, in 1994 Moody’s Investor Service raised the rating of the University of Michigan’s debt for General Revenue to Aa1, the first time a public university had earned a rating higher than Aa.

Building foundations

From the late 1980s, the University embarked on an ambitious plan to upgrade and provide new state-of-the-art facilities to encourage collaboration and more faculty-student interaction. Additions, renovations, and new construction on Central Campus, North Campus, and the Medical Campus answered a critical need for renovated classrooms, additional office space, modern laboratories, and library and information, technology, and instruction facilities.

On Central Campus, the ten years under review began with renovation and new construction for the Willard Henry Dow Laboratory, completed in 1989, which brought together facilities for Chemistry, Chemical Engineering, and Biophysics. Subsequent projects included Randall Laboratory, a state-of-the-art facility for Physics; extensive renovation to East Hall, home of the departments of Mathematics and Psychology; renovation and addition to the Undergraduate Library; and renovations and additions to teaching space and faculty offices in Angell Hall, including the construction of Tisch Hall. Other construction included the new School of Social Work Building, also home to the International Institute, and the Wyly Hall addition to the Executive Residence of the School of Business Administration.
The Medical Campus saw the construction of the new Cancer and Geriatric Centers adjacent to the University Hospital; renovation and addition to the Mott Children’s Hospital; and the completion of the Medical Science Research Building III, housing basic research and clinical departments and encouraging interdisciplinary work.

On North Campus, the completion of the aerospace engineering facility, the François-Xavier Bagnoud Building, provided new teaching facilities, research labs, and offices. The Lurie Engineering Center Building provides new space for administrative offices and student services, as well as academic space for Industrial and Operations Engineering. In addition, the completion of the Media Union in 1996 provides a state-of-the-art information technology environment and library and study space for integrating engineering, architecture, and the arts.

This legacy of achievement was complemented by attention to the University’s infrastructure—the digital information environment that enables this large and complex institution to conduct its business. The University of Michigan continues to build a high level of digital and video networking. In research laboratories, libraries, dormitories, administrative and faculty offices, computing centers, and public areas throughout the campus, the University is equipped with over 40,000 networked computers. Video conference sites and production facilities link the campus as well.

The electronic environment has changed the way the University works. Many classes now integrate the Internet as a medium of instruction and communication. Research institutes, centers, and programs maintain websites for distributing work and sharing information. As well, in 1994 the University moved to a distributed computing environment. Students and faculty, as well as academic and administrative units, were provided with wider access to operational and administrative data. In a major effort to rethink and reorganize its business processes, the University also embarked on the M-Pathways project to improve data management processes through the PeopleSoft applications environment, including student, financial, and human resources data systems.

Building diversity

The University of Michigan is proud of the diversity of its faculty, students, and staff. Building on the declaration of the 1987 Michigan Mandate, University leadership has sustained institutional commitment to this core value, recognizing that a great public research university can only accomplish its mission by embracing as members of its community persons representing a wide range of backgrounds, identities, ideas, and experience. Through such a strong pluralism, the University provides a unique place of confluence, of shared learning and discussion that makes the institution a dynamic center of learning and a place where core social and civic values are articulated, debated, and disseminated.

Diversity initiatives within the University are many. The decade has seen ongoing commitment to recruiting and retaining faculty, students, and staff of color. Through studies, reports, and programs, steps have been taken to address the status of women within the University. The University recognizes this to be a long-term commitment.
In 1991, the President’s Advisory Commission on Women issued the first of two reports. In 1994, the University unveiled a plan to foster the professional success of women faculty, staff, and students. A panoply of strategic programs were implemented to build diversity. Achievements can be measured only in part through statistics on minority admissions, enrollments, and degrees awarded; in faculty and staff hired and promoted. As well, progress is noted through the public steps that the University takes, the leadership it exercises in demonstrating commitment to these core values. In 1994, the Board of Regents revised bylaw 14.06, guaranteeing that students, staff, and faculty will not be discriminated against because of sexual orientation. In 1998, two lawsuits were filed against the University and the Law School, alleging that admissions policies are discriminatory. The University is responding with a vigorous defense that, as befitting a research university, convincingly demonstrates the equity and effectiveness of its actions and policies.

Building academic programs

As a university with a national and global reputation for excellence, the University of Michigan is constantly strengthening its faculty and finding ways to support and advance the best research and teaching. The pursuit of excellence is ongoing and iterative. Faculty generate streams of fresh research, seeking out fresh ideas and new collaborations. Schools, colleges, divisions, and departments direct ongoing focus to the design of curricula and the effectiveness of learning. Several visible features of this profoundly important and productive aspect of the University might be noted for this decade.

Michigan has long been a place that encourages an enterprising spirit of research among its faculty. Many internal resources are available to stimulate new investigations, and many new initiatives succeed in finding sources of external support. This decade has seen an unprecedented increase in faculty collaborations. Of the more than 160 institutes, centers, and programs across the institution, well more than half have been founded within the past decade. A list of these units, together with links to their websites, may be found in the special emphasis self-study report (http://www.umich.edu/~slfstudy/research/resapp3.html). As discussed in this report, many of these emerge from faculty-driven research, while others represent strategic investments by the University to build connective areas of research excellence that bridge the schools and colleges of the University. Among these, for instance, are the Institute for Research on Women and Gender, created in 1995, and the International Institute, which was founded in 1993. Both units are charged with supporting and encouraging research and teaching across the academic units of the University.

