Transforming the University

A Short Course

Objectives of the Transformation Process

What are we trying to accomplish through the transformation of the University?

• Move beyond simply positioning the University for leadership by polishing the status quo (essentially the approach of Vision 2000 and the 26 Goal Plan).

• Provide the University the capacity to transform itself more radically to respond to a changing world.

Do we expect to achieve Vision 2017 during our tenure?

No. But we should seek to build the capacity, the energy level, the excitement, and the commitment necessary to move the University toward this vision.

The Leadership Teams

SOUP

The EO Transformation Team

Why should this subset of EOs play the key role in leading the transformation process?

1. The executive leadership of the University.

2. The leadership of UM-AA.

3. All are proven academics:
   ☐ **with advanced academic degrees**
   ☐ **with faculty experience**

4. All have unusually broad experience in higher education.

5. This group has the best understanding of the nature of the University and the broad range of issues facing higher education during the 1990s and beyond.

Goals of the Short Course

1. Build a shared vision and a shared commitment to the actions necessary to move toward this vision.

2. Give each of us an opportunity to help shape and refine the Vision 2017 and to participate in the development of the transformation plan.

3. To come out of these sessions with a shared and total commitment to this agenda.

NOTE: All members of this group must be committed both to the vision and the transformation process if it is to succeed.

The Lesson Plan

1. An Overview of the Course

2. Consider and assess forces of change
    - nation and world
    - higher education
    - UM specific

3. Examine ways that other institutions are responding, e.g., Ivys, UC, Big Ten

4. Review Vision 2000, 26-Goal Plan, and Michigan Metrics

5. Review Vision 2017 document

6. Review "proto" Transformation Plan

Required Texts

- **"Vision 2017: The Next Century"**

- **"Vision 2000: The Leaders and Best□ "**

- **"The Michigan Metrics Project"**

- **"Leadership for the 21st Century: Strategy Planning at UM"**

- -

- **"The Challenge for the 1990s: Transforming the University"**

Other Reading

1. Planning and transformation efforts at other universities

    (Stanford, Harvard, Princeton, UCLA, Ohio State, Tulane...)

2. Key position papers

    (Shapiro, Rhodes, Schmitt,...)

3. Key national studies

    (PCAST, NSB, GUIRR, ...)

1890

The Situation

- fewer refrigerators than cars

- less than 25% of homes had indoor plumbing

- less than 10% graduated from HS

- still an agrarian society

- university as an intellectually coherent community of shared values and responsibilities

Things Happening

- industrial revolution was taking hold

- colonial colleges were about to awake

- landgrant colleges were being mobilized

- faculty leadership was stirring

- foundations for research university were being laid

30 Year Time Frame

- massive growth in enrollments, degrees

- evolution of open merit-based institutions

- teaching research service conglomerates

- broad portfolio of teaching at UG, grad, prof level

- shift from transmission to search for knowledge

- importance of government patronage

- research library

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1945

The Situation

- **universities emerging from depression and WWII**
- **Ivys still elitist**
- **few world-class public institutions**

Things Happening

- **returning veterans**
- **booming economy**
- **role of university in national defense**

30 Year Time Frame

- **age profile of population and faculty**
- **distribution of enrollments between publics and privates**
- **importance of federal government financing**
- **geographic distribution of students and institutions**
- **spectrum of scientific and scholarly opportunities**
- **nature and extent of public relations**
- **public attitude toward higher education**

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1990

The Situation

- US universities are best in the world...best financed, most respected

- 1980s have been a period of stability...stable enrollments, modest growth in faculty, stable federal aid

- expenditures per faculty (and student) have been rising continuously

- massive proliferation of research universities (with even more aspiring to this status)

