

HERBERT W. HILDEBRANDT-- Curriculum Vitae
Emeritus Professor of Business Administration, Ross School of Business
Emeritus Professor of Communication Studies, College of LS&A
Former VP/Secretary
University of Michigan

EDUCATIONAL BACKGROUND

B.A. Wartburg College, 1952
M.S. University of Wisconsin, 1955
Ph.D. University of Wisconsin, 1958

MILITARY SERVICE

Service: U.S. Army, 1952-1954; Korea, 1953-1954; Honorable Discharge, 1954.
Awards: American Spirit Honor Medal; Highest Graduate of Leadership School,
25th Field Artillery Battalion; Combat Infantry Badge; National Defense,
Korean, and UN Service Medals; Commendation Medal; Two Bronze
Service Stars.

APPOINTMENTS UNIVERSITY OF WISCONSIN, UNIVERSITY OF MICHIGAN

University of Wisconsin,
Instructor, 1957-58

University of Michigan
Professor, Communication Studies, College of LS&A, 1958-retirement 1998
Professor, Business Administration, Ross School of Business, 1970-retirement
VP/Secretary of the University, 1965-70
Faculty Senate (SACUA)
Chairman, 1983-84, Vice-Chairman, 1982-83
Associate, Center for Research on Learning and Teaching, 1976-retirement

SCHOLARLY HONORS AND AWARDS

Outstanding Teacher Award, Central States Communication Association, 1965
The University of Michigan, Regents' Citation, 1970
The University of Michigan's AMOCO Outstanding Teacher Award, 1977
Fellow, Association for Business Communication, (ABC) 1983
Distinguished Alumnus, Wartburg College, 1989
Outstanding Researcher Award (ABC) for international/intercultural research
1994
Phi Kappa Phi, Honorary Member
Alpha Psi Omega
Phi Eta Sigma

HERBERT W. HILDEBRANDT—Curriculum Vita continued

ACADEMIC CAREER

Department of Communication Studies, LS&A 1958-retirement in 1998

- Member, Executive Committee, Department of Communication Studies
- Chairman, Public Address Area, Department of Communication Studies
- Chairman, Education Committee, Department of Communication Studies
- Chairman, Basic Communication Course, Department of Communication Studies

Ross School of Business 1970-retirement in 1998

- Chairman, Law, History, Communication Department, Ross School of Business
- Chairman, Instruction and Student Support Committee, Ross School of Business
- Member, Executive Committee, Ross School of Business

Research Focus, Ross School of Business

For 30 years Professor Hildebrandt has spent two-three months yearly in Asia teaching at Asian universities, conducting intercultural communication research, and consulting to world international companies. Commuting from Hong Kong, he has lectured and conducted research in Hong Kong, Singapore, Malaysia, Mainland China, Thailand, Indonesia, Korea, Taiwan, India, New Zealand, Australia, and occasionally in Kuwait. Thereafter his research publications have taken him to every European country, occasionally lecturing in German, his second language.

While his business communication intercultural issues were global, he focused primarily on Asia, particularly mainland China after accepting an invitation from the Chinese government in 1978, to meet with government and Chinese business leaders. As a result of that invitation he has produced research articles, monographs, and several books – some in Chinese – that focus on comparative characteristics of Chinese and U.S. middle managers. [In retirement he continues that form of survey research of Asian business middle managers]. In the bibliography that follows, he has selected examples from his over eleven books and many articles and monographs.

Over the years he has managed to build up a reservoir of academic, student, and business contacts, all of whom assist him in current research. When asked which of these contacts is the most important, he wholeheartedly suggests “the students.” Indeed, he has encouraged several Asian students over the years to attend U.S. universities, several of whom have obtained an MBA or Ph.D degree. In the Ross School of Business consistently one-third of his classes were filled with Asian students; he mentored and encouraged several of them to continue their schooling to obtain a higher academic degree.

ADMINISTRATIVE EXPERIENCE-Executive Officer of University of Michigan

- Executive Officer of the University: VP/Secretary 1965-1970
- Member, Budget committee of the University
(Budget preparation for academic and non-academic units of the University)
- Member, Campus Planning committee
(Physical plant extension as based on academic requirements)

- Member, Donor Recognition Committee
- Chairman, Records Management Committee
(Communication systems and retention of information)
- Executive Committee, Alumni Fund Board
- Chairman, University Committee on Ceremonies
- Chairman, University Honors Convocation Committee
- Member, Barbour Scholarship Committee
- Member, University of Michigan Encyclopedia Committee
- Member, Academic Placement Committee
- Chairman, Teaching Improvement Committee
- Member, Executive Committee, Graduate School of Business
- Member, McNally Lecture Committee
- Member, Honorary Degrees and Citation Committee

ADMINISTRATIVE EXPERIENCE –Faculty Member

- Chairman, 1983-84, SACUA (Senate Advisory Committee on University Affairs)
(Executive Committee of the faculty advising the President, Vice-Presidents of the University);
- Member, University Senate Assembly
(65 member Professorial, Legislative faculty body)
- Secretary of the Faculty Senate
(Professorial, Legislative body of the University)
- Chairman, Senate Committee on the Bylaws of the University

- Member, Senate Committee on Teacher Training and Education
- Member, Nomination Committee, Senate Assembly of University

- Executive Committee, University of Michigan Press
- Parliamentarian, College of Literature, Science and the Arts: University Assembly, Board of Regents

- Established with Fritz Seyferth, and others, the Mentor Program for Athletes
- Mentor to student athletes in numerous sports
- Academic advisor to incoming football athletes for 30 years

ADMINISTRATIVE, SERVICE EXPERIENCE-Faculty Member

- Member, International Communication Association
- Member, ABC (Association for Business Communication) Teaching Methodology and concepts Committee
- Member, Society for Intercultural Education, Training and Research Board of Directors, (ABC)
- Chairman, Graduate Studies Committee, (ABC)
- Member, International Studies Committee, (ABC)
- Associate Editor, Journal of Business Communication; Management Communication Quarterly; World Communication
- Member, Sexism in Language and Communication, (ABC)
- 1st Vice President (ABC)
- President (ABC)