Notably, in May 1998 President Lee Bolinger appointed a Life Sciences Commission to assess the University's strengths and weaknesses in research and education, and to identify strategic goals for the University to become one of the leading academic centers for the study and application of the life sciences. The Commission submitted its report and recommendations for new initiatives in February 1999, noting that the most important aspect of the proposals was that they cut across the schools and colleges of the University and require new levels of institutional collaboration. The Commission noted that in the ten years between the 1982 and 1993 National Research Council
surveys, the disciplinary structures within the life sciences had changed so markedly that direct comparisons between the reports is often impossible. The report calls for initiatives in select areas, all of them interdisciplinary: biocomplexity; biotechnology and translational research; genomics and complex genetics; chemical and structural biology; and cognitive neuroscience. The Commission recommended the creation of an institute to carry out many of its recommendations, as this structure would weave a cross-cutting network among the schools, colleges, and departments.

In 1999, the State of Michigan, in collaboration with the University of Michigan, Michigan State University, and Wayne State University, together with industry in the state, announced plans to promote a statewide life sciences effort that will complement the University of Michigan's initiative. The goals of this proposed Life Sciences Corridor include positioning Michigan to be a major global center for life sciences research and business development.

A number of changes took place in the schools and colleges that signal new emphases in research and training. In 1996, the Board of Regents re-chartered the Institute of Public Policy as the School of Public Policy; in 1999, the Regents approved renaming the unit as the Gerald R. Ford School of Public Policy, which is undertaking an ambitious plan to build the school's programs. In 1996, the School of Information and Library Science was re-chartered by the Regents as the School of Information, recognizing a focus on integrated understandings of human needs as they relate to information systems and social structures. In 1999, the College of Architecture and Urban Planning became the A. Alfred Taubman College of Architecture and Urban Planning which, thanks to an extraordinarily generous gift, is seeking to become one of the preeminent schools of architecture and urban planning in the world.

As well, and as discussed in more detail below, schools and colleges engaged in ongoing improvements to curricula across the decade. In 1993-94, the College of Literature, Science and the Arts began a close examination of the first-year experience. A task force issued a report and recommendations, and subsequent study produced a series of innovations, including, among other steps, development of a new First-Year Seminar Program, introduction of a new requirement in quantitative reasoning, and the development of theme semesters to integrate learning. In 1993-94, the Medical School introduced a substantial revision to its curriculum, and in 1995 the College of Engineering began a thorough examination of its undergraduate programs that produced changes throughout the curriculum. The School of Information developed a new professional degree program reflecting a new focus on the development and application of principles of information management.

**Building a university community**

In recent years, administrative leadership has brought attention to the need to examine the implications of growth and specialization for sustaining the University community. As a physical campus, the level of activity of the University can bring a disaggregation, a loss of sense of shared purpose and value. The University of Michigan's greatness is measured in its complexity and diversity, in the academic richness that its faculty and
students can find among its great range of resources and in the opportunities for collaboration and the discovery of new paths for inquiry and learning.

The special emphasis self-study undertaken for this reaccreditation explores the values of collaborative and interdisciplinary research and learning. The President articulates the special values of the University as an intellectual community, as a pluralist and complex space for exploration. He has asked for a Campus Master Plan to be developed that is attentive to ways of richly layering academic and social space with physical space in a manner that enhances the coherence and strengthens the fabric of the institution. As well, in strategic discussions with the Deans and Directors, the Provost emphasizes the importance of collaborative and interdisciplinary work, both within each schools as well as across the academic units of the University. Within many of the schools and colleges, attention is given to finding ways unique to the research university for achieving integration of faculty, graduate and professional students, and undergraduates. Such attention to connection, communication, integration, and community, has become an especially important theme for a diverse and complex public research university.
3. ADDRESSING 1990 EVALUATION TEAM'S CONCERNS

A major portion of the University of Michigan’s 1989-90 comprehensive self-study was devoted to a review of the strategic planning process that had been initiated in 1986 by then Provost, James Duderstadt. The self-study three years later was seen as an opportunity to evaluate how well the process was working and areas of it that needed improvement. To assess the University’s strategic planning efforts to date, a great deal of information was gathered from those involved in the process--from administrators at the central level to deans and others in the academic units. Thus, the 1990 accreditation evaluation team’s site visit report addressed concerns they had about the strategic planning initiative. The report also contained other kinds of advice for institutional improvement. Their concerns are listed below along with information on how the University of Michigan has addressed those concerns in the intervening years.

Before getting into the specifics, however, it is important to note significant contextual changes in the University since 1990 that affect our ability to assess today whether or not all of the evaluation team’s concerns have indeed been addressed systematically by the institution and what the result has been. For example, former Provost Duderstadt was the chief architect of the strategic planning process that was reviewed in 1990. Since then, however, the University has had four other Provosts who each have had their own goals for and perspectives on strategic planning at the University and how best to carry it out. Similarly, there have been significant changes in the intervening years in the leadership of the academic units and in other central administrators from the President to virtually all of the vice presidents. Finally, there have been significant changes in other processes that are closely intertwined with strategic planning such as budgeting. To some extent, then, the concerns in 1990 were affected by the particular individuals in leadership positions at the time and by other organizational structural factors that characterized the University a decade ago.

