A
HOT SUMMER DAY IN 1924. Still air
on State Street under the wide timeless branches
of elms. It must have seemed to them—at that
moment—as if the world would never change.
They did not know they stood in the calm before
the storm.

Today, that storm of change is our reality. Many
believe we are entering a period of evolution as
profound as the Renaissance and the Industrial
Revolution—except while those earlier transforma-
tions took centuries, today's often take less than a
decade. We live in an era of breathtaking and
accelerating change. If education was once
simpler, our world was simpler too.

Universities have long defended the thorough but
slow academic decision-making process. "New"
programs have built up over two centuries in
almost archaeological layers over "old." But we
can no longer afford the luxury of uncritical
preservation. Obsolescence lies in store for those
who cannot, in some manner, adapt to our new
reality.

The most predictable feature of modern society is
its unpredictability. We no longer believe that
tomorrow will look much like today. Universities
must find ways to sustain the most cherished
aspects of their core values, while discovering
new ways to respond vigorously to the opportuni-
ties of a rapidly evolving world.

The University of Michigan has taken up this
challenge. We have held tight to the fundamental
values that give us direction in a shifting world
while struggling to integrate the practice of
change into our day-to-day lives. Because of our
efforts, today we are stronger and more diverse
than at any time in recent memory.

The following pages represent an accounting of
our struggle with the challenges of a rapidly
changing world. I am extremely proud of what we
have accomplished. Instead of simply following
society, we are leaders in the journey.
The Leaders and Best

The top ten in the nation. First among the publics. First to find ... The first to be awarded ... The leading source for ...

Whether racing with the sun or moving toward a cure, the university of Michigan leads the way.

We take great pride in the accomplishments of our Michigan family. National rankings of our academic programs are as high as they have ever been. Michigan has consistently held its own in the competition for top faculty against the best universities in the nation. And now the University ranks as the nation's leading research university.

The United States of the twentieth century was fairly homogenous -- a domestically oriented, industrialized society. Today, we live in a nation in flux, with expanding ethnic diversity, increasing world-wide interdependence, and an economy increasingly based on the production of knowledge instead of the production of "things."

With these changes come unprecedented opportunities for those universities with the talent and will to respond.

Over the past decade, we have worked hard to develop a community where uncertainty is an exhilarating opportunity for learning. Michigan's traditional role as "the leaders and best" demands a sense of adventure, a go-for-it spirit, and a willingness to risk occasional failure as the unavoidable corollary to success.

The future belongs to those who face it squarely, to those who have the courage to transform themselves to serve a new society. Leaders don't follow trends, they make them.

This is our heritage.

This is our challenge.

This is also our destiny.
First

First university in America supported solely by public funds
First university in the West, with the founding of the Law School in 1859
First university to own and operate a hospital
First female graduate (Law School, 1871) to practice law in the U.S.
Only space missions (2) where all crew members were from the same school
First state institution to establish a department of dentistry
First to teach journalism, speech
First program in aeronautical engineering
First data processing course
First program in nuclear science and engineering
First program in naval architecture and ship design
First center dedicated to the study of human genomes
First to identify the genes causing sickle cell anemia, cystic fibrosis, and neurofibromatosis
First to measure free electron spin
First to develop laser holography
First to study economic and social impact of welfare cutbacks
Original home of NSFNET, parent to the Internet (Information Highway)
Largest collection of papyrus manuscripts in the Western Hemisphere

In nearly every area we have become more vital and productive than at any point in our history
Traditional funding sources for public universities began declining with the national recession in the 1980s. Since then, government budgets have steadily tightened, and funding for research and financial aid has come under increasing scrutiny, as legislators search for savings in an ever smaller collection of programs. Yet, while funding fell, the costs of higher education, of sustaining high quality teaching and research programs, were actually increasing.

The University of Michigan found itself in a “catch-22” situation. Success in a rapidly evolving society demanded quick and creative responses to opportunity. But bold action was not free. How, we asked, could we respond to change while still preserving and enriching our core mission of teaching and learning?

Caught between declining funding, spiraling costs, and competing priorities, we realized that only a stable financial foundation, less susceptible to the winds of government fortune, would sustain our position as “the leaders and best” into the next century. After countless meetings with groups and individuals across the campus and beyond, we created an ambitious three-pronged fiscal plan. We stressed cost containment, prudent resource management, and an aggressive development of alternate revenue sources like the Campaign for Michigan.

A decade of hard work has paid off. Even Wall Street has lauded our effort, granting the University an Aa1 rating—the highest ever achieved by a public university.

A Solid Foundation
We must prepare our students to be citizens, helping them achieve the capacity to make moral and

EDUCATION

No longer static and dependable commodities, today's facts quickly become tomorrow's myths. When they leave us, our students will enter a society whose very foundations are challenged almost daily. The workers and citizens of the next century must not only learn over a lifetime, but will need to make difficult decisions in the midst of uncertainty, decisions that will collectively affect our entire society.

No more compelling challenge has faced the University in recent years than reaffirming our commitment to education, especially for undergraduates. No other leading research university has made such an investment, and we have become a national leader in many areas.

On a broad scale, despite severe fiscal pressures, we have sustained faculty salaries at excellent levels. Especially in the sciences, but across nearly every discipline, we have brought research facilities and achievement up to world-class standards. These efforts have been critical in maintaining our vibrant intellectual and educational community.

If our undergraduate students are to love the act of learning, they must work closely with those who are deeply involved in the excitement of discovery. Students, we have learned, must be involved in the struggles for new knowledge. They need to see that 'thought' is never completely formed; it is happening all the time. Instead of denying our size, we are beginning to take advantage of our unique strengths. Many of our efforts connect undergraduates more directly with the vibrant intellectual activity going on around them. Today, over a thousand first-year students join cutting-edge faculty in small seminars, and many of our first and second-year students participate directly in faculty research projects.

Increasingly, even our youngest students are learning to question authority instead of simply imbibing accepted truths. We assume they are creative actors, not just listeners. In our new curriculum, students often struggle with the deep complexity of real-life problems, problems that have no "right" answers. Instead of giving students the facts of science or history we are initiating them into the critical worldviews of scientists and historians.
Finally, the old paradigm of heroic individualism has become an unrealistic myth. Today’s complex social and intellectual problems overwhelm the limited resources of isolated individuals. In universities, in government, and in the business world, those who succeed are now those who collaborate with others. So from our chemistry laboratories, to our engineering classes, to our business school internships, and beyond, student inquiry at Michigan is increasingly organized around teams.

Our professional schools have also undergone dramatic transformations. Our medical and business curricula, for example, have been completely restructured, and our library science degree increasingly provides training in the exciting new world of information management. Michigan has played a national leadership role in Ph.D. education, working to reduce time to degree while creating more opportunities for interdisciplinary majors.

Even intercollegiate athletics benefited from our new educational vision as we aligned athletics more closely with our academic priorities. We have helped coaches expand their roles as teachers, given athletes the extracurricular opportunities of other students, and have developed clear policies in many areas ranging from admissions to student behavior. From an essentially “one sport” university (football), we have become national competitors across all of our twenty-two varsity programs, providing world-class opportunities for the broadest range of student athletes. Recently, Michigan became the first major public university in the nation to achieve full gender equity in athletics.

