University of Michigan
Bicentennial Planning Committee
Final Report

June 21, 2012
Preface

In five years, the University of Michigan will celebrate the bicentennial of its founding in Detroit in 1817. Although the University is one of the oldest public universities in the United States, it is a rather young institution when compared to private American schools such as Harvard (which celebrated its 350th anniversary in 1986) let alone far older European institutions, such as the University of Cambridge (which recently observed the 800th anniversary of its founding in 1209).

Perhaps out of institutional personality or midwestern modesty, the University rarely reflects on our illustrious past and, more often, prefers to reinvent itself with each passing generation. While such forward thinking is a strength of the University, it does pose challenges when planning for a Bicentennial celebration. For example, Michigan missed celebrating its first centennial because of the mistaken belief of the Regents that it was founded in 1837 (which is the date of the founding of the Ann Arbor campus). This ethos is unfortunate given that as early as 1852, the University of Michigan’s first president, Henry Tappan, began building a true university that would not only conduct teaching and research but also respond to needs of the entire world and its citizenry. It has never stopped succeeding in these noble tasks. Consequently, this committee proposes a broad, yet preliminary, plan to celebrate our past, reflect on our present, and contemplate the exciting challenges that will likely redefine higher education during the University’s third century.
1. **General Recommendations**

   a. The Bicentennial must celebrate the University’s greatest assets and project their future impact: **intellectual creativity and the academic endeavor**.

   b. The Bicentennial must reflect both on past achievements and on where we're going in higher education. It should both celebrate and exemplify our **continuing leadership and innovation in higher education**.

   c. The Bicentennial should explore a variety of historical tensions the U-M has addressed as a way of grounding the **exploration of current tensions in higher education and in society**.

   d. The Bicentennial should be a time to build or **reinforce local, state, national and global connections**.
2. **Recommendations Concerning Stakeholders**

   a. The Bicentennial planning, intellectual program, and celebration should be inclusive across all of our campuses; **this is everybody’s celebration.**

   i. It will be critical to involve faculty, both through central mechanisms and through school and college activities. One way to do this would be to create a **sub-committee on Faculty Involvement.** This committee would draw up a list of University faculty members, who would then be invited by the president to become “**Bicentennial Professors.**” These professors would not only retain a prestigious title but would also be charged with creating a particular lecture, symposium, course, or tie-in to one of the performances or exhibits that result from the committee’s planning.

   ii. The Bicentennial planning and celebration should **involve students** in significant ways. Students’ participation should be facilitated with resources so that they can creatively engage the Bicentennial. (See Appendix c.i)

   iii. The University staff has already, through **Voices of the Staff,** begun plans for the Bicentennial, and they should be strongly encouraged to proceed and to play a significant role. (See Appendix c.ii)

   iv. **Alumni** should be a major part of the Bicentennial planning and celebration: on campus, through communications technology, and in events around the world.

   v. **Individual schools, colleges, units and organizations,** including arts organizations, cultural organizations, athletics, etc., should be encouraged to develop their own activities with an eye to the fact that this is the *University’s* birthday. One approach would be for each school, unit or organization to hold an “Open House” for the community to explore the work and workings of their college.

   vi. We should collaboratively **engage the local, state and national governments, citizens of Michigan and the nation:**
1. The committee is particularly intrigued by the idea of reaching out to Michigan counties, perhaps identifying a “county Bicentennial representative” in each — a U-M alumnus residing in the county. We also like the idea of placing a paver, brick or stone representing each of Michigan’s counties around the Diag. In addition, we suggest exploration of the idea of one-day University sessions open to all citizens.

2. The committee also notes and supports the current “Citizen Alum” project — a pilot project undertaken by U-M under the auspices of the American Commonwealth Project, celebrating the 150th anniversary of the Morrill Land Grant Act in 2012. (Appendix c.iii)

3. Special attention must be given to the University’s origins in the City of Detroit in a manner that both celebrates those origins and advances the University’s current engagement with Detroit. The U-M Detroit Center could play a valuable role in this regard.
3. Programmatic Recommendations

a. **A Bicentennial Transformative Initiative:** What could this significant milestone achieve not only to celebrate our past but also to better our community and mission? What great need of higher education in the century to come demands to be met? While ambitious and requiring significant investment of resources, it would be advantageous, and “the right thing to do,” for the University to take on truly transformative projects in higher education. It would be profoundly exciting if the Bicentennial year endeavored to:

- Universal tuition coverage for all of our students or the development of international curricula that figure into each degree we grant.
- The reinvigoration of the first two years of undergraduate education, in other words, an honors college for every Michigan student.
- A thorough integration of our educational and research missions so that every member of the Michigan community benefits from these interactions.

These are just a few such transformative ideas that the University could seek to embrace under the aegis of the Bicentennial. We encourage U-M’s academic leadership to connect its deliberations about transformative initiatives to the Big Questions activities described below (Section 3.c.).

b. We should use this opportunity to **bring the campus alive with U-M’s past and present accomplishments, and their relationship to the future.** The Bicentennial should raise the historical consciousness of all U-M constituents.

i. We recommend **reinvigorating the historical narrative** of the campus. Everyone should gain a better appreciation and understanding of Michigan’s history.

1. In particular, we urge that the Bicentennial be used as an opportunity to examine and more fully document the **intellectual history of the University and especially its unique place in the intellectual life of the nation.** The permanent exhibit at the Bentley Historical Library
dealing with this topic is an excellent beginning. Schools, colleges, departments, and organizations should be encouraged to update their histories as part of this reinvigoration.

2. While emphasizing an overarching narrative, we also wish to encourage narratives from the individual to the institutional, from different perspectives. **Story-telling projects** using all media to achieve this end should be encouraged and coordinated. For example, the U-M Communications office, Voices of the Staff, and others have suggested compiling a body of stories under a heading such as “My Michigan Experience.” (See examples in Appendices c.ii., c.iv.) Story-telling could also expressly help connect U-M to Michigan’s counties (see 2.a.vi.1, above).

3. We **endorse a variety of efforts already underway** or proposed and recommend their coordination by the Bicentennial staff discussed below. Examples include:

   - **Faculty databases** as developed by the Millennium Project ([http://um2017.org/2017_Website/Entry_Page.html](http://um2017.org/2017_Website/Entry_Page.html)).

   - **Bentley Library projects**: U-M and the disciplines, updating the *U-M Encyclopedic Survey*, the reconstitution of Gabriel Richard’s library, etc.

   - **Heritage Projects** (such as that undertaken by the Office of Communications: historical timelines, intriguing websites and social networking mechanisms) (Appendix c.iv)

The above proposals are only a few ideas that could be pursued. The committee fully expects a vigorous menu of other ideas, suggestions and projects.

