

Futures Group Ideas

Exercises:

- What have been the notable successes...
...and failures...of the past decade?
What things have gone well...and why?

Goals

- Must try to construct very simple, measureable objectives that may move us toward very complex goals.
- Must be very careful not to stray too far from what people really care about. Focus on real people doing real things.
- Contrast
 - ...small wins objectives
 - ...blockbuster goals (a la America 2000)
- (JJD) Build private support to a level comparable to state support...equalize all "four legs" of support
- (JJD) Move to a public/private hybrid
 - ...set instate tuition = 50% outstate tuition
 - ...Cornell/Penn/USC management structure
 - ...autonomy issues
- (JJD) Make transition from state--> national -->world university
 - ...enrollments: 50% instate, 50% outstate
 - ...75% US, 25% international
- (JJD) Rebuild Board of Regents
 - ...improve quality
 - ...shape agenda to be more supportive
 - ...broaden selection process
- (JJD) Restructuring ideas
 - ...TQM
 - ...use of information technology
- (JJD) Michigan Mandate
 - ..."proportionate representation"
 - ...multicultural communities
- (JJD) External relations objectives
- (JJD) Other measures of quality
 - ...Nobel Prizes, NAS/NAE/NIM
 - ...national rankings
 - ...citation indices
 - ...sponsored research dollars
- (RD) Strengthen the Board of Regents
 - Strengthen the partnership between the Board and the executive leadership of the University
- (RD) Equalize four legs of support...
 - ...building private support let
 - ...strengthening tuition autonomy
- (RD) Develop strategies for building state and federal support
- (RD) Identify and reclaim basic values that command the loyalty, respect, and commitment
- (RD) Define the ideal outcome of higher education
- (RD) Provide leadership in the design of new paradigms for higher education
- (RD) Strengthen efforts to fulfill the Michigan Mandate, moving beyond numbers to restructure UM culture
- (RD) Accelerate progress in participation and success of women
- (RD) Provide a clear definition for what excellence is.
- (RD) Incorporate work to advance teaching and learning as respected forms of scholarship
- (RD) Adopt a plan for multiyear budgeting for units
- (RD) Formalize, strengthen, and expand international initiatives
- (RD) Try to bring the campus more together by emphasizing the "five Cs" and stressing that we are all part of the same team.
- (DEVH) The University is thought of as leading world university.

- World leaders think of UM as leader.
- Michigan citizens think of UM as their key resource in dealing with a global economy.
- (DEVH) Students and faculty reside all over the world.
 - Spend time overseas
 - Rely on collaboration technology and telecommuting
- (DEVH) The UM leads higher education in responding to the "new realities" of higher education
 - Quality and diversity of students and faculty
 - Students:
 - One of 10 most selective
 - Most diverse student body
 - Faculty
 - Half of all faculty say they want to be at UM
 - Faculty quality rankings put UM only behind Harvard & Stanford
 - Most diverse faculty
- (DEVH) State, Local, Internal goals
 - State
 - Regional campuses reduce pressure on UMAA instate enrollment
 - UM anchors state's prosperity (international commerce)
 - Local
 - Ann Arbor quality of life ranked in top ten
 - Most cost-effective, convenient city
 - City recognizes with pride UM's importance
 - Southeastern Michigan region fastest growing econ in US
 - Internal
 - Highest "quality" in performance of instruction and research
 - Broad faculty and staff consensus and commitment to goals
 - Size:
 - 60,000 students
 - 8,000 instructional staff (5,000 FTEs)
- (KW) Weaken the expectation that a degree guarantees a job. Rather it helps one create a job. We help students find "self" rather than a job.
- (KW) Define the undergraduate experience as one of trying on a variety of lives...imagine that the University is a "simulation mall" or a "library of virtual realities". UM lets you try on different lives and different perspectives for size.
- (KW) Test the idea that the "New Paradigm" is "Paradigmizing" Teach people the process of creating a paradigm rather than the content of a specific paradigm. Rather than a place, the university is a process and a concept that can be recreated anywhere.
- (KW) Increase percentage of students involved in continuing education...stay in contact with people after they leave. Run "update weekends" and "state of the art" weekends.
- (KW) Replace image of university as a knowledge producer with image as a knowledge synthesizer. If we see what we already know and integrate it, this usually reveals that "new knowledge" in fact "reinvents the wheel".
- (KW) Present university as a place that affirms and renews... not just that undermines belief and criticizes. Reaffirmation is a powerful experience.
- (KW) Contrast the university with other "imitations of the academic". Main competitor may be media...some people equate journalism with what universities do. Perhaps universities provide a truth squad mopping up after media broadsides.
- (KW) In public mind, equate university with "rain forest". They contain "cultural insurance" for the future, just as rain forests contain "biological insurance". But both are being decimated. This image preserves an ecological flavor, is accurate, shows danger of PC,