Member, Educator Academy, International Association of Business

Communicators
 Chairman, British Public Address Committee, Communication Association of America
 Chairman, General Speech Area, Michigan Communication Association
 Executive Committee, Michigan Communication Association
 Life Member, Communication Association of America
 Member, Association of Higher Education
 Certified Parliamentarian, American Institute of Parliamentarians
 Executive Committee, Ann Arbor Chamber of Commerce
 Executive Committee, Ann Arbor United Fund Publicity
 Executive Committee, Ann Arbor Chapter of National Conference of Christians and Jews
 Councilman, Zion Lutheran Church, Ann Arbor
 President, Zion Lutheran Church, Ann Arbor
 Member, Board of Trustees, Lutheran Student Center, Ann Arbor
 Advisory Committee, Economic Club of Detroit
 Program Committee, Economic Club of Detroit
 Member, Rotary, Ann Arbor Club

SELECTED PUBLICATIONS

(The publications are inconsistently formatted over the forty years, the citation format changing; I've lost interest in reediting).

Books, Monographs

Speech Communication in Business and Industry. (1959, 1960, 1961). With Alfred Storey. Univ. of Michigan. Ann Arbor. 1-55.

A Treatise of Schemes and Tropes. Richard Sherry. (1961). Ed. Gainesville, FL. Scholars' Facsimiles. ix + 238.

Issues of Our Times: A Summons to Speak. (1963). Ed. New York. Macmillan, xvi+ 375.

Rhetoric and Public Address, A Bibliography, 1947-61. (1964). Cleary, James W., and Frederick W. Haberman, , Contributing Ed. 1958-61. Madison: University of Wisconsin Press. xviii + 487.

Public Speaking for College Students. (1965). With Lionel Crocker. New York. American Book Company. xvi + 559.

The University of Michigan President's Report for 1966-67 (1967). Ed. The University of Michigan. Ann Arbor. 1-394.

Proceedings of the Board of Regents of The University of Michigan. (1967-1971). Ed. The University of Michigan. Ann Arbor. 1-602.

July 1966 - December 1966, 1-298;
 January 1967 - December 1967, 299-959;

January 1969 - December 1968, 961-1587;
 January 1969 - June 1969, 1589-1971.

The President's Report of The University of Michigan (1967-1970. Ed. Office of the President of the University. Ann Arbor.
1967-1968, Vols. I, II, III, IV
1968-1969, Vols. I, II, III, IV
1969-1970, Vols. I, II, III, IV.

The University of Michigan--An Encyclopedic Survey, 1940-1975. (1977). Contributing Ed. The University of Michigan Bentley Historical Library. Ann Arbor. Vol. 5.

International Business Communication: Theory, Practice, and Teaching Throughout the World. (1981). Ed. Division of Research Graduate School of Business and the American Business Communication Association. Ann Arbor. 1-156.

Studies in the History of Business Writing. (1985). With George Douglas. Champaign, IL: The University of Illinois, Association for Business Communication. 1-240.

Zhong Guo Qi Yie Guan Li Ren Yuan De Su Zhi (Characteristics and Qualities of Chinese Managers). (1989). Beijing: Science Press, Tsinghua University. 1-73.

Effective Business Communication, 2nd Canadian edition. (1990). Ed. With H.A.Murphy, and S. O'Neill. Canada: McGraw Hill. 1-644.

Effective Business Communication, 6th international edition (1991). With H.A. Murphy. Singapore: McGraw Hill. 1-730.

Effective Business Communications. (1997). With Herta A. Murphy, Jane Thomas, 7th edition. New York: McGraw-Hill. 1- 830.

Effective Business Communications: Instructor's Manual (1997). With Herta A. Murphy, Jane Thomas, 7th edition. New York: McGraw-Hill. 1- 322. (*For years the leading communication textbook in the US*).

Micro Examiner IV for Effective Business Communication, 2nd edition,(1991). With Herta A. Murphy. New York: McGraw Hill. 21 pgs and two software disks.

Hildebrandt, H.W. (1995). Effective Business Communication for Asian Managers. Singapore: McGraw-Hill. 1-185.

Hildebrandt, H.W. (1995). With Li Donlong Lai, Baolin Zong, Business Communication for the Asians (Chinese/English). Taipei: McGraw-Hill, 208.

Hildebrandt, H.W. & Liu, Jin Yun, Writing Letters with Ease: A way to success in Written Communication. (1997). (Chinese and English). Shanghai: Scholar Press. 1-235.

The Newly Promoted Executive: A Study in Corporate Leadership, with Edwin Miller and Dee Edington. Division of Research, School of Business,

University of Michigan. 1980-81, pp. 1-23; 1981-82, pp. 1-23; 1982-83, pp. 1-25; 1983-84, pp. 1-31; 1984-85; pp. 1-31; 1985-86, pp.1-36.

A Managerial Profile, with Edwin Miller and Steve LaCivita. Division of Research, School of Business, Ann Arbor. 1984, pp. 1-33.

A Managerial Profile: The Woman Manager, with Edwin Miller and Steve LaCivita. Division of Research, School of Business. Ann Arbor. 1985, pp. 1-31.

A Review of Managers in U.S. Industries, with Edwin Miller and Dee Edington. Division of Research, School of Business. Ann Arbor. 1987, pp. 1-33.

A Managerial Profile: The Asian Manager, with Dee Edington. Division of Research, School of Business Administration. Ann Arbor. 1987, pp. 1-28.

A Managerial Profile: The Chinese Manager, with Jinyun Liu. Division of Research, School of Business Administration. Ann Arbor. 1988, pp. 1-87.

Selected Articles

"A Bibliography of Rhetoric and Public Address." Speech Monographs, Contributing Ed. 26(1959), 183-216; 27(1960), 201-238; 28(1961), 157-189; 29(1962), 147-181; 30(1963), 137-174; 31(1964), 187-223; 32(1965), 217-252; 33(1966), 187-222; 34(1967), 187-220; 35(1968), 203-254.