In our effort to provide skills for the citizens and workers of the twenty-first century, over the past ten years, the University of Michigan has moved to the forefront of educational innovation.
the journey continues

In our struggle against discrimination, America has come a great distance, but a terribly long journey remains. Separate “white” and “colored” drinking fountains passed from the scene decades ago, but the racism that remains is, if anything, more subtle and more difficult to root out. Women still face violence, discrimination, and sexual harassment. Millions of our citizens languish in depressed inner-city and rural areas, struggling valiantly against terrible schools, desperate poverty, and minimum-wage jobs.

To be a public university is to accept the challenge of egalitarianism. But simply opening doors, providing access, has not been enough. Many groups suffer from social, cultural, and economic discrimination. Those who have managed to find their way here have faced immense barriers in a university culture still largely designed to serve the needs of a white, male majority. For too long, Michigan was blind to the pain of campus life for those who were “different.” We cannot undo the past, but we can work to change the present and the future.

We know that twenty-first century America will be the most diverse nation in the world. Yet, our students arrive on campus from increasingly segregated communities. One of our greatest challenges will be to model egalitarian democracy in our own community, resisting the often violent splintering in our society and world.

harness the potential plurality brings

As we face these challenges, we are also learning what an incredible intellectual asset diversity brings. Many years ago, the historian Thomas Kuhn pointed out that even in the natural sciences, advances in knowledge fundamentally depend on fresh points of view, new ways of seeing old material. Increasingly we are realizing that academic success itself depends directly on our ability to not merely tolerate but to harness the potential that plurality brings.

We should be proud of our real successes these past ten years—we are far more diverse today than at any time in our history. Yet immense barriers still remain. Diversity is not just about “numbers”; it requires profound structural change. An egalitarian community cannot be created in a single mighty act—it requires a dialogue that never truly ends.
the most diverse nation in the world

**Michigan Mandate**
Over the past ten years this plan has achieved the highest representation of people of color in our history. Graduation rates for underrepresented students of color are among the highest in the nation, and our faculty of color achieve promotions and tenure at rates comparable to all other faculty.

**Michigan Agenda for Women**
Our new and evolving commitment, The Michigan Agenda for Women: Leadership for a New Century, aspires to make the University of Michigan a leader and model among American universities in promoting and achieving the success of women as students, faculty, and staff. It is a plan to make women full and equal partners and to create an institution that fosters the success of all women in all facets of University life.

**Access and Discrimination**
Increased financial aid programs ensure that a Michigan education is affordable to any Michigan student, regardless of income. Many of our policies and actual buildings have been modified to make our campus and community more accessible and responsive to students with disabilities. And we have expanded the University’s anti-discrimination policy to include sexual orientation, extending benefits and housing opportunities to same-sex couples.

dialogue that never truly ends.
One of the greatest challenges we faced during the 1980s was the need to address the demands of an aging physical plant. Central Campus buildings, many fifty to seventy years old, have served the University well. Thousands of students have skipped up stairs, rushed down halls, and scooted out doors, on to other commitments, leaving behind scuffed walls, drafty windows, and heating and cooling systems of a bygone era.

Many of our buildings also needed retrofitting to meet the educational needs of today and tomorrow. Modern research methods require more space than was allotted decades ago. Changing teaching styles demand flexible classroom spaces that accommodate small seminars and group projects as easily as large lectures.

We’ve accomplished this massive program to rebuild, renovate, and update all our campus buildings through a $1.5 billion effort. Fueling our success has been a combination of low interest rates, favorable costs for labor and materials, strong state support for capital improvements, and financial contributions from some of the University’s auxiliary units.

At the same time, we’ve laid the groundwork for future expansion of the Ann Arbor campus through land acquisitions for the East Medical Campus and the South Campus, and we’ve whittled down a backlog of deferred maintenance that had accumulated during the 1970s and 1980s. We’re working to ensure that such large backlogs don’t grow in the future.

Substantial efforts have been made to improve the appearance of the campus, both inside and outside. Many more lampposts, streetlamps, and other lights have been added to campus sidewalks and footpaths, creating a safer environment for all members of the community. Colorful plantings of annuals and perennials amid carefully chosen shrubs and trees delight visitors and campus regulars alike. Dozens of gardens dotting all corners of the campus are part of a new plan for landscaping that was introduced as part of recently completed construction projects.

Not as obvious as the flora to the casual observer are the miles of fiber optics that have been installed throughout campus, linking libraries, research laboratories, and even residence hall rooms to the information super highway. Through information technology, we’ve paved the way to cooperation and collaboration with individuals and institutions thousands of miles beyond the borders of the Great Lakes.

Until it was recently spun off, the Internet was managed by the University of Michigan. Our leadership role in the earliest days of the NSFNet as it evolved into the National Research and Education Network has confirmed our current prominent role in linking together more than three million computers, 25,000 networks, 1,000 universities, 1,000 high schools, and more than twenty-five million people worldwide.

The University has emerged as a national leader in the scope of the information technology environment it provides for students, faculty, and staff. Through collegial collaborations with industry, the University frequently has been among the first to develop and install major new technologies. Our computing and networking environment is one of the most sophisticated in the world.

Through computer kick-off sales and an array of campus computing clusters and centers in residence halls and classroom buildings, we provide students, faculty, researchers, and staff with extraordinary access to this rich, new information framework.

We entered another plane of the information age with the recent opening of the Media Union, a free-wheeling space where inventive scholars can come together with powerful resources, a place where both ordinary and extraordinary people can do exceptional things.

Designed for today's media-savvy students, the Media Union houses the electronic library of the future, interactive multimedia classrooms, a virtual reality laboratory, theater and performance spaces, and design and innovation studios.
Nurturing Growth

Vibrant intellectual communities provide shelter from the elements, nurturing growth from all who join in fellowship. It is safety, safety to explore, to walk the streets at night, to speak one’s mind without fear of reprisal that nourishes profound advances in knowledge. The shared values of a university—honesty, intellectual rigor, and trust—must serve as our foundation. But they are not enough. Over the past decade, the University of Michigan has struggled to eliminate barriers to academic success, barriers of fear, and barriers between individuals.

Teaching through personal example, a growing number of faculty are encouraging students to take risks, to cross disciplinary boundaries, and to venture boldly into uncharted intellectual territories. The dedication of our faculty to all aspects of learning—open to new and different ways of seeing through their teaching, research, and service—has long served as a model for future generations of scholars. Increasingly, faculty are responding to new challenges, the different ways today’s students learn—encouraging group work, developing multimedia, and experimenting with new techniques for learning. A growing spirit of adventure is infusing all corners of our campus.

This academic excitement has spilled over into our residence halls. From the nationally acclaimed Residential College to the newer Twenty-first Century and Women in Science and Engineering programs, our living-learning communities are fundamentally changing what it means to be a student at Michigan. And because all of our residence hall rooms are now wired for computers and video, students can now “visit” with faculty during televised office hours, search for information on the Internet, or watch programs produced by other students on UNTV.

