

EO Retreat

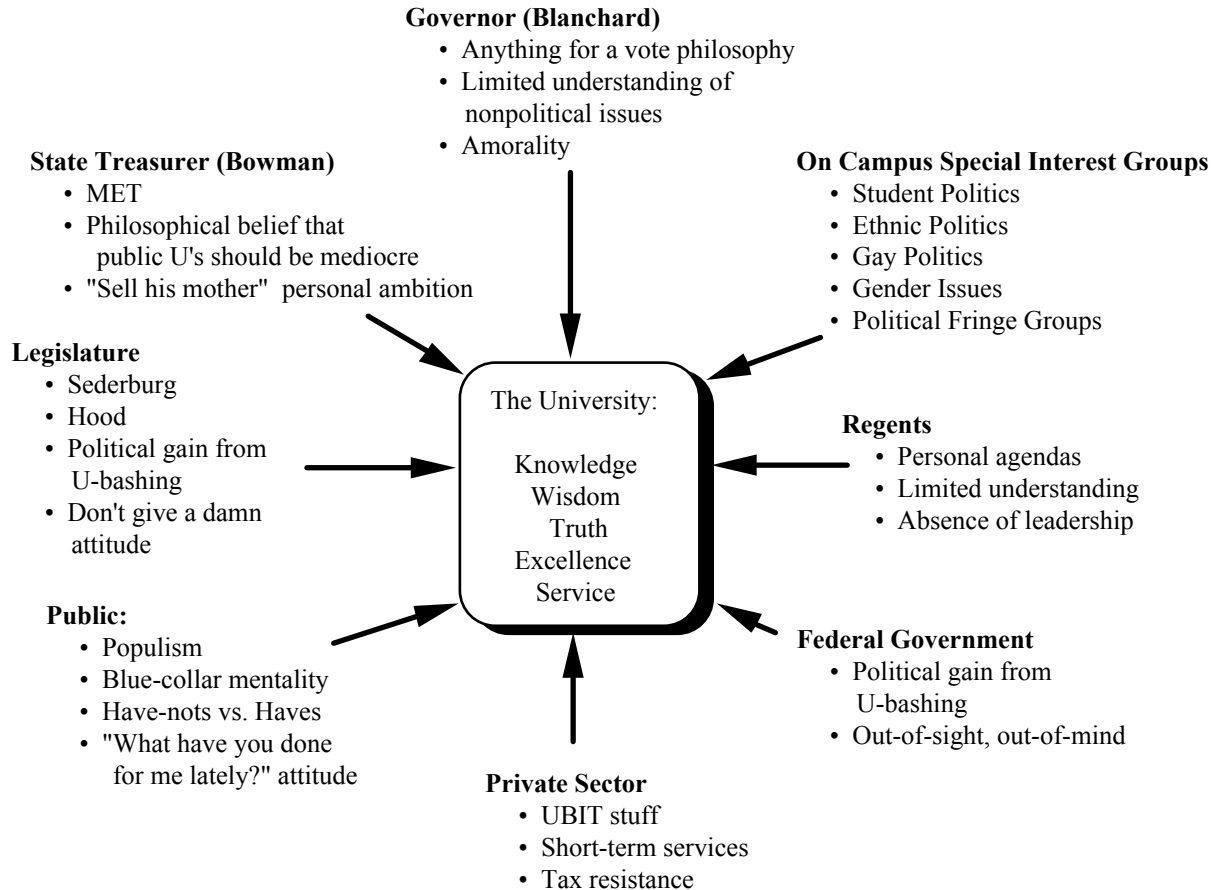
Office of the President

Fall, 1991

What is the role of the president?