"Richard Sherry: Renaissance Rhetorician." Central States Speech Journal 11, Spring 1960, pp. 204-9.

"Blue Book Criticism at Michigan," with Walter Stevens. The SpeechTeacher 4, 1960, pp. 20-22.

"The Ethics of Persuasion." Communication Techniques for the Mass Media, TV, Radio, Film Commission, 1961, pp. 72-80; Guiding Meetings, 81-90; Organization and Structure, 53-61; Principles and Methods of Persuasion, 62-71.

"The Critical Edition in Rhetorical Scholarship: A Guide to Its Preparation," With J.W. Cleary. Speech Monographs 28, 1961, pp. 29-38.

"Communication in Management," with Charles E. Redfield. Journal of Communication 11, 1961, pp. 43-44.

"Businessmen as Conference Participants." Michigan Business Review 14, 1962, pp. 28-32.

"Now Hear This ... Some Pointers on the Neglected Art of Listening." Supervisory Management 7, January 1962, pp. 2-5. Reprinted in Listening Readings, Ed. by Sam Duker. New York: The Scarecrow Press, 1966, pp. 289-93.

"Manuscript and Extemporaneous Delivery in Communicating Information," with W.W. Stevens. Speech Monographs 30, 1963, pp. 369-82. Reprinted

- in Effective Speaking for the Technical Man. Harry Hand Von Nostrand, 1969, pp. 249-55.
- "The Use of Common Materials in the Basic College Speech Course," with W.M. Sattler. The Speech Teacher 12, 1963, pp. 1888-25.
- "Amplification in a Rhetoric on Style." The Southern Speech Journal 30, Summer 1965, pp. 294-307.
- "A Rationale for Non-fragmented Topics." The Speech Teacher 16, 1967, pp. 259-64.
- "The Rhetoric of Student Power." The Michigan Speech Association Journal 3, 1968, pp. 32-9.
- "The University of Michigan." Colliers Encyclopedia, 1970.
- "Values of Announcing the Resolution in Advance." Parliamentary Journal 14, January 1973, 13-16.
- "Communication Barriers Between German Subsidiaries and Parent American Companies." Michigan Business Review 25, 1973, 6-14. Reprinted in The International Executive, Fall, 1973, 21 ff.
- "The Interview as Persuasive Communication." The American Business Communication Bulletin 37, September 1974, 18-21.
- "Technical Written Reports from Germany." The Journal of Technical Writing and Communication 4, no. 4, Fall 1974, 291-303.
- "Mundlich - schriftliche interkulturelle Kommunikation in der Wirtschaft" (Oral and Written Communication in the Business World). International Communication Colloquium, 1974, 1-17.
- "Cultural Communication Problems of Foreign Business Personnel in the United States." Journal of Business Communication 13, Fall 1975, 13-25.
- "The Two Thirds Vote and the Motion to Table." Parliamentary Journal 17, No. 1, January 1976, 32-36.
- "Teaching Communication Methodologies in the Medical Profession" The American Business Communication Bulletin 39, 1976, 3-6.
- "Consulting-Research Problems with German and American Multinational Firms." Resources in Education, December 1977, 15 pp.
- "A Master of Business Administration in Business Communication." American Business Communication Association Bulletin 40, 1977, 1-7.
- "German Business Communication Seminars: An American View." Proceedings, 5th International Colloquium on Communications, Tampa: University of South Florida, 1977, pp. 1-15.
- "The Ph.D. Program in Business Communication." American Business

Communication Bulletin 41, March 1978, 1-4.

"Business Communications Consulting and Research in Multinational Companies." Journal of Business Communication 15, Spring 1978, 19-26.

"Accountability of the Business Communication Instructor." Resources in Education, June 1978.

"Business Communication Education in the United States." The American Business Communication Association Bulletin 42, March 1979, 1-6.

"Some Guidelines for Nondiscriminatory Communication." Journal of Business Communication 16, Winter 1979, 75-6.

"Semantische Polarization als Maszstab fur den Sexismus in der Amerikanischen und in der Deutschen Sprache" ("Semantic Polarization as a Measure of Sexism in Language"). Resources in Education, June, 1979, 1-26.

"The Sixteenth Century View of Communication--the Secretary." Business Education Forum 34, January 1980, 3-5.

"Cultural Variables in Communication." Asian Finance The Young Executive, September, 1980, 17-19; Reprinted in the Hong Kong Young Executive. nd.

"Medieval & Renaissance Handbooks on Letter Writing." Resources in Education, May 1981, 1-37.

"The Pollyanna Hypothesis in Business Writing: Initial Results, Suggestions for Research," with Richard Snyder. The Journal of Business Communication 18, No. 1, Winter 1981, 5-15.

"Resolution Memorandum: Logic in Support of a Proposition." The Journal of Parliamentary Procedure 11, No. 1, January 1981, 34-38.

"Business Communication in Different Cultures." Chapter III in Communication for Management and Business, Norman Sigband. Scott, Foresman, New York. 1982, 3rd edition.

"Corporate Business Communication: Social Reporting Disclosures Over 15 Years." In Proceedings of the ABCA, 1981, 1-18.

"An Appraisal of Courses Which Best Prepare One for General Management." Journal of Business Communication 17, Winter 1982, 1-6.

"Medieval and Renaissance Handbooks on Letter Writing" Resources in Education, May 1981, pp. 37.

"Selected Bibliography for Business Communication." Economics and Business Administration, E. Tower, ed. 1982, 1-7.

"The Pollyanna Principle in Business Writing: Initial Results, Suggestions for

Research." Resources in Education, May 1982, 1-16.

"Corporate Business Communication: Social Reporting Disclosures over 15 Years." People and Information, the Intermix for Successful Communication, Art Smith, ed. Tuscon, AZ: University of Arizona, 1982, 599-80.

"Social and Technological Change: Two Challenges for Research and Teaching." Teaching Business Writing, Approaches, Plans, Pedagogy, Research, Jeanne Halpern, ed. Urbana, IL: University of Illinois, 1983, 200-13.