4. A **broad range of mechanisms and media should be utilized** in this process: websites, social media, orientations and events managed through New Student Programs or the Division of Student Affairs, alumni publications and communications, magazines such as *Michigan Today*, the Scholarly Publishing Office, mobile applications, etc.

   ii. We recommend implementation of a **new Historical Markers Project** that builds on the work of the President’s History and Traditions Committee. At present, the History and Traditions Historical Plaques celebrate 22 major
University events and structures ([http://www.umich.edu/pres/history/plaques.html](http://www.umich.edu/pres/history/plaques.html)). We propose creation of a second marker series — perhaps along the lines of London’s “Blue Plaques” literary and historical markers ([http://www.english-heritage.org.uk/discover/blue-plaques/](http://www.english-heritage.org.uk/discover/blue-plaques/) — that commemorates a much broader range of intellectual breakthroughs, great University citizens, beloved University places, etc.

iii. We recommend that the University seek to **identify and complete restoration of remaining unrestored legacy buildings**, such as the Simpson Institute, which is the only Albert Kahn-designed, pre-World War II building on the campus that has not been restored and is in a state of serious disrepair. (See Appendix c.vii.)

iv. We recommend re-creation of an **annual Founders’ Day**, which would celebrate the founding of the University by Father Gabriel Richard, Reverend John Monteith, and Judge Augustus Woodward as well as the importance of the Native American gift of land. (This might be a perfect event to tie in with our commitment to the City of Detroit)

c. We should use this opportunity to ask **Big Questions for Our Third Century**. The lead-up to the Bicentennial, as well as the Bicentennial itself, should engage the campus communities and society at large in deliberation of major critical issues.

i. We recommend pursuing **two kinds of Big Questions**: (1) questions concerning the future of the University and higher education and (2) questions concerning major issues facing society and humankind. Symposia should engage faculty, undergraduate students, graduate students, other stakeholders, etc.

1. We recommend questions directed toward **reinventing the University and higher education**. Following are some possibilities:

   a. **How should we educate the “whole person” today and in the future?** What will be the nature of “liberal education”? What role should the University — a public institution — have in moral education? In the understanding of things religious and spiritual?

   b. **How should we teach? How should we learn?** U-M has been a leader in the development of higher learning. What modes of education are required today, for the University to fulfill its mission? In an age of increasing distance-learning
capability, what is the value of a residential education in particular? What are the values achieved through direct versus technologically mediated education?

c. **What should characterize a third-century graduate of U-M?** What skills, abilities, and forms of knowledge does our age require of its workers and citizens? To what extent can and should the University maintain an ongoing educational relationship with its graduates? Who will count as alumni in the future?

d. **What constitutes an academic community today?** Given transformations in the academic workforce as well as in the student body, in what sense do we still comprise an academic community? What are the status and instantiation of values long fundamental to academic community, such as academic freedom, transparent inquiry, respect for truth, broad access, today?

e. **What will diversity and access mean to us in the future?** U-M has a long legacy of encouraging diversity and enlarged access, conditioned by the needs of the age (e.g., “an uncommon education of the common man”). What will we do to sustain and reinterpret our historical commitment in the future?

f. **How do we serve the state, nation and world?** What is the role of public higher education? Of research? Of our so-called service-function? What is the reach of the University in society and in the world, and what are its responsibilities to society?

2. Another set of “Big Questions” should address **large national or international issues** in which universities can and should play a leading role. Such questions should be developed through an appropriate process of engagement with University constituents.

ii. The University should undertake a **multi-year process of deliberation on the Big Questions**, culminating in a set of major symposia during the Bicentennial.
1. There should be special **theme semesters** focusing on selected Big Questions during the basic 14-month period of the Bicentennial (January 2017 - April 2018).

2. To pose questions and launch investigations that are later taken up in the Bicentennial year, this process should engage **academic events** created expressly as lead-ups to the Bicentennial as well as existing events that tackle large issues such as those noted above. Examples of existing events include symposia such as Rackham’s Michigan Meetings, lectures such as the Henry Russel Lecture and the Davis-Markert-Nickerson Lecture on Academic Freedom, and other events in the years leading up to the Bicentennial. This is a perfect avenue for individual colleges to become actively involved by creating “Big Question” symposia that pertain to their mission.

3. Where feasible, we should draw on the intellectual capabilities of the University — e.g., ISR, CRLT — to **systematically investigate issues** raised by such academic events.

4. Ideally, where possible these topics should be linked to **topical pilot projects** that would then, in or around the Bicentennial year, be converted into major institutional transformations such as those discussed above (Section 3.a).

5. All of these topics, as well as others, can be generated and refined through a process that is partly competitive, partly directed.

d. The University should mount an extensive effort to **engage faculty with communities around the state** during the Bicentennial year. Building on programs such as the Road Scholars, the Bicentennial Professors, as well as other faculty identified by the deans, could be sent on excursions to locations across the state — at least one in each Michigan County.

   i. A similar effort could be undertaken with respect to locations around the nation and world, in collaboration with the Alumni Association.

   e. The Bicentennial should foster a broad range of **named lectures and “Bicentennial Visiting Professors.”** Special emphasis should be given to speakers who have U-M connections.

   f. We should explore implementation of an omnibus **lecture course** for seniors that includes the best lectures and lecturers offered that semester. In such a course, which could perhaps be for one credit, students would select and attend various lectures — such as those on Big Questions, as well as others — from across the University.
g. We should undertake an initiative to “**Beautify the Campus**” in preparation for 2017. Projects such as improving the greenery and walkways of the campus as well as developing more environmentally sustainable landscapes. (Appendix c.v.)
4. **Recommendations for Celebratory Events**

   a. We recommend that the Bicentennial commence in January 2017 but that the main focus, including the major celebratory events, should be executed during Fall 2017 and Winter 2018. All of these events should be open and accessible to the University of Michigan community.

   b. We recommend a number of celebratory events:

      i. A special **halftime event at the August 25, 2017 football game** (the day before the U-M’s 200th birthday).

      ii. A **special event in Detroit** commemorating the University’s launch there.

      iii. A **special event in Ann Arbor**, commemorating the town’s initiative in bringing the University here.

      iv. Dedicated **events for the Dearborn and Flint campuses**.

      v. A **University-wide convocation in Fall 2017**, to formally recognize the University’s 200 years. This convocation could include a number of honorary degrees, awards, etc., and a major address (e.g., by the President of the United States or some other recognizable world leader; it would be particularly meaningful if that speaker had a connection to the University).

      vi. A large **gala/dinner dance** in the football stadium in April 2018, which could also be a wonderful development opportunity in terms of patrons purchasing tables, etc.

   c. **Music, performance, and the arts** should have a significant role in the Bicentennial celebration.

      i. The public goods organizations of the University (the museums, UMS, libraries, etc.) should be encouraged to begin planning now for major exhibitions and events in the Bicentennial timeframe. Exhibitions at U-M libraries and museums should be planned with an eye to their traveling in
whole or in part to other venues around the state. In particular, the committee recommends that the Arts Consortium take on the task of fostering planning among its member institutions, and it is pleased that the Consortium is committed to this activity. The Cultural Commons will also be an important participant. Libraries and collections will have the opportunity to explore their own pasts, investigating the evolution and intellectual impact of the collections, many of which date back to the early 19th century.