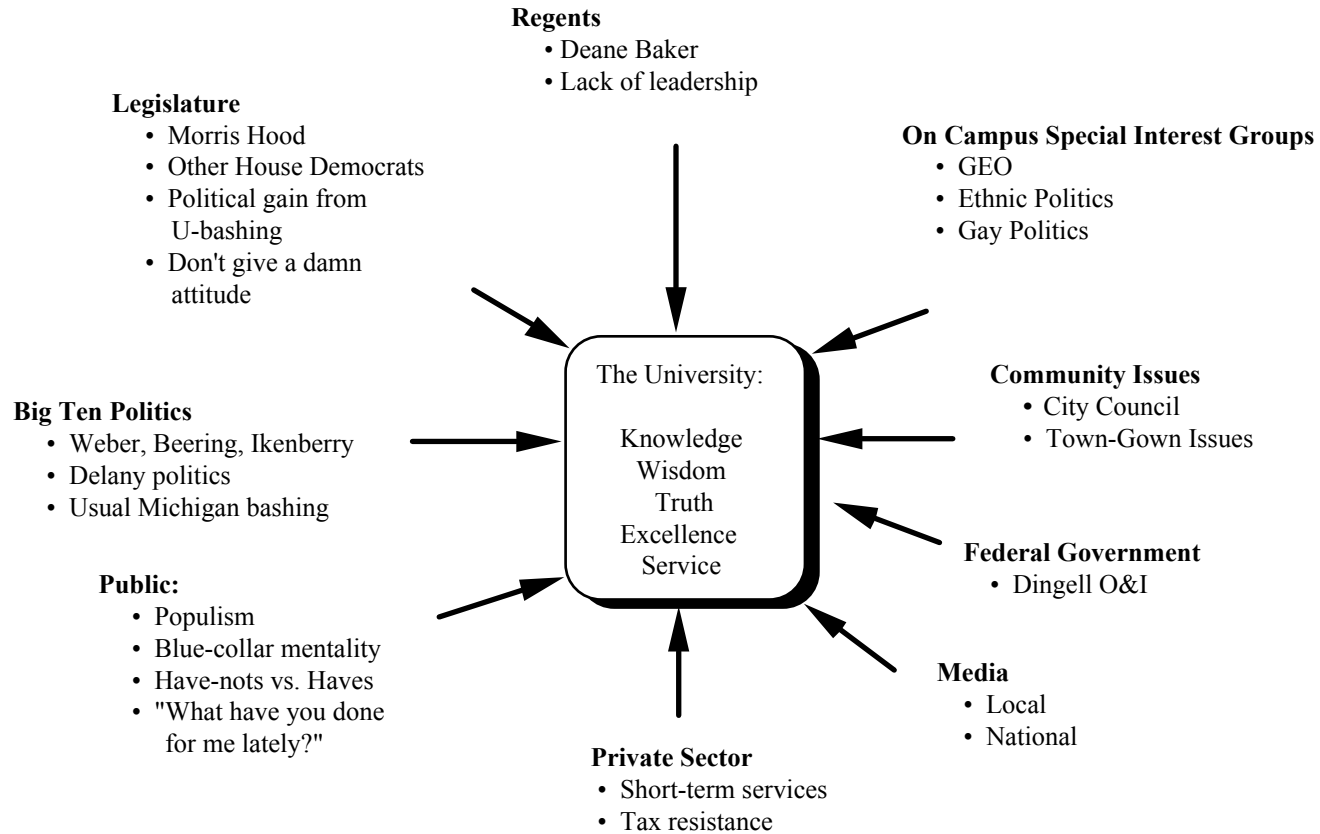
- 1. The CEO of U of M, Inc.?**
- 2. Somewho lives in a large house and begs for a living?**
- 3. The sheriff who has to strap on his guns each day and go out to meet any gunslingers who've come to shoot up the town?**
- 4. A defender of the University against the forces of darkness which rage outside its ivy-covered walls?**

Fall-1990



The Forces of Darkness

Fall-1991



The Forces of Darkness

Roles of the President

Substantive Leadership:

- Development, articulation, implementation of visions and programs that sustain and enhance quality of the institution
- Bold and creative long-range thinking about intellectual, social, financial, human resource, physical, political issues
- Focus on future, understanding of present, with sense of tradition

Symbolic Leadership:

- Role as head of institution, relationship to internal constituencies
- Representation of University to external constituencies

Pastoral Care:

- Source of emotional support, energy, guidance for institution

The Importance of the EO Team

A Fact of Life: No president can possibly fulfill all of the dimensions of this role.

- 1. Hence, a president must first determine which aspects of the role best utilize his/her talents.**
- 2. Then a team of executive officers and senior staff must be assembled which can extend and complement the activities of the president in order to deal with the full spectrum of the University leadership role.**

My Particular Role as President

Strategic Leadership: To provide the vision, energy, and sense of excitement necessary to propel and guide the University into the next century.