"The Newly Promoted Utility Executive," with E. Miller. Public Utility Fortnightly 110, 13, December 23, 1982, 11-16.

"Executive Choice: Business Communication." Journal of Communication Management 11, 4, 1982, 8-11.

"Aristotellian Views of the 20th Century." Journal of Business Communication 21.2. pp. 45-53.

"Casting the Future Corporate Board," with E. Miller. Directors and Boards 7, 4, Summer 1983, 39-42.

"Executive Career Advancement," with E. Miller. The Asian Young Executive, October 1983, 39-42.

"A Cross Cultural Comparison of Asian and U.S. Executives," with E. Miller. The Asian Young Executive, September 1983, 43-46.

"Business Communication and Leading Executives in the U.S." Cultural Crossroads in the 80's, Sam J. Bruno, ed. Houston, TX: University of Houston, 1983, 187-200.

"Business Communication in the People's Republic of China," with Baolin Zong. Journal of Business Communication 20, 1, Winter 1983, 25-31.

"Learning From Top Women Executives: Their Perceptions of Business Communication." Business Communication--What's New, William G. Neal, James Scott, Carol Lundgen, eds. Logan: Utah State University. 1984, 149-61.

"An Executive Appraisal of the Importance of Business Law," with George Siedel and Edwin Miller. American Business Law Journal 22, 2, Summer 1984, 249-63.

"Aristotelian Views of the 20th Century--Views on Communication." The Journal of Business Communication 20, 2, Spring 1984, 45-53.

"Minority Managers/Executives: A Study in Corporate Leadership." Tradition to Technology, Sam Bruno and John Pettit, eds. North Texas State University, 1985, 179-197.

"The Lifestyles and Career Patterns of Utility Executives," with Dee

Edington. The Public Utility Fortnightly 115, 2, January 24, 1985, 24-32.

"Communication in Foreign Trade: A Broader Concept for Business Communication in China," with Baolin Zong. Association for Business Communication Bulletin 49, no. 2, June 1986, 33-36.

"The Ph.D. Program and Business Communication." In Teaching Business Communication, ed. George Douglas. Urbana: University of Illinois, 1987, 45-53.

"The Asian Manager Profiled." The World Executive's Digest, 8, No. 9, September 1987, 15, 18.

"Some Influences of Greek and Roman Rhetoric on Early Letter Writing." The Journal of Business Communication 25 (3), 1988, 7-27.

"International/Intercultural Communication: A Comparative Study of Asian and U.S. Managers." World Communication Journal 17 (1), 1988, 49-68.

"Chinese Women Managers: A Comparison With Their U.S. and Asian Counterparts." Human Resources Management 27 (3), Fall 1988, 291-314.

"Chinese Managers' Perceptions of Business Communication." Global Implications for Business Communications Theory, Technology, and Practice, 1988 Proceedings of Association for Business Communication, October 1988, 83-97.

"Career and Education Patterns of Chinese Managers." The China Business Review 15 (6), November-December 1988, 36-38.

"A Chinese Managerial View of Business Communication." Managerial Communication Quarterly 2 (2), 1988, 217-234.

"Ethnographic Variables Affecting Concepts of Chinese Business Communication." *Inner Worlds, Outer Worlds: Business Communication in the Nineties*, 1990, pp. 183-194. Reprinted in. *World Communication*, 1990 19 (1), pp. 21-36.

"Effective Management Communication: A Competing Values Framework. R.E. Quinn, H.W. Hildebrandt, P.S. Rogers, M.P. Thompson. *Inner Worlds, Outer Worlds: Business Communication in the Nineties*, 1990, pp. 13-30.

"A Competing Values Framework for Analyzing Presentational Communication in Management Contexts." R.E. Quinn, H.W. Hildebrandt, P.S. Rogers, M.P. Thompson. *Journal of Business Communication* 28 (3), 1991, pp. 213-231.

"Communication Through Foreign Languages: An Economic Force in Chinese Enterprises." H.W. Hildebrandt, Jinyun Liu. *Journal of Asian Pacific Communication--The Economics of Language in the Asian Pacific* 2 (1), 1991.

Women Managers in the Far East: Their Communication and Managerial Environment in China. *The Journal of World Communication*, 1, 1993: 7-12.

Competing Values Instruments for Analyzing Written and Spoken Messages. (With Pris Rogers). *Human Resources Management*, Spring 1993, 32, 1: 121-142.)

"Class of '92--Utility Executives Tell All." *Public Utility Fortnightly*, February 1, 1994: 27-30.

"Executive Know Thyself." (With D.W. Edington, Judith Briggs). *Public Utility Fortnightly*, February 1, 1994: 30.

"Business Communication and Architecture: is there a parallel?" (With R. Parker), *Management Communication Quarterly*, 1996; (2) 227-242.

PUBLICATIONS SINCE RETIREMENT in 1998

Journals, Papers, Refereed

Zhu, Y., & Hildebrandt, H. (2003). Greek and Chinese classical rhetoric—The root of cultural differences in marketing communication. *Asia Pacific Journal of Marketing & Logistics*, 14 (4), 89-114.

Zhu, Y., & Hildebrandt (2007). Eds. Special Issue for *Journal of Asian Pacific Communication*, 17 (1) 1-171.

Zhu, Y., & Hildebrandt, H. (2007). Culture, contexts, and communication in multicultural Australia and New Zealand: An introduction. *Journal of Asian Pacific Communication*, 17(1), 1-9.

Book Chapters, Refereed

Zhu, Y., & Hildebrandt, H. (2002). Linguistic and Rhetorical Foundations of Modern Business Communication. In A. Satzger & G. Poccini (Eds.). *International Perspectives on Business Communication: From Past Approaches to Future Trends*, pp. 157-170. Berlin: Peter Lang.