Such free exploration can only happen in a secure environment. We have worked hard to improve campus safety, developing a new campus police force and infusing major funding into campus lighting and landscaping. Other programs like the Sexual Assault Prevention and Awareness Center, the Night Owl buses, Safewalk and Northwalk escort services, and the educational and awareness activities sponsored by the Task Force on Violence against Women support our efforts to improve physical safety.

A community as large as ours also demands clear expectations of behavior: Working together, students and the Office of Student Affairs have developed a new Code of Student Conduct, while faculty leaders, for their part, have adopted a statement outlining what it means to be a member of the University community. We are moving to a culture that stresses cooperation and the rights and responsibilities of every individual.
Service to our Communities

Good Neighbors

Through a diverse range of efforts, UM is working to strengthen local communities. Many programs draw on the expertise of all of our schools and colleges, supporting local communities with legal, urban planning, public health, environmental, and other services. One effort is with the Michigan Neighborhood Partnerships, a coalition with a range of Detroit agencies that seeks to improve the self-sufficiency of families and neighborhoods. Some of the success of FORUM, a pioneering effort to train minority youth for highly skilled manufacturing jobs, is due to the collaborations with the Engineering College and Business School that turned an abandoned building into a world-renowned Center for Advanced Technology. We encourage such volunteer efforts, from Project Serve, to graduate internships, to our participation in the national AmeriCorps program. As critical catalysts for change, diverse projects like the Partnership draw increasing numbers of students, faculty, and staff into neighborhoods to serve and to learn that our true community encompasses the world, not just the campus.

K-12 Education

From tutoring programs to technical support to curriculum development, through a hundred different programs, UM is reaching out into the schools. In Ann Arbor, our efforts are encouraging more girls to pursue careers in engineering. In Flint, our efforts are helping to transform the way science is taught in middle school and high school. And through technology we touch schools across the entire state. The Blue Skies project, for example, develops curricula and training for science teachers around a unique weather display and monitoring system. An effort to create a digital library for middle schools will provide a broad range of Internet resources as well as possibilities for wide-ranging student and teacher collaborations.

Cutting-Edge Care and the Neighborhood Doctor

A time far in the future, doctors of the future are walking through the halls of a new medical center, each year, as the medical breakthroughs of today become tomorrow’s routine. Today we have begun to branch out into community care. Breaking ground on a new outpatient facility in northeast Ann Arbor. We see new openings in a health care at a local elementary school, offering a wide range of health, education, and social services to students and their families. From cars and buses to the most traumatic injuries, the UM Medical Center provides a sense of security and hope for all Michigan families.

Interdependent, dynamic, collaborative: the guiding metaphors of higher education in the twenty-first century. Over the past decade, we have begun to weave a vision of what citizenship means for the University of Michigan.

From Research to Jobs

UM is at the forefront of efforts to create new jobs from new knowledge. Our recently renamed Technology Management Office encourages researchers to bring their discoveries to the marketplace, and we can already see signs of major success. To name only a few, three new Ann Arbor companies have been sponsored by our Center for Biomedical Optical Science, and a new method for creating bone fractures has resulted in the creation of Michigan, Inc. Other efforts, like the University’s Center for Digital Technology and Manufacturing, are working to attract small and medium-sized companies to settle and grow in Michigan. Governor John Engler recently opened our new Institute for Manufacturing Technologies, estimating it would create or add 9,000 jobs in the state.

Supporting Michigan Business

As the world economy enters a time of unprecedentable change, the UM is working hard to ensure that our state remains a national powerhouse. We work directly with many Michigan businesses, helping them produce and compete more efficiently. In one project alone, with the Challenge Machineries Corporation, we helped save 509 Michigan jobs from foreign competition. Our annual symposium for entrepreneurs has helped more than 350 companies raise over $250 million dollars. The Business School’s Industrial Assistance Division has won national awards for its efforts to encourage economic diversification, helping companies threatened by international trade and assist minority-owned businesses. Our Center for Ergonomics allows firms to reduce work-related injuries, saving workers’ compensation charges, 25,000, in just one case, by ten percent. And there are only a few of our many activities.

Making our World a Better Place

University research is critically important if we are to respond effectively to an uncertain future. Research at the University’s Biological Station, for example, have discovered that rising levels of atmospheric carbon dioxide result in fundamental changes in plant growth, in photosynthesis, and in the levels of carbon and nitrogen depo- sed in the soil. This suggests that rising levels of carbon dioxide alone, even without the effects of global warming, can produce potentially significant changes in our world-wide ecosystems. Other efforts are helping us learn how to dispose of toxic waste. A recent study by a researcher in civil and environmental engineering, for example, has discovered a much more cost-effective method for preventing diffusion of toxic chemicals from landfill into our drinking water. Medical projects have discovered methods with potential for curing diseases ranging from muscular dystrophy to rheumatoid arthritis.
Despite falling state support, the University has emerged financially as one of the strongest universities in America. It is the first public and only university in history to receive an Aa1 credit rating by Wall Street. Our endowment has increased five-fold to over $1.6 billion. Generous alumni and friends have already brought our capital campaign to over a billion dollars with two years yet to go.

Under severe budget pressure, we have kept resident tuition levels far below the costs of other comparable institutions. As a part of our commitment to meeting the financial need of all resident students, the average net tuition (figuring in increase financial aid) has remained relatively stable throughout the decade.

Over a billion dollars of capital improvements have transformed our campus preparing us to serve the students of the next century.

We are fundamentally restructuring the financial and administrative operations of the University, pursuing award-winning efforts in total quality management, and cost containment, while decentralizing our financial operations.

Through efforts such as the Michigan Mandate and the Michigan Agenda for Women, we now have the highest representation of people of color and women among our students, faculty, staff, and leadership in our history.

We have launched many nationally renowned initiatives including the Institute for the Humanities, the Media Union, the Institute of Molecular Medicine, the Davidson Institute for Emerging Economies, the Tauber Manufacturing Institute, and the Institute for Research on Women and Gender.

The University Medical Center has undergone a profound transformation, placing it in a clear leadership position in health care, research, and teaching.

No other institution in the world has developed the resources—financial, physical, intellectual—that we can draw upon today.

Our most pressing danger is complacency.

The only constant is change.

National rankings of the University's academic programs are the highest in our history. In fact, the academic reputations of our programs have increased more than any other university in America over the past decade. Only four institutions stand apart from the rest: Harvard, Stanford, the University of California, and the University of Michigan.

We are winning more than our share of top faculty. The University has increased average faculty salaries to rank #1 among public universities and #5 to #8 among all universities, public and private.

The nation's leading research university, Michigan attracts more federal, state, and corporate support than any other university in America (last year exceeding $400 million).

Our job is not to follow but to lead our society, to explore the social and human possibilities of tomorrow.