Things Happening

- chronic perceived shortage of resources

- public concern about cost and price of education

- perceived unpredictability of resource flow

- rigidity of disciplinary structure

- difficulty in reaching agreement on evaluation standards

- shift away from UG to grad/prof and research

- short time frame between basic research and application

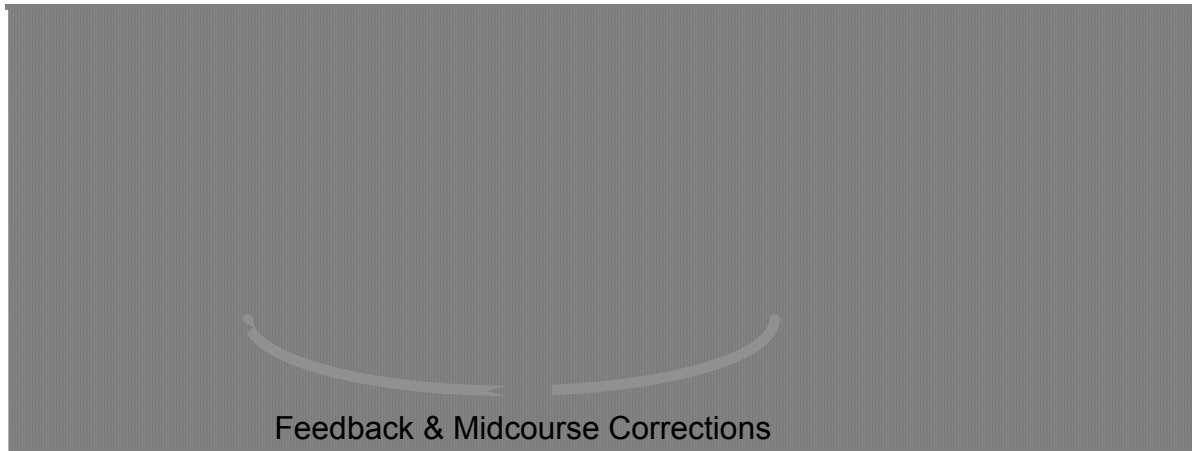- public concern about "what is going on on the nation's campuses"

30 Year Time Frame

- multiculturalism?

- globalization?

- age of knowledge?

- global change?

- US ---> Europe and Japan?

- ubiquitous computing?

- genetic engineering?

- international conflicts?

- space colonization?

- "progress" or "steady state"?

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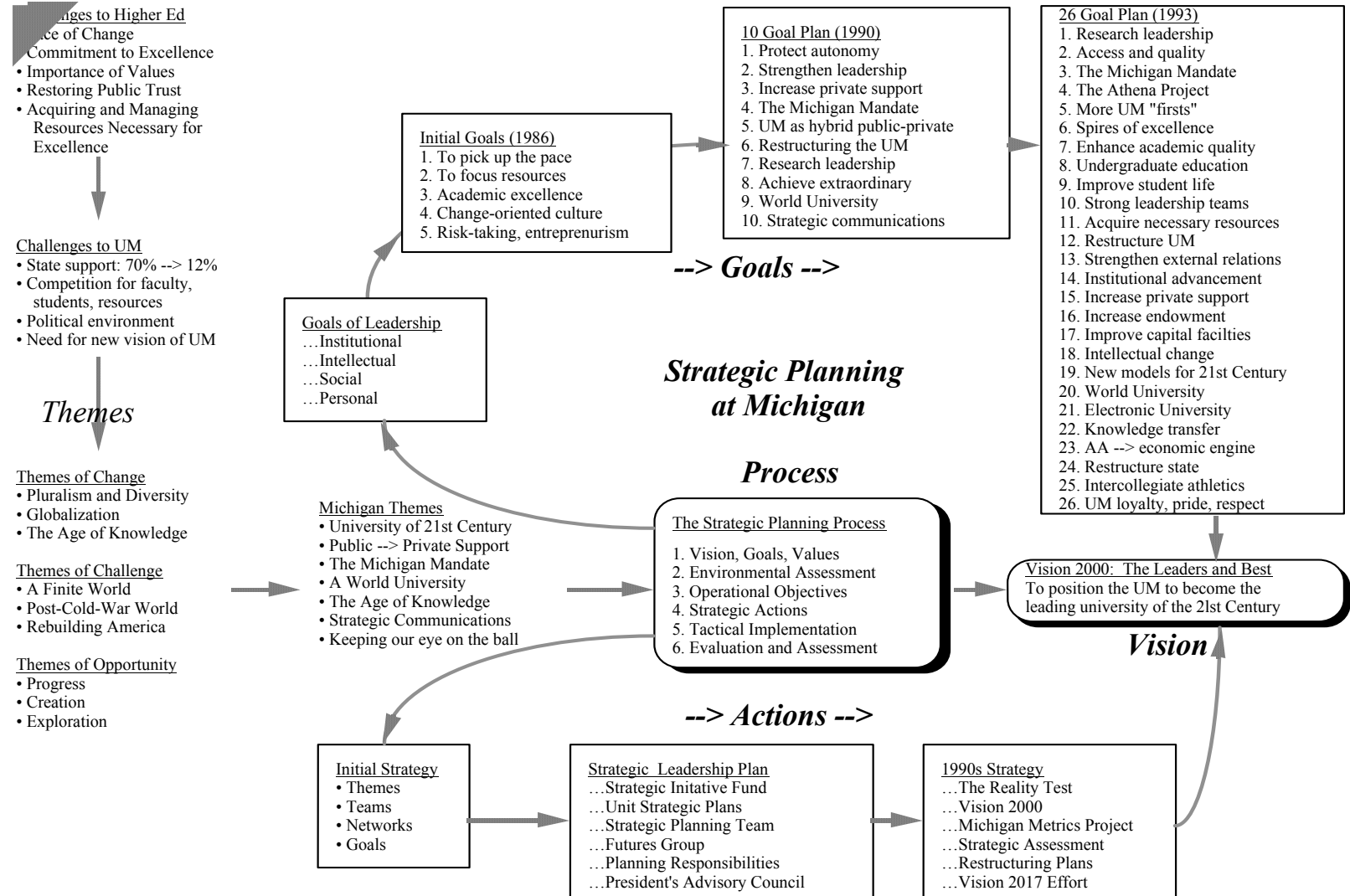
The Strategic Planning Process