Refereed Conference Proceedings

Zhu, Y., & Hildebrandt, H. (2001). Culture and Classical Rhetoric: Comparing Persuasive Orientations. *Proceedings of the 8th Cross Cultural Research Conference*, edited by Scott, M. Smith, Turtle Bay, Hawaii, December 12-15. Website: <http://marketing.byu.edu>

Hildebrandt, H., & Zhu, Y. (2007). Some Philosophical Underpinnings for Communication: Eastern and Western Foundations as seen in Commonplace Principles. Proceedings of the 72nd Association for Business Communication Convention. Website: http://www.businesscommunication.org/conventions/documents/ProceedingsAuthors_Kit.doc

Working Papers

Hildebrandt, H., & Zhu, Y. (2002). Chinese and Greek Rhetorical Theory. Michigan University Working Paper Series, December.

Hildebrandt, H., & Zhu, Y. (2007). Philosophical Underpinnings for Communication: Eastern and Western Foundations as seen in Commonplace Principles. Michigan University Working Paper Series.

Conference Presentations

Zhu, Y., & Hildebrandt, H. (2000). Structural Rhetorical and Linguistic Moves in Chinese and English Sales Invitation Letters. Paper presented at the 65th Annual Convention of the Association of Business Communication, October 18-21, Hilton, Atlanta, United States.

Zhu, Y. (2001). Chinese and Greek Rhetorical Theory: Linguistic and Rhetorical Foundations of Modern Communication. Co-authored with Herbert Hildebrandt. Paper presented at European ABC Conference, May 22-25, Dresden University of Technology, Dresden, Germany.

Hildebrandt, W. H., & Zhu, Y. (2007). Some Philosophical Underpinnings for Communication: Eastern and Western Foundations as seen in Commonplace Principles. Paper Presented at the 72nd Association for Business Communication Convention, Washington DC., Oct 9-12.

Hildebrandt, H.W., & Zhu, Y. (2008). Further Exploration of Commonplace Principles. Paper Presented at the Asian Pacific Regional Conference of Association for Business Communication Convention, March 25-26, Nanyang Technological University, Singapore.

GLIMPSES BACK

Preamble

During one's span of service to the University, especially during the freshman days of being a new Instructor, there is the feeling that each day can be surmounted with ease. That feeling is present for about a year. Then reality. Then youthful enthusiasm is softened when one realizes there are many competent people, each one of them participating in this race called the academic marathon, seeking to win, seeking the gold medal (I write this during the summer Olympics of '08) in teaching, research, and service, the tripartite challenges of a University of Michigan professor. Some drop out, others embrace with high comfort the cerebral search for competence in their chosen area.

With promotions come ego enhancement. One begins to believe that a published article in a refereed journal will follow an ego enhanced addiction to perfection. No way. Of all things – one quickly realizes that others' eagerly challenge what one though was an immutable truth. But that's the way it should be, if done with courtesy and politeness in annulling one's cherished publications.

Years mellow one. The pace slows. Bonds of friendship develop. There are attempts to break molds, to search out arteries that transcend one's own academic area and interest. Some resist this interdisciplinary pleasure, desiring to remain an academic recluse, presiding over micro interests. But the opportunity is never denied one. An altered quote from the former Arthur Ashe fits here: "From what we take we make a living, what we give makes an academic life."

Finally a surprise. With some arrogance, with that ego still intact, with vanity just a little tarnished, it is somewhat disheartening on retirement and thereafter, to realize that the University can continue without you. Some of us, as elder statesmen, have said, "I doubt if I could make it today." The point: it is with deep gratitude that we were a part of the University's history, and with similar gratitude we voice unending affection for its continued excellence. Such a circle of academic distinction has been here since 1917 and will continue unendingly.

GLIMPSES

My academic world often took me to the Ciceronian and Quintilian scholars of the ancient world. A mantra – they never used that word – rather *dispositio* or the need for a clear prooemium, the need for a layout/roadmap of where the communicator was going was one of their rhetorical canons, impels me two thousand years later to do the same. Let me in my following remarks cover glimpses of my 40 years of tenure, experiences, and general comments in the University under five headings: Administration; Regental Involvement; Athletic affairs; SACUA (Senate Advisory Committee on University Affairs); and Teaching, Research, and Service.

Administration

While I held several administrative positions, the following notes relate only to my perceptions as Assistant to two Presidents, Harlan Hatcher and Bob Fleming, at that time the position was co-joined with VP/Secretary of the University. Of course time has dimmed some memories – several linear feet of those years 1965-1970 – are stored in the Bentley Library where reality is reflected on "mute and white" paper as Elizabeth Barrett Browning wrote in Sonnet 28 of her Sonnets From the Portuguese.

- President Hatcher and his wife Ann were so sculptured that they would have with ease been type-cased as the typical President and First Lady of a university. Both were handsome. Both were formal. Never once in my three years of working with him did I see him in a casual mode. Take that back, one day I went to his home office and found him watching a World Series game in a casual shirt. No tie. He waved me off.

A gentleman, with a prodigious memory. One story. On his 90th birthday celebration in the Clements Library all of us former Executive Officers were there along with other guests. With ease he said a kind word about each of us as we stood there astounded: Bill Pierpont; Allan Smith; Mike Radock; Marvin Niehuss; Jeffrey Norman; Richard Cutler; and myself. For that we all gave him applause and forever love.

He eased up toward the end of his term. He once told me, "I've never had a headache." And that stamina and good health overrode the quiet cadences of discontent that occasionally came to me via the academic underground. Only

once did he experience a presidential indignity: catcalling at him and Secretary General U Thant after a speech in Hill Auditorium. A foretaste of the student created briar patch we had to walk through with the next President.

His farewell dinner on his retirement was modeled after a White House Dinner: black tie, entertainment, farewell speeches. His comments are lost to me because of the cascade of celebratory words that flowed that evening.

- President 'Bob' Fleming and his wife Sally were less formal. In place of our Executive sessions, always Tuesday morning in the President's conference room, we often moved to his home for lunch, often on the rear patio. A mood of warmth prevailed.