1990 evaluation team concerns about the strategic planning initiative:

1) Uneven faculty/staff/student involvement in some units and at the central administration level. Strategic planning seemed mostly to involve administrators. The team saw wider participation as desirable, especially by students who were seen as being conspicuously absent from the strategic planning process.

Because the University of Michigan is a very decentralized organization (perhaps even more so than in 1990), schools, colleges, and divisions initiate their own strategic planning process which they must then coordinate and integrate with those at the central level. Without gathering in-depth descriptive information on how unit-level processes work as was gathered in 1989-90, it is difficult to assess whether current processes promote more involvement by faculty, staff, and students. It is hoped that they do as the involvement of faculty, staff, and students in important decision-making areas of the University is an institutionally-held value.

2) An emphasis on vertical strategic planning. The team saw little evidence of horizontal planning on importance issues and activities that cut across the units.

There is much evidence of a stronger emphasis on horizontal planning today than perhaps was true in 1990. Some recent examples of efforts to develop strategic plans on University-wide
issues include: the recently completed work of the Life Sciences Commission, the newly appointed commission on the relationship between the University and the information revolution, the Provost-sponsored 1999 retreat on the future of the faculty, the 1999 task force on educational technology and distance education, and our current reaccreditation special focus self-study on interdisciplinary research and learning.

3) An uneven application of strategic planning across the University. For example, the team perceived that there was less of an integrated and coordinated approach to strategic planning within and across the many large and highly diverse departments in the College of Literature, Science, and the Arts.

As noted above, there is not a single model but rather multiple approaches to strategic planning as it is conducted within the academic units. Again, without in-depth information on the process currently being followed in each unit, it is difficult to say whether the same degree of unevenness in the application of strategic planning noted in 1990 is evident today. Nonetheless, it is felt that the current responsibility-centered budgeting is one mechanism that contains many incentives for units to engage in comprehensive strategic planning processes that help to optimize the resources that they have and their use of them.

4) A slow response time by central administration in reacting to unit strategic plans.

This recommendation addressed the strategic planning process in use at the time, and which has since been changed. The Provost and Deans have a commitment to ongoing discussion and agreement. Rather than using a planning approach that relies on the production of a document once every few years, with a time-lag to eventual discussion, the Deans of the schools, colleges, and divisions have more regular and ongoing contact with the Provost. In addition to annual budget conferences, Deans may submit off-cycle budgets and proposals. Throughout the year, the Provost engages in ongoing discussions with individual Deans, Directors and other leaders regarding the strategic directions of their units. Many of these discussions are in the context of the budget process. Again, it is felt that responsibility-centered budgeting promotes timeliness in units making their strategic plans known and the central administration responding to those plans.

5) A need to clarify the future scope and nature of strategic planning at the University of Michigan, how the planning of the central administration is related to unit planning, and how strategic planning is related to budgeting.

The importance of linking strategic planning to budgeting is emphasized in the annual memos sent out to Deans in preparation for the budget and planning process. In this, Deans are asked to:

"...summarize the most important changes that you anticipate in your unit over the next few years. This narrative should discuss new areas of growth, areas of expansion, and should also discuss areas that you intend to de-emphasize. The point is to provide a summary of what you see as being most important for the Provost to know as we engage in joint planning for your unit."
The annual budget and planning process is driven by programmatic vision. The budget conference for each unit focuses on aspirations and needs over the next several years, and on anticipated sources available to meet these plans.

Other advice on institutional improvement offered by the 1990 evaluation team:

6) Greater attention should be paid to integrating the curricular and co-/extra-curricular experiences of students so as to create a better total learning environment.

Led through the Office of Academic Affairs, in collaboration with Student Affairs, University leadership is paying close attention to integrating curricular and co-curricular activities. Maureen Hartford, Vice President for Student Affairs from 1992 until 1999, and E. Royster Harper, currently Interim Vice President, have supported a number of significant changes. Efforts to integrate curricular and co-curricular activities have been guided by the findings of studies such as the First Year Experience project and the Michigan Study. Two examples of new programmatic efforts that have been launched are the expansion of living and learning opportunities (e.g., Women in Science and Engineering, the Michigan Community Scholars Program) and the Community Service and Learning Program. Deans and faculty have been brought into planning for living/learning communities, which are academic programs with a residential component.

7) The Michigan Mandate must continue for the next decade or so for lasting change to result. Greater attention is needed to the retention of minority faculty and students to stop the past "revolving-door" phenomenon. The University also needs to incorporate issues of diversity and pluralism into the general curriculum more and to get greater involvement by majority students in these courses.