ii. We endorse the initiative by the President’s Advisory Committee on Public Art to significantly enhance the University’s permanent public art collection as a Bicentennial project.

iii. The University should commission commemorative compositions from its Music faculty and alumni, to be performed during the Bicentennial year.

iv. The University and UMS should mount a set of concerts devoted to historically significant periods or themes related to the diverse heritage of U-M, with music expressive of, e.g., the civil rights movement, the “immigrant experience,” the Civil War era, 1960s activism.

v. We would encourage concerts of songs of the University, by the glee clubs, University performance groups, etc.

vi. We should explore commissioning of a theatrical production for the Bicentennial, such as a special performance by the Royal Shakespeare Company, which has long had a positive relationship with the University.

vii. We could mount a special film festival in connection with the Bicentennial.

viii. The University should collaborate with Summer Festival and the Ann Arbor Art Fairs to mount special Bicentennial versions of these important community events.

ix. A special Michigan alumnus/author should be invited to give the annual Hopwood Lecture.

x. Art should be used to better connect U-M to the state and its citizenry. For instance, we could mount a temporary public art exhibition on campus, with one work of art for each Michigan county, the work to be given to the county seat for permanent installation there following the Bicentennial.
d. Given the important role our alumni play in the life and reputation of the University, the *Alumni Association will be charged with creating a series of events* and programs that take the Bicentennial celebration across the nation and around the world.
5. **Pragmatic Recommendations**

a. We recognize that the University, like all cultural and educational institutions, faces significant financial constraints, but we hope that a **budget for the Bicentennial** can be developed, from multiple sources, that will be commensurate with the University’s entering its third century.

i. The recommendations put forward in this report can be grouped into several categories for the purpose of thinking about funding: (a) celebratory events and activities, (b) academic and intellectual events, (c) the “transformative initiative” and pilot projects related to it, (d) permanent enhancements of the campus, such as the “Beautify the Campus” initiative, and (e) permanent modest additions to the organization of the University, such as the creation of a “University History Office” with staff support.

ii. It is not possible for us to give a meaningful budget estimate at this time. Events, symposia, and so forth will have to be planned in greater detail before that would be possible, and that activity lies beyond the scope of this committee. In addition, we expect that costs will be distributed in various ways across the institution. We note that the budget will be distributed over several years.

iii. While unable to estimate a budget, we can recommend some principles:

1. A substantial portion of the budget could be managed by **leveraging extant programs**, lecture series, etc., and by encouraging unit initiatives in creating events that have a University-wide aspect. **Central supplemental funding** could be provided to enhance recurring events during the Bicentennial year, but this would be less expensive than mounting new events.

2. Celebratory events and intellectual programs should be **open to all** members of the University community.

3. In a number of cases, **planning far enough in advance can reduce incremental costs**. For instance, the effort to Beautify the Campus, if
it begins immediately, can incorporate beautification into building and landscaping projects as they are undertaken between now and 2017, minimizing costs.

4. We understand that donors are unlikely to underwrite parties. We note, however, that **many of the things we are recommending are intended to live beyond the Bicentennial** — e.g., musical compositions, new art, a University history office, not to mention major academic initiatives — and that sourcing support from donors for such things could be explored. Approaches to small donors such as named bricks — actual or virtual — could be considered.

5. Given the nature of a number of the initiatives discussed in this report, as well as the opportunities that the Bicentennial presents, it is clear that the Bicentennial effort should be closely coordinated with the next Capital Campaign. However, the Bicentennial events should not be constrained or defined by fundraising goals as such.

6. We recommend formal consultations with other universities that have recently celebrated similar milestones (e.g., Yale, Harvard, Princeton, Cambridge, and Johns Hopkins).

b. We recommend appointment of a carefully selected **Steering Committee** that includes representation from all major constituencies of the University, reporting to the president. The chair should be appointed by the president and should be a highly respected member of the University community. The planning committee urges that in making the appointment, the president be mindful of the necessity of closely tying the Bicentennial to the academic mission of the University. The Steering Committee would have oversight of planning, including the dissemination of resources and decisions to grant to projects and events the imprimatur of “U-M Bicentennial.” We recommend that the Steering Committee be impanelled in Fall 2012.

c. We recommend appointment of a **Director of Bicentennial Planning** (i.e., an individual with considerable experience in mounting initiatives of this nature), reporting to the president, and with staff support and resources. The director, who would receive guidance from and work closely with the Steering Committee, would coordinate and facilitate the various functions described in this report — e.g., historical reinvigoration, the Big Question symposia, the celebratory events.

d. We must ensure that Bicentennial events and deliberations are rigorously informed by understanding and appreciation of Michigan’s historical achievements, and that understanding and appreciation do not end with the Bicentennial celebration. We
recommend creation of a University History Office or the equivalent function to carry out projects related to recording, preserving, disseminating, and celebrating the University’s history and traditions. The Office could be housed in the restored Simpson Building, creating a sort of “history court,” given its juxtaposition to the Detroit Observatory. Such a center of University history could be used not only for instruction and daily work but also for future events, celebrations and reflections on the University’s glorious past. (Appendix c.vi.)

e. Since engagement of all U-M constituencies and broad dissemination of U-M’s achievements are essential features of the Bicentennial, we recommend that a robust internal and external communications plan be developed and implemented.
6. Appendices

   a. Membership, charge and planning principles

   b. Timeline

   c. Proposals Referenced in the Report
      i. The Students, The Students, The Students
      ii. Voices of the Staff Initiatives
      iii. Citizen Alum
      iv. Heritage Project
      v. Campus Beautification Project
      vi. University History and Traditions Office
      vii. Restoration of Legacy Buildings and Campus Features

   d. Committee Consultation
Appendix a: Membership, Charge and Planning Principles
University of Michigan
Bicentennial Planning Committee

Charge to the Committee

One of the oldest public universities in the United States, Michigan can claim central responsibility in shaping the uniquely American model of the modern university: an institution that combines research, education and practical service and that is broadly accessible while also oriented toward educating leaders. The University grew out of the remarkably progressive visions of individuals such as Augustus Woodward, Gabriel Richard, Stephen Mason, John Peirce, and Henry Taft; they saw the challenges of their day and responded with an institution that transcended those challenges. It is an institution of many firsts — and of some stumbling along the way; it has been a sculptor of academic disciplines and a generator of practices widespread in higher education; it represents a pinnacle in the aspiration and implementation of public higher education. After two hundred years, we will have much to celebrate and much to look forward to.

Today the University and higher education generally face numerous challenges, as we also know: What form should education take in our age? What contributions can we make to critical social and global issues, such as sustaining our planet, expanding the liberating power of education, forging international communities? How can we harness, mediate and extend the potential of new technologies? What roles can and should the university play in today’s society? What does it mean to be a university of the world? The Bicentennial should allow us to leverage the past in looking to the future.

Centuries are conventional timespans, but we know that they have symbolic resonance. In 2017, the University steps into its third century — something we will only do once. It is an opportunity to reflect, to assess, to project, and to lead. In brief, the Bicentennial gives us many opportunities:

- To celebrate and better understand our past.
- To highlight U-M’s seminal role in the development of higher education, its disciplines, organization and goals.
- To reaffirm the University’s commitment to core values in a new era.
- To build on U-M’s historical legacy in setting directions for the third century.
- To lead in defining public higher education in the current age.
- To initiate a national and international conversation about the future of public higher education.
- To leverage resources, support and critical thinking for the betterment of the University.
- To reconnect our various constituencies and communities at a key milestone.
Bicentennial Planning Committee
Charge

Committee

The Bicentennial Planning Committee, will be appointed by the president and will be composed of members of various constituencies of the University. The committee will report to the president. It is the job of the committee to develop a set of recommendations, for consideration by the president and executive officers, concerning the scope and key elements and aspects of the Bicentennial.

The committee’s report to the president is due at the end of the 2011-12 academic year. When the committee has submitted its report and recommendations have been adopted, the committee will disband. Subsequent detailed planning will be undertaken by special committees and offices, under the guidance of a steering committee.

Principles and Guidelines

The president and executive officers have adopted a set of principles and guidelines, to guide the planning process for and the celebration of the Bicentennial. Those principles and guidelines are attached to this charge and should inform the committee’s deliberations and recommendations.

Specific Responsibilities

Specifically, the Bicentennial Planning Committee is charged:

- To recommend specific themes, if any, and an intellectual framework for the Bicentennial. What are the ideas under which we want our Bicentennial to have an impact, for us, for higher education, and for our society?

- To frame the intellectual program of the Bicentennial.

- To recommend additional components of the Bicentennial, including the celebration, initiatives, etc., and to identify a preliminary plan for “anchor” events and projects.

- To apprise itself of ongoing, emergent, or contemplated plans and initiatives underway at the University that may be relevant to the Bicentennial and to suggest ways in which they can be incorporated into planning.

- To solicit input from University constituencies in its deliberations and to promote planning for the Bicentennial among those constituencies.

- To identify and recommend goals and objectives for centrally planned activities.

- To recommend the timing of Bicentennial activities — e.g., should celebrations and programs commence or conclude in 2017? should they cover an academic year or a calendar year? to what extent should lead-up activities be encouraged or undertaken in the years prior?
Bicentennial Planning Committee

Charge

- To recommend an initial set of special artifacts or commissions to be undertaken (of the sort that would require significant lead time).
- To recommend ways in which to engage the various constituencies of the University in planning for the Bicentennial and in the celebration itself.
- To recommend administrative and oversight structures for the Bicentennial planning.

Schedule and Format

The committee will meet five times in the form of mini-retreats. Meetings will take place from 11:00 am to 3:00 pm on the following Fridays, at the locations noted:

- November 11, 2011  Inglis House
- December 16, 2011  to be determined
- January 27, 2012  to be determined
- March 9, 2012  to be determined
- April 13, 2012  to be determined

In May, the committee will present its recommendations to the president.

Resources

Staffing for the committee will be provided by the Office of the President and the Office of the Vice President for Communications, and reasonable resources will be provided for the conduct of its business.
University of Michigan
Bicentennial Planning

Principles

The Bicentennial should:

1. Emphasize the future; look forward with ambition and launch our third century.
2. Express and exemplify core values: publicness, academic integrity, academic freedom, leadership and innovation, and commitment to the education-research-service nexus.
3. Celebrate our history and illuminate our past, both the good and the bad, to strengthen University traditions and better and responsibly connect current and future generations to U-M’s heritage.
4. Engage all University constituencies, on campus and beyond, and strengthen our connections locally, nationally and internationally.
5. Project UM’s leadership in creating the modern university, tackling challenges, and bringing benefits to society, in the past and today.
6. Make a lasting difference to the University of Michigan.

Planning Guidelines:

1. While focusing on Ann Arbor, the Bicentennial should incorporate all campuses of the University.
2. The Bicentennial should be an opportunity for institutional self-reflection as well as celebration.
3. The Bicentennial should include centrally funded major events and projects, as well as events and projects undertaken by individual units and organizations at their own expense.
4. The Bicentennial should leverage and label events and projects that are part of the ongoing activity of the University.
5. Incremental costs of central events (and others) should be funded to the extent feasible from incremental external sources, whether gifts or grants.
6. To the maximum feasible extent, events should be accessible and open to the public, and participation through new media channels should be encouraged.
7. The Bicentennial should be well-documented.
8. The Bicentennial should be intellectually stimulating, inspiring, and fun.
9. Communications strategy should be an element in all events; the Bicentennial should advance the University’s reputation.
Erin Archambault, Student, Undergraduate, Stephen M. Ross School of Business Administration

Hank Baier, Associate Vice President for Facilities and Operations

Sara B. Blair, Professor of English Language and Literature, College of Literature, Science and the Arts; Associate Dean of Academic Programs and Initiatives, Rackham Graduate School

Francis X. Blouin, Jr., Director, Bentley Historical Library; Professor, School of Information; Professor of History, College of Literature, Science and the Arts

James P. Holloway, Arthur F. Thurnau Professor and Professor of Nuclear Engineering and Radiological Sciences, and Associate Dean for Undergraduate Education, College of Engineering

Gary D. Krenz (Co-Chair), Special Counsel to the President, Office of the President, and Lecturer in Philosophy, College of Literature, Science, and the Arts

Howard Markel, M.D., Ph.D. (Co-Chair), George E. Wantz Distinguished Professor of the History of Medicine; Professor of Pediatrics and Communicable Diseases, Professor of Psychiatry, and Director of the Center for the History of Medicine, Medical School; Professor of History, College of Literature, Science and the Arts; and Professor of Health Management and Policy, School of Public Health

Amy Navvab, Student, Undergraduate, College of Literature, Science and the Arts

Scott E. Page, Leonid Hurwicz Collegiate Professor of Political Science, Complex Systems, and Economics; Professor of Political Science, Professor of Economics, Director of the Center for the Study of Complex Systems, College of Literature, Science and the Arts; and Research Professor, Center for Political Studies, Institute for Social Research

Peter A. Schweitzer, LSA ’61; Chairman, retired, J. Walter Thompson Company; Chair of the Board of Directors of the Alumni Association of the University of Michigan

Daniel A. Washington, Associate Dean for Faculty and Multi-Cultural Affairs, and Professor of Music (Voice), School of Music, Theatre and Dance

Cynthia H. Wilbanks, Vice President for Government Relations and Special Advisor to the President

Grace Li-Hsing Wu, Administrator, Michigan Metabolomics and Obesity Center, Medical School
Appendix b: Timeline
## Proposed Bicentennial Timeline

| AY 2011-2012 | - Bicentennial Liaisons appointed.  
- Bicentennial Planning Committee appointed; submits report.  
- Historical database construction continues. |
| AY 2012-2013 | - Appoint Steering Committee by Fall.  
- Appoint Director of Bicentennial Planning by Fall. Create planning office, create University History Office or function. Undertake formal consultation with other institutions.  
- Historical database construction continues.  
- University leadership fosters discussions of transformative initiatives, including launching workshops to refine Big Questions symposia.  
- Launch Campus Beautification Project.  
- Begin planning for major exhibitions.  
- Begin preparations for launching student initiatives.  
- Begin contacts with counties.  
- Commission musical compositions, plays, etc.  
- Identify dates for major celebratory events; invite major speakers.  
- Continue or initiate planning on other activities and events as appropriate. |
| AY 2013-2014 | - Continue or initiate planning on activities and events as appropriate.  
- Note: students matriculating in Fall 2013 comprise the Class of 2017. |
| AY 2014-2015 | - Continue or initiate planning on activities and events as appropriate. |
| AY 2015-2016 | - Continue or initiate planning on activities and events as appropriate.  
- Establish Faculty Involvement Subcommittee. |
| 2016 – Fall | - Continue or initiate planning on activities and events as appropriate.  
- Identify and appoint Bicentennial Professors. |
| 2017 – Winter                  | First Bicentennial Theme Semester  
|                               | “Big Question” Symposia and events  
|                               | Initiate faculty visits to Michigan counties, etc.  
| 2017 – Summer                 | Summer Festival  
|                               | Ann Arbor Art Fairs  
|                               | Faculty visits to Michigan counties, etc.  
|                               | August 25, 2017: Football halftime celebration  
|                               | August 26, 2017: Possible date for celebration in Detroit?  
| 2017 – Fall                   | Second Bicentennial Theme Semester  
|                               | University-wide Bicentennial Convocation  
|                               | “Big Question” Symposia and events  
|                               | Concerts, plays, exhibitions, etc.  
|                               | Special event in Detroit (if not in August)  
| 2018 – Winter                 | Third Bicentennial Theme Semester  
|                               | “Big Question” Symposia and events  
|                               | Concerts, plays, exhibitions, etc.  
|                               | Special event in Ann Arbor  
|                               | Gala dinner/Dance in Stadium  
|                               | Commencement with special speaker and honorary degree recipients  

Appendix c: Proposals Referenced in the Report
Appendix c.i. The Students, The Students, The Students

The committee proposes that the University task student leaders with coming up with a big idea or event and that U-M commit significant financial resources for this activity. This could be a one-time celebration or it could be a continuing project or program that fundamentally changes the nature of the educational experience at the University of Michigan.

That may seem extreme. We hope it does. Keep in mind that from a student’s perspective, with the exception of the football and basketball games and other rare activities, the most successful events at the University of Michigan have a common feature: they are entirely student run. The dance marathon, TedX-UM, UAC events, Mock Rock, Glee Club Concerts, etc… are all run by students for students. Nothing else we do on campus compares to students’ success in organizing students’ activities.

Our report has made clear that the celebration should be inclusive of students: this is everyone’s celebration. Yet, informal polling of students on the proposed events has elicited more yawns than a mandatory campus wide 8 a.m. lecture. We have great confidence in all of the recommendations included in this report, but we are concerned that many will not appeal to students, and for a simple reason: they are not student run or organized.

The call to action should place no restrictions on the students other than relevance to the Bicentennial. We would prefer projects that advance the university’s core missions, prove a valuable learning experience for all involved, help define the new university both to ourselves and to those outside, and be fun, lots of fun.

This project would need organizational scaffolding, but we have incredible faith in our students and their talent and energy. A group of younger alumni, staff, and faculty could be commissioned to help evaluate proposals and budgets in the early stages.

If we ask students, in a serious way, to redefine what students can do, to do something bold, we may well find that they are able to transform the undergraduate experience for many if not all of our students. We hasten to add that the right project could also prove a potent recruiting tool as students might want to come to Michigan just to be a part of this project, whatever it may be.
Appendix c.ii. Voices of the Staff

Celebrating the Contributions of Staff for the U-M Bicentennial

During a Voices of the Staff “alumni” event held in February 2011, the keynote speaker U-M president emeritus James Duderstadt described the history and the future of the university and plans for the upcoming bi-centennial year. He discussed the vital roles that staff members play in making the university a great place to learn, work, and discover. From that event and during subsequent Voices of the Staff events, members of VOICES alumni, network teams and core team have been engaged in generating ideas, dozens of topics and concepts for future development to recognize and honor staff contributions to the 200-year history of the university.

A Timeline and Sampling of Ideas:

From 2011 through 2016, the focus would be retrospective and historical in scope which would seek to tell the stories of staff members whose contributions have helped to make the university a great place to learn, work and discover.

Staff Endowment: Voices of the Staff, in partnership with the Office of University Development is initiating the VOICES Bicentennial Staff Endowment Program to promote a culture of giving for and by staff to mark the bicentennial. This project is scheduled to begin the design phase in April 2012 through February 2013.

Story Telling: Voices members propose that a project be developed to feature a searchable archive comprised of staff members’ stories, each celebrating the accomplishments, dedication and determination of selected individual staff members, as told through video and or audio interviews and reconstructed through historical research.

Events/Exhibits: Other proposed project components for the bicentennial include events to be held on all campuses using video display technology to highlight and showcase collected stories.

Space: Voices members propose that the feasibility of a proposed commemorative garden, exhibit or dedicatory space is studied that would recognize and honor the contributions of staff members.

Beginning in 2016, through sponsored events, communications and collaborative team projects, focus on building awareness of how staff can contribute to the world-class research university of the future.

VOICES of the Staff has “alumni” members who have completed two or more years of University service on one or more of the Voices of the Staff network team members n= ~350. They are highly engaged and enthusiastic about providing volunteer support for the work of bicentennial projects.

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1 For example, develop an interactive Block M that would be a repository of staff stories and contributions. Picture the Block M as a puzzle made up of hundreds of pieces. Site visitors would be able to select a puzzle piece, and that piece would then pop-out and display a short video clip, interview, pictures, or stories about a specific staff member or event.
Appendix c.iii. Citizen Alum

VISION: CITIZEN ALUM IN 2017

Citizen Alum counters the image of alumni as primarily "donors" with a vision of them as also "doers." Citizen alums are active citizens who are engaged in working with others for the public good in specific localities and regions. They join with U-M students, faculty, and staff to solve public problems by working across lines of difference. Citizen Alums build multi-generational networks that are grounded in shared commitments: to public service, community development, lifelong learning, and knowledge creation in U-M’s third century.

GOALS

- Build substantive relationships with alumni who identify as active citizens
- Value the full diversity and civic agency of our alumni
- Offer an alternative to committed alumni who recoil from the role of “ATM” or who are graduating with a heavy burden of educational debt
- Build an alliance for education at every level, starting with alumni who are advocates for student success in their home communities

STRATEGIES

- Start “listening projects” to gather and learn from the reflections of engaged alumni
- Involve alumni in academic activities such as community-based capstone courses, internships, or field experiences
- Work with alumni networks in the region to develop campus-community partnerships on specific issues
- Harness the talents of alumni to break down barriers between undergraduate education and life after graduation

Contact

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734.645.9399
BACKGROUND

Citizen Alum is directed by Professor Julie Ellison with collaborator Alex Olson, a doctoral student in the Program in American Culture. Citizen Alum was launched as a partner program of The American Commonwealth Project at a White House Meeting, “For Democracy’s Future,” on January 10, 2012. Citizen Alum is a national initiative, based at U-M. It builds on the best practices of campuses, centers, and consortia that are sharing innovations in alumni engagement. See http://democracyu.wordpress.com/?s=citizen+alum

THE CITIZEN ALUM TEAM AT U-M

Alumni*
Rackham Arts of Citizenship Program*
Career Services
Community Action and Social Change Minor*
Foundation Relations*
LSA College Connections*
Office of the President*
Program in American Culture*
Regional Economic Development
Residential College / Semester in Detroit
Social Entrepreneurship Initiative

* representative confirmed

VOICES OF U-M’S “GAP ALUMS”

Cornelius (Delro) Harris, AlterEgo music management, Detroit MI (LSA)

“So what if even recruiting was altered? What if alumni worked with professors and others in a department and were able to talk…about specific courses offered and the people who teach them?”

Jawuan Miguel Meeks, doctoral student in Education, Michigan State University (LSA)

“In my role as alumni and development support chairperson [for Telluride Association, Ann Arbor], I am responsible for facilitating college weekends two times a year for underrepresented students…. Connecting with these young people, as they pursue their academic dreams, allows me to stay engaged with my vision of a more equitable society.”

Erica Lehrer, Director, Centre for Ethnographic Research and Exhibition in the Aftermath of Violence, Concordia University, Montreal (Rackham)

“What I had been looking for in my first post-college decade was a way to share my excitement about the professionalization experiences I was undergoing, and to share the wisdom I was gaining (and the challenges I was facing).”
Appendix c.iv. Heritage Project

Office of the Vice President
for Global Communications and Strategic Initiatives
Preliminary bicentennial plans and suggestions

Has your unit or organization developed plans, begun planning, or held preliminary discussions about the Bicentennial? If so, we would appreciate your sharing with us. We would also be interested in knowing of any plans being discussed for anniversary celebrations that will occur between now and 2017.

Two major initiatives are under way in the Office of the Vice President for Global Communications:

1. We are partnering with the President’s Office and Bentley Historical Library to develop what is tentatively called the U-M Heritage Project, an immersive website exploring the University’s history.

The Heritage site will offer multiple points of entry into the story of U-M history – by topic, by era, by unit, by place (including the distinct Ann Arbor campuses and the branch campuses). This includes the creation of new content and the gathering of existing resources on the University’s history and traditions.

We are negotiating with a media agency to present content in such a way that we can adapt our stories to whatever digital storytelling formats are likely to be most appealing, effective, and current at the time of the bicentennial celebration. The team places a premium on developing content that will be genuinely compelling to users, with deep attention to capitalizing on extraordinary new developments in the presentation and combination of content – print, video, images and sound.

Possible formats include:

- **“Ken Burns” videos** – Short, documentary-style features that bring history to life through contemporary accounts, historic images, and period music and sounds.

- **Multimedia “museum” pieces** – These interactive features offer users a variety of access points for learning about U-M history through an event, a person, or a trend. The features use photographs, letters and other ephemera to show and tell the story.
• **Multimedia “magazine” pieces** – Some topics are interesting and important enough to demand in-depth treatment, especially when source materials such as letters, diaries and memoirs are unusually rich. In these cases, magazine-length articles will be prepared. Although these will be made available in standard web formats, they will also take advantage of the emerging popularity of tablet-based reading experiences (iPads, Kindles, smart phones), which use “read-it-later” capabilities.

• **“Living Memory”** – At our invitation, U-M constituents, especially alumni, will submit collections of their own materials to be posted on the site under a heading like “Living Memory” – connoting the campus memories of living graduates and others. The collections will take the form of slideshows grouped by eras within living memory: 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s.

• **U-M faculty database** – The Heritage Project will be linked at many points to an extraordinary database that is being developed independently by Anne and James J. Duderstadt, the University’s former “first lady” and its eleventh president (1988-1996). The database, already well underway, will eventually include biographical information and links for every faculty member since the University’s founding in 1817.

• **The University of Michigan, An Encyclopedic Survey** – The definitive written history of the University, this multi-volume effort is a rich and particularly detailed source for the history of the University from its origins in 1817, through the first century of its operation with updates extending through 1975. The text of all of the volumes and articles is now an online resource that is fully searchable, though not very “user-friendly.” As part of the Heritage Project, the Encyclopedic Survey will be brought up to date. This will entail a massive, cooperative effort of writing, revision, and editing—undertaken chiefly by emeritus faculty and Heritage Project staff – then the technical work of making the entire text easily accessible, navigable and searchable on the Internet.

The project’s leaders – Vice President Lisa Rudgers; Kim Clarke, rector of executive communications; and Jim Tobin, consultant – are preparing to meet with the BPC in the spring for a presentation about the site. The site has a target launch date of Fall 2012.

2. We are creating a communications and marketing team dedicated to U-M history and traditions. We have similar teams in place focused on other institutional priorities, such as global communications, innovation and
entrepreneurship, sustainability, and arts and culture.

This group, to be led by Kim Clarke, will be comprised of communicators, as well as faculty and staff with expertise and interest in U-M history. It will develop an annual communications plan for developing stories and content for a variety of channels that brings Michigan's heritage to life and gives it a voice. For example, an initial project will be developing a comprehensive communications strategy to mark the 100th anniversary of Hill Auditorium in 2012-13.

**What suggestions do you, or others in your unit, have about University-wide Bicentennial activities that you would like us to bring to the BPC? Thoughts about theme, activities, celebratory events, constituencies, and third-century goals are all welcome.**

Staff suggestions include:

1. Create a timeline of dates and short blurbs highlighting historical markers, big events or campuses happenings in the university's history.

2. Develop a comparison of "a day in the life" of today's student compared to one in 1817 (or, more accurately, 1841), and cover what classes they’d likely be taking, what campus resources they’d rely on, how they might spend their time on campus, what current topics would be of interest to them; campus life in general.

3. Commission sculpture to commemorate the anniversary.

4. Commission a work of music in honor of the event.

5. Fireworks or laser show at Michigan Stadium or NCRC to commemorate 200 years.

6. Joint programming with City of Detroit and Native American leaders to mark establishment of U-M.
Appendix c.v. Campus Beautification Project

DRAFT -- Bicentennial Campus Beautification -- DRAFT

Places we would like to improve:
Painting of building exteriors (e.g., President’s Residence looking fresh) and all buildings in need, mostly with exterior wood or metal in some cases); create or update plazas, gathering spaces, and community edges (East University Plaza, Ingalls Mall, North University transit collection points, NC Diag (The Grove), Regents Plaza, update building lobbies, and all the other things we might spruce up for the celebration.

Schedule:
2012-2013 Create some concept designs and budgets for fundraising
2012-2015 Fund raising and project prioritization based on funding and need
2013-2016 Launch early projects in appropriate sequence
2017 (Need to define specific end date)

Opportunity:
Engage students, faculty, staff, and alumni. “Wow” everyone when they visit in 2017–2018. Beautify the campus as has been done recently for Palmer and Elbel Field as two examples. The “look” of the campus is important for recruiting the best faculty, students, and staff, and improving the “look” will pay dividends for many years to come.

Challenges:
Fundraising for outdoor beautification v. academic scholarship
Getting started as the time is becoming shorter

Slogan and Marketing:
Example: “Greening Campus” - UM’s Bicentennial Celebration!

Development Ideas:
Consider donor recognition through appropriate plaques and publications commensurate with contribution. Create opportunities for giving through class years, majors, schools and colleges, and even living spaces like residence halls.
Appendix c.vi. The Need for a University History and Traditions Office

Given the rapidity with which information is developed, disseminated and modified in our digital environment, it is necessary for the University to adopt new approaches to the documentation, dissemination, and celebration of its history and traditions. This will be essential for the Bicentennial and beyond.

The University’s 1937 Centennial led to the creation of the massive *Encyclopedic Survey of the University of Michigan*, a comprehensive, University-wide chronicling of the University’s history down to the level of departments, offices, and student organizations ([http://quod.lib.umich.edu/u/umsurvey/browse.html](http://quod.lib.umich.edu/u/umsurvey/browse.html)). Completed in 1942 and updated, in parts, through 1976, the *Encyclopedic Survey* is a highly valuable compendium, and work is underway to update it in electronic form for the Bicentennial.

In the print environment, having a date of publication excuses presentations that do not ring current. On the web, by contrast, the expectation is that everything is current. In today’s digital environment it is essential that the University have staffing designated to keeping historical information updated. We need to have someone who will manage this, and who as a historian will contribute to various new and evolving texts and/or work with those on the faculty and staff best able to keep information current. We also will need someone to keep current the excellent historical databases that are being developed leading up to 2017. A University History and Traditions Office, or its functional equivalent, would be charged to manage and accumulate historical information in a timely fashion.

This work would complement and draw from the archival work of the Bentley Historical Library, as well as creating documents that would become part of the archive. In addition, we note that the vice president for global communications and strategic initiatives has identified heritage as one of the pillars of enhancing the brand and recognition of the University. The work of a History and Traditions office would be a cornerstone of that effort and should be coordinated with the Heritage Project discussed in Appendix c.iv; it might be that a portion of the function would actually fall under the Heritage Project. Initially it would make sense for the History and Traditions function to be connected directly to Bicentennial planning; after the Bicentennial all or part of it could be migrated to the Bentley.

A staffed history and traditions office would be valuable to the institution. Historical self-knowledge and self-narrative are themselves assets, valuable in a variety of contexts, from academic planning to fundraising. Also, as the full report notes, the University would do well to better celebrate its history — through efforts such as the Heritage Project, but also through a reinvented Founders’ Day, the new Historical Markers, and certainly in many other ways.

A modest level of dedicated staffing would contribute to a key recommendation of this report — namely, to reinvigorate, continually, the University’s historical narrative and its
understanding and utilization of its own history. Two important, sequential, functions would be part of this:

1. In preparation for the Bicentennial, such an office would play a critical role in helping to marshal resources and work within the units necessary to reinvigorating the institutional narrative, ensuring that it is adequately grounded in historical detail and documentation, that the updating of histories such as the Encyclopedic Survey is effectively carried through, that “grassroots” efforts at historical documentation are nurtured, and that various historical resources being developed — such as faculty databases, departmental histories, etc. — are appropriately connected to Bicentennial activities.

2. Following the Bicentennial, and ongoing, such an office would ensure that the documentation and narration of U-M’s history is proactively accomplished on an ongoing basis — e.g., by encouraging and facilitating units’ updating of their histories — and that opportunities to celebrate the University’s history and heritage are appropriately informed and staffed from an historiographical standpoint.

Functions similar to those we are proposing for this office have in recent years been carried out by the University’s History and Traditions Committee (http://www.umich.edu/pres/history/). That Committee, launched in the mid-1990s, helped oversee the restoration of the Detroit Observatory, established the current Historical Markers Program, issued certificates of recognition for activities and events that preserved Michigan’s history or commemorated Michigan’s traditions, and carried out a small oral history program. However, it is not feasible for a committee to carry out the sorts of work we have noted above, given the need for continual updating of information. Staff support for the Committee to date has been largely fortuitous. Dedicated staffing is needed if the University is really to carry through on the opportunity presented by the Bicentennial. The History and Traditions Committee could act as a sort of oversight or advisory committee for the Office.
Appendix c.vii. Restoration of Legacy Buildings and Campus Features for the Bicentennial

The University of Michigan campus in Ann Arbor can claim an exceptional architectural legacy, marked by high points such as the President’s House, the Detroit Observatory, the Law Quad, the Horace H. Rackham Building, the Earl V. Moore Building, and others — and of course the remarkable collection of buildings designed by one of America’s greatest architects, Albert Kahn (please see the list at the end of the appendix). The University has generally done well preserving this legacy and “curating” its architectural collection. Over the past two decades, restorations of the Detroit Observatory, Hill Auditorium, the Rackham Building, the Kelsey Museum, the Dana Building, the Kraus Building, Mosher-Jordan Residence Hall, and others, as well as restorations planned or underway of the William Clements Library, the Law Quad, the Moore Building, and East Quad, have gone far toward revitalizing this legacy.

The Bicentennial presents a wonderful opportunity to this commitment to revitalization of the legacy through critical remaining restorations and campus enhancements. We note elsewhere our support for the plan to enrich the University’s collection of public art, and for the proposal to beautify the campus through sustainable means. Here we wish to support the idea of a systematic effort to restore key buildings to their former glory, and we highlight in particular the Simpson Building.

The committee is aware that the University Committee on History and Traditions has been extremely concerned especially about the condition of the Simpson Building as the only Albert Kahn building on the campus that has yet to be restored. It is a beautiful Kahn design and a visible manifestation of the University’s long commitment to medical research, which goes back to the designation of "medical sciences" as a core part of the curriculum of the University of Michigan in 1817. We know that discussions of possible restoration have been held from time to time, but so far no action has been taken. We wish to recommend serious reengagement of this issue in preparation for the Bicentennial. Below is a detailed account of the building and a proposal for possible action, which the committee endorses. A survey of other unrestored buildings along these lines would be in order for 2017.

We envision in 2017 a walking-tour and virtual tour of the great U-M buildings.

The Thomas H. Simpson Institute for Medical Research

Statement of Problem:

The Albert Kahn-designed Thomas H. Simpson Institute for Medical Research was once the envy of the academic medical world. Sadly, the building and its grand rooms are now in a state of serious disrepair. The most casual inspection of Simpson Building reveals unsecured and broken window-sashes, rotting pipes, damaged stairwells, water damage, peeling paint and potential lead contamination, and inadequate heating and cooling systems, to name but a few of its serious structural and infrastructural problem.
Indeed, the Simpson building holds the dubious distinction of being the only Albert Kahn and oldest pre-war building on the entire campus that has not been restored or rehabilitated. The University’s Bicentennial affords the perfect moment to correct this glaring problem and make a lasting contribution to the University’s distinguished heritage and history.