1. **Vision, Goals, Values**

2. **Environmental Assessment**

3. **Operational Objectives**

4. **Strategic Actions**

5. **Tactical Implementation**

6. **Evaluation and Assessment**

The Evolution of Plans, Objectives, and Goals
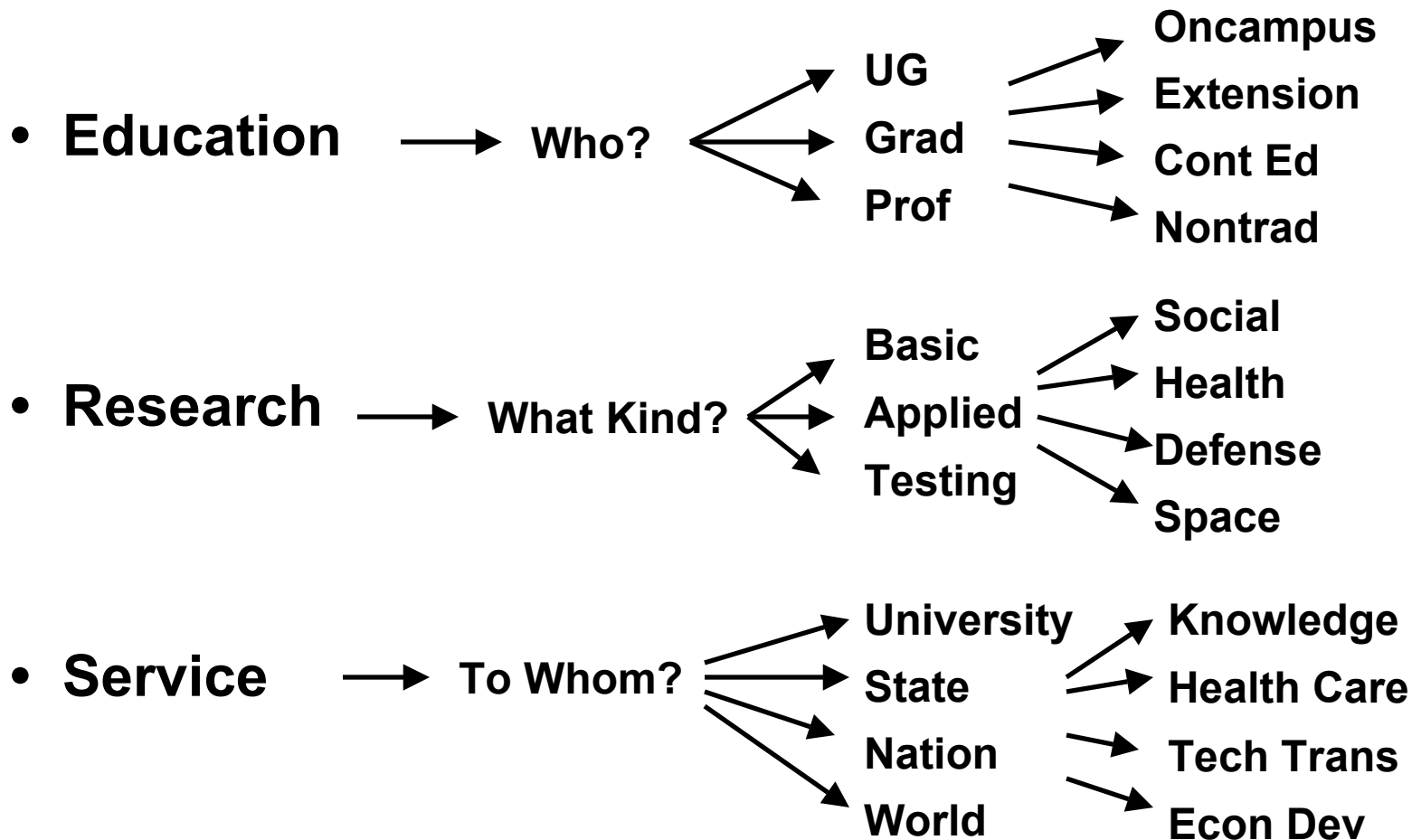