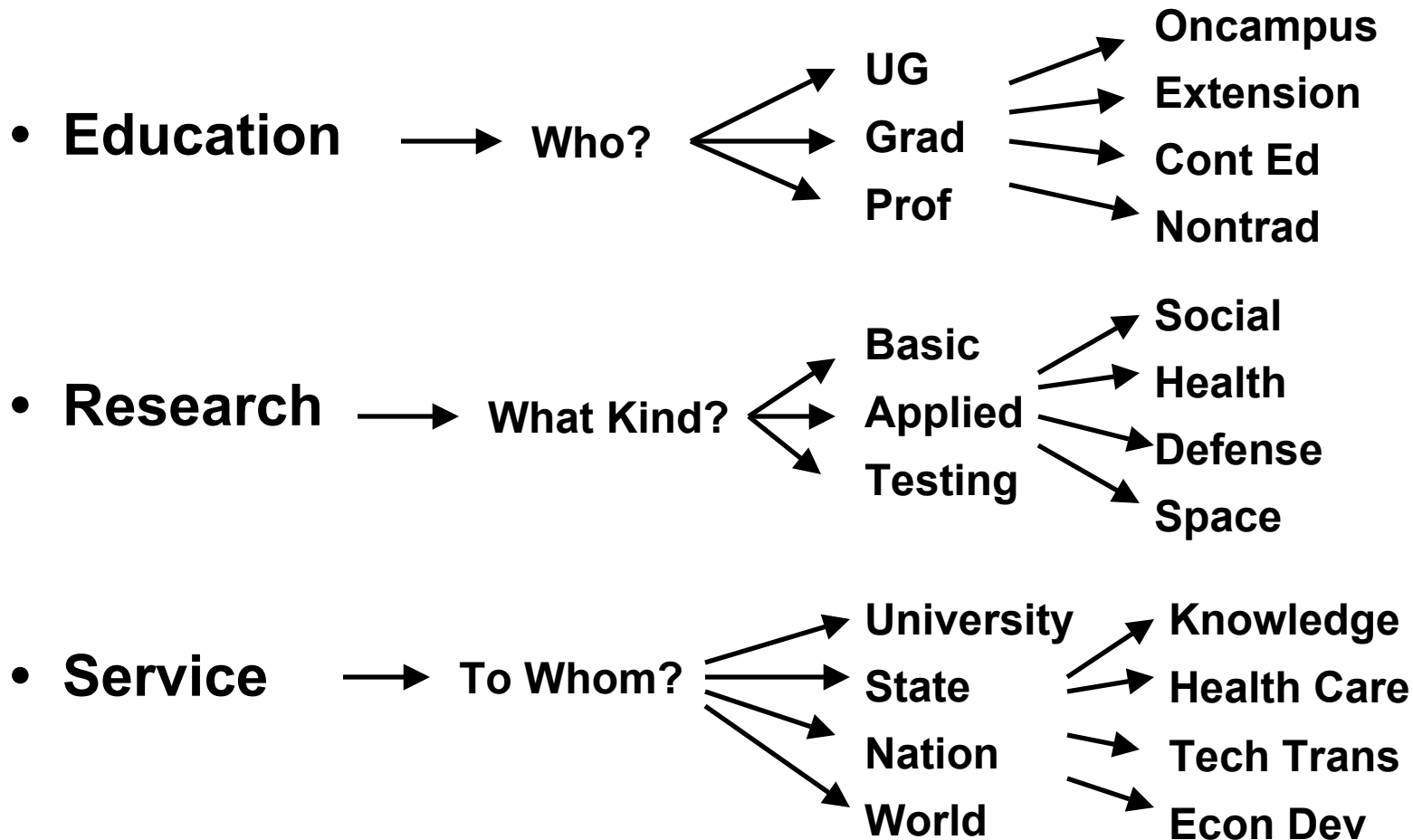
Internal Campus Affairs:

- largely symbolic (setting key themes)
- not involved in tactical, day-to-day decision process
- strong delegation and decentralization