The future is not yet written but we wouldn’t have it any other way. The excitement that comes with uncertainty and discovery draws us inexorably into tomorrow.
The Leaders and Best

More University of Michigan Firsts

1983  Computer Aided Engineering Network (CAEN-most sophisticated computer network in any university)
1986  Transplant Policy Center (J. Turcotte)
1987  UM's School of Information and Library Science ranked first
1988  Information technology campus-wide networking
1989  Entrepreneurial Environment
1990  Continued decentralization of control of discretionary resources
1991  Research Incentives Program (Returning 5% of Indirect Cost Recovery directly to Principal Investigators)
1992  Modification of Intellectual Properties Policies (Allowing ownership by inventors)
1993  Return of Indirect Cost Recovery on Graduate Student Research Assistant tuition to units
1989  Cystic fibrosis gene defect found (F. Collins)
1990  Mammarystatin discovered (M. Wicha)
1990  Development of positron microscope (A. Rich)
1990  UM becomes first university to win both a Rose Bowl and a NCAA Basketball Championship
1990  Discovery of hind limbs on 40 million year-old whales (P. Gingerich)
1990  Neurofibromatosis gene defect found (F. Collins)
1990  UMM Sunrunner wins Sunrayce USA-1990
1990  UM Medical Center ranks as largest in nation
1990  NSF establishes National Science and Technology in Ultrafast Optics at Michigan
1991  UM library becomes one of first major research libraries in the nation to have its entire public card catalog online (6 million volumes listed)
1991  The EPA selects UM for two national centers, one to lead the country's first environmental education consortium, and the other to manage the new National Pollution Prevention Center
1991  UM Business School joins with European counterparts in Brussels to inaugurate the Global Business Partnership
1991  Fran Blouin, director of the Bentley Library, initiates the first scholarly exchange program between an American university and the new Russian State University for the Humanities
1991  UM becomes first university to exceed $1 million in United Way drive
1991  UM Engineering students win national championship in Student Robotics Competition
1992  UM receives a $30 million gift to found the William Davidson Institute, to assist nations in making transitions from command to free-market economies
1992  James Duderstadt elected chair of the National Science Board
1992  World's first clinical trials in using modified human genetic material to treat human disease (hypercholesteroleminia and malignant melanoma)
1992  Creation of the most powerful laser pulse to date (G. Mourou)
1992  Francis Collins selected to head Human Genome Project
1992  First in externally funded research and development expenditures
1992  Department of Political Science ranked first
1992  Law School ranked first
1993  Rated first overall in men's athletics by USA Today
1993  Department of Anthropology ranked number one
1993  Department of Health Services Administration ranked first
1993  First public university to undertake a $1 billion campaign
1993  First in externally funded research & development expenditures
1993  Researchers at the UM create a new target-specific cancer treatment using radioactive antibodies to attack lymphoma cancer cells
1993  Researchers in the Department of Human Genetics are the first to use gene therapy to cure Duchenne muscular dystrophy (DMD) in mice. DMD is the most common form of the disease
1993  UM researchers successfully performed the first gene therapy using direct transfer of modified human genetic material
1993  UM physicists are among the scientists who announced evidence for the possible discovery of the top quark, the last of six types of quarks to be discovered. Quarks are the subatomic particles that comprise the nuclei of atoms
1993  Philip Gingerich, UM paleontologist, along with researchers from Pakistan, discovered fossils of a 46-million-year-old whale that walked on four legs on land but swam with undulating tail motion of a modern whale. The discovery provides important information about the structural and behavioral changes that occurred 40 to 50 million years ago as whales made the transition from land-dwelling to ocean-dwelling mammals
1993  Ruth Decker, a UM surgeon, developed a breakthrough in the treatment and cure of thyroid cancer. The simple blood test identifies the gene responsible for medullary thyroid cancer and allows doctors to remove the thyroid before the cancer appears
1993  UM, through its new Center for High-Definitions Display Technologies, is one of the nation's leading research institutions in computer screen technologies
1993  The UM is the leading source of academic research on the environmental justice movement
Programs Ranking in the Top Ten

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<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
</tr>
</tbody>
</table>

The University of Michigan's Ranking in Sponsored Research Expenditures

<table>
<thead>
<tr>
<th>OVERALL</th>
<th>AMONG PUBLICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY87</td>
<td>5</td>
</tr>
<tr>
<td>FY88</td>
<td>5</td>
</tr>
<tr>
<td>FY89</td>
<td>5</td>
</tr>
<tr>
<td>FY90</td>
<td>5</td>
</tr>
<tr>
<td>FY91</td>
<td>1</td>
</tr>
<tr>
<td>FY92</td>
<td>1</td>
</tr>
<tr>
<td>FY93</td>
<td>1</td>
</tr>
</tbody>
</table>

Growth in Sponsored Research Expenditures

Ranking of the University of Michigan by Faculty Salary Relative to Other Public Universities*

<table>
<thead>
<tr>
<th>PROFESSORS</th>
<th>ASSISTANT PROFESSORS</th>
<th>ASSOCIATE PROFESSORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY87</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>FY88</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>FY89</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>FY90</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>FY91</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>FY92</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>FY93</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>FY94</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FY95</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>


*The set of public universities included are Illinois, Indiana, Minnesota, North Carolina, UC-Berkeley, UCIA, Washington and Wisconsin.
A Strong Foundation

Components of the All Funds Budget:
Fiscal Year 1987 to 1996

General and Educational Budget:
Fiscal Year 1987 to 1996

General Fund State Appropriations
as a Component of the All Funds Budget
Annual Giving: Fiscal Year 1987 to 1995

Endowment: Fiscal Year 1987 to Fiscal Year 1996 to date

Cumulative Growth in Endowed Professorial Chairs

Administrative Expenditures as a Percentage of Current Funds Expenditures (FY 92)

Notes: 1) Current Funds Expenditures include auxiliary and hospital expenditures. 2) An asterisk indicates institutions with hospitals whose revenue and expenditures are included in the university's IPEDS Reports. 3) Minnesota data are FY93.
EDUCATION

INNOVATIONS

1989 ART: Began offering a series of seminar courses, called Perception and Notation, that integrate the study of art with inquiry in the sciences and the humanities.

1989 Science Learning Center: Interactive, collaborative work space equipped with tutorial programs and staffed by TAs.

1989 LSA: The Language Resource Media Center provides audio and video support to accompany language course lectures and exercises.

1989 LSA: Women in Science Internships provide an opportunity for first- and second-year undergraduate women in LSA to conduct research projects in the laboratory of professional women scientists (20-22 students per year).

1989 NATURAL RESOURCES and the ENVIRONMENT: UM undergraduates have been involved in many aspects of the Global Rivers Environmental Education Network (GREEN), a world-wide water quality monitoring network of public school students who study their local rivers and share information. (60 students from Natural Resources, LSA, Education, and Engineering).

1991 MUSIC: Offer an interdisciplinary program called Music and Technology, which combines traditional training in music history, theory, and performance with specialized training in computer technology (30-40 students enrolled).

1991 MUSIC: West Africa Exchange Program allows UM students to study the performing arts for six months or more at the University of Ghana in Legon. (4 students in inaugural group).

1994 LSA: University of Ghana Study Abroad Program expands the Music School's West Africa Exchange Program to include LSA students from all disciplines.

1996 Media Union: Merges the creative aspects of disciplines across campus, providing powerful technological resources for inventive scholars.

INITIATIVES

1989 LSA: Collegiate Seminars are small classes offered to first- and second-year undergraduates that focus on issues central to a particular discipline. The seminars are taught by tenured and tenure-track faculty, and they emphasize critical thinking and proficiency in writing.

1991 LSA: Adoption of the Race or Ethnicity Requirement means every student takes at least one course that focuses on the meaning of race, ethnicity, and racism. Students may choose from over 70 courses.