Although recent attacks on affirmative action programs throughout the country and at the University of Michigan have raised questions about systematic efforts such as the Michigan Mandate to increase diversity, the University of Michigan's commitment to diversity has not waned. If anything, it has been strengthened by the dialogue that has taken place on campus in recent years in which a variety of perspectives have been expressed and considered. Last year, for instance, the College of Literature, Science and the Arts and the Dialogues on Diversity (http://www.dialogues.umich.edu/) program of the Horace H. Rackham School of Graduate Studies co-sponsored a University-wide theme semester, "Diversity: Theories and Practices," which included over 100 courses offered in 14 of the schools and colleges. The Evaluation Team was correct in that lasting change can only result from continuous efforts in this area because American society itself has not evolved to the point where there is no longer a need for programs like the Michigan Mandate. In the past decade the University has made significant progress in both the numbers and the retention of minority faculty and students. The specifics on this are noted elsewhere in this report. The University has also made substantial progress in incorporating diversity and pluralism into the curriculum. For example, in 1991 faculty in the College of Literature, Science, and the Arts approved a new race and ethnicity degree requirement that applies to all undergraduates in that College. As of December 1999, there were more than 200 courses offered inside and outside of LS&A that had been approved to meet the race and ethnicity requirement. Since LS&A provides a great deal of service teaching, many undergraduates in other academic units besides LS&A are also able to take advantage of these course offerings.
8) A need for more systematic ways of involving faculty and students in the internationalism initiative.

In 1993 the Regents established the International Institute which is responsible for the coordination of research and training in international, comparative, and area studies within the College of Literature, Science, and the Arts, as well as between the College and other academic units across the University. One of the purposes in creating this umbrella organization was to expand faculty and student involvement area and international studies. In 1999, the Provost created a new position, Vice Provost for International Affairs, whose responsibilities include bringing closer coordination among the schools, colleges, and divisions of the University.

9) A need for more systematic attention to improving the general education component of all undergraduate programs.

There have been many initiatives undertaken by the academic units in the last decade to assess and improve the general education component of undergraduate programs. Several of these efforts have been initiated by faculty in the College of Literature, Science, and the Arts, which is the University’s largest undergraduate college as well the main provider of general education service teaching to undergraduates in most of the other undergraduate units on campus. More information on these efforts is presented in the “Michigan Assessment Project” which is found in the section on Criterion 3 in this report.
4. MEETING THE CRITERIA

CRITERION 1: "THE INSTITUTION HAS CLEAR AND PUBLICLY STATED PURPOSES CONSISTENT WITH ITS MISSION AND APPROPRIATE TO AN INSTITUTION OF HIGHER EDUCATION."

In its many publications about its programs, the University expresses a consistent view of its mission and vision. The following statement, first adopted by the Board of Regents in 1968, articulates both the overall mission of the University and states its specific purposes. This statement is made available upon request. In recent years, common use has been to develop succinct statements of mission and vision. The University has adapted a briefer version, appended to the end of this mission statement, that is based upon the principles contained below.

THE ROLE OF THE UNIVERSITY OF MICHIGAN (ANN ARBOR) IN THE STATE SYSTEM OF HIGHER EDUCATION

The University of Michigan is one of a small number of state universities consistently ranked in the top ten American universities by various measures of quality, both in general academic terms and in terms of strength of offerings in specific professional subjects and other academic disciplines. In common with these peers, the University of Michigan is a large complex university, offering a wide range of degree programs at the undergraduate and graduate levels and contributing to the State and the Nation through related research and service programs.

Historical Development

Distinguished universities become so only over a long period of time. National and international eminence is difficult to attain in education, as it is in other fields. Once attained, it is not to be lightly forsaken. The University of Michigan, organized in Detroit by Territory of Michigan in 1817 and moved to Ann Arbor in 1837 when Michigan became a state, is the prototype of the constitutionally autonomous state university and the first of all state institutions to achieve national distinction.

President Tappan, coming to the University in 1852, played a key role in this development. He was one of the first educational leaders to recruit distinguished scientists to the faculty; he established a major astronomical observatory, and, under his leadership, Michigan became the second university in the country to grant the Bachelor of Science degree (1855).

In the post-Civil War bulge, 1865-66, Michigan enrolled 1,205 students and edged out Harvard for the first time to become the biggest university in the land. In 1867, President Haven described the University in language that might well apply to the present day.
During the past year the following number have graduated: Mining Engineer, 2; Civil Engineer, 6; Bachelor of Science, 10; Bachelor of Arts, 27; Master of Science, 6; Master of Arts, 6; Doctor of Medicine, 82; Bachelor of Law, 146. The honorary degree of LL.D. has also been conferred upon one. Total 286.

So large a number of young men - the largest attending any university in the country - have not been accommodated without difficulty. The recitation and lecture-rooms of the Literary Department have been in some instances inconveniently crowded, the passage ways and stair ways in the old building originally designed for dormitories, now used for recitation and lecture room, are too narrow for the multitudes that pass and re-pass each other there.

It is intimated that the University is aspiring endeavors to absorb or overshadow other institutions of learning. Nothing can be more false and unreasonable. That the University is prosperous of course is acknowledged. But is this a crime? Must it put itself in the position of a feeble, perishing thing to excite sympathy? It asks aid, not because it will perish, not even because it will positively retrograde without it, but because it is in a position to use well any additional resources, because it needs more room and capital to use its reputation and opportunities for the greatest possible result, and because if not aided, other State Universities will soon surpass it.

Graduate work began early. The first master's degree was offered in 1849; the first Doctor of Medicine in 1851; the first Bachelor of Law in 1860, and the first Ph.D. in 1867. The Graduate School was formally established in 1892. Michigan became one of the 14 charter members of the Association of American Universities in 1900.

**Present Programs And Degree Production**

The University of Michigan today offers instruction in a wide range of academic disciplines at the baccalaureate, master's, and doctor's level. In 1998-99, this University awarded 6,995 Bachelor's degrees; 3,568 Master's and intermediate professional degrees; 620 Candidate's Certificates; 611 graduate-professional degrees, and 650 doctorates. It is of interest to note that from 1845 through the present, the University has conferred over 579,000 degrees in course. The cumulative economic, cultural and intellectual contribution of these graduates to the State is beyond calculation.

The various degree programs, undergraduate, graduate, and professional, are offered within the framework of approximately 130 departmental units in 19 schools, colleges, and divisions, plus U.M.- Flint and U.M.-Dearborn.

The number and type of degree programs the University offers is constantly evolving as new programs are developed and existing programs are reevaluated and
improved as sets of course offerings are regrouped, re-categorized, or renamed, particularly at the advanced degree level.

The scope of the University today makes possible many activities that are possible only given the critical mass of a large scholarly community. In addition, specialized professional schools in Ann Arbor constitute a critical mass in their own right, offering their students and faculties advantages of access to the entire scholarly community. All faculties and students benefit from the availability of major university resources, such as networked computing facilities and a nationally recognized library. Broad-scale scholarly research is possible, not only because of the continuing possibility of the support of scholarship provided both from within and from outside of the University. Interdisciplinary studies are encouraged within such broad areas as the social sciences, the natural sciences, the humanities, and the biological and health sciences. New fields of study often cross the boundaries of many of these traditional divisions of learning. Regroupings of existing courses and faculties often occur as new areas of study emerge. For example, teaching and research programs have developed in such new combinations of existing strengths as macromolecular science and engineering, applied and interdisciplinary mathematics, the program in biomedical sciences, and the program in manufacturing. The ability of the University to respond to changing areas of scholarship is further aided by the presence of various research institutes that coordinate multidisciplinary efforts. Such institutes, staffed by faculty with joint teaching appointments, help to ensure that the results of current research are quickly assimilated into the body of knowledge taught at the University.

These teaching and scholarly pursuits do not occur in a vacuum. Additional intellectual stimulation is provided to students and faculty alike by frequent public lectures, conferences, and symposia. A wide range of cultural and other organized extra-curricular activities lend energy and variety to the campus in music, drama, the fine arts, athletics, and in many other areas. Only a large complex university can offer the full range of such opportunities.

In this connection, let it be noted that this document is largely concerned with the Ann Arbor campus of the University. The campuses at Dearborn and Flint, while integral parts of the University of Michigan, are developing their own unique roles and missions. The size and location give them a role that is different from the Ann Arbor campus in many particulars, although they share many of the traditions, resources, values, and principles of the Ann Arbor campus. These emerging roles are described in separate statements. For the remainder of this statement, the Flint and Dearborn campuses will be subsumed under the general description of the University of Michigan.

**The Major Missions Of The University**

Any discussion of the role of a modern complex university must recognize that such an institution has at least three vital missions. The first of these is to educate students in the light of certain general educational goals. The second is the preservation and refinement of knowledge already acquired, along with the production, dissemination, and utilization of new knowledge. The third role of the modern
university is that of helping to define and assist in the solution of the problems of society. The familiar rubrics "teaching, research, and service" are a shorthand for denoting these three major activities which the University performs. A general statement of aims of a university, prepared by the Faculty Senate subcommittee on the Proper Role of the University of Michigan in 1962 is still relevant:

This University - almost any University worthy of the name - is dedicated to scholars and scholarship. The University nurtures both. To some degree, of course, future scholars come to us with capacities to function as students that they have already acquired (or perhaps are born with) and at least latent motivations for scholarly tasks. Yet to a considerable extent, scholars are made in the university environment. Thus, one of our major aims is the inspiration and preparation of scholars, of men and women who will respond to our teaching in the wide variety of ways that knowledge enriches the lives of individuals and societies. In relation to knowledge itself, the University strives for its preservation, transmission and extension, and to initiate patterns of its application to individual and social needs.

The University also has a goal of contributing to the growth of citizens, especially of future leaders. This responsibility is often overlooked at the university level because it is such a significant part of the aims of primary and secondary education. This aim of fostering citizen education is one stimulus toward keeping higher education broad so that the scholar, no matter how specialized, may still keep perspective on his relation to man and society. Obviously, a public institution cannot draw sharp boundaries between its students and the rest of the citizens. The University has obligations to make available to the citizens of the state and nation that portion of its specialized knowledge which provides the necessary background for social decision, since it receives funds from both state and federal sources.

The University of Michigan can best fulfill the needs of the State that created and supports it by continuing its traditional roles in the areas of teaching, research, and service, while gradually expanding and adapting those roles to meet changing societal and technical needs. The University of Michigan demonstrates that a state university can provide large numbers of people with educational opportunities comparable with those offered by the very best private institutions. Simultaneously, the University provides the State and Nation with highly skilled professional specialists, while remaining at the forefront in the acquisition of new knowledge. An examination of its history shows that although the University has consistently played these roles, it has also been constantly changing in response to new needs and new conditions. The ability to respond in order to serve is one of the hallmarks of a great university.

Obviously, some of the University's functions parallel those of other institutions within the State. For example, a degree in liberal arts can be earned at any of the baccalaureate-level institutions, as well as at all of the major universities of the State. On the other hand, a large number of the University's activities are so specialized in nature that they are carried by few or no other institutions in the State, Nation or the
world. Often these are the activities associated with the University of Michigan's special national or international prominence, even though they form only a small part of the total University mission.

Even where University programs do appear to duplicate those at other State institutions, there are often substantial differences. For example, the College of Literature, Science, and the Arts plays a significant double role at the University of Michigan. Not only has it the responsibility of training students in the liberal arts, but also it provides a very large amount of teaching required in other programs - undergraduate, graduate, and professional. Hence, this College of the University fills a much larger function than do the liberal arts offerings to be found at the purely baccalaureate institutions.

Many of the other programs of the University have mutual relationships and dependencies so that the distinctive functions of those programs within the University are difficult to compare with those at other institutions. Moreover, the presence of a great library, of art and science museums, of the many distinguished visitors to campus, of important musical and theatrical opportunities and many other features of the intellectual life of the University add qualitative dimensions to most of its programs. Such added dimensions make the comparability of our programs to programs offered elsewhere difficult to assess.

In order to fulfill its total educational, research, and service responsibilities to the State, the University of Michigan should continue to offer a full range of programs from the baccalaureate through the post-doctoral levels. As in the past, students from Michigan should continue to be the principal beneficiaries of these programs, although a student body of heterogeneous background should also be maintained. The University has long maintained high standards of admission to its programs, and students of the highest academic qualifications will continue to make up the student body of the University. In addition, the University has recognized its responsibility to the able but educationally disadvantaged student and will continue to make every effort to assist such students in realizing their potential. The relative sizes of the various programs at the different levels will be carefully monitored and regulated in order to maintain the highest quality of operation consistent with available faculty, physical facilities, and the total level of financial support available.

The Teaching Mission

The University faculty hold a number of general goals for the education of their students. Most of these goals apply at both the undergraduate and graduate level, in the liberal arts and in specialized professional training. At some levels of training, certain of these goals are emphasized, while at other educational levels still other goals are paramount.

A faculty report on educational goals suggests that among its responsibilities the University has the obligation to:

... prepare students who
• have a mastery of a particular discipline
• have an acquaintance with their society's past
• have the training required to assume productive roles in society
• have an awareness of the need for self-criticism
• feel a responsibility toward the knowledge they have acquired
• are prepared to question the uses to which their skills are being put
• recognize their responsibilities to society and their fellow man
• will preserve and enhance the legacy of the past
• will continue to develop intellectually
• respect and value intellectual rigor and
• intellectual freedom.

Each instructional program at the University plays a part in meeting these goals, and the achievement of these goals for its students is thus a major role of the University.

In the Fall of 1999, 52,602 students were enrolled for residence credit on all campuses of the University of Michigan. This total was composed of 37,128 undergraduates, 12,347 graduates, and 3,127 graduate-professional students. Some of the general characteristics of undergraduate and graduate-professional programs will be discussed in turn.

Undergraduate Programs

The Undergraduate enrollment at the University is divided among a number of schools, colleges and divisions. Some, like the College of Literature, Science, and Arts, the College of Engineering, and the School of Music, offer full four-year undergraduate programs. Others, like the School of Education and the School of Business Administration, conduct undergraduate major programs for junior and senior students whose first two years were spent in liberal arts preparation. Even in those undergraduate schools such as Engineering and Natural Resources and Environment that conduct four-year programs distinct from the College of Literature, Science, and the Arts, a substantial proportion of undergraduate instruction consists of liberal arts subjects.

At the undergraduate level, the first responsibility of the University is to continue to serve a large number of highly qualified students. These students will be predominantly Michigan residents, whose high academic potential make possible a first-quality undergraduate program with minimal attrition. In addition, the University will continue to work toward its goal of extending educational opportunities to a significant number of promising, though disadvantaged, students. The largest proportion of undergraduate instruction will continue to be offered by the College of Literature, Science and the Arts. The College of LS&A will also continue to offer a considerable portion of its instruction in pre-professional areas, such as law, dentistry, and medicine, as well as in the large numbers of courses required of students in other undergraduate units such as Education, Business Administration, Engineering, Nursing, and Music.
A number of specialized educational opportunities exist at the undergraduate level, and, as appropriate, these may be expanded. For example, the Residential College is designed to provide the sense of a small, compact liberal arts college within the University setting. As another example, the Lloyd Scholars Program permits students living in the same dormitory areas to elect courses together. The Bachelor of General Studies program permits students to pursue a broadened liberal arts curriculum. A number of innovative teaching methods and curricular plans have also been developed in other schools and colleges as well. These examples show the desire of our faculties to adapt programs to changing student needs and expectations and to rapidly growing bodies of knowledge. In addition, current societal problems, such as environmental pollution and the decay of the cities, will lead to increased emphasis on these concerns and to the development of opportunities for undergraduate students to prepare for work in these critical areas. As in the past, the undergraduate programs will steadily change to reflect increasing knowledge and its applications to new and significant problems.

Honors programs will continue to enrich the studies of increasing proportions of the undergraduate population. In such programs, talented undergraduate students share learning and teaching, research, and internship programs with extraordinarily gifted graduate students. The integration of different but closely related age groups in educational experiences has unusual benefits for all participants.