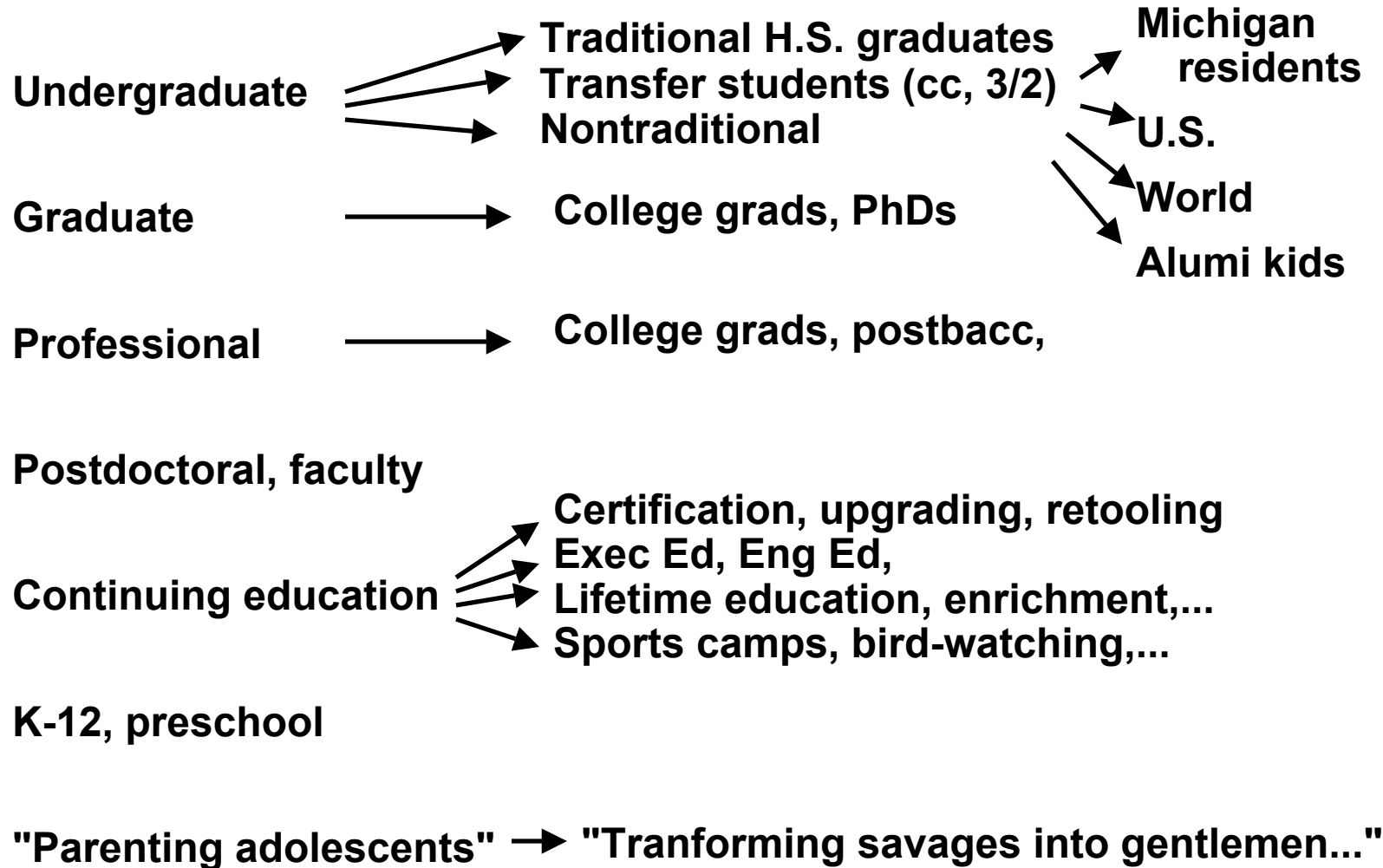
External Campus Affairs:

- primary responsibility for interface with external constituencies
- primary responsibility for "institutional advancement"
- involvement in state/national/societal issues


What is our mission?