1992 LSA: Theme Semesters (e.g. Comedy, Beyond 1492, Work, Evil) Students take a number of courses, offered by different departments, that are organized around a unifying theme. The purpose is to develop courses that each provide a different perspective on one theme and that also meet the general distribution requirement.

1992 ENGINEERING: LeaderShape

1993 LSA: CUE Courses These new distribution courses for first- and second-year students are designed intentionally around a topic that emphasizes linkages between disciplines.

1994 LSA: Writing portfolios required of all students for placement in English courses.

1994 LSA: New First-year Seminars are small enrollment courses taught largely by regular and emeritus faculty.

1994 LSA: Quantitative Reasoning Requirement that requires students to take one course that exposes them to the process of examining quantitative evidence and of drawing conclusions based on that evidence. These courses are offered by departments such as Chemistry, Communications, Economics, Mathematics, Philosophy, Physics, Political Science, Sociology, and Statistics.

CURRICULUM REFORMS

1989 LSA: Reform of Chemistry 210-211, the introductory chemistry sequence for students with good high school preparation, to emphasize the process of doing chemistry, rather than solving mathematical problems and memorizing formulas or definitions (2000 students per year).

1992 LSA: Reform of Math 115-116, which is the introductory calculus sequence, so that it emphasizes mathematical reasoning rather than computational manipulation, and it uses imaginative new teaching materials and methods (4000 students per year).

1992 LSA: Revision of teaching assignments and curriculum in Geology, resulting in the development of a large number of seminar courses, taught by tenure-track faculty, for first- and second-year students, especially those who do not plan to major in the sciences.

1993 LSA: Offering new B.A. degree in General Biology. It is intended for students with interests in the sciences, but who do not intend to become practicing biologists.

1993 LSA: Reform of Chemistry 125-130, the standard introductory sequence for students whose high school backgrounds do not qualify them for enrollment in Chemistry 210-211. The course sequence emphasizes learning through collaborative discovery (4000 students per year).

1993 LSA: Offering new B.A. or B.S. degree in General Physics for students who want a strong background in science but want to pursue a broader general education or pursue a double major.

1993 Reorganization of the Inteflex Program, a program run jointly by LSA and the Medical School since 1972, to identify and prepare minority students and to provide a vehicle for curricular innovation in premedical education.

1994 ENGINEERING: Interactive computer modeling to teach thermodynamics.

1994 LSA: Reform of Physics 127-128 and 141-241, the lab courses that accompany the two introductory sequences in physics (4000 students per year).

1994 LSA: New B.S. degree offered in Biochemistry, which was developed cooperatively by the Departments of Biology, Chemistry, and Biological Chemistry to respond to undergraduate interest in this field.

1994 LSA: Offering new B.A. degree in Classical Civilization for students with an interest in ancient civilizations, but who are not trained in Latin or Greek.

1994 Language requirement strengthened from simply completing four semesters of course work to demonstrating a level of proficiency.

1994 Reformulation of a set of middle- and upper-level language courses to focus on substantive topics learned through a second language, rather than on second-language learning per se.

1994 Participation of and cooperation between LSA and Engineering in the new Engineering Global Leadership Honors Program (LSA provides the "Cultural Core").

1994 Approval of tenure-track positions that would be evaluated on the basis of pedagogy and pedagogical research rather than more traditional literary research.
1993 LSA: Appointment of a tenure-track faculty member
1993 Program of mid-term visitations and evaluations of classes
1993 LSA: More rigorous testing and training programs for
1993 LSA: MasterTeaching Program in Physics, which brings
1988 Intergroup Relations and Conflict is a multifaceted
1988 LSA: Undergraduate Research Opportunity Program
1993 LSA: Appointment of Assistant Dean for Undergraduate
1994 Creation of Women in Science and Engineering (WISE)
The Nursing Health Information Center provides nursing students with valuable clinical experience while helping
the multicultural community of UM's North Campus (30 students per year)
1991 NURSING: The Nursing Health Information Center provides
undergraduate nursing students with opportunities to collaborate on research projects with nursing faculty (70 students required of juniors)
1991 NURSING: Nursing Research Experience provides
1991 Mentorship Program to help build a sense of belonging to the UM community, to help first-year students with their transition to adulthood, and to assist first-year students in understanding and achieving their educational goals
1994 Task Force on the First Year Experience, which served as a catalyst for programmatic innovation
1994 Revitalization of the Center for Research on Learning and Teaching (CRLT)

PEDAGOGY
1987 Thurnau Professorships recognize tenured faculty whose contributions to undergraduate education have had demonstrable impact on the intellectual development and, indeed, the very lives of our students.
1988 LSA: Collegiate Fellows Program, which brings senior faculty together to talk about teaching and to work on revising courses so they emphasize critical thinking
1988 LSA: Implementation of the TA Training Program, which provides an intensive orientation followed by six weekly sessions to prepare graduate students for their role as a teaching assistant. The program includes practical information on instructional methods, and increases sensitivity to discrimination in the classroom and the development of a more multicultural approach to teaching
1989 ENGINEERING: TA Training
1990 LSA: Revision of teaching assignments in English, resulting in a doubling of the number of 100- and 200-level courses taught by tenure-track faculty
1991 ENGINEERING: Teaching Awards
1991 ENGINEERING: Faculty Fellows Program (teaching methods)
1991 LSA: Excellence in Education Awards provide financial rewards to faculty to recognize the importance of their contributions to teaching and related activities
1992 Orientation Program for New Faculty, which emphasizes the value placed on effective teaching
1993 LSA: More rigorous testing and training programs for International TAs
1993 Program of mid-term visitations and evaluations of classes initiated with the assistance of the Center for Research on Learning and Teaching (CRLT)
1993 LSA: Appointment of a tenure-track faculty member interested in mathematical pedagogy to direct the Math Lab, a facility to provide out-of-class assistance for students in introductory math courses
1993 LSA: Master Teaching Program in Physics, which brings in an outstanding teacher for two terms to review the undergraduate curriculum and suggest improvements
1988 Intergroup Relations and Conflict is a multifaceted approach to increasing multicultural understanding among students of different groups through courses and dialogue groups (250 take introductory course; 550 participated in dialogue groups)
1988 LSA: Undergraduate Research Opportunity Program (UROP) allows first- and second-year students to conduct research in collaboration with a member of the University faculty (supported 7 students)
1988 Placement of academic advisors in residence halls

1989 Undergraduate Initiatives Fund
1988 ENGINEERING: Engineering Commission on Undergraduate Education: An Agenda for Innovative Engineering
1990 LSA: Formation of the Planning Committee on Undergraduate Education (PCUE)
1990 LSA: Appointment of Assistant Dean for Undergraduate Curriculum
1991 ENGINEERING: Appointment of Associate Dean for Undergraduate Affairs
1991 LSA: Publication of "A Michigan Education," the report of PCUE, which inspired many of the recent changes
1992 ENGINEERING: Student Surveys on Undergraduate Educational Experience
1994 Task Force on the First Year Experience, which served as a catalyst for programmatic innovation
1994 Revitalization of the Center for Research on Learning and Teaching (CRLT)

1989 ENGINEERING: Pipeline Program (Parker Scholars Program) provides support services and research opportunities to third-year undergraduate women in engineering (60 students)
1993 Creation of Pilot Program Interest Corridors in residence halls (e.g. Films, Filmmaking and Drama/Creative Writing; Foreign Languages/International Politics)
1993 Creation of Women in Science and Engineering (WISE) Residence Hall for first-year women interested in science or engineering
1993 LSA: Science Learning Center provides support for science education at introductory and advanced levels through forums for discussion, a library of instructional materials, and assistance for pedagogical innovation
1991 NURSING: Science Learning Center provides support for science education at introductory and advanced levels through forums for discussion, a library of instructional materials, and assistance for pedagogical innovation
1991 NURSING: The Nursing Health Information Center provides nursing students with valuable clinical experience while helping the multicultural community of UM's North Campus (30 students per year)
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the journey continues

Number of Women Faculty

Number of Women Students

Percentage of Women Professional and Administrative Staff
Number of Minority Faculty

These figures include U.S. citizens, permanent resident aliens or nonresident aliens with visa status which allows their employment at the University.