**History of the Building:**

Mrs. Christine McDonald Simpson bequeathed the building to the Medical School in 1924 to be a memorial to her husband, Thomas Henry Simpson, a Detroit iron industrialist and manufacturer who died of pernicious anemia in 1923. Mrs. Simpson endowed $400,000 to the University to establish a research institute devoted to discovering the cure for pernicious anemia. One hundred fifty thousand dollars of the endowment was set aside for the construction of the institute’s building, erected in 1926.

The Simpson building was designed by architect Albert Kahn, whose other noted work on the Michigan campus include Hill Auditorium, Angell Hall, and the Clements and Hatcher libraries. The four-story granite Simpson building was constructed on a site, which, at the time, was only a few hundred feet from the entrance of the then newly, completed University Hospital. The Simpson building’s broad-stepped front entrance opened to a walnut-paneled lobby, decorated to Mrs. Simpson’s specifications with tapestry covered chairs, fine paintings, and Tiffany glass vases. The first floor housed richly appointed offices for the Institute’s director and secretaries, a library, and conference room outfitted with a specially designed Stickley conference table. The second floor was home to state of the art laboratories and offices for junior staff, and the third floor supported a ten-bed hospital, with a kitchen, a treatment room, and a dietitian’s office. A lecture room, laboratories, and animal quarters could be found on the basement levels.

According to Mrs. Simpson’s terms, the entire income on the invested $250,000 portion of endowment was to support the employment of medical and scientific directors and their staff in order to conduct research “in the subject of pernicious anemia and such other diseases to be determined.” In the early 1920s, pernicious anemia was an incurable, mysterious, and deadly disease that claimed the lives of 11 out of every 100,000 people in the state of Michigan. Today, the disease, usually found in older adults, is known to occur due to impaired intestinal absorption of vitamin B12 and is now effectively treated with injections or oral preparations of Vitamin B12.

Ironically, a treatment for pernicious anemia was developed elsewhere between the time the Simpson endowment was presented and a director for the Institute was named. George Minot and William Murphy of Harvard Medical School developed a treatment that involved a daily ingestion of half a pound of broiled liver, an overwhelming regimen for most patients. In 1926, the University of Michigan sought out Cyrus Sturgis who was a colleague of Murphy and Minot and a well-established investigator at Harvard. Sturgis accepted the position as director of the Simpson Memorial Institute in January 1927, as well as the chairmanship of the Department of Internal Medicine a year later. In 1929,
Sturgis and his assistant director, Dr. Raphael Isaacs, developed a new therapy for pernicious anemia derived from hog’s stomach called ventriculin. This new compound provided a missing intrinsic factor secreted by the stomach lining and proved to be the most efficient treatment for pernicious anemia of that era.

In addition to standing as a monument to the distinguished history of medical sciences and breakthroughs at Michigan, the Simpson building is also a nationally important medical landmark. The Simpson Institute was consciously modeled after the Rockefeller Institute for Medical Research in New York City, the first major medical research institute in the United States. Like the Rockefeller, the work at Simpson was directed toward conducting clinical studies that brought the laboratory and bedside closer together. In the first quarter of the century, private philanthropy was the most important source of funding for the investigations of medical sciences. The endowment of the Simpson Institute also reflected what at the time was an emerging trend of donations made for the support of research on specific disease—a tradition that continues to this day at the University.

Current Status:

Since 1998, the building has been the home of the University of Michigan Center for the History of Medicine. The Center itself has raised and committed over $250,000 to facilitate a number of urgent restoration/repair projects in the building but the Simpson Institute is in desperate need of a major restoration. It is one of the most endangered buildings on the entire campus and, given the damage already existing in it, we are at serious risk of losing an important part of our University of Michigan heritage.

Action Plan:

A modernized and restored Simpson Institute would be a crown jewel of architecture and a permanent means of celebrating the University’s Bicentennial. It would compliment the beautifully restored Detroit Observatory, directly across the street, and could house the extant Center for the History of Medicine (which currently occupies the first and second floor of the building), the Bentley-Detroit Observatory staff, and the proposed Office of University History.

To achieve the difficult ends of restoring this historically important building, we recommend the execution of the Bicentennial-Restoration of Simpson project, which will include the following milestones:

1. Assignment of dedicated development office personnel to develop the funds and revenue sources to enable such a project. This is a major fundraising task that carries with it naming opportunities. A contractor report developed several years ago put the costs of such an endeavor at $7-10 million.

2. Development of a plan of steps to actualize the restoration as part of the Bicentennial celebration that includes:
a. Consultation with historical architects to better understand the scope of such a restoration project would be and how it should proceed.

b. Work with the National Register of Historic Places to properly record the building’s landmark historical role in the history of American Medicine.

c. The development of a plan of restoration that includes the consultation of various cultural collection officers in the University, historians and others.

d. The restoration itself in a timely basis.

e. A grand re-opening of the Simpson Institute, with opportunities to recognize donors and facilitators, during the Bicentennial year of celebration.

**Albert Kahn Buildings at the University of Michigan**

West Hall, 1904
Psychopathic Hospital (demolished), 1906
Hill Auditorium, 1913
Helen Newberry Residence Hall, 1915
Natural Science Building, 1915
Betsy Barbour Residence Hall, 1920
Harlan Hatcher Graduate Library, 1920
William L. Clements Library, 1923
Angell Hall, 1924
Randall Laboratory, 1924

University Hospital (demolished) 1925
Couzens Hall, 1925
C. C. Little Building, 1925
Thomas H. Simpson Memorial Institute, 1927
Alexander Ruthven Museums Building, 1928
Burton Memorial Tower, 1936
Neuropsychiatric Institute (demolished), 1938
Appendix g: Committee Consultation
The Bicentennial Planning Committee received input and advice from a number of sources. A substantial number of ideas, suggestions, and thoughts were collected by the committee and informed its deliberations. All input has been preserved and will be handed on in its entirety to the Committee’s successors.

- On November 21, 2011, an article on the planning process ran in the *University Record*, inviting input.
- Input was also sought from Bicentennial Unit Liaisons.
- Committee members, who broadly represented constituencies of the University, informally consulted with colleagues among faculty, students and staff.
- In addition, the committee in whole or individually met with the following individuals and groups:
  - Academic Program Group
  - Tom Baird, Executive Director, U-M Capital Campaign, and Tom Szczepanski, Executive Director, Marketing & Annual Giving
  - James Duderstadt, President emeritus and Director, Millennium Project
  - Phil Hanlon, Provost and Executive Vice President for Academic Affairs
  - Lisa Rudgers, Vice President for Global Communications and Strategic Initiatives; Kim Clarke, Director of Executive Communications and Heritage Project; and James Tobin, Heritage Project
  - Senate Advisory Committee on University Affairs (SACUA)
  - U-M Arts Consortium
  - U-M Cultural Commons
  - Voices of the Staff