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**

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**

1996

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"?

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

UM Planning Process

--> Goals -->

**Strategic Planning
at Michigan**

Themes

Process

Vision

--> Actions -->
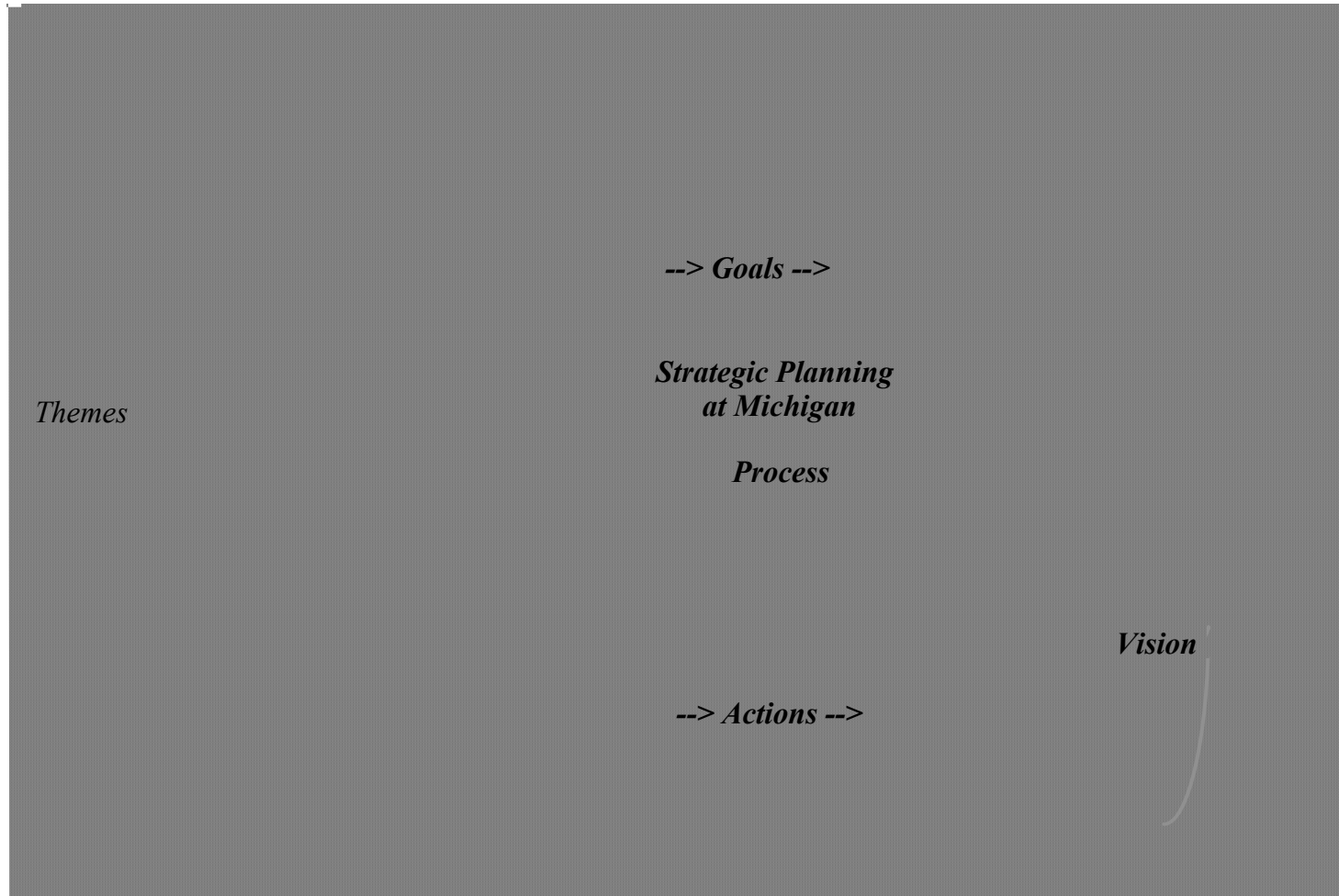
Moving Toward Vision 2000

Moving Toward Vision

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 |

The University of the Past

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 ($\square$ UCB$\square$)

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

Possible Futures

- **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?