Feedback & Midcourse Corrections

NOTE: During a period of rapid, unpredictable change, the specific plan is of far less importance than the planning process itself. Put another way, we seek an "adaptive planning process" appropriate for a rapidly changing environment

Strategic Planning Process

Challenges to Higher Ed
- Pace of Change
- Commitment to Excellence
- Importance of Values
- Restoring Public Trust
- Acquiring and Managing Resources Necessary for Excellence

Challenges to UM
- State support: 70% --> 12%
- Competition for faculty, students, resources
- Political environment
- Need for new vision of UM

Themes

Themes of Change
- Pluralism and Diversity
- Globalization
- The Age of Knowledge

Themes of Challenge
- A Finite World
- Post-Cold-War World
- Rebuilding America

Themes of Opportunity
- Progress
- Creation
- Exploration

Goals of Leadership
- …Institutional
- …Intellectual
- …Social
- …Personal

Michigan Themes
- University of 21st Century
- Public --> Private Support
- The Michigan Mandate
- A World University
- The Age of Knowledge
- Strategic Communications
- Keeping our eye on the ball

Initial Goals (1986)
1. To pick up the pace
2. To focus resources
3. Academic excellence
4. Change-oriented culture
5. Risk-taking, entreprenurism

--> Goals -->

10 Goal Plan (1990)
1. Protect autonomy
2. Strengthen leadership
3. Increase private support
4. The Michigan Mandate
5. UM as hybrid public-private
6. Restructuring the UM
7. Research leadership
8. Achieve extraordinary
9. World University
10. Strategic communications

26 Goal Plan (1993)
1. Research leadership
2. Access and quality
3. The Michigan Mandate
4. The Athena Project
5. More UM "firsts"
6. Spires of excellence
7. Enhance academic quality
8. Undergraduate education
9. Improve student life
10. Strong leadership teams
11. Acquire necessary resources
12. Restructure UM
13. Strengthen external relations
14. Institutional advancement
15. Increase private support
16. Increase endowment
17. Improve capital facilties
18. Intellectual change
19. New models for 21st Century
20. World University
21. Electronic University
22. Knowledge transfer
23. AA --> economic engine
24. Restructure state
25. Intercollegiate athletics
26. UM loyalty, pride, respect

Strategic Planning at Michigan

Process

The Strategic Planning Process
1. Vision, Goals, Values
2. Environmental Assessment
3. Operational Objectives
4. Strategic Actions
5. Tactical Implementation
6. Evaluation and Assessment

Vision 2000: The Leaders and Best
To position the UM to become the leading university of the 2lst Century

Vision

--> Actions -->

Initial Strategy
- Themes
- Teams
- Networks
- Goals

Strategic Leadership Plan
- …Strategic Initative Fund
- …Unit Strategic Plans
- …Strategic Planning Team
- …Futures Group
- …Planning Responsibilities
- …President's Advisory Council

1990s Strategy
- …The Reality Test
- …Vision 2000
- …Michigan Metrics Project
- …Strategic Assessment
- …Restructuring Plans
- …Vision 2017 Effort

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What is our mission?

- **Education** → Who? → UG, Grad, Prof → Oncampus, Extension, Cont Ed, Nontrad

- **Research** → What Kind? → Basic, Applied, Testing → Social, Health, Defense, Space

- **Service** → To Whom? → University, State, Nation, World → Knowledge, Health Care, Tech Trans, Econ Dev

The Mission

Business Line:

Creating, preserving, transmitting, and applying knowledge

Products & Services:

Knowledge and knowledge-intensive services

Educated people with capacity and desire for leadership

Customers:

Primary: society at large

Others: students, patients, agencies,...

Shareholders: state, feds, private sector, public

Market Niche: Leadership!

Vision 2000

Vision 2000: "The Leaders and Best..."

To position the University of Michigan to become the leading university of the 21st Century.

The 26 Goal Plan

<u>Leadership Goals</u>:

1. **To enhance the quality of all academic programs.**

2. **To sustain our unusual blend of broad access and high quality.**

3. **To build more spires of excellence.**

4. **To achieve more "firsts" for the University.**

5. **To become the leading research university in the nation.**

6. **To achieve the objectives of the Michigan Mandate.**

7. **To make UM the university of choice for women leaders.**

8. **To develop a new paradigm for undergraduate education.**

9. **To enhance the quality of the student living/learning environment.**

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The 26 Goal Plan (cont.)

Resource Goals:

10. **To build strong leadership teams for the University.**

11. **To acquire the resources necessary to compensate for the erosion in state support.**

12. **To restructure the University to better utilize existing resources.**

13. **To strengthen our external relationships (state, feds, public).**

14. **To enhance the quality of institutional advancement activities.**

15. **To increase private support to exceed state appropriation by 2000.**

16. **To increase endowment to $2 B by 2000.**

17. **To dramatically improve the quality of UM facilities.**

The 26 Goal Plan (cont...)