One story. Bob – and I forgot to mention above no one called President Hatcher "Harlan," it was always Mr. Hatcher, President Hatcher – would always begin his day in his office with this action: he had an old, but seemingly beloved Royal typewriter, into which he would put small yellow note-book pages and type out his 'to do' list for the day. This practice never varied. Then Dorothy Mangus and I looked at the list and helped coordinate his day.

Under his watch, while I was with him, 1968-1970 I limit my comments to two things: the student unrest and the Sesquicentennial Celebration.

Student unrest increased in intensity from c. 1967 onward; someone should record the entire history of that period that involved the BAM (Black Action Movement) and the SDS (Students for a Democratic Society). In both cases the administration had to content with six constituencies: students, faculty, regents, alumni, the general public, and parents. We spent inordinate time, all of us divorcing ourselves from the true purposes of a university, in responding to blowtorch editorials, letters, and phone calls. What was a god-send is that Bob was an attorney, often involved in arbitration cases. He will never receive the behind-the-scenes credit of holding the University together.

One story. Lost to me is the precise weekend, but he, I, VP Raymond Ross met with leaders of the BAM movement on a Good Friday afternoon in the Regents' Room, met all day Saturday, took a brief recess in early morning, and concluded in the afternoon of Easter Sunday. Under extreme oral provocation he consistently responded with "I hear you; please tell me your position." Again lost to me in the mists of time are the final results of that extended meeting. That session, and others – in a month we received over 2700 letters demanding some kind of action – for which I created five different responses to which I and the President responded. Not cavalierly put, but that action, or lack of it, with some constituents put me and various others between a rock and a hard place. I subsequently resigned for the sanity of the classroom.

- Delightful was the Sesquicentennial Celebration, an entire year with untold attention to hundreds of details. We received innumerable congratulatory letters, held about five major convocations along with granting honorary degrees to many persons, including the President of India, in addition to celebratory banquets. Sufficient information, along with all the printed materials is available in University archives and thus I shall not comment further.

In sum. My glimpses of administrative life is a tug of war between exhilaration and depression, bliss and pain. I often used the statement that "all I did was sign

hundreds of letters I did not write or write hundreds of letters I did not sign.” False, I know. But I come away with the feeling that the center of gravity for a university is not in the top administration, rather, it lies in the offices of the Deans who oversee our many schools, colleges, and institutes. They are the true administrators. Macro decisions may be made at the Executive level, but the micro administration and implementation of higher level decisions rests with the competent Deans.

Regental Involvement

A Biblical comment is that serving two masters is difficult. And so it was as I wore the hats of Assistant to the President and VP/Secretary of the University, the latter position beholden to the eight elected Regents. Some glimpses of that five-year period.

- It is my firm conviction that selecting Regents for our major State Universities via a ballot box camouflages both the competent and the incompetent individual. A result of such a political choice is an unevenly qualified Board. Some are truly involved, brilliant, devoted, concerned. Some gave tangential attention. Personally, I would rather have a governor make a political appointment of an individual who has demonstrated competence in higher education than voting for persons whose qualifications, at best, move on the wheels of a political party.
- That preceding statement is ruthless prose. Fortunately such an assertion is/was softened via the devotion of the Executive Officers who prior to the Board meeting took inordinate time to illuminate rather than complicate the agenda items before the monthly Regental meetings. Bob Fleming gave me one rule: “If you sense that an item will be voted down, I wish to pull it from the agenda. I do not wish to ever suffer two defeats before the Regents.” All in all, I never – there may have been one – saw an item recommended by the administration turned down.

We always met casually, and informally, Thursday evening at the Inglis House for cocktails, dinner, and an informal discussion prior to the public meeting on Friday. This was another opportunity to gage potential changes in voting. As a polite aside, an alcoholic lubricant for some may have improved the cordialness for the following day.

- On a more positive note, never, never did I see a political position evident during a Regental meeting. What went on behind the scenes is unknown, but a plus is that I never sensed a collusive political opposition prepared in advance. That semantic rose was also part of my departing remarks.
- Today the chair of the meeting is an elected Regental member; that was the not the case during my tenure. Both President Hatcher and President Fleming chaired the meeting, the agenda being set by the Executive Officers. My job was to be sure we were not blind-sided by an unknown motion. We never were.
- Finally, the public or stakeholders to use a business term, assumes that Regental meetings are deep discussion sessions, with major amendments and substitute amendments flying around the room based on a general and loosely knit together theme. Not so. In my time we created two kinds of reports: informative, for

informational purposes only, and Action Requests: the latter a precise motion along with supplementary material. Obviously the latter was well prepared in

advance, often with the vote known in advance. Such is often the case in Board meetings in the business world as well.

In sum. As I noted before, there were days of bliss and pain. DeGaulle said it well: “[the] worst of policies is to exclude men of strong character from office for no better reason than that they are difficult.” Some Regents were difficult, others walked on water. No one ever dealt me a cruel hand, but during the student uprising days it was not the best of times. Returning to the island of sanity in the classroom, that I sorely missed, was to reenter a domain of high comfort.

Athletic affairs

Two things. First, for about 30 years I have been tangentially involved in Athletic Department recruitment and occasionally communication advice to several coaches. Indeed, if there is a positive capstone to that involvement, it is that Fritz Seyferth and I, probably others unknown to me, worked on establishing the mentor program. By that I mean we initially discussed what could be done to help football players establish a personal academic contact within the University. In short, each freshman football player was assigned to a faculty or staff member who volunteered to do several things: occasionally meet with their student to respond to any questions or concerns, infrequently attend the Training Table (where the football athletes would eat following a practice), and attend a ‘thank you’ reception of gratitude from the Athletic Department. The entire experience was positive.

Today that mentor program is available to all sports programs in the University along with extensive academic guidance. A positive!

Those two involvements, and my previous experience in the Administration allows some inferences and glimpses.

- Without a doubt many of the recruits had only a hazy, inchoate idea of the academic demands required of them should they choose Michigan. That may not be unusual, but the lack of substantive questions to any of us making a presentation to the recruits foretold that football, by a substantial margin, outshone an interest in academics. My assumption is that the Friday evening dinners with current Michigan players prior to the Saturday morning emphasis primarily on academics, had a substantial influence on the recruit’s decision whether to attend or not. Additionally, meetings with the coaches, other players, and tours of the athletic facilities, in my opinion, were the substantive criteria for choosing Michigan. Academics was part of the equation, but far less than the dominating desire to play on Saturday.

It would be interesting to see data on the number of football players who began in our demanding professional schools, and those who completed their degree there. My unaudited estimate is that 35-40 hours per week given to a demanding sport leaves an imprint on both one’s mental and physical stamina.

- Overwhelmingly, parents or relatives or guardians of the recruit realized that the core of future living was not football, but the training for life that a university gives. I spent considerable individual time with the above three groups, (recruits,

parents, and relatives) discovering that religion played a significant part in their lives. One parent – a prominent sportscaster – at a public restaurant at our table on a Saturday morning, even offered a prayer that visibly affected everyone – all bowed their heads – who sat at that table. Parents, or other family members, play morals. It disturbs me somewhat that a local Ann Arbor sports writer suggested in his column that profanity, with the current new (2008) coaching staff, appears on the increase, more so than in the past. In my many appearances at football practices under Bo, Gary, and Lloyd, there was some ‘blue-tinted prose.’ But on occasions. Player’s parents with deep personal values they have tried to instill in their boys reading that story might be discomforted.

- Earlier in my glimpses, I mentioned the unevenness of Regental oversight. A perk of a Regental position allows them favored seats and attendance at bowl games. Today they, and the administration, also have a pre-game and half-time reception room for their guests and potential donors. Nothing wrong with that. My personal discomfort as an administrator was a few of the elected Regents demanding tickets, preferences, excessive perks for football and other events. A codicile: most Regents were unbelievably gracious and never used their position to advantage.
- Finally. And I shall say more of this in the next section, of all our sports, football is a two-edged sword: it brings in fantastic funds, national recognition, and enduring and financial gratitude from alumni for a winning team. On the other hand, the Athletic Department is following the dispiriting trend, as are other major schools, of becoming an economic island surrounded by alumni, fans, and other fawning acolytes who act as a human moat, defending football from too many University incursions. Surely that moat has been breached since the time of the brilliantly entrepreneurial Don Canham, but the financial faucet of football, primarily, allows the moat to remain filled. The gilded football pantheon now under construction attests to an ever increasing desire to enlarge the non-academic side of the University.

In sum. My focus has been football because that has been my major involvement. Coaches from other athletic departments have spoken with me and I have met with their athletes. I offer a highly positive comment: only once in my 40 years did a coach visit me and gently inquired about the academic status of a star player; no pressure, but an expressed concern. His athlete passed, but barely.

All in all, human nature being what it is, you have the right to ask, “did I receive any perks over 40 years for assisting the Athletic Department?” Other than the yearly Press Book, a tote bag, and two free football tickets, I received nothing.

My final comment on athletics is this. The gulf of differences between academics and athletics continues to widen. It began years ago as a legitimate part of the University; for years there was a genuine student/athlete link between sports and academia. Today I sense athletics is becoming a monolithic island difficult to reach and control. A keen scalpel on a national level – our University cannot do so alone – demands either a partial severing of the athletic relationship or a tighter, firmer academic oversight of the program. A start is being made: we have a long way to go.

For a three-year period I was involved with the c. 65 member Senate Advisory Committee that included representatives from our Schools and Colleges, moving from Secretary of the group to Vice Chair to Chairman. Some glimpses, particularly during my year as Chairperson.

- Relatively poor attendance at the monthly sessions. Only two invited guests came close to 100% attendance: the President of the University and the then head of the Athletic Department, Don Canham. Indeed, the soft pillow questions for the President, forgot who came, greeted him with a positive rhythm of respect. There were no incandescent statements, seemingly the faculty and President looking on the occasion as a limbo experience.
- Conversely, Canham's presentation produced similar soft pillow questions, more clearly directed at his future odyssey for the sports of the University. I do not remember a single question – the minutes of the meeting may prove me wrong – that correlated his activities with academia. At that time his department was a fiefdom, financially and singularly divorced from the administration. Mr. Wilbur (Bill) Pierpont, that eminent financial tactician, could not bridge that divide and only in recent years has that distance decreased. My point: there was high interest in sport activity, outdistancing by far, at that time, a closer relationship between academics and the Athletic Department.

In sum. I do not remember a single approved faculty resolution of significance. That may have been my poor leadership, but our catalogue of achievements would be minimal. Surely we would meet with the Vice –Presidents, but these sessions too seemed like mercurial meetings where we listened and gave polite feedback, learning a bit more of the maze that makes up the central administration. For me personally it was a catharsis, a nostalgic return to the days when I was part of that central administration. SACUA has a purpose; it is far better to have that academically nimble body moving on rational wheels than a pugilistic group seeking monthly or yearly confrontations. Personally, the seven persons who served with me on SACUA had a unanimous symmetry: they sincerely were concerned about the academic side of the University; they deserve my enduring applause

Teaching, Research, and Service

One could argue that the immediately above three internal titles should have been first, providing the academic ballast for the preceding four major sub-points, (Administration; Regental Involvement; Athletic affairs; SACUA). Yet I place TRS last because the preceding major quartile themes affect academia in a university. It is somewhat difficult to isolate preceding and subsequent themes, causalities are indistinct, thus overlapping has and will occur.

- A colleague once said to me, “Teaching wanders companionless in this University.” A bit too fervent, in my estimation. Yet that remark will not offend too many ears, especially the younger people on the academic rungs leading to tenure. While the usual tripartite goals for every scholar/professor are known to all, there is an undeniably diminution in recognition of good teaching. Certainly accolades and awards are publically conferred, but the criteria and metrics to measure teaching excellence is open to controversy.

Perhaps the most notable improvement in assessment of teaching are the published teaching evaluations of the instructor via student questionnaires; the

results published on-line and in hard-copy. Over the years mine were positive and thus I support the system; others on the bottom rung offer plaintive recitals of 'students biased and uninformed.' For me it was an honor receiving the University's highest Teaching Award, the AMOCO Distinguished Teaching Award.