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
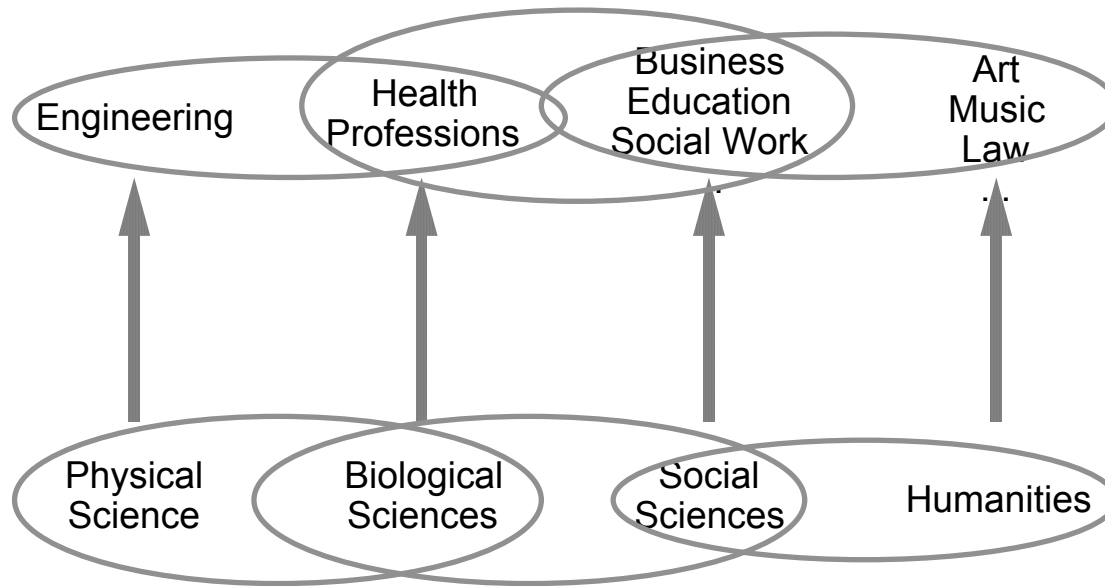
The Adult University

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)?

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'!

Transformation of the University

Paradigm Linkages

Questions, questions, questions...

1. What is the fundamental role of the university in modern society?

2. How does one preserve the public character of an increasingly privately financed university?

3. Should we intensify our commitment to undergraduate education? If so, then how?

4. What is the proper balance between disciplinary and interdisciplinary teaching and scholarship?

5. Does the PhD degree need to be redesigned (or even replaced) to meet the changing needs for advanced education and training?

6. How should we select the next generation of faculty?

7. How do we respond to the deteriorating capacity of the state to support a world-class research university?

Still more questions...

8. How good should we strive to make our programs?

9. How do we enable the University to respond and flourish during a period of very rapid change?

10. How do we best protect the University's capacity to control its own destiny?

11. Should the University be a leader? If so, then where should it lead?

12. Should our balance of missions shift among
    - teaching, research, and service?
    - undergraduate, graduate, and professional education?
    - serving the state, the nation, and the world?
    - creating, preserving, transmitting, and applying knowledge?

A Particular Challenge

Throughout the past decade, we have tried to make the University of Michigan the finest 20th Century university in the world. In many ways, we have made great progress toward this objective. (Indeed, some would argue we have achieved this goal.)

Yet now we must convince folks that we must turn in new directions, that the "Vision 2000" is no longer adequate, and that we now must transform the university into a form more suited to serving the 21s Century.

Not an easy challenge...as the folks at IBM will tell you...

How have we achieved change in the past?

1. "Buying" change with additional resources.

2. By laboriously building the consensus necessary for grassroots support of change.

3. By changing people in key positions.

4. By finesse☐ "stealth of night"☐

5. "Just doing it"☐ that is, top-down decisions followed by rapid execution (following the old adage that "It is sometimes better to ask forgiveness than to seek permission.")

The Gutenberg Principle

Finding ways to disguise innovation as extrapolation of the existing paradigm to enable it to be accepted in a conservative community.

(E.g., make the first movable type fonts look like the manually produced Bible manuscripts so they would be adopted by the Church...)

Some lessons learned

1. The real challenge of transformation is generally not financial or organizational. It is <u>cultural</u>. We must transform a set of rigid habits of thought and arrangements that are currently incapable of responding to change either rapidly or radically enough.

2. It is important to have true faculty participation in the design and the implementation of the transformation process--through the involvement of the true intellectual leadership of the faculty.

3. It has been found that the use of an external group is helpful in providing credibility to the process.

4. No universities have been able to achieve major change through the motivation of opportunity and excitement alone. It has taken a crisis to get folks to take the transformation seriously.

5. The president must play a critical role both as a leader and as an educator in designing, implementing, and selling the transformation process, particularly with the faculty.

The Areas of Transformation

1. **The Mission of the University**

2. **Financial Restructuring**

3. **Organization and Governance**

4. **General Characteristics of the University**

5. **Intellectual Transformation**

6. **Relations with External Constituencies**

7. **Cultural Change.**

Transformation Areas

The Approach: Strategic Initiatives

The transformation effort will be organized into a series of parallel strategic initiatives or thrusts, each designed to be

- **self-contained**

- **a clearly-defined rationale**

- **specific objectives**

The trick will be to select, execute, and coordinate these strategic intiatives so that they enable the University to transform itself and allow the major paradigm shifts suggested in Vision 2017.

Strategic Thrusts

Actions and Magic Bullets

An Alternative Taxonomy