Education



Some Additional Educational Missions

- **Alumni: lifelong learning and enrichment**
- **Faculty, administrators as students**
- **Public service education (a la Kennedy school)**
- **Study abroad, overseas campuses**
- **International students**
- **Cooperative education** 
 - Industry, government**
 - Other educational institutions**

Intellectual Products

- **Research**  **Basic Research**
Applied Research
- **Creative activities**  **Performing arts, fine arts**
- **Policy development**  **Thinktanks, policy institutes**
- **Testing**  **Clinical trials**
- **Preserving and transmitting civilization**  **DWEMs, PCs**
- **Entrepreneurial activities**  **Startups, spinouts,**
- **Teaching and Learning**

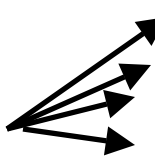
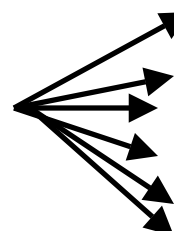
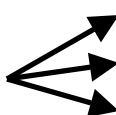

Service

- **Health Care**
 - **UM Hospitals**
 - **Health education**
 - **Networking**
- **Economic Development**
 - **Technology transfer, spinoffs**
 - **Attracting companies**
 - **Spending \$\$\$**
 - **Strategic support**
- **Entertainment**
 - **Intercollegiate athletics**
 - **Cultural activities**
 - **Campus nonsense**
- **Public Service**
 - **Community**
 - **State**
 - **Nation**
 - **World**
- **Triggering Social Change**
 - **Racial justice**
 - **War against poverty**
 - **Earth Day, Save the Whales**

Service (continued)

- **Student Services**
 - Housing...feeding...
 - Counseling
 - Career planning and placement
 - Substance abuse
- **Campus Community**
 - Parking
 - Safety
 - Transportation
 - Child Care
- **Alumni**
 - Travel bureau (UM Alumni Assoc)
 - Networking
 - Reunions, etc.
- **Public Information**
 - Publications
 - Broadcasting
 - Media Relations
 - General Public Relations
 - Library Services

Service (still going...)

- Major strategic issues (state level)  K-12 Education
Bus/Higher Ed Forum
Public Policy
Flint, Detroit,...
- Major strategic issues (national level)  K-12 Education
Higher Ed Issues
National Defense
Environment
Energy
Networking
- Major strategic issues (world level)  Global change
International development
International relations
- Cosmic issues  Is the Universe lumpy?
Is Santa a Democrat...
...and God a Republican?

An Observation

What are we doing now?

"A thinly rationalized assortment of things characterized by:

...hyper-responsiveness

...entrepreneurial activities

...total absence of "sunset" provisions

...loose coupling

Activities that are tough to manage, tough to identify with,
tough to feel passionate about.

But it works! Why? Because the complex social form of the university retains sufficient *legitimacy* that people do not dismiss it and sufficient *ambiguity* that people can project onto it whatever mission they feel needs to be addressed."

Karl Weick

Another Observation

"We need a Mindset 2000:

...promise less

...be clearer about our perceived responsibility to deal with social ills

...strengthen our independence

...rethink and restate what we take for granted

...avoid parochial notions of relevance

...remain alert to images which move us, about which we can still feel some passion"

Environmental Scanning (Weick)

- 1. The 90s is a decade of image work. What we are and what we are not needs to be made much clearer to people with compelling images. We need to regain control over the definition of criteria for which we are held accountable.**
- 2. People are confused about what a university is and what it offers.**
- 3. Language, labels, and images make a difference.**
- 4. Small wins make a difference.**
- 5. There is a pool of ideas present within the faculty that will solve anything. We need only to figure out how to tap it, appreciate it, and show that it has an effect.**
- 6. People are confused about what a university is and what it offers.**

Environmental Scanning (Van Houweling)

The research university may be an endangered species:

- ...political support is declining**
- ...demographics trends are changing our traditional base**
- ...higher quality will be required to attract private support**
- ...the spotlight is swinging from capability to productivity**

The bottom line is that research universities will increasingly derive support in exchange for what they do rather than what they are:

- ...we will need to "charge" for our "product" at prices which repay our costs**
- ...even charitable support is likely to be based on continuing, active relationships**

A Mission Statement

Business Line:

Creating, preserving, and transmitting knowledge

Market Niche:

Leadership

Products and Services:

Knowledge and knowledge-intensive services

Educated people with capacity and desire for leadership

External Customers:

Primary: Society at large

Others: Students, patients, agencies, ...

Shareholders: state, feds, private sector, public,...