- and is accessible.
- (KW) Increase faculty sense of community.
Strengthen identify and cohesion of the inside.
Reinstate faculty club.
 - (KW) Shrink size of student body to 30,000 by 2000 and to 25,000 by 2010. Note this would solve many issues such as adequacy of physical plant, contact with faculty, capability to improvise.
 - (DA) Spires of excellence strategy.
 - (DA) Demonstrate that strength can indeed derive from diversity
 - (DA) Seek true leadership; not just walking at the front of the line...shape national research agenda, phase out old forms of service and venture into new, tenure as the real beginning not the end, encourage risk taking.
 - (DA) Be a pathfinder in defining role of advanced info tech.
Lead in defining, developing, and applying collaboration vision.
 - (DA) Enhance our sense of community and encourage faculty to be citizens of the university.
 - (DA) Augment the traditional emphasis on individual achievement by providing all of our students in a meaningful experience in a creative team process.
 - (DA) Position UM to be more interactive with other ed/res and ind institutions on an international scale. Position UM as a conduit between State and aspects of the global village.
 - (DA) Stabilize and expand base support by greater emphasis on private giving (since we are running at hull speed w.r.t. state support).
 - (DA) Be leaders in figuring out how to balance lowest level autonomy and decision making with desire to achieve common goals. Our tradition of recursive autonomy is very dear. Info tech may provide new ways to align authority, responsibility, and resources.
 - (DA) Explore more specific roles and connectivity for all the various shareholders of the University. Get alumni, friends, industrial leaders, political leaders on the organization chart.
 - (RW) Put into place gateway education plan to restructure first two years.
 - (RW) Up or other...every unit must be tested against a very high standard. If it fails to meet that standard, then it faces either investment...or divestiture. (although the latter is best accomplished by redefining and combining units or spreading functions to other units.)
 - (RW) The United Nations of Universities...establish exchanges of unprecedented dimensions with 4-5 of the great universities around the world.
 - (RW) Ethnic-city, national internationalism...Mandate stuff
 - (RW) World Ann Arbor...nearly every intellectual activity available anywhere in the world is taking place here. Rethink delivery system for our activities to spread beyond the present geography.
 - (RW) Bringing it all back home...become the academic conference center of the midwest.
 - (RW) Sponsoring the extraordinary..."make the gray go away". Perhaps we should move ahead with the University within a university concept...to attract truly genius scholars and genius students.
 - (RW) The anti-future or quality of life...how can we make each constituent's present life more fulfilling, more or less immediately?
 - (PC) Focus on science education...since everyone does it poorly...would be a great market niche

- (JD) Press forward with a refined model of Michigan Mandate, focusing on pipeline problems.
- (JD) Get correct "spin" on undergraduate education in the context of a research university
- (JD) Provide next generation of scholars and teachers
- (JD) Need to develop a better definition of U academic mission... we've become a conglomerate
- (JD) Integrate better international students into life of U
- (EG) Natural science departments should all be in top 10.
- (EG) Need more faculty, courses, space for UG
- (EG) Intramural arts, creative experiences...like athletics
- (EG) Building private support--every department actively engaged in fund-raising
- (EG) 50/50 instate/outstate
- (EG) Overseas experience for 50% of students, 100% of faculty
- (EG) Improving Board of Regents
- (EG) Broadening financial aid
- (EG) Post-tenure review process and retirement perks
- (EG) Minority student success rates
- (EG) Rebuild central campus
- (EG) Sense of community
- (EG) Cooperative learning
- (RW) Concerned that we may be straying too far from fundamental mission of University.
- (RW) K-12 education...our point of interaction, the Ed School, is a waste...should do away with it and develop an entirely new U-wide effort
- (RW) The "ugly" university...one of the ugliest universities in the nation...we had better worry about this.
- (RW) UM has best ideas in UG education in nation...but we must move in next 2-3 years
- (RW) Tired of not knowing rest of University--could we cut total number of units in half (17 --> 8).
- (RW) Michigan Mandate
 - ...stop and enjoy how it is working
 - ...handle community issues
 - ...strengthen w.r. women
- (RW) Need to get rid of "good, gray Michigan"...and get more wild and crazy people here
- (RW) Think hard about adults...get more of them on campus (do we waste college on the young)
- (RW) We don't involve students and staff enoughy.
- (RW) To become a national leader we need to be less parochial.
- (RW) We are real good at being "warm" and "human"...but where can we do better...