It appears that the more dynamic the teacher, the more organized, the more willing to help, the more original, the less pompous, the less prickly, the less a prisoner of ingrained dogma, the more open to challenges, the more conscious of change, the less tied to their Ph.D. mentor's habits, the less prostrate before repetitive, unchanging syllabi, we may have the start of a desirable teacher. As a member of my Business School's Executive Committee we were aware of criteria similar to the above, but gave only polite bows in that direction when considering promotions and merit increases.

One would have to be academically blind not to see my bias: teaching receives less recognition than research. Without proof, I assert that some of the adjunct professors of today, not fighting for tenure, are as capable of teaching well, often more so, than regular staff. But the adjunct appointment, its pluses and minuses, often brings a new palette of ideas based on outside experience that can transcend those minted with a Ph.D. degree.

Over my 40 years with the University, some newly hired young people came to me with this statement: "the rewards for good teaching does not justify the effort." I wish I could have offered a Solomonic answer; I could not. Not even today. My response was usually gloomy, suggesting that their research should be an integral part of their teaching. A cop out, I know, implying the focus should be on my immediately following backward glimpse.

- Our Ross School of Business (heretofore simply the Business School prior to Mr. Ross's one hundred million dollar gift and now newly named after him) yearly offers an Emeritus Outstanding Ph.D. Award to the most distinguished doctoral graduate of the year. A previous graduate, often a college professor, is invited to offer a lecture. One individual firmly resounded without interruption the mantra for the rite of passage into tenure and academic respectability: "focus on research, research, research!" To that measure of accountability he added, "that research should be in refereed journals."

Young scholars entering the University today desiring to obtain a Ph.D. degree may be rhetorically literate in their academic area, yet they must immediately, often before and during their MA or MS or other graduate degrees, show evidence of scholarship. It's the SAT test for admittance to a Ph.D. program. Brutal. So brutal are the initial and subsequent academic hoops today that I may not have been invited. My good Friend Paul McCracken – and his parallel oral comment is spurious – says the same thing. Over the years the academic terrain has changed: from assuming that the halo of a Ph.D. degree will wear well on the head of the young person tilling the academic soil of this great University. I truly feel for them, grateful that those pressures are behind me. Those stressful demands have not lessened during the recent years; they seem to be increasing.

What drives the above concerns is competition between the leading schools, each vying for the young person who shows initial promise to leave a current and subsequent research legacy that suggests research competence, shows in mid-

career results of that competence, and confirms that the decision to invite the candidate to join the faculty or Ph.D. program was tactically correct. That cycle for exemplary research competence is intensifying.

In my many years of international travel, I sense similar thinking in other parts of the academic world. To publish in refereed publications, in ranked journals, shouts loudly. Of course smaller schools, and there are hundreds of good ones in that category, tellingly suggest that teaching can also prepare one for a productive academic life. There faculty research is given a nod, but their major goals focus on excellence in teaching. Often they are the 'farm systems' for producing young people/scholars for the larger universities.

Again my bias shines through. No university desires to be a third rate Caesar in research. That desire to be ranked highly in academic areas does have an influence on students selecting a university, research competence seemingly factored into the criteria rankings. All schools wish to rise in the rankings made public in newsstand journals, by debatable criteria, using those rankings to attract even more students and faculty. No question: research competence is the domineering tide of power that propels one to tenure, and a commensurate salary to match.

- Service. Weakest of the triumvirate. Difficult to measure. Often pomp for the circumstance. Easy to get trapped into professional organizations, local groups, national organizations, service groups. But all are needed. On reading resumes, most contributions are pro bono – as they should be. I fell into that trap, extricated myself in time, and put limits on the percentage of time devoted to outside causes. Rightfully so, service deserves a minimal nod. Strangely at times, some persons involved in service functions are the ones whose comments appear in national papers

In sum: of the three above required time and toils of university responsibilities, research assumes the preeminent position. I simply wish the increasing pressures on our young people, Ph.D. students and young Assistant Professors, would be less. Sadly, I do not see that occurring. Unless there is informal agreement across the major schools and colleges, the University of Michigan cannot lessen the demands. To do so solo would open us to tenacious internal criticism, especially the decanal members of the Vice President's Academic Council as each one scratches for their share of the Academic VP's budget, forcefully arguing that competition is the trajectory driving their request for a yearly increase in budget.

FINAL COMMENTS

I would do it all over again!

While there are reams of documents to take one through the academic clutter, there is no true promontory on which to stand to see one's academic future or success at the University of Michigan. In my opinion scholarship here is a lonely business; one often toils alone. Sitting for hours at a computer or collecting data for an article is core to

what is expected for tenure, allowing one to sit beside other scholars in this academic patriciate. But I willingly accept that, and deeply enjoyed it. Few of my colleagues

exhibited a truancy from that demand for scholarship. But I sense that the obsession for publications is becoming obsessive.

It's those bright, eager, young students still willing to accept most of one's classroom proclamations, that is so rewarding. Each semester new faces, new hopes, new dreams, new young people are met on their threshold of living. Their final trajectory though life is unknown. But to sense you have played a small roll in setting their life's pattern is emotionally and mentally rewarding. I frequently altered a line from the film Good-by Mr. Chipps on my last class day: "How you look today is how I will remember you; years from now I will remember you only when I read about your accomplishments." A sincere joy is when that statement finds reality.

Finally, with sentimental speed through wilting memories, I must mentioned the true veneer of respectability that I saw in my colleagues. Sadly, some have passed on, other still leave academic footprints in journals, receiving from all of us unstinting affection for their continuing scholarly efforts. Churchill once said, "words are the only things that last forever." My deep affection is for my many distinguished colleagues who left me with their many useful words, in the past, present, and still to be future University of Michigan. My final line is an oft-used quotation from the Chinese philosopher Confucius in his Analects: "It is a joy to learn, but then one must practice was has been learned."

The students, faculty, and staff at The University of Michigan do that!

Written August 2008.