Minority Student Enrollments

These figures include students who are U.S. citizens and permanent aliens. They do not include foreign students.

Number of Minority Professional and Administrative Staff

These figures include U.S. citizens, permanent resident aliens or nonresident aliens with visa status which allows their employment at the University.
Representation of Persons of Color in the Nation, the State, and the University of Michigan, Fall 1995

<table>
<thead>
<tr>
<th>Category</th>
<th>Persons of Color</th>
<th>Black</th>
<th>Hispanic/Latino</th>
<th>Native American</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>24.8%</td>
<td>12.1%</td>
<td>9.0%</td>
<td>0.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>State</td>
<td>17.8%</td>
<td>13.9%</td>
<td>2.2%</td>
<td>0.6%</td>
<td>1.1%</td>
</tr>
<tr>
<td>University Students</td>
<td>24.8%</td>
<td>8.7%</td>
<td>4.6%</td>
<td>0.7%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>26.0%</td>
<td>9.1%</td>
<td>4.7%</td>
<td>0.8%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Graduates</td>
<td>21.6%</td>
<td>7.3%</td>
<td>8.8%</td>
<td>0.7%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Professional</td>
<td>24.4%</td>
<td>9.0%</td>
<td>10.6%</td>
<td>0.6%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Faculty</td>
<td>14.4%</td>
<td>5.0%</td>
<td>1.9%</td>
<td>0.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Academic Administration</td>
<td>20.2%</td>
<td>19.4%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Professional Non-faculty</td>
<td>14.6%</td>
<td>6.6%</td>
<td>1.7%</td>
<td>0.5%</td>
<td>5.8%</td>
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State Resident Tuition

General Fund Financial Aid

Rackham Graduate Merit Fellows

UM Tuition Cost for a Michigan First Year Undergraduate in Relation to Tuition at Other Top Universities 1995-1996
<table>
<thead>
<tr>
<th>Project</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glen Avenue Parking Structure</td>
<td>New construction</td>
</tr>
<tr>
<td>Electrical Engineering and Computer Science</td>
<td>Original building</td>
</tr>
<tr>
<td>Business Administration Executive Dorm</td>
<td>New construction</td>
</tr>
<tr>
<td>A. Alfred Taubman Health Care Center</td>
<td>Original building</td>
</tr>
<tr>
<td>The University Hospital</td>
<td>Original building</td>
</tr>
<tr>
<td>Institute of Continuing Legal Education</td>
<td>New construction</td>
</tr>
<tr>
<td>Medical Science Research Building I</td>
<td>New construction</td>
</tr>
<tr>
<td>Medical Center Drive Parking Structure</td>
<td>Construction</td>
</tr>
<tr>
<td>Donald B. Canham Natatorium</td>
<td>New construction</td>
</tr>
<tr>
<td>Dow-G.G. Brown Connector</td>
<td>Construction</td>
</tr>
<tr>
<td>Medical Science Research Building II</td>
<td>New construction</td>
</tr>
<tr>
<td>William R. Murchie Science Building (Flint)</td>
<td>New construction</td>
</tr>
<tr>
<td>Glenn E. Schembechler Hall</td>
<td>Construct new room</td>
</tr>
<tr>
<td>N. Campus Housing Community Center</td>
<td>New construction</td>
</tr>
<tr>
<td>The University Hospital</td>
<td>Medical Procedures Unit</td>
</tr>
<tr>
<td>University Hospitals Child Care Center</td>
<td>Construction</td>
</tr>
<tr>
<td>Francois-Xavier Bagnoud Building</td>
<td>New construction</td>
</tr>
<tr>
<td>Medical Sciences Research Building III</td>
<td>New construction</td>
</tr>
<tr>
<td>Dearborn Campus Support Services Facility</td>
<td>New construction</td>
</tr>
<tr>
<td>Frances Willson Thompson Library</td>
<td>New construction</td>
</tr>
<tr>
<td>Harrison M. Randall Laboratory</td>
<td>Addition</td>
</tr>
<tr>
<td>School of Social Work Building</td>
<td>New construction</td>
</tr>
<tr>
<td>Cancer and Geriatrics Centers Facility</td>
<td>New construction</td>
</tr>
<tr>
<td>Med Center N. Entrance Parking Structure</td>
<td>University Hospital</td>
</tr>
<tr>
<td>Integrated Technology Instruction Center</td>
<td>New construction</td>
</tr>
<tr>
<td>Lurie Engineering Center</td>
<td>New construction</td>
</tr>
<tr>
<td>Lurie (North Campus) Bell Tower</td>
<td>New construction</td>
</tr>
<tr>
<td>Tennis Center</td>
<td>Contraction of new tennis facility</td>
</tr>
<tr>
<td>Dearborn Campus</td>
<td>Campus renovations - Phase II</td>
</tr>
<tr>
<td>Primary Care Facility</td>
<td>Phase 1 - East Campus</td>
</tr>
<tr>
<td>Total New Construction</td>
<td>$766,553,571</td>
</tr>
<tr>
<td>Major Renovations</td>
<td></td>
</tr>
<tr>
<td>Kresge Medical Research Unit III</td>
<td>Addtion #2</td>
</tr>
<tr>
<td>Tappan Hall</td>
<td>Library</td>
</tr>
<tr>
<td>Michigan Union</td>
<td>Improvements phase I and II</td>
</tr>
<tr>
<td>Earl W. Moore Building</td>
<td>New addition</td>
</tr>
<tr>
<td>Multiple Buildings</td>
<td>1984-85 program</td>
</tr>
<tr>
<td>Herbert H. Dow Building</td>
<td>Media center renovations</td>
</tr>
<tr>
<td>Computing Center</td>
<td>Addition 1</td>
</tr>
<tr>
<td>Central Heating Plant</td>
<td>Boiler/generator, gas turbine</td>
</tr>
<tr>
<td>Lorch Hall</td>
<td>Renovation and relocations</td>
</tr>
<tr>
<td>West Engineering</td>
<td>Information/Library Studies</td>
</tr>
<tr>
<td>Buhr Building</td>
<td>Library storage</td>
</tr>
<tr>
<td>Institute for Social Research</td>
<td>Addition II</td>
</tr>
<tr>
<td>Michigan League</td>
<td>1st floor kitchen/cafeteria</td>
</tr>
<tr>
<td>Catherine Street Parking Structure</td>
<td>1987 deck repairs</td>
</tr>
<tr>
<td>Engineering I</td>
<td>Optics lab</td>
</tr>
<tr>
<td>G.G. Brown Laboratory</td>
<td>Chiller addition</td>
</tr>
<tr>
<td>Art and Architecture Building</td>
<td>Renovate external wall enclosure</td>
</tr>
<tr>
<td>Central Heating Plant</td>
<td>New boiler breaching system</td>
</tr>
<tr>
<td>Medical Center Land Improvements</td>
<td>Chiller replacement and water loop</td>
</tr>
<tr>
<td>Church Street Parking Structure</td>
<td>Public safety and communications</td>
</tr>
<tr>
<td>North University Tunnel</td>
<td>New construction</td>
</tr>
<tr>
<td>Central Heating Plant</td>
<td>New construction</td>
</tr>
<tr>
<td>Central Heating Plant</td>
<td>New boiler breaching system</td>
</tr>
<tr>
<td>Horace H. Rackham Graduate Studies</td>
<td>Chiller and cooling tower</td>
</tr>
<tr>
<td>Angell Hall-Mason Hall</td>
<td>Courtyard computer facility</td>
</tr>
<tr>
<td>C. C. Little Science Building</td>
<td>Remodel rooms for isotope lab</td>
</tr>
<tr>
<td>Samuel Trask Dana Building</td>
<td>Renovate portion of ground level</td>
</tr>
<tr>
<td>The University Hospital</td>
<td>Fourth chiller</td>
</tr>
<tr>
<td>David M. Dennison Building</td>
<td>Central chiller plant</td>
</tr>
<tr>
<td>Chemistry Building</td>
<td>Remodel 4th floor, addition 4</td>
</tr>
<tr>
<td>Francois-Xavier Bagnoud Building</td>
<td>W.H. Dow Laboratory</td>
</tr>
<tr>
<td>Medical Science Unit II</td>
<td>Anatomy department renovations</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>HVAC renovations</td>
</tr>
<tr>
<td>Medical Science Unit I</td>
<td>Remodel 4th floor west wing</td>
</tr>
<tr>
<td>Edward Henry Kraus Building</td>
<td>Renovate old structure</td>
</tr>
<tr>
<td>Fletcher Street Parking Structure</td>
<td>1990 deck repairs</td>
</tr>
<tr>
<td>The 300 N. Ingalls Building</td>
<td>Renovate 9th floor wet/laser labs</td>
</tr>
<tr>
<td>Edward Henry Kraus Building</td>
<td>Auditorium renovations</td>
</tr>
<tr>
<td>Football Stadium</td>
<td>Concrete repairs - 1991, 1992</td>
</tr>
<tr>
<td>Harrison M. Randall Laboratory</td>
<td>New mechanical penthouse/core</td>
</tr>
<tr>
<td>Medical Science Unit I</td>
<td>Chiller system replacement</td>
</tr>
<tr>
<td>Medical Science Unit I</td>
<td>Remodel C and D wings</td>
</tr>
<tr>
<td>Space Research Laboratory</td>
<td>Addition - east side</td>
</tr>
<tr>
<td>Pharmacy College</td>
<td>C.C. Little addition lab-bridge</td>
</tr>
<tr>
<td>Maternal and Child Health Care Center</td>
<td>Renovate rooms</td>
</tr>
<tr>
<td>N. Campus Commons and Dow Engineering</td>
<td>CAEN classrooms and library</td>
</tr>
<tr>
<td>Harrison M. Randall Laboratory</td>
<td>North stair and wing renovation</td>
</tr>
<tr>
<td>Harrison M. Randall Laboratory</td>
<td>Remodel 3rd floor</td>
</tr>
<tr>
<td>Glenn E. Schembechler Hall</td>
<td>Margaret Dow Townsley Museums</td>
</tr>
<tr>
<td>Dental Building and W.K. Kellogg Institute</td>
<td>Renovate rooms</td>
</tr>
</tbody>
</table>