Missions

JJD Overview

- Our traditional missions...
 - Education...but to whom...UG, Grad, prof
 - ...oncampus, extension, cont ed, nontrad
 - Research...what kind...basic, applied, testing
 - ...social, health, defense, space...
 - Service...to whom...UM, state, nation, world
 - ...knowledge, health care, tech trans, econ dev

Education

Undergraduate

- ...traditional HS graduates
- ...transfer students (cc, 3/2)
- ...nontraditional
- ...Michigan residents
- ...US
- ...World
- ...alumni kids

Graduate

- ...college grads
- ...PhDs
- Professional
 - ...college grads
 - ...experienced
- Postdoctoral, faculty
- Continuing education
 - ...certification, upgrading, retooling
 - ...exec ed, eng ed
 - ...lifetime education, enrichment
 - ...sports camps, bird-watching
- K-12, preschool
- Parenting adolescents
 - ..."transforming savages into gentlemen..."
- 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
 - ...warranty
 - ...clinical trials
 - Preserving and transmitting civilization
 - Entrepreneurial activities
 - 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
 - Student Services
 - ...Housing, feeding

- ...counseling
- ...career planning and placement
- ...substance abuse
- Campus community
 - ...parking
 - ...safety
 - ...transportation
 - ...child care
- Alumni
 - ...travel bureau (UMAA)
 - ...networking
 - ...reunions, etc.
- Public information
 - ...publications
 - ...broadcasting
 - ...media relations
 - ...general public relations
 - ...library services
- Major strategic issues (state level)
 - ...K-12 education
 - ...business/higher ed forum
 - ...public policy
 - ...Flint, Detroit, Battle Creek...
- 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 realtions
- Cosmic issues
 - ...is the Universe lumpy?
 - ...is Santa a Democrat...is God a Republican?
- (HJ) Traditional missions of advancing and disseminating knowledge seem clear, compelling, and enduring. Other missions such as promoting economic, political, or social change are diversionary.
- (HJ) Atmosphere at the university should cherish and nourish academic freedom, the spirit of inquiry, and intellectual achievement. Nonessential activities that divert faculty time and energy should be minimized. A stronger emphasis should be place in student life on intellectual inquiry and achievement.
- (HJ) Special efforts must be made to insure that resources are available for invstment in areas of knowledge where the UM has a comparative advantage and the potential to make important advances. Some lines of inquiry and activities should be deemphasized or discontinued.
- (HJ) Specific directions:
 - i) social sciences should devote greater attention to practical problems of society.
 - ii) UM is uniquely positioned to pursue the holistic study of global environmental change.
 - iii) UMshould expand its traditionally strong programs on China and Japan to cover East Asia more broadly.
 - iv) Should develop a strong competence to deal with North America; that is, Canada, the US, and Mexico.
 - v) Should develop a strong competence for understanding the problems and dynamics of multiracial societies. As global migration continues, more and more societies

- will become significantly multi-racial. (Possible models are Brazil, Hawaii, and South Africa.)
- v) UM faculty and students need greater exposure to non-American materials and experiences. Presently only 15-20% of students...should move to at least 30%.
UM has exchange agreements with 100 foreign universities.
 - (HJ) UM student body should consist of an appropriately representative selection of the elite of the future work force...hence the importance of the Michigan Mandate
 - (HJ) Is it appropriate for UM to continue to offer undergraduate instruction in various professional areas?
In some professional areas, other institutions of higher learning in the state do at least as good a job as UM.
 - (HJ) UM currently enrolls only 6.8% foreign. It could profit from more foreign students...set 10% as goal.
 - (HJ) UM should develop even more post-doc and mid-career training programs.
 - (HJ) Create a school of public policy studies.
 - (DEVH) Build on our strength, but build a uniqueness that defines us and attracts support
 - (DEVH) Depth multiplied by breadth--the most comprehensive of the high quality research universities
 - ...requires that we focus on activities leveraged by our breadth
 - ...breadth of educational experience
 - ...encourage interdisciplinary efforts
 - ...nurture new disciplines
 - ...lead in synthetic, consensus-building scholarship
 - (DEVH) Propagate what we've learned regarding teaching and learning to fit "the new student"
 - ...empowering poorly prepared students (Steele, Kleinsmith)
 - ...delivering educational opportunities to UM alumni
 - ...use information and collaboration technology
 - (DