One of the oldest public universities in the United States, the University of Michigan can claim a central role in shaping the uniquely American model of the great modern university: an institution that combines research, education and public service; that stresses both the life of the mind and the life of practical achievement; that is both broadly accessible and devoted to educating the leaders of the future. The University grew out of the remarkably progressive visions of dedicated individuals who saw the challenges of their day and responded with an institution continually remaking itself, an institution that met those challenges. It was the first American university fully governed and supported as a public institution, and it was sustained by the extraordinary and enduring commitment of the citizens of Michigan to higher education. It is an institution of many firsts—and of wrestling with challenges along the way. It has shaped academic disciplines and generated practices now standard throughout higher education. It was built on a commitment to diversity and inclusion, with a deeply embedded sense of public mission and of holding in public trust the pursuit of art, knowledge, and truth. It has been an alma mater of great women and men who have helped change the nation and the world for the better. It represents a pinnacle in the aspiration and implementation of higher learning. And it is a work in progress.

The University of Michigan story is the story of the invention and periodic re-invention of the American university. For two hundred years, Michigan has pioneered in shaping the modern American university and the modern order of knowledge. Granted substantial autonomy and strongly supported by the people, Michigan has merged public ethos, research power, and student exploration in unique and potent ways. Across a range of activities, the "Michigan Model" has been widely emulated.

In public mission, research and scholarship, educational innovation, creativity and invention, activism, and college spirit, Michigan has time and again been a forerunner. While all universities are characterized by these six themes to one extent or another, we might well argue that no university matches Michigan’s comprehensive record of achievement across all. Time and again, the people of the University have identified the need of the time and responded with thoughtful innovation and determination. Sometimes re-invention has been stimulated by strong presidential leadership; at other times, when

UmBicentennial@umich.edu
such leadership seemed lacking, the faculty have pushed Michigan to reach new levels; at still other moments, it has been students who have brought needed change; and alumni have shaped Michigan's future — often through philanthropy and support, but also through their own direct intervention in its life.

Serving the People: The Public University

Vision: For 200 years and in partnership with the public, the University of Michigan has created and re-created the American public university, with a principled dedication to education as a democratizing endeavor, to broad and equal access, and to advancement of knowledge and creativity in service to society. The struggle to define and capture the public ideal is a continuing story of American higher education, and Michigan has been in the vanguard. Michigan has upheld the standard of the American university as a place of inquiry and expression that serves a democratic public. “Education,” said Michigan’s first president, Henry Philip Tappan, “levels all artificial distinctions, and creates only that aristocracy which all men acknowledge ... the aristocracy of intellectual and moral worth.”

Trajectory

- Pre-history: In an important sense, Michigan’s story began with the Northwest Ordinance, largely shaped by Thomas Jefferson, which identified education as a national priority. The Northwest Ordinance, conceived in the flush of independence, envisioned a system of education designed to produce an educated citizenry and leaders for a free, democratic people.

- Detroit and the Catholepistemiad: At the time of the University’s founding in the Territory of Michigan, the dominant form of institution was the sectarian college, whether publicly supported and sanctioned or not. Institutions struggled with governance structures that were ambiguously or ineffectively public: usually sectarian self-perpetuating boards, which muted or even abrogated their public nature. Michigan was conceived differently by Augustus Woodward, Gabriel Richard, and John Monteith: as a territorial system of education (primary, secondary, higher) accountable to the territorial government through its president and vice president; the 1821 reorganization of the University transferred responsibility to a Board of Trustees. The original University was based in many respects on the French model of universal education; access was intended to be broad, and need-based financial aid was incorporated into the charter act of 1817.

- Ann Arbor: When the new State of Michigan re-established the University in Ann Arbor in 1837, it followed the plan for state education formulated by superintendent of education John Pierce, which derived from the Prussian model. Like the original Catholepistemiad, the new University of Michigan was conceived as a complete system of education; for a number of years, the University administered branch schools distributed throughout the state. The University was directly accountable to the elected state legislature through the appointed Board of Regents. This created tensions in governance, making the University subject to political machinations that hindered its development. Recognizing this fact and exemplifying genuine statesmanship, the

---

1 The position of Superintendent of Education was the first of its kind in the nation and was subsequently emulated by other states in the West.
delegates to the state's constitutional convention in 1850 framed a document in which the University gained considerable autonomy by the creation of a directly elected Board. Subsequent court cases affirmed the University’s constitutional autonomy. The struggle to realize the public ideal was far from over, however. President Tappan had to contend with efforts by religious colleges to undermine the University. Religion continued to have an overt influence on the University until well into Angell’s presidency. And the autonomy of the Board did not immediately isolate the University from politics: religious interests, opposition to Tappan’s vision, and political maneuvering by Board members, journalists, and even faculty led to Tappan’s ouster in 1852.

- **From the land-grant era to the post-war boom:** Through such ups and downs, Michigan continued to develop. A steady stream of state support, based on a mill tax and eventually the income tax, was firmly established in 1867 — a national first. In the late 1800s, Michigan and Harvard vied for the status of the largest university in the nation. Under President Angell’s leadership (1871-1909), Michigan was deeply committed to education as a democratizing and socially mobilizing activity — the spirit we’ve traditionally captured in the phrase, “an uncommon education for the common man.”

  As more and more state universities were established as a result of the Morrill Land Grant Acts, the distinction between small, elite, private institutions and large, more accessible, public institutions gradually became more pronounced. This trend accelerated following the Second World War, as college education became seen as key to both upward mobility and to national welfare. The GI Bill, the dramatic expansion of enrollments, the growth of regional campuses, the creation of the community colleges were all factors in a sea-change in higher education, creating the system that remains our framework today. In the 1950s, U-M expanded to Flint and Dearborn, and to North Campus in Ann Arbor, as part of the general movement toward dramatic expansion of educational opportunity. Michigan almost uniquely leads in both worlds, that of public mass education and that of elite research and scholarship.

- **From post-war boom to challenges to the social compact:** From the 1970s to the present, public higher education in the United States has become more privatized and commodified. Michigan is no exception: state support has declined dramatically over the decades, and students and tuition payers came to see a college education as purchase of a service rather than as participation in a community. Michigan was, indeed, a leader among public institutions in diversifying its funding base through large-scale fundraising efforts. And now, technology, globalization, and other forces are re-shaping the role of the University and its relationship to its various communities. Today and in the future, who is the University’s public, how is it accountable to that public, and what are its public purposes?

*See appendix for details.*

---

2 This phrase was long attributed to President Angell. Although there is no evidence that he ever uttered it, its spirit infuses his lectures and writings about the University and higher education.
Pursuing Ideas: The Research University

Vision: Beginning with an observatory on a hill, Michigan was one of the pioneering intellectual powerhouses that shaped the landscape of learning and defined the American university as one dedicated to knowledge, technological development, and creativity. Intellectual pursuits and scientific inquiry have been at the forefront and without borders, driven by the desire to improve the quality of life. The University has been a leader in global research and technology: from transmitting inherited culture and advancing knowledge and truth to sharing the human endeavor of science and delivering potent treatments and cures.

Trajectory

- Early inklings: Although the Catholepistemiad never managed to mount college-level education, there were hints in Augustus Woodward’s curriculum of the conception that a universal system of scientific knowledge was the proper aim of the university. When the University was re-established in Ann Arbor in 1837, the Regents sought to recruit to the faculty some of the greatest American scholars and scientists of the day, including Asa Gray, the nation’s foremost botanist.

- Tappan’s vision of a “true university”: Tappan, enamored of the Prussian system, was attracted to Michigan in large measure because of the seeds planted by John Pierce. He set forth the rationale for a research university perhaps more clearly and directly than any other American before him, and for a good while after. He committed to building the “philosophical apparatus” that would permit the faculty — who were to be scientists and scholars of high quality — to work toward advancement of knowledge with respect to beauty, utility, and human being. He brought scientific and artistic specimens to UM, built the Detroit Observatory and the Chemical Laboratory, launched Engineering, and recruited Franz Brünnow, U-M’s first internationally renowned scientist. He envisioned education in a new way: as the ongoing pursuit of inquiry driven by the curiosity of faculty and of students alike. Tappan did much to carve out a space for secular, scientific and scholarly inquiry. Although Michigan under Tappan never achieved the status of what he called a “true university”, significant progress was made, and Michigan was a vanguard institution in ideal if not always in fact.

- Intellectual powerhouse: the era of Angell and the birth of the modern disciplines: Angell recruited outstanding scholars and scientists and set them loose, so that Michigan became a central player in the development of the modern system of knowledge, with its disciplines based on functional domains of inquiry. Faculty members like Dewey, Carter, Mead, Gomberg, Novy, Vaught, Cooley, Warthin, Mann engaged with peers at Harvard, Yale, Columbia, Stanford in pursuing methodologically rigorous investigation. During this period, knowledge became systematically exacting, theoretically organized, and evidence-based, and Michigan was at the frontline. Natural

---

3 At the time, Tappan was engaged in a concerted effort to convince the leaders of New York City to establish a true university there — an effort he continued during his time at Michigan.
4 Excluding the distinguished botanist Asa Gray, who was the first faculty member appointed in Ann Arbor, but who left before the University began academic operations.
5 See http://bentley.umich.edu/exhibits/tappan/.
science, medicine, and social science developed rapidly at Michigan. For example, Dewey, Carter, Mead and Cooley engaged in conversation with peers at the few institutions that tolerated grounding knowledge in rigorous science; they were part of the great transformation of American intellectual life and the emergence of the disciplines that we now see at the heart of universities. All four in some way incorporated principles of Darwinian science into other realms of discourse, seeing humanity as an adaptive organism: Dewey focused on transformation of the person through education, Mead looked for progressive change to society grounded in new understanding of social psychology, Cooley sought transformation by the application of science to social process, and Adams looked for transformation through the adaptability of economic systems and their regulation. They were welcomed at Michigan and felt empowered here. By 1900, Michigan was among only a handful of universities that were comfortable with this new way of thinking — Harvard, Yale, Princeton, and a few others.

- **Stumbling toward the PhD**: However, Michigan was not on the leading edge in all ways. Despite Tappan’s vision and the aggressive development of research at U-M, it was Johns Hopkins that initiated PhD education — and it took a while for Michigan to get on board. This might have been due to a failure of central leadership; perhaps Angell did not keep up with the times. It took a strong push by junior faculty around the turn of the 20th century eventually to launch the graduate school. Nonetheless, there is no question that Michigan was by 1910 in elite company, being one of the charter members of the AAU.

- **From the 1920s to WWII**: Michigan continued to excel in research and scholarship and was a leading center in humanities, natural sciences, social sciences, and medicine. The Summer Schools in Theoretical Physics, for instance, placed U-M at the heart of the modern development of physics in the first half of the 20th century; Michigan was a trailblazer in the science of cancer, in the development of human genetics, and in the invention of the modern research library. It contributed substantially to national defense research during WWII and was an early leader in research into peaceful uses of nuclear energy immediately following the war.

- **Post-War: the era of big science**: Following WWII, Michigan remained powerful in the social sciences (especially quantitative), humanities, arts, and health sciences, with many programs in the highest ranks. ISR developed as a dominant center of quantitative social research. The Salk Polio Vaccine trials represented a public health project of unprecedented scope, creating the framework for modern public health. Jerome Karle and Donald Glaser received the Nobel Prize, in chemistry and physics respectively. Beginning in the 1960s, however, natural science programs, while still very strong, began to fall behind other leading institutions, and the University did not play a leading role in the recombinant-DNA revolution in biomedical research in the 1970s. Was this a latent effect of insufficient institutional support for the new regime of sponsored research in the 1950s? The failure to capitalize on Willow Run as a national lab? Lack of strong leadership in the administration and particularly in the sciences? Recessions that hindered the state’s support? All are plausible factors.

---

6 To be sure, the PhD was by no means a foregone conclusion. No less a figure than William James decried its impact on holistic education in “The Ph.D. Octopus.”
The last quarter century: Shocked to awareness of the slippage in natural sciences by the 1987 NAS rankings, Michigan launched a major push to build the natural sciences and engineering, investing heavily in faculty hiring and new facilities. In the late 1990s, efforts were also marshaled in the life sciences, with reorganization of the health system and its organizational triad of faculty-hospital-medical school, and with a presidential initiative leading to the creation of the Life Sciences Institute. The degree to which these efforts were successful — and indeed, the question of how to measure success — is still open. Meanwhile, the University has continued as pioneer across many fields, including the social sciences, humanities, professional programs, and arts. Engineering has increasingly flourished; the School of Information has played a seminal role in the development of information science. In recent years, efforts to develop a creative studies initiative, involving Engineering and the arts schools, have put Michigan at the leading edge in this emerging interdisciplinary field.

Breadth with excellence: is it sustainable?: As we enter our third century, Michigan is a research powerhouse that is firing on all cylinders. A hallmark of the institution, shared with few others, is excellence of research with breadth of disciplinary programs: Michigan is one of only four institutions with 100 or more programs ranked in the top ten. Another hallmark is the high degree of interdisciplinarity at U-M. A key question is: in an age of constrained funding, uncertainty in sponsored research, and the impact of technology, is it possible to sustain the model of broad excellence?

See appendix for details.

Creating and Inventing: The Creative University

Vision: With its early establishing of engineering and an embracing of the arts — beginning in particular with music — U-M has long upheld creativity as a core endeavor. The making of both the useful and the beautiful occurs throughout the campus and the world. Whether ethereal or practical, the intellectual activities of the University shape, and are shaped by, intriguing sights, sounds, language and technologies that have the power to inspire, transform and heal.

Trajectory:

- Utility and Beauty: Tappan saw the pursuit of beauty and the practical arts as central to the core mission; he began to build the University’s art collection (for purposes of education and scholarship) and launched engineering at Michigan. In this early phase, despite Tappan’s espoused goals, creativity was largely focused in the practical rather than the fine arts.

- Muses at Michigan — the road to acceptance: Henry Frieze made music a significant, although ancillary, activity at UM, founding the Choral Union, then UMS — eventually leading to the creation of the School of Music, which operated independently for many years. In general at Michigan, as elsewhere, creativity in the fine and performing arts — other than literature — did not come to formal prominence in the University until the mid-1900s: architecture, 1931; music, 1940; art and design, 1974. In the meantime, however, student creativity in the fine and performing arts flourished through a great variety of student organizations and performing companies.
Theory and practice: As the research university came into its own, the pursuit of knowledge became more rigorous, methodological, and theory-oriented; theory and methodology, in turn, increasingly informed creative practices, first in the practical arts and then in the creative arts. Many of the professions became more and more oriented toward creativity.

Creativity as an academic ideal: Over a number of years, the academic units most directly concerned with creation and invention — Engineering; Music, Theater, and Dance; Art and Design; Architecture and Urban Planning — gradually migrated to North Campus. Collaboration among these schools grew and in the 1990s, with the new Duderstadt Center serving as a kind of hub, began to take on formal dimensions: ArtsEngine emerged as a collective North Campus effort, with a focus on creative process as an articulable and teachable skill and as a subject of research. Michigan stands in the forefront of the emergence of creativity as an academic field.

See appendix for details.

Teaching Powerfully: The Intellectual University

Vision: From early, experimental curricula in the 19th century to 1960s teach-ins, and more recently field courses, unique research opportunities, engaged learning and international experiences, the University values itself as a place where students can "burrow in" and "broaden out" — a vital combination. The teaching environment bristles with difficult questions, unique ideas and diverse viewpoints, shared by faculty and students alike and all contributing to unparalleled academic excellence. The Michigan ethos, evoked by President James Burrell Angell, is an uncommon education for the common person.

Trajectory

From College to University: Michigan stood at the forefront of the 19th-century shift from the traditional college to the modern university, a shift that entailed a revolution both in content and format. The college pedagogy of recitation and tutorship in the classics and mathematics was replaced by the university pedagogy of lecture, seminar, and library and laboratory research in a wide range of disciplines: the liberal arts, sciences, engineering, and the professions. Henry Philip Tappan envisioned an institution "where study may be pursued indefinitely," its only guide the inquiry itself. Tappan and his successors took steps to create an institution in which this was possible, expanding the "apparatus" of learning — the collections, the library, the laboratories — necessary for students to grapple directly with inquiry to advance the horizon of knowledge, not merely to recite its accepted results in prepared parcels. Michigan established the first university chemical laboratory, introduced the seminar course to America, and took steps to make the Master's degree an earned, rather than honorific, degree. Beginning with the College of LSA, it added Law and Medicine, and spun off Engineering as a separate college — beginning to build the range of learning opportunities that would constitute the modern American university.
From University to Multiversity: Michigan participated in the rapid growth of higher education in the 20th century, including the restructuring of the curriculum around cores, majors, and electives. Large growth in enrollments following WWII led to expansion to North Campus and incorporation of campuses in Flint and Dearborn. Like other institutions, U-M wrestled with the diversification of the student body and the concomitant rise of pluralism in the curriculum, giving birth to many new areas of study. Michigan was in the forefront in coming to grips conceptually and operationally with such transformations: the first center devoted to education of women (CEW), the first center to explore teaching and learning (CRLT), early investigations into the use of technology in teaching. Throughout this period, the University sought various ways to resolve a fundamental paradox of the multiversity — how to provide massive, comprehensive opportunity at large scale with active, participatory, personal learning. And how to do so in an environment increasingly, over this time period, dominated by sponsored research. The Residential College and its eventual offspring of learning communities, a return to emphasis on teaching excellence as embodied in the Thurnau professorships, for instance, are emblematic of this effort.

From Multiversity to ???: We are now in the midst of a transitional period in higher education, in which many inherited structures of the past 50-100 years will likely no longer be viable. What will intellectual life on campus be like in the years ahead? What will be the role of technology? What is the value of located education?

See appendix for details.

Challenging Society: The Activist University

Vision: Michigan has a heritage of activism of many forms: protest, global engagement, political action, public service, legal pursuits, philanthropy. Students, staff and faculty have long engaged with issues of social justice, both on and off campus, toward the betterment of communities. Their actions are grounded by the University's commitments to academic freedom, free speech, and the idea that the university is one of society's primary sites for critical self-reflection.

Trajectory

Social conscience among the founders: U-M's founding was greatly aided by the grant of land by the Odawa, Ojibwe and Bodawadmi tribes under the Treaty of Ft. Meigs — and this grant itself was undoubtedly in large measure prompted by Father Gabriel Richard's history of working with Native Americans. Richard's advocacy on behalf of Native Americans was noteworthy. Another of the University's founders, John Monteith, was an outspoken critic of slavery and the slave trade, well before the rise of the national abolitionist movement.

Engagement in Ann Arbor: Michigan's first Ann Arbor students were active in leading issues of the day, secession and abolition — on both sides. Early graduates of the University were involved for example, on the one hand, in litigating for Dred Scott's owners and on the other hand in establishing an historically black college. In the 1870s, students rebelled against mandatory chapel services, prompting a change in policy —
perhaps the first significant change in the University resulting from student action.

- **Academic Freedom and Free Speech:** In the late 1800s and early 1900s, Michigan was a leader in developing academic freedom. Angell, for instance, hired and nurtured faculty who had been released by other institutions for doing work or expressing opinions that were upsetting to their institutions’ leaders or benefactors. John Dewey, who perhaps more than any other individual shaped the nation’s philosophy of academic freedom, began to develop his ideas when at Michigan [need to check this], although his major statements on academic freedom came later. In the early 1900s, Michigan Law students, working past obstacles presented by the administration and others, mounted a lecture series that brought some of the most politically controversial figures in the nation to Ann Arbor. Conversely, in the 1950s, three faculty and one graduate student were suspended — and two faculty ultimately fired — as a result of alleged affiliation with the Communist Party and refusal to testify to a HUAC subcommittee.

- **The 60s and after:** In the 1960s, Michigan came into its own as an activist institution. U-M was critical to launching the Peace Corps. It was among the handful of universities — also including Berkeley, Columbia, and Wisconsin — that anchored student civil rights and anti-war movements. Tom Hayden and SDS created the definitive 60s manifesto, the *Port Huron Statement*. The Vice President of the United States publicly criticized President Robben Fleming for being soft on student anti-war activists. In the following decades, student protests again changed the University, leading to divestment from apartheid South Africa and tobacco companies. The BAM 1 and BAM 2 actions engendered new policies, including the Michigan Mandate, targeting under-enrollment of and discrimination against African Americans and other minority groups. Michigan was a leader in the institutional recognition support of LGBT students. The Diag has become one of the great sites in American higher education for political and social speech and action.

See appendix for more details.

**Forever Hailing: The Spirited University**

**Vision:** The spirit of Michigan is both intangible and palpable and has been since students first converged on campus. Both the energy of youth and the pride of alumni infuse the classrooms, athletic venues and performance halls, the Diag and beyond. Regardless of the decade or location, spirit is expressed in many ways, be it philanthropy and fandom or service and community. With an alumni chapter on the moon and supporters across the globe, Michigan is universally known for its school pride.

**Trajectory:**

- **Emergence of collegiate culture:** In the second half of the 19th century, significant elements of contemporary collegiate culture began to emerge, and Michigan was either a leader or representative of national trends. Student life was frequently characterized by conflicts with townspeople: rowdiness, vandalism — some spontaneous, some planned and negotiated — and brawls were not uncommon. (One argument advanced on behalf of co-education held that the presence of women on campus would have a civilizing effect on male students.) This period saw the evolution of various rites, rituals
and practices designed to channel, sublimate, and otherwise tame wild expressions of student spirit: interclass rivalries; development of student clubs, including competitive glee clubs, of which U-M’s is among the oldest; institutionalization of Greek life (at Michigan, Chi Psi created the first dedicated fraternity building on an American campus); and perhaps most significantly, athletics.

- **Emergence of alumni culture:** The mid-to-late 1800s also saw a rapid evolution in alumni relations, with the alumni themselves organizing in new, more robust ways. Michigan’s Alumni Society — later the Alumni Association — was born during this period and came to have significant influence on the University (including, for instance, the eventual decision to date the University’s founding to 1817). The alumni magazine was more than a vehicle for public relations; it was a venue in which alumni, faculty, and administrators debated issues confronting the University. In the US, alumni attachment to their alma mater grew in ways not true in other parts of the world — and Michigan’s alumni body, large in size and fervently connected, modeled this new school spirit.

- **Emergence of philanthropy:** U-M was made possible in 1817 in part by a grant of land by Native American tribes under the Treaty of Fort Meigs; twenty years later, the University was reestablished in Ann Arbor on the basis of a grant of 40 acres by the Ann Arbor Land Company. U-M has been shaped in many ways by an increasingly robust legacy of philanthropy — legacy that includes support of research and education at levels rare for public universities.

- **Athletics:** From the first organized sport on campus — cricket, in 1860 — to the massive array of sports — intercollegiate, club, and intramural — that characterize Michigan today, athletics has been a prime locus of student and alumni spirit, and often also a point of contention about the relationship of extramural activities to the University’s fundamental mission. Incorporation of athletics into campus life followed a bumpy road — Angell, for instance, refused to support the travel of the football club to an away game — but by the early 1900s, athletics had become an integral part of life at Michigan. For example, Michigan Stadium was constructed and the energetic rite of Saturday home games began; starting in 1900, Michigan produced a long line of Olympic athletes; sports multiplied — and sometimes so did the problems. In the 1970s, Title IX led to a significant expansion of women’s sports. Also in the 1970s, Michigan Athletics, under Don Canham, pioneered the marketing of intercollegiate sports for the age of television, helping to start a wave that has since grown to tidal proportions.

- **The future of school spirit:** Student culture, alumni culture, athletics, and philanthropy form a nexus of spirit at which Michigan excels. But what does the future hold? As the nature of college education changes, how will student culture change? As the nature of college education changes, will future alumni maintain the same connection to their university? As intercollegiate athletics becomes more professionalized and monetized, can its connection to an institution of higher education be sustained?

*See appendix for more details.*
APPENDIX

Serving People: The Public University

Tensions and Issues

- The changing model of support for a public institution: founding federal land grant +
  Native American land grant \( \rightarrow \) loan from the state \( \rightarrow \) millage for state appropriation
  \( \rightarrow \) ups and downs of state funding, leading to our current extended decline in state support.
- Autonomy:
  o Of the institution from political interference
  o Of the institution from sectarian control and sectarian strife.
  o Of the faculty and educational mission from the lay Board of Regents.
- How are we accountable?
  o Constitutional responsibilities of the Board
  o Federal funding and regulation
  o FOIA and the Open Meetings Act
- Who is the public?
  o A state, national or international university?
    ▪ In-state/out-of-state/international enrollments and ratios
  o Access, diversity, and democracy:
    ▪ The struggle over admission of women, and the history of women at Michigan
    ▪ Jewish emigres at Michigan
    ▪ African Americans at Michigan
    ▪ The place of international students at Michigan
- What is our educational model?
  o Elite education vs. elitist institution: affording Michigan
  o What is “uncommon education”?
  o Who is the “common man” (and woman)?

Points of Pride

- The early conceptions of the public mission (Woodward, Richard, Monteith in the Territory; Pierce, Mason, Tappan in the State).
- Branch schools expanding primary and secondary school accessibility in the new state.
- The commitment to an uncommon education for the common people.
- The delayed but still early admission of women.
- The continual reaffirmation of the University’s autonomy.
- The broad impact of Michigan on the subsequent development of US public higher education.
- Michigan’s innovative leadership in higher education organization and administration
- The impact of the University on public education in the State of Michigan through the branches and then through the accrediting of high schools (Bureau of Schools).
- The ideal of broad access: inadequately realized, but serving as a touchstone for those students and faculty who strive to hold the institutional accountable to its ideals.
The effort — only partly successful — to welcome Jews and other refugees from Naziism before, during and after WWII.

The commitment of the University to affirmative action and its defense: the courageous and nationally important defense of affirmative action in admissions and its successful outcome before the US Supreme Court.

The sharing of knowledge through global digitization of library holdings (Google Books, Hathi Trust).

Episodes

- Creation of the Northwest Ordinance, which provided the basis for federal subsidy of education in the Northwest states through land grants/set-asides.
- Augustus Woodward's friendship with Thomas Jefferson's around issues of scientific advancement and development of American higher education; Jefferson's appointment of Woodward as chief justice of Michigan Territory.
- Woodward and Gabriel Richard's idea of a territorial university, and the founding of the Catholepistemiad, organized around Woodward's conception of the structure of knowledge (never realized)
- The Native American grant of land through the Treaty of Fort Meigs, which, along with the federal land grant, formed the original endowment
- Education Superintendent John Pierce's plan for education in the new State of Michigan, and the refounding of the University in Ann Arbor; the town's gift of the original 40 acres
- The 1850 Constitution and reconfiguration of the Board of Regents, taking control of the Board away from the legislature/governor and constituting it as an autonomous, elected body
- Tappan's speech about the denominational colleges vs. the University; articulation of principles of non-sectarianism
- Tappan's conflicts with Regent Bishop and others, and his ultimate ouster
- Student rebellion against mandatory chapel services in Angell's presidency — an early episode of students' impact on University policy and practice
- The University in war: Mexican War to the present
- Purging of the German Department during WWI
- Angell's articulation of the democratizing importance of education and the need for broad access
- The debates over admission of women — and ultimate success
- The Barbour scholarships and the international university
- Admission of Jews and Michigan's rare refusal to implement quotas — in tension with anti-Semitism at the University
- Alexander Ruthven's modernization of the University's administration and internal governing structures; subsequent significant administrative innovations include the development of the "Michigan Model" of funding, the restructuring of the budget in the 1990s, the implementation of large-scale fundraising (unprecedented at a public institution), the reorganization of Rackham administration to respond to the changing nature of graduate education.
- The GI Bill and the influx of veterans following WWII, as part of the post-war transformation of higher education
- The struggle for unbiased, meritocratic admissions as Michigan becomes more selective and more elite
- The creation of North Campus and incorporation of Flint and Dearborn campuses
- African Americans at U-M: access and discrimination; the 1960s UM-MSU-WSU conclave of African American students, supporting each other on campuses with racist tendencies; outreach and difficulties; BAM 1 and 2, compelling attention to systemic underrepresentation of minority students at Michigan; President Duderstadt’s resulting Michigan Mandate; the affirmative action lawsuits; Prop 2 ends affirmative action in admissions and financial aid; #BBUM; the open question of diversity and what it means today
- Faculty as public servants: e.g., Wilbur Cohen as chief architect of Social Security and Medicaid; James Kerr Pollack, a key advisor to U.S. occupation forces in 1945-46, proposed reforms widely credited with aiding the speedy reconstitution of democratic government in West Germany, earning him the U.S.’s highest civilian award, the Medal of Merit; Paul McCracken and Gardner Ackley and service on Council of Economic Advisors; Ned Gramlich and service as a governor on the Federal Reserve Board; Ken Lieberthal’s and Michael Oksenberg’s service as U.S. Presidential Advisors on China — the list goes on (Rebecca Blank, Rosina Bierbaum, etc.)
- Faculty and alumni who move on to university presidencies, beginning with Andrew Dickson White. This, too, is a long list.

Pursuing Ideas: The Research University

Tensions
- Religion v. science, from the strains on Tappan’s vision to C.C. Little’s promotion of eugenic birth control to 21st century debates involving stem cell research.
- Early tensions around the nature of university education and the nature of research — e.g., should the PhD degree require original research or not? Should faculty hold PhDs, or is the master’s sufficient?
- Research mission vs. teaching mission: as externally sponsored research increases, do faculty become more focused on research, less attached to the university and more to the discipline? In the 1990s, UM began to address this trend through a number of steps, including the creation of the Thurnau professorships.
- The double-edged sword of sponsorship of research: in what ways does sponsorship enhance free inquiry? In what ways might it restrict or constrain it?
- Moral issues with research: ban of classified research, protests against animal research, debates over recombinant DNA research, debates over embryonic stem cell research
- The trend to specialization and the decline of generalized knowledge

Points of Pride
- Michigan’s early vision of the research university — not fully realized, but we led the way.
- Michigan’s seeding of other universities with presidents who were oriented toward the research mission, beginning with Andrew Dickson White at Cornell
- Michigan as an intellectual powerhouse in the development of the modern ecosystem of knowledge. Many “firsts” in terms of disciplines.
- Angell’s realization that faculty must be free to pursue their inquiries. Michigan already realized a sort of academic freedom that problems elsewhere — Stanford, Wisconsin, Columbia — would help codify.
- Michigan’s early development of scientific medicine and other healthcare disciplines.
- Michigan as a model for the land-grant colleges.
Michigan as a charter member of the Association of American Universities.
- The strong orientation of our professional schools toward theory and science in application.
- Michigan's welcoming of the Institute for Social Research when others had rejected it.
- Michigan's exceptional interdisciplinary culture: large number of joint appointments; innovative, boundary-crossing collaborations in research and education; creation of interdisciplinary centers, programs, and institutes.
- No. 1 public research university in U.S. in terms of sponsored research support.
- Long lists of scientific and scholarly achievements.

Episodes
- Tappan, already looking for a way to build a “true university” in the U.S., accepts the offer to come to Michigan.
- Tappan builds the Detroit Observatory and recruits Brünnow, who was among those who made the study of the cosmos an advanced science. He introduced the teaching of rigorous scientific methods and thus launched what would be called the Ann Arbor school of astronomy—foreshadowing the coming revolution of astrophysics.
- “Tappan’s Vision” (http://bentley.umich.edu/exhibits/tappan/) provides a number of episodes and personalities.
- First university to entirely own and operate its own hospital (1869).
- First to establish a dental school at a state university (1875).
- First to establish a school of pharmacy at a public university (1876).
- First to provide instruction in aeronautical engineering (1914).
- First to establish a program in human genetics (1940). James Neel was instrumental in founding the Department of Human Genetics and uncovering the genetic cause of sickle-cell anemia.
- First to identify the gene for cystic fibrosis (1989).
- Physicists Samuel Goudsmit and George Uhlenbeck theorized electron spin, a major breakthrough in quantum physics; subsequently David Dennison did the same for proton spin.
- Summer Schools in Physics in the 1920s and 1930s brought the world's greatest physicists to Ann Arbor. Such figures as Hans Bethe, Wolfgang Pauli, Paul Dirac, and Enrico Fermi met in Ann Arbor to exchange findings and teach small seminars on theoretical physics, the branch of science that transformed understanding of the universe and led, with profound consequences, to the development of atomic energy.
- Aldred S. Warthin became one of the first medical scientists to make a persuasive case that cancer was heritable in humans. His study of what came to be called "Family G," carried on to the present day, produced one of the longest and most detailed cancer genealogies in the world, an essential source for the study of cancer genetics.
- William Warner Bishop was a key architect of the very concept of the general research library—a specialized institution devoted to the advancement of knowledge by professional scholars—and he made U-M’s library an exemplar of the type.
- Michigan played a significant role in war-related science, e.g., development of radar
- ISR came to UM and has dominated quantitative social science in the US for decades.
  - Consumer confidence survey
  - National election studies
Poverty studies
  o Football concussions
  The Salk polio vaccine and trials. Salk was here as a postdoc; Thomas Francis led
  the trials, which were a breakthrough in application of biomedical science to a major
  public health issue.
  Invention of the EKG and the gastroscope, the latter by a faculty member and an
  undergraduate student.
  Alumnus Claude Shannon invented information theory, laying the basis for the
  information technology revolution.
  UM was the lead institution for Merit and NSFNet, precursor of the Internet.
  Frances Allen was the first woman to win Turing award.
  Alumnus Larry Page (and Sergey Brin) invented the Google search algorithm.
  Francis Collins directed the National Human Genome Research Institute.
  Don Glaser won the Nobel Prize in Physics for the invention of the bubble chamber
  — inspired by the physics of opening a bottle of beer at the Pretzel Bell restaurant.
  Alumni Nobel laureates: Cohen, Karle, Nirenberg, Politzer, Shiller, Smalley, Ting,
  Weller.
  Long list of alumni inventions and discoveries.

Creating and Inventing: The Creative University

Tensions
  o Artists’ struggle for academic legitimacy.
  o The provocative vs. the conservative (as in conserving) in art
  o The encroachment of the professions and creative disciplines on the liberal arts and
    sciences.

Points of Pride
  o Early commitment to engineering and early success of the engineering program
  o UMS: Michigan and Ann Arbor as a leading center for the performing arts
  o Hill Auditorium: one of the great concert halls in the nation
  o Hopwood Awards
  o Michigan Union Opera, birthplace of many great U-M songs
  o Outstanding contributions to national culture
    o Performance (Madonna, Jessye Norman, Gilda Radner, Strother Martin, etc.)
    o Musical composition (Ross Lee Finney, William Bolcom, etc.)
    o Musical theater (David Allan Grier, Darren Criss, etc.)
    o Drama (Arthur Miller, Avery Hopwood, James Earl Jones, Jack O’Brien, etc.)
    o Literature (Robert Hayden, Marge Piercy, Judith Guest, Betty Smith, Chris
      Van Allsburg, etc.)
    o Cinema and TV (Robert Kasdan, John Rich, Bob McGrath, etc.)
    o Architecture (William LeBaron Jenney, Albert Kahn, Michigan’s school of
      Mid-Century Modernism, etc.)
  o Solar Car and similar student projects
  o UMMA
  o William Revelli and Marching Band
  o Royal Shakespeare Company residencies

Episodes
  o Frieze’s founding of Choral Union
- Obtaining the Frieze organ for University Hall
- Building of Hill Auditorium
- Hiring of Robert Frost
- Alum Avery Hopwood's Broadway success and the founding of the Hopwood Awards
- Formation of the Marching Band and the Band's reputation for excellence and creativity
- Professional theater and music residencies of the 1960s
- Student creative arts organizations, e.g., Gargoyle, MUSKET, Glee Clubs
- Arthur Miller writes *No Villain* at UM — and as an alumnus, his later great works
- Founding of SMTD, Art and Design, Architecture
- ArtsEngin and systematic focus on creativity
- Prominence of the Musical Theatre, Opera, Composition, and musical performance programs
- Third Century Initiatives
  - Entrepreneurial/Experiential Learning
  - MOOCs#centEN
- Student Initiatives
  - 1000 pitches
- Where to begin with all of our amazing alumni accomplishments in literature and the arts?

**Teaching Powerfully: The Intellectual University**

**Tensions**
- Traditionalism vs. innovation.
- Tappan: the “gymnasium” vs. the “true university”
- Liberal education vs. professional education vs. specialization.
- Technology as a disruptive force.
- Contemplative knowledge vs. active knowledge.
- Lectures: some great, some boring
- Cultural hegemony vs. cultural pluralism; arguments over the canon.

**Points of Pride**
- Michigan’s early ideal of education as independent and self-disciplined.
- Michigan as a major speaking venue for the world's intellectuals.
- U-M faculty's early role in the architecture of knowledge as evidenced in the development of the academic disciplines.
- Alexander Winchell struggles to reconcile emerging scientific insights with his traditional understanding of the origins of humankind. In the process, he becomes a major interpreter of science to many Americans engaged in the same intellectual struggle.
- Charles Kendall Adams creates a new School of Political Science within the Department of Literature, Science and the Arts. This puts Michigan in the vanguard of political science's emergence as an independent discipline.
- John Dewey is a founder of pragmatism and functional psychology—the bedrock ideas of modern social science—and the leading philosopher of progressive education.
Episodes

- Woodward’s curriculum
- Janitor Gregor Nagele goes to great lengths to obtain cadavers for students’ anatomical studies.
- Tappan’s “boys”: the students he nurtured and followed even after leaving the presidency

- The first chemical laboratory at a university
- The first seminars in the United States held at Michigan
- The major speaker series of 100 years ago, which brought the world’s leading intellectuals to Michigan on a regular basis
- The growth of professional education at Michigan and its integration into the life of the University
- The Hill Auditorium lectern: all the great moments of education, debate, controversy and understanding it has seen
- Robert Frost’s residencies
- The first teach-ins in the 1960s were held at Michigan.
- Creation of four important national models relating to education: the Undergraduate Research Opportunity Program; the Center for the Education of Women; the Center for Research on Learning and Teaching; the Women in Science and Engineering program
- The first joint international courses utilizing communications technology.
- Notable holdings such as the Clements Library, Labadie Collection, Michigan Historical Collections, the Kelsey, UMMA, Natural History Museums, herbarium.
- Innovation in library usage: the perpetual checked-out model; leadership in Google Books and Hathi Trust
- Experimentation with MOOCs through Coursera and elsewhere

Challenging Society: The Activist University

Tensions

- Changing notions of free speech and of academic freedom
- The ivory tower vs. the rebels at the gate
- The university as social and economic bulwark and the university as social and economic critic
- The liberalization of the academy and conservative backlash
- Academic freedom in tension with academic community: successes and failures
- Disruption vs. the quiet space of study.
- What’s part of the mission and what isn’t?

Points of Pride

- Campus abolitionist society, Parker Pillsbury talk at Free Church
- The impact of students on the institution and on national issues
- Raoul Wallenberg
- Origins of the Peace Corps, AmeriCorps
- Port Huron Statement; Canterbury House; the 60s
- Labadie Collection of anarchist materials
- Anti-Vietnam-war protests → Fleming’s response
- BAM 1 and BAM 2 → Michigan Mandate → Defending affirmative action (students really have changed the institution)
- Government service: Gerald Ford et al.
- Alumni journalists: Mike Wallace, Daniel Okrent, Daniel Zwerdling, Ann Marie Lipinski, Roger Wilkins, Eugene Robinson, etc.

Episodes
- Rebellion against mandatory chapel services
- Clarence Darrow defends John Scopes
- Protest against automobile ban
- Outcry over Willis Ward's exclusion from GT game
- Alumnus Raoul Wallenberg saves tens of thousands of Jews from Nazi concentration camps
- Ruth Bacon Buchanan sends thousands of letters to U-M students serving in WWII
- Davis, Nickerson, and Markert suspensions in the McCarthy era and the University's failure to protect academic freedom
- Persecution of Milo Radulovich — and his role in McCarthy's downfall
- Michigan Memorial Phoenix Project in peaceful uses of nuclear energy — including first capital campaign, launching a strong tradition of alumni giving
- UM students and faculty are involved in the Peace Corps formulation; Kennedy announces idea in Ann Arbor
- Mary Frances Berry's public service and activism
- President Johnson's Great Society announcement in Commencement speech
- Students for a Democratic Society
- Tom Hayden writes the Port Huron Statement
- John Sinclair and marijuana arrest sparks numerous protests
- UM, Ann Arbor, and 60s music: MC5, etc.
- Vietnam protests and teach-in; Fleming comes out against the war and is criticized by Spiro Agnew
- The Diag
- *Michigan Daily*
- Alumnus and faculty member Morris Hilbert organizes, with students, the Human Ecology Symposium in 1960, leading to the creation of the official Earth Day in 1970, with Hilbert as co-founder.
- Founding of Campus Republicans
- Divestment from South Africa
- LGBT/Spectrum
- Women's movement on campus
- Gerald R. Ford presidency
- Ted Kaczynski
- Black Action Movement and By Any Means Necessary → Michigan Mandate
- Affirmative action lawsuits
- #BBUM
- Community Activism
  - Ginsberg Center
  - DMUM
  - Alternative Spring Break
  - MUSIC Matters
- Notable alumni such as Alice Freeman Palmer, named to the presidency of Wellesley College in 1882, who quickly became the nation's leading advocate of higher education for women; Dr. Alice Hamilton, who became the founding figure in the
important new field of occupational and industrial medicine and is credited with saving countless lives.

**Forever Hailing: The Spirited University**

**Tensions**
- Student spirit vs. town sensibilities
- Student spirit unfettered vs. student spirit organized (and co-opted?)
- Student spirit in conflict with the educational mission
- Secret societies –
  - Origins of Greek life on campus
  - Michigamua
- Treatment of black athletes
- Title IX and the struggles to reach gender equity in sports
- Student spirit vs. student safety
- *In loco parentis vs. sine parentibus*
- Marketing/social media/digital age
  - Creating and controlling the “brand”
  - Advertising in the stadium/arenas
  - What should or shouldn’t you post/everyone’s watching (e.g., end of “naked mile”)

**Points of Pride**
- Incredibly strong alumni connections
- Music
  - Glee Clubs
  - Great school songs: e.g., Yellow and Blue (1886), The Victors (1898), Let’s Go Blue (1977)
- Michigan athletics
  - The Saturday parade to the Big House
  - Winged helmet
  - Maize and Blue
  - The Bo Schembechler legacy
- Michigan activism and volunteerism
- Student traditions (e.g., first-years shouldn’t step on the M)
- Greek life – first university to have a fraternity building (Chi Psi) designated as a meeting place (1843)
- Olympic prowess: more than 150 medals
- Rec Sports program – first in country
- Numerous student orgs available
- Alumni Association/alumni clubs
- Block M around the world — you’ll see it or “Michigan” no matter where you go

**Episodes**
- Early student drunkenness
- Early student town-gown conflicts
- The first panty raid
- The end of *in loco parentis*
- Pow Wow
- Hash Bash
- The music scene at Michigan: “Michigan Rocks”
- The Mud Bowl
- Athletics
  o Angell and football
  o The Stadium
  o The point-a-minute football teams
  o William DeHart Hubbard as first black Olympic gold medalist
  o Michigan Olympians: Jim Abbott, Charlie White & Meryl Davis, Barry Larkin, Michael Phelps, etc
  o The Fab Five
  o Hockey
  o Heisman winners: Tom Harmon, Desmond Howard, Charles Woodson
  o Women’s softball and World Series