A Gedanken Experiment

Develop a list of 10 goals that you believe the University of Michigan should aim to accomplish during the 1990s:

- i) These can either be "ultimate goals" or realistic targets along the way...**

- ii) They should be as quantitative and measureable as possible so that we can assess progress...e.g., "increase private giving plus endowment income to a level equal to our state appropriation"**

- iii) Develop such goals with an aim to implementing a system of "management-by-objectives" in which folks will be evaluated in terms of their success in moving toward the goals.**

Autonomy

Protect and enhance UM's autonomy

The single most important characteristic of the University is its capacity to control its own destiny. This has been threatened in recent times by state government, federal government, and even our own Board of Regents. Hence our first priority for the 1990s should be to secure this autonomy.

Possible "measures" of progress include:

- i) developing the capacity to control instate tuitions and outstate enrollments without political interference
- ii) achieving a balance of funding sources able to withstand major changes (-25%) in any single funding source
- iii) moving Regents from present posture of "protecting the public's interest" to "protecting the University"

Regents

Strengthen the Board of Regents

Clearly the quality of the Board of Regents is critical to the future of the University. For some time (decades) neither party has given high priority to the quality of nominees, tending to rely more on patronage or benign neglect. It is clear that the University, itself (or its friends) must play a far more active role in getting outstanding people onto the Board of Regents.

Possible "measureable" objectives

- i) Get outstanding nominees from both parties in 1992 and beyond--or build support for modifying Regental selection process (e.g., moving from election to selection or limiting terms)
- ii) Continue to work with existing Board to build their capacity to provide the necessary stewardship for the University
- iii) Utilize other groups such as the Campaign Advisory Committee to assist in stabilizing the Board

Private Support

Build private support (annual gifts plus endowment income) to a level comparable to state appropriation.

Measureable objectives (in 1990 dollars):

- i) increase annual gifts received from \$95 M (90-91) to \$200 M in 2000-2001 (1990 dollars)**
- ii) increase endowment from \$500 M (1991) to \$2 B (2001)**

The Michigan Mandate

Achieve the objectives of the Michigan Mandate

- Student representation
- Faculty, staff, leadership representation
- Building a "Multicultural UNiversity"
- Moving ahead with a similar effort on women's issues

Measureables:

- i) proportionate representation targets?
- ii) signs of integration rather than separation
- iii) pipeline goals

A Public/Private Character

Affirm and sustain the University's character as a public/private hybrid

Position the University as a hybrid of a public and private institution, much like Cornell, in our internal style of operation and in the minds of our shareholders.

Some measures of progress might include:

i) Rationalizing instate tuition, for example as:

**instate tuition = outstate tuition - state support/student, or
instate tuition = 50% outstate tuition**

ii) Achieving a better balance of instate/outstate/foreign enrollments

iii) moving toward great decentralization in management (cost/revenue center strategies)

Excellence on a Revenue Diet

Restructuring, Cost-Containment, Total Quality

Restructure the University to better utilize available resources to achieve teaching and research of highest possible quality.

Possible elements:

- i) Better (and fairer) resource allocation**
- ii) Implementation of Total Quality Management efforts**
- iii) Reorganization (e.g., rearranging academic units into more efficient sizes)**
- iv) Reduce size of University efforts to levels more commensurate with available resources...**
e.g., UMAA enrollments: 35,000 --> 30,000

Enhancing the Quality of University

Enhance the quality of UM as a comprehensive research university

Every unit attempt to achieve and be tested against the highest possible standard. Those that fail to meet that standard should face either investment...or divestiture ("up or other").

Usual measures: faculty reputation, student achievement, surveys (particularly upcoming NRC graduate survey), visiting committee evaluations, etc.

Particular thrusts:

- i) undergraduate education (CUE, Gateway Center)**
- ii) graduate education (breaking the mold)**
- iii) professional education (better linkages)**

Peaks of Excellence

Attract, nurture, and achieve the extraordinary

People: Attract and sustain students and faculty of true genius...Nobel Laureate...national academicians...MacArthur awardees...Pulitzer prize winners..."wild, crazy, creative people...since these "essential singularities" will set the pace of excellence for the institution.

Units: Encourage all units of University to build "peaks of excellence"...to identify areas which have capacity for true national leadership and then to reallocate resources to build and sustain such extraordinary excellence.

A World University

Position UM as a "world university"

Shift the University from a state or national university to a world university...

Possible elements:

- i) Provide opportunity for international experience for all undergraduates and faculty**
- ii) Increase international enrollment from 6% to 15%**
- iii) Establish strong relationships with top 4-5 great universities of the world**
- iv) Increase financial support from international donors**
- v) Achieve high visibility for Michigan as an international university...and build an understanding of the importance of this role for people in the state**

Some Image Goals

Develop more compelling public images of what we are or wish to become...and what we are not.

- i) Image of UM of as a leading world university (in state, nation, world)
- ii) Image of university as a process and a concept rather than a place or an institution
- ii) Willingness of "customers" (students, parents, government agencies) to pay full costs for our services
- iv) Weaken the expectation that a degree guarantees a job...rather it helps one create a job.
- v) Portray the undergraduate experience as trying on a variety of lives ("a library or virtual realities")
- vi) Equate university with a "rain forest", perserving the "cultural insurance" for our future--but also threatened with decimation by a misunderstanding public.

A Summary of Possible Goals for the 1990s

- **Autonomy**
- **Regents**
- **Private Support**
- **The Michigan Mandate**
- **A Public/Private Character**
- **Excellence on a Revenue Diet**
- **Enhancing the Quality of the University**
- **Spires of Excellence**
- **A World University**
- **Some Image Goals**

Other Possible Goals

- **Achieve dramatic improvement in the quality of the undergraduate experience (CUE recommendations, Gateway Campus)**
- **Build a sense of community on campus...achieving a greater sense of pride, loyalty, commitment to the University on the part of students, faculty, staff.**
- **Bring breadth and capacity of University into line with realistic estimates of available resources (e.g., 36,000 --> 30,000 --> 25,000...)**
- **Be a pathfinder in defining, developing, and applying information technology in a knowledge-based organization (e.g., collaboratories, telecommuting)**
- **Shift from solitary learning to collaborative (team) learning experiences**
- **Broadening financial aid...outstate students, merit aid,...**
- **Getting rid of the image of "good, gray Michigan" with some great architecture...**

Other Possible Goals (continued)

- **Shifting more of our educational efforts to adults...lifetime education, upperclass/graduate/professional focus**
- **Establishing "skunkworks" operations..."University within a University" concepts**
- **Present university as a place that affirms and renews...not just that undermines belief and criticizes**
- **Contrast university with other "imitations of the academic"...perhaps with universities becoming the truth squads that mop up after media broadsides**
- **Explore more specific roles and connectivity for all of our various shareholders...get alumni, friends, industrial leaders, political leaders "on the organization chart"**

Organizational Issues

1. Do we need to shake up the organization a bit to achieve change?
2. Studies indicate that the best ideas come from outsiders...not from succession within the ranks. (Karl Weick)
3. In organizations we are now finding more "peer to peer" structures...in some groups you are a leader...in others, a follower...in others, an observer.
4. Do we need a "skunkworks", a place where crazy ideas can be explored and prototyping can occur?
5. Do we need to "repackage" our academic programs, combining some units...dividing other units..to allow intellectual change?
6. Do we need to attach "sunset" provisions to more units...and make them stick?

Hot Spots for the Year Ahead

1. Tuition Debate

Legislative, public/media, student reactions

2. State Budget

Conference process, August/Sept payments, Capital Outlay

3. Indirect Cost

Audit Response, OMB Cap, Dingell

4. Intercollegiate Athletics

Football revenue sharing, tiered sports, AD search

5. Behavior Policies

Sexual harassment, general harassment, student code

6. GEO

Strike, contract, political posturing

Hot Spots (continued)

7. Special Interest Issues

- **Gay activism**
- **Campus safety**
- **Political correctness**
- **Animal rights**
- **Child Care**
- **Parking**

8. Ethnic Politics

South Quad, MAC/OMAA/OMA, Divestment, Diag

9. Environmental Issues

Incinerator, DNR

10. City Council

UM bashing, City services, other political issues

Hot Spots (continued)

11. Regents

- Loose cannons
- 1992 politics

12. Other?

Cross-cutting themes for all issues:

- i) assignment of lead responsibility
- ii) identification of support teams
- iii) coordination with President's Office (Connie)
- iv) coordination with University Relations (Walt)