**STRUCTURES**

Major Capital Projects from 1985 to 1996
C. C. Little Science Building
- Facilities grant project
- North Campus Switch Station (Edison) - Increase electrical capacity
- South Quadrangle - Window replacement project
- Football Stadium - Repair programs 1994, 1995
- Alexander G. Ruthven Museums Building - Renovations - herpetology, insects
- Church Street Parking Structure - Repairs 1993, 1994
- Church Street Parking Structure - 1994 repairs
- C.S. Mott Children's Hospital - Renewal
- The University Hospital - Relocation-diagnostic vascular unit
- G.G. Brown Laboratory - Manifold fume hood exhaust
- Alexander G. Ruthven Museums Building - Replace chiller and pump
- Dental Building and W.K. Kellogg Institute - Remodel for research labs
- Shapiro Undergraduate Library - Additions and renovations
- Medical Science Unit II - Upgrade air handling system
- South Quadrangle - Renovate 9th and ground floor
- Medical Science Units I and II - Air quality improvements
- Medical Science Unit I - Remodel 6th level A-wing
- Newberry Hall - Kelsey Museum - Sensitive artifact facility
- Fletcher Street Parking Structure - Install new fire protection system
- Medical Science Unit I - Chiller - clinical pathology labs
- Medical Science Building - Manifold fume hood exhaust
- Medical Science Unit II - Micro/Immun laboratory/office
- School of Education - Remodel part of 3rd floor
- David M. Dennison Building - Absorption chiller, cooling system
- Medical Science Unit II - Remodel lecture halls
- 1239 Kipke Drive - Campus safety and security
- Angell Hall Addition - Mason Hall - 3rd floor classrooms phase II
- Edward Henry Kraus Building - Library for classrooms
- East Engineering - Building renovation
- James B. Angell Hall - Building renovation
- C.C. Little Science Building - Building Renovation
- Student Activities Building - Visitors Center addition
- Thompson Street Parking Structure - 1995 restoration
- James B. Angell Hall - Haven Hall connector
- C.S. Mott Children's Hospital - Single room maternity care
- Cook Legal Research Library - Jackler rare book room
- University Hospital - Human Application Lab renovation
- IST Laboratory Wing - Remodel west basement area
- Cook Legal Research Library - Replace piping
- C.C. Little Science Building - College of Pharmacy - Phase II
- East Engineering - Exterior window replacement
- C.C. Little Science Building - Renovate 1st floor east wing
- Medical Science Unit I - Remodel 6th and 7th level A wings
- Wolverine Tower - Parking lot reconstruction
- Cook Legal Research Library - Stair addition
- Football Stadium - 1995 repairs - phase I and II
- Dennison Building - Renovate 2nd floor classrooms
- Student Activities Building - Replace chiller and cooling tower
- Cook Legal Research Library - Fire safety project - sprinklers
- Michigan Union - Renovations
- Michigan League - Renovations
- Pierpont (North Campus) Commons - Building renewal 1995
- Health Service - Additions and renovations
- School of Education - Replace windows
- Wolverine Tower - Remodel floors 3, 5, and 6
- Wolverine Tower - Renovate floors 8 and 9
- Multiple Locations - Underground tank removal
- Multiple Buildings - Campus card access system
- School of Public Health I and II - Central chiller plant
- Land Improvements - Ferry Field - Develop south area
- Land Improvements - Security lighting improvements
- Hatcher Graduate Library - multiple buildings - Roof replacement
- Land Improvements - West Central Campus - Duct run
- Engineering Center/Beal Ave - Land improvements
- Land Improvements - North Campus - Road and parking reconstruction
- Walter E. Lay Automotive Lab - Tank farm and storage building
- Health Service, Dental, Kellogg - Central chiller plant

Total Renovations Budget: $1,234,543,989
Appendix

Agenda for the Decade

Academic Programs
Improvement in national rankings
Restoring support for LS&A
Strengthening the basic sciences
Strengthening the health sciences
Achieving competitive faculty salaries

Education
Achieving a recommitment to undergraduate education
Undergraduate Initiatives Fund
UG Facilities (classroom renovation, Shapiro Library, Angell-Haven, Media Union)
Thurnau Professorships for outstanding undergraduate teaching
Stressing importance of teaching in faculty promotion and tenure
Revisions of introductory courses
Gateway Seminar series
Undergraduate Research Opportunity Program
Community service
Living/learning communities
Professional curriculum redesign
Continuing education and distance learning
International education (MUCIA, International Institute, overseas campuses)

Research
Improving the research climate on campus
Leadership in national research policy
Research incentive program
Technology transfer (intellectual property policies)
Policy development (research misconduct, conflict of interest)
Public-private sector partnerships

Diversity
The Michigan Mandate
The Michigan Agenda for Women
Access for the Physically Challenged
Bylaw 14.06
Economic diversity
World University themes

Campus life
Campus safety initiatives
Student Rights and Responsibilities Code
Substance Abuse Task Force, Task Force on Violence Against Women
Student living/learning environment
Intercollegiate Athletics

Financial Strength
Cost containment measures
Asset management strategies
Development of alternative sources of revenue
Achievement of A+ rating by Wall Street

Private Support
Tripling private giving to $150 M/y
Increasing endowment fivefold to $1.6 B
Achieving 90% of $1 B Campaign for Michigan goal (with two years to go)

Financial and organizational restructuring
New budget strategies (PACE, ACUB)
M-Quality
UM Hospitals Transformation
Asset management programs
Value-Centered Management (responsible center management)
Measures of cost-effectiveness
Restructuring of auxiliary enterprises (e.g., Housing, Athletics)
Human Resources reorganization

Rebuilding the University
Medical Center Transformation
Completion of North Campus
Renovation of South Campus
Rebuilding of the Central Campus
East Medical Campus development
Deferred maintenance program
Re-landscaping the campus
UM-Flint
UM-Dearborn

Information Technology
"Wiring the campus"
NSFnet → Internet
Mainframe → Client-Server Technology
Student access (Foil Kickoff Sales, Rescomp Program, Computing Clusters)
Digital library project (and "The New School")
Multimedia facilities (the Media Union)

Strengthening the bonds with external constituencies
State relations restructuring
Federal relations restructuring
Public and media relations
Community relations

Transformation of the UM Medical Center
Completion of RHP effort
UMH Transformation Plan
MCare
Merging clinical service plans with UMH operations
Michigan Health Corporation
Alliances with other health care providers

Intercollegiate Athletics
Alignment with academic priorities
Mainstreaming of student-athletes and coaching staffs
Policy development
Restoring financial stability
Rebuilding athletic facilities (Michigan Stadium, Yost, Weidenbach)
Building new facilities (Natatorium, Keen Arena, Tennis Center, soccer/hockey fields)
Women's athletics
Big Ten Conference/NCAA leadership
Cultural Changes
Student Culture
Diversity
Athletics
Faculty Culture

New Initiatives
Media Union (ITIC)
Institute for the Humanities
Institute of Molecular Medicine (Gene Therapy)
Center for the Study of Global Change
Community Service/AmeriCorps
Flat Panel Display Center
Tauber Manufacturing Institute
The School of Information
Living/Learning Environments
21st Century Project
WISE
Davidson Institute for Emerging Economics

The Agenda for the Future

People
Reading outstanding students
A recommitment to high quality undergraduate education
Recruiting paradigm-breaking faculty
Next generation leadership
Human resource development

Resources
Adjusting to the disappearance of state support
New methods for resource allocation and management
Building private support to levels adequate to replace state support
Asset management
Development of flexible resources ("venture capital")
Rebuilding the University
New market development

Culture
Stimulating a sense of adventure, risk-taking
Establishing a sense of pride in, respect for, excitement about, and loyalty to the University of Michigan

Capacity for Change
Making the case for change
Removing barriers to change
Protecting the autonomy of the University
Sustaining the University's commitment to diversity
Aligning privilege with accountability, responsibility with authority
Aligning faculty/staff incentives with institutional priorities
Continuing efforts to improve the quality of campus life
Achieving a commitment to community, tolerance, and respect
Developing spires of excellence
Restructuring organization and governance
High performance workplace strategies
Reengineering with information technology
Renegotiating the faculty contract
Renegotiating the state contract

New Music Laboratory
Institute for Women and Gender Studies
Rescomp/Angell-Haven
Direct Lending
RCM/VCM
MQuality
Incentive compensation experiments
Presidential Initiative Fund
Undergraduate Initiative Fund

National Leadership
Quality of programs across all academic and professional disciplines
Quality achieved per resources expended
Faculty salaries (among publics)
Research activity
Financial strength (among publics)
Information technology environment
Intercollegiate athletics
Health care operations

Educational Transformation
The University College
The Gateway Campus
Living/learning environments
Linkages between professional schools and UG education
Restructuring the PhD
Continuing education and "just-in-time" learning

Intellectual Transformation
Lowering disciplinary boundaries
Integrative facilities
The New University

The Diverse University
Articulating the case for diversity
The Michigan Mandate
The Michigan Agenda for Women
The World University

The Faculty of the Future
Serving a Changing Society
Further evolution of the UM Health System
Research applied to state and national needs
University enterprise zones
K-12 education
Public service

Preparing for the Future
New generation leadership
Campus evolution
Academic outreach
The Cyberspace University
Strategic Alliances
The University's vast network of resources includes Internet access at http://www.umich.edu, offering a gateway to Alumni Services, the Schools and Colleges, and many other University services.

A new online resource, the Community Assistance Directory, is being developed to let Michigan's residents know about the University's resources and outreach activities, and will contain more than 500 services available to improve the quality of life in communities throughout the state. For more information about the Community Assistance Directory, contact the Special Projects Group of the Office of University Relations. The internet URL is http://www.state.outreach.umich.edu
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This publication was created by a team of resourceful, talented, and committed individuals: Lucy Drotning, Mary Jo Frank, Carole LaMantia, Liene Karels, and Aaron Schutz.

Many thanks for photographic contributions from the Bentley Historical Library, Philip Dattilo, Bob Kalmbach, Per Kjeldsen, Gary Guesado of Korab Hedrich Blessing, and the Women in Science Program at the University of Michigan.

Printed with pride by University of Michigan Printing Services.

Spring 1996