Academically, students aspiring for later graduate or graduate-professional study can derive many advantages from taking their undergraduate work on a campus where advanced studies play a major role. Such exposure may be especially important for a student with high-level career objectives who has begun his college work at a small school with limited offerings. Furthermore, undergraduate students with interests in new and developing areas of knowledge, particularly in interdisciplinary fields, can usually explore those interests only within the setting of a major university.

As a state institution, the University of Michigan can perform an important service to the citizens of this State by continuing to offer a full range of undergraduate programs of high quality, both on campus and off-campus. Finally, in practical terms, the most efficient university operation is one which maintains a carefully constructed balance, suited to its own financial structure, among students at all levels.

Graduate and Professional Programs

The University of Michigan prepares highly qualified students for leadership positions in governments, hospitals, courts, colleges, laboratories—literally, for almost all work endeavors. Such advanced and professional instruction differs from undergraduate instruction in its concentrated nature and in the close faculty-student relationship and individualization of program that is required. Such activity, of which advanced research is an integral part, has state, national, and international importance.

In the graduate and professional schools, the University of Michigan should continue its traditional roles not only of supplying physicians, dentists, lawyers, teachers, and other professionals needed within the State, but also providing training for national and international leadership by keeping these units among the very best of
their kind in the United States. To do this, high admission standards must be maintained, and the numbers of students enrolled must be regulated.

Numerous studies show that, although the entire nation benefits economically from the graduate and professional training offered by the nation's leading universities, the most immediate beneficiaries are residents of the state in which the university is located. The presence within this state of leading universities insures Michigan residents exceptional education opportunities at all levels and in a wide spectrum of academic fields.

A less tangible but highly significant benefit relates to the role of the University in raising the level of public aspirations. Michigan has long prided itself on its level of achievement in such diverse fields as industrial development, cultural development, civic improvement, and education. High aspirations and achievement in the universities will inevitably encourage these same qualities in all walks of life.

The cost of the University's national and international role to the State of Michigan has been marginal because of the large amounts of Federal funds and private gifts and grants that have supported these activities. In time, this pattern will continue for the top rank of universities. The combination of state, Federal, and private funds attracted by a top-rank university provides a critical mass of intellectual talent, yielding a range and an excellence of research and teaching such as none of these sources alone could provide.

**The Acquisition And Systemization Of Knowledge**

A true university is characterized by its constant attention to the production, dissemination, systemization, and preservation of knowledge. This concern with knowledge goes on in all areas and at all levels. It ranges from studies of the virus to the motions of galaxies and from the most immediate practical applications to highly abstract theories. In its concern with knowledge, the University follows certain general principles. Some of these are summarized in the faculty committee report cited below:

The University, in its commitment to knowledge, must be:

- society's 'organ of memory'
- a source of new knowledge and new techniques for its application
- constantly re-interpreting the lessons and the facts of the past
- responsible for transmitting knowledge to all its constituents
- prepared to develop principles concerning the use of knowledge
- vigorous in its defense of all those who seek knowledge under its auspices
- alert to its own biases and limitations
- supportive of individuals and institutions that share its commitments.

As a community of scholars, the University holds that knowledge is important in its own right and that the production of knowledge needs no further justification.
Equally, from the point of view of society at large, there must be a place where new ideas are being tested and new experiments tried, while prior knowledge is sifted and its meanings explored. If the University did not exist to play this role, it would very likely have to be invented anew.

In addition, if education is to be a living thing, it must be based on a lively body of knowledge. The University views its role not as a dispenser of facts to an audience of students, but rather as a force which leads students to ask new questions and search for their own answers. This attitude can be communicated to the students only by a faculty who are themselves asking new questions and trying to discover new answers. This is especially true at the graduate and professional level where the connection between the search for new knowledge and advanced training is very close.

The intimate connection between research activity and advanced training is one of the reasons that the University’s goal is to be the outstanding state university in terms of national prestige and the formal ranking of its graduate programs. Only by so doing can Michigan retain comparable rankings in its research productivity and the research support that it attracts to the University. Such support affects both research and business oriented industries that the University attracts to the State, and the rate of flow of new and beneficial knowledge and techniques.

The benefits to the people of Michigan of the national and international role of the University take several forms. The most tangible are the economic benefits that accrue as the University’s research and educational activities continue to enhance the State’s industrial and commercial position in the nation. These benefits to the State are very substantial. The proper role for the University of Michigan is to continue to serve this function, and indeed, to enhance this role vis-a-vis the State.

**The Service Functions**

Historically, the American university has long been concerned with the problems of the society it serves and has acted as a positive force in the attempted solution of those problems. This has been true from the concern with better medical treatment and improved industrial technology in the very early days of the University, down to the present deep concerns with overpopulation, urban blight, and environmental pollution. Here, too, the faculty of the University subscribes to certain general principles. The faculty report cited lists some of those principles:

In its efforts to serve society, the University will:

- prepare persons who will fill society’s need for trained professionals
- extend educational opportunities beyond the campus
- provide service through its professional schools, especially medicine, dentistry, etc.
- work for constant improvement in the whole educational system of the State
• provide (for) a broad range of service functions, from law to public health
• cooperate with other institutions of higher learning in the State to insure the maximum utilization of resources
• work unrelentingly to insure the relevance of the information it imparts and its most beneficial application
• respond to the needs of a dynamic society.

As a multipurpose state institution, the University of Michigan has an important obligation to provide programs of public service for the citizens of Michigan. In many specialized fields it is one of a limited number of universities in the nation qualified to offer certain public services. In order to make best use of the University's specialized resources, the programs of public service should emphasize those activities that can best be done by this particular institution within the state system. Among these activities which draw upon the specialized resources of the University are continuing education programs in specialized and professional fields, and consultation and research services to government, industry, and community groups.

For example, many practicing physicians and lawyers in the state participate in continuing educational programs of the University of Michigan. So do literally hundreds of practicing engineers, businessmen, public administrators, teachers, and other professionals of diverse specialties. Our ability to sustain and improve life in this turbulent, changing society requires that newly discovered knowledge and improved technologies must be evaluated and used at the earliest opportunity. The University of Michigan proposes to sustain and expand these continuing educational programs, with particular emphasis on those related to its programs of advanced, graduate-professional studies.

In addition, the University of Michigan proposes to continue fostering the response of scholars to the requests of government agencies, corporations, and social agencies of every description. These activities raise the level of public aspirations, promote human welfare, and afford the State of Michigan high esteem as well as significant economic rewards.

Conclusion

In their wisdom, the people of Michigan in each successive generation have gathered to themselves persons of every sex, race, nationality, and religious faith to prepare adults, young and old, for leadership in the central tasks of society. Through teaching, research, and service, members of the scholarly community discover and communicate the knowledge and skills which will nurture the lives and well-being of this and future generations. To these ends, the role of the University of Michigan is to continue to function as a large complex university of high quality, offering a wide and flexible range of degree programs at both undergraduate and graduate levels.

Continuous planning is needed if a proper and practicable balance is to be maintained among the many and varied functions of the University of Michigan. The enormous capacities of the University must be used effectively and economically. At
the same time, the University must maintain its capacity to respond quickly and flexibly to new knowledge and to new needs. The University of Michigan stands ready to coordinate its academic planning with that of its sister institutions, emphasizing or de-emphasizing its programs in the light of state-wide needs. It stands ready to serve the citizenry through development of the state system of higher education.

April 1968
Revised, February 2000

The University of Michigan
Mission and Vision Statements

October 9, 1992

Mission Statement

The mission of the University of Michigan is to serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art, and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.

Vision Statement

As we enter the twenty-first century, the University of Michigan intends:

- To be a source of pride for all people of Michigan and have a place in the heart of each member of the University community.

- To have a place in the dreams of every potential member of the community of students, staff, and faculty

- To be recognized as a University that honors human diversity.

- To be a scholarly community in which ideas are challenged, while people are welcomed, respected, and nurtured.

- To be an institution whose environment fosters creativity and productivity among all faculty, staff, and students.

- To occupy a position of unique leadership among the nation’s universities in research and scholarly achievement.

- To be a community whose members all share responsibility for supporting its mission and receive recognition for their contributions.
CRITERION 2: "THE INSTITUTION HAS EFFECTIVELY ORGANIZED THE HUMAN, FINANCIAL, AND PHYSICAL RESOURCES NECESSARY TO ACCOMPLISH ITS PURPOSES."

The resources of the University of Michigan are vast and diverse. The University is organized at all levels to carry out the most responsible, effective, and efficient use of these resources that enable it to sustain its mission as a great public research university. From ensuring informed oversight and governance, to planning of academic programs and curriculum, to supporting research, to providing and maintaining the physical plant, to sustaining the academic resources, equipment and facilities, the University demonstrates a conscientious commitment to assuring the fundamental needs of a large, complex, and diverse institution. This section shows how the human, financial, and physical aspects of the University are governed and organized, and the processes through which resources are deployed.

UNIVERSITY GOVERNANCE AND ORGANIZATION

The Board of Regents and members of central administration meet regularly to set policy and direction which guides the University. The President works closely with the other Executive Officers, including the Chancellors of the Flint and Dearborn campuses and advisory groups, meeting regularly with them to discuss both strategic and operational policy matters. The University has a strong tradition of decentralized responsibility and decision-making. Deans and directors have a great deal of autonomy in allocating resources to support programs and initiatives for their units, and in fashioning collaborations with other schools, colleges, and divisions. The administrative structure of the University is designed to balance the autonomy and accountability, and to ensure coordination and communication, in order to foster a remarkably robust and pluralist environment. To achieve this, the University maintains clear structures that delineate governance and administrative responsibility.

The Regents (http://www.umich.edu/~regents)

The University is governed by a Board of Regents, who with vision and commitment to the mission of the University, carry out their responsibilities both to the institution and to the people of the State of Michigan who elect them to their office. The Regents of the University of Michigan and their successors in office constitute a body corporate known as the Board of Regents of the University of Michigan. The Board has general supervision of the institution and the control and direction of all expenditures from the institution’s funds. The Board, as often as necessary, elects a President of the University. The President is the principal executive officer of the institution, is an ex officio member of the Board, and presides at meetings of the Board. The Board meets on a monthly basis to establish and review the basic policies that govern the University. Members of this eight-person Board are elected at large in a statewide election, serving staggered eight year terms.