Trailblazing Goals:

18. **To restructure the University to better respond to intellectual change.**

19. **To explore new models of the "university of the 21st century".**

20. **To position UM as a "world university".**

21. **To position UM as a possible model of the "electronic university".**

22. **To make UM a leader in knowledge transfer to society.**

23. **To make the Ann Arbor area an economic engine for the midwest.**

24. **To assist in "restructuring" the State of Michigan.**

25. **To provide leadership in intercollegiate athletics.**

26. **To build more of a sense of pride in☐ respect for☐ excitement about☐ and loyalty to the University of Michigan!**

Moving Toward Vision 2000

The Historical Model of UM
…unusually large state support
…unusual commitment to excellence
…selective admissions policy
…focused strength in professional schools
…small commitment to purely state interests
…ranked among best publics (…< UCB)

Themes of Change
…Pluralism and Diversity
…Globalization
…Age of Knowledge
…A Finte World
…Rebuilding America

The Strategy for the 1990s
…Vision 2000
…Mission Leadership
…Evolution of Goals
…Metrics Project

26 Goal Plan

10 Goal Plan

Goals of Leadership

The 1990s Evolution
…state-supported to state related
…1st in nation in reseach
…moving past UC in quality

| |
1980   1990

Some Traditional Views of the University

Alfred North Whitehead:
   "Education has but one aim: that is life, in all its richness and in its manifestations. The purpose of a college is to teach the art of life."

Ralph Waldo Emerson:
   "Colleges have as their indispensable office, to teach elements. But they can only serve us when they aim not to drill but to create. When they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires set the hearts of their youth aflame."

Henry Tappan:
   "Universities may, indeed, make learned men; but their best commendation is given when it can be said of them that furnishing the materials and appliances of learning, setting the examples in their professions and graduates, breathing the spirit of scholarship in all that pertains to them, they inspire men, by the self-creative force of study and thought, to make themselves both learned and wise, and thus ready to put their hand to ever great and good work, whether of science, religion, or the state."

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The University of the Past (HTS)

Descriptors:

- A public university with an unusual level of state support
- A public university with a serious commitment to scholarship
- Focused strength in the professions
- A public university with a selective admissions policy
  and a strong "out of state" student component
- A relatively small commitment to purely state interests
- Generally ranked in quality "among the top public universities"
  but rarely regarded as THE top public university (UCB)

What has changed?

- UM no longer enjoys relatively generous state support
- Many other public universities now stress scholarship

What have we done?

- Increasing dependence on tuition, nonresident students,
  private giving, federal support, auxiliary revenues
- Emphasized those programs with revenue-generation capacity
- Attempted to reduce scope and breadth of activities

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The University of the Common Man

Priorities:

- **Minimize student costs (tuiton, room and board)**
- **Broad admission policies**

Operational Objectives:

- **Maximize student financial aid**
- **Constrain tuition levels**
- **Avoid highly selective admissions policies**
- **Lower grading standards**
- **Lower graduation requirements**

Possible Consequence:

UM ---> The University of Mediocrity???

The University of "the State of Michigan"

Priorities:

- **Maximize service to the State of Michigan**
- **Maximize opportunities for Michigan citizens**

Operational Objectives:

- **Reduce nonresident enrollments**
- **Constrain tuition levels**
- **Stress service activities**
- **Focus research on state needs**
- **Start an Ag school...**

Possible Consequence:

UM ---> Michigan State II ???

The Harvard of the West

Priorities:

- **Emphasize academic excellence as the highest priority**
- **Accept only the best in students, faculty, programs**

Operational Objectives:

- **Intensify UM commitment to excellence**
- **Stress quality over breadth and capacity**
- **Stress priority of intellectual core**
- **Operate UM as a national university**

Possible Consequence:

UM ---> "MUCH smaller but better "???

The Stanford of the East

Priorities:

- **Strong incentives and opportunities for individual achievement**
- **Minimize constraints, regulations, hassles**
- **Emphasize high-risk intellectual activities**
- **Stress entreprenurial activities**

Operational Objectives:

- **Harvard style of resource management (ETOB)**
- **Stanford-MIT style of external interaction (Silicon Valley-Rt 128)**
- **Modify organizational structures to stimulate change**
- **Relax expectations for faculty and student accountability**

Possible Consequence:

UM ---> "The University of the Bottom Line"???

The University of America

Priorities:

- **BOTH quality and breadth**
- **Strong national representation among students and faculty**
- **Responsive to national (rather than state) priorities**

Operational Objectives:

- **Stress institutional autonomy**
- **Continue shift toward nonresident enrollment**
- **Aggressive national marketing effort**

Possible Consequence:

UM ---> "the Dallas Cowboys' model: "America's University"???

America's Leading University

Priorities:

- **Emphasize academic excellence AND breadth**
- **Strive for the very best in students, faculty, programs**

Operational Objectives:

- **Intensity UM commitment to excellence**
- **Optimize quality x breadth x capacity x innovation**
- **Develop unusually broad resource portfolio**
- **Strengthen linkages between disciplines and professions**
- **Achieve autonomy to operate as a national university**

Possible Consequence:

UM ---> leading university among publics AND privates???

Some Different Paradigms

- **the state-related--but world-supported--university**

- **the world university**

- **the diverse university (or "trans-versity")**

- **the cyberspace university**

- **the creative university**

- **the divisionless university**

- **the adult university**

- **the university college**

- **the Catholepistemiad**

- **the "university within the university"**

- **the "knowledge server"**

The State-Related--but World-Supported--University

Concept:

   A university with a strong public character, but supported primarily through resources it must generate itself (e.g., tuition, federal grants, private giving, auxiliary enterprises), not through general purpose appropriations.

Some Questions:

   ☐ How does one preserve the "public character" of a "privately-financed" institution?
   ☐ How does a "state-related" university adequately represent the interests of its majority shareholders (parents, patients, federal agencies, donors)?
   ☐ Can one sustain a institution of the size and breadth of the University of Michigan on self-generated ("private") revenues alone?

State Appropriation as % of UM Budget

State Appropriation as Percentage of UMAA Budget
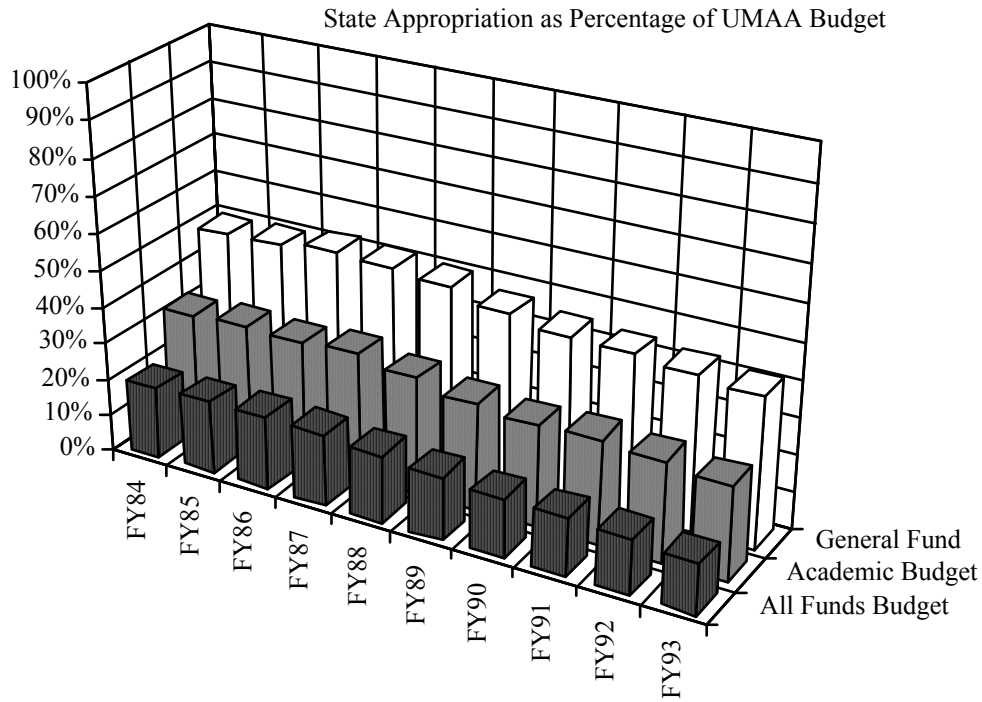
The World University

Concept:

As a new world culture forms, a number of universities will evolve into learning institutions serving the world, albeit within the context of a particular geographical area (e.g., North America).

As a leading public university with a strong international tradition, perhaps the University of Michigan should consider a role as a "world university".

Some Questions:

☐ What would be the mission and character of a world university?
☐ Who, how, where would it teach?
☐ What programs would it stress? How would they be organized?
☐ What strategic alliances could be formed with other institutions?
☐ Would this be compatible with our state and national missions?

Some Interesting Ideas

Ralph Williams:

"A new world culture will be formed over the next century, and a basic step in forwarding whatever we mean by that term will be the establishment of three or four world universities (Europe, Asia, Africa, Latin America) to be the focal point for certain sorts of study of international order--political, cultural, economic, technological. Since the genius of higher education in America is the comprehensive public university, the University of Michigan is well positioned in character--as well as geographical location--to play this role for North America."

Doug Van Houweling:

"Suppose that the University of Michigan in the year 2017 has an enrollment of 100,000 students--but only 20,000 are located in Ann Arbor. The remaining 80,000 are scattered about the globe, interacting with the University through robust information technology networks."

The Diverse University

Concept:

A university drawing its intellectual strength and its character from the rich diversity of humankind, providing a model for our society of a multicultural learning community in which people respect and tolerate diversity even as they live, work, and learn together as a community of scholars.

Some Questions:

- **What society should we strive to represent? Michigan? America? The world? The present? The future?**
- **What kind of diversity do we seek? Racial? Ethnic? Gender? Socioeconomic? Geographical? Intellectual? Political?**
- **How do we draw strength from diversity?**
- **How do we attempt to unite a diverse community?**

The Cyberspace University

Concept:

A university than spans the world (and possibly even beyond) as a robust information network linking together students, faculty, graduates, and knowledge resources. ("Cyberspace U...")

Some Questions:

- **Will the networked university be localized in space and time or will it be a "meta structure" involving people throughout their lives, wherever they may be?**
- **Is the concept of the specialist (disciplines or professions) likely to remain relevant in such a knowledge-rich environment?**
- **Will lifestyles in the academy (and elsewhere) become increasingly nomatic, with people living and traveling where they wish, taking their work and social relationships with them?**
- **Will knowledge become less of a resource and more of a medium in such a university.**

The Creative University

Concept:

As the tools for creation become more robust (e.g., creating materials atom-by-atom, genetically engineering new life forms, or computer-generated artificial intelligence or virtual reality), the primary activities of the university will shift from a focus on analytical disciplines and professions to those stressing creative activities (i.e., "turning dreams into reality").

Some Questions:

- **Will the "creative" disciplines and professions acquire more significance (e.g., art, music, architecture, engineering)?**
- **How does one nurture and teach the art and skill of creation?**

An Interesting Idea

Jacques Attali:

"The winners of this new era will be creators, and it to them that power and wealth will flow. The need to shape, to invent, and to create will blur the border between production and consumption. Creation will not be a form of consumption anymore, but will become work itself, work that will be rewarded handsomely. The creator who turnes dreams into reality will be considered as workers who deserve prestige and society's gratitude and renumeration."

The Divisionless University

Concept:

The current disciplinary (and professional) organization of the University is viewed by many as increasingly irrelevant to their teaching, scholarship, and service activities. Perhaps the university of the future will be far more integrated and less specialized through the use of a web of virtual structures which provide both horizontal and vertical integration among the disciplines and professions.

Some Questions:

- **Should we reverse the trend toward more specialized undergraduate degrees in favor of a "B. L. L."?**
- **Has the PhD itself become obsolete to the extent that it produces highly specialized clones of the present graduate faculty?**
- **Should the basic disciplines be mixed among the professions? Many of the most exciting problems have always been generated through interaction with the "real world".**
- **How do we develop, evaluate, and reward faculty who are generalists rather than specialists?**

Intellectual Integration
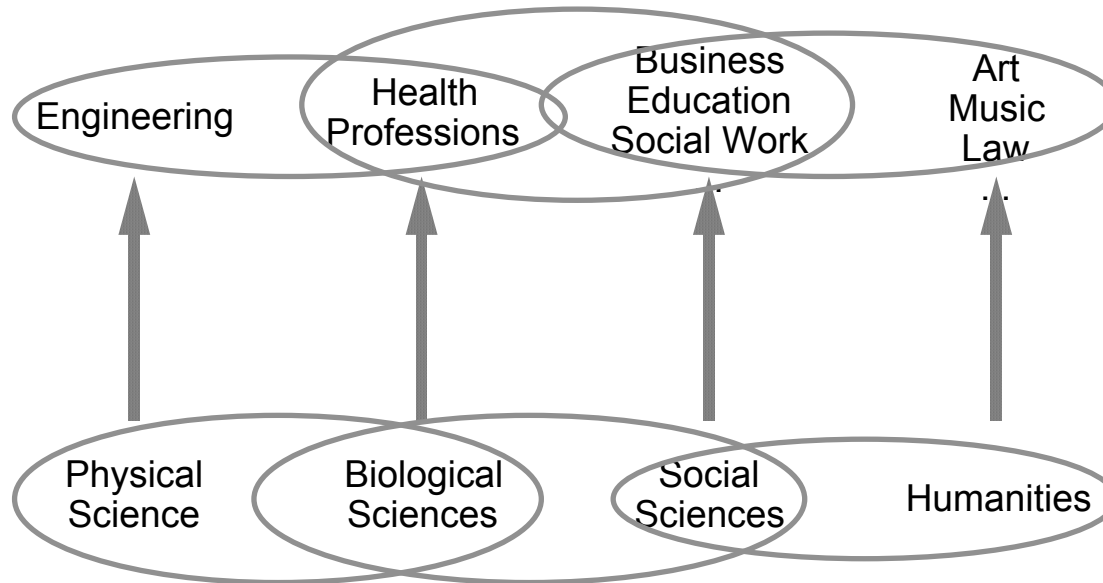
The Adult University

Concept:

Could it be that research universities are simply too complex and costly to assume the responsibility for general education (and "parenting") of lower division undergraduates. Perhaps the European model of direct admission into upper division concentrations and/or professional schools is a better use of the national resources represented by the AAU-class universities.

Some Questions:

☐ Who would provide general education? Liberal arts colleges? Community colleges? Advanced high schools or prep schools?
☐ Would this model lose the opportunity for distinguished scholars to inspire young students during their formative years?
☐ Is this model realistic in view of the weakness of K-12 education?
☐ Would the research university lose the emotional attachment of students formed during their formative years (and hence their long term financial support)?

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The Catholepistemiad of Michigan

Concept:

Since education will increasingly require a lifetime commitment, perhaps the University should reinvent itself to span the entire continuum of education, from cradle to grave. It could form strategic alliances with other components of the educational system, and commit itself to a lifetime of interaction with its students/graduates, providing them throughout their lives with the education necessary to meet their changing goals and needs.

Questions:

☐ How would this lifetime education be delivered?
☐ How would the University related to other components of the educational continuum?
☐ How would this "seamless web" approach relate to our current focus on well-defined degree programs?

An Idea from the Past

Howard Peckham:

"The original concept of the University was not as an isolated tower of learning, but rather the capstone of a statewide educational system which it would supervise. The president and didactors, or professors, were given power to establish colleges, academies, schools, libraries, museums, athenaeums, botanical gardens, laboratories□ to appoint instructors and instructices in, among, and throughout the various counties, cities, towns, townships, and other geographical divisions of Michigan."

"In a sense, Woodward followed the French idea of achieving a single and high set of standards for all schools by centering control in the University."

The University within the University

Concept:

Could we create within the University a "laboratory" or "new" university that would serve as a prototype of testbed for possible features of the University of the 21st Century? The "New U" would be an academic unit, consisting of students, faculty, and programs, with a mission of providing the intellectual and programmatic framework for continual experimentation.

Questions:

☐ Should the "New U" be a laboratory or proving ground for various possible visions of the university, or should it be a more permanent part of the university that we try to keep 20 to 30 years ahead of its time?

☐ Would the "New U" be a physical or virtual structure?

☐ Should the "New U" be built around research or service?

☐ How would we select student and faculty for the "New U"?

Values

- **Excellence**

- **Leadership**

- **Critical and rationale thinking**

- **Liberal learning**

- **Diversity**

- **Caring and concern**

- **Community**

- **Excitement**

Descriptors

"The leaders and best□ "

"An uncommon education for the common man (person)□ "

"A broad and liberal spirit□ "

"Diverse, yet united in a commitment to academic excellence□ "

"A center of critical inquiry and learning□ "

"A independent critic and servant of society□ "

"A relish for innovation and excitement□ "

"Freedom with responsibility for students and faculty□ "

"Control of our own destiny comparable to private universities□ "

The Fundamentals

Attracting, retaining, and sustaining the most outstanding people (students, faculty, staff)

Achieving, enhancing, and sustaining academic excellence in teaching and scholarship

Optimizing the balance among quality, breadth, scale, excellence, and innovation.

Sufficient autonomy to control our own destiny.

Sustaining the University's role as an independent critic

A diversified resource portfolio, providing a stable flow of resources necessary for leadership and excellence regardless of the ebb and flow of in particular areas (state, federal, private giving□)

Keepin' the joint jumpin'!

Vision 2017

Transformation Diagram

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Goals of the Short Course

1. Build a shared vision and a shared commitment to the actions necessary to move toward this vision.

2. Give each of us an opportunity to help shape and refine the Vision 2017 and to participate in the development of the transformation plan.

3. To come out of these sessions with a shared and total commitment to this agenda.

All members of this group must be committed both to the vision and the transformation process for it to succeed.

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The Lesson Plan

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   - ☐ **nation and world**
   - ☐ **higher education**
   - ☐ **UM specific**

2. **Examine ways that other institutions are responding, e.g., Ivys, UC, Big Ten**

3. **Review Vision 2000, 26-Goal Plan, and Michigan Metrics**

4. **Review Vision 2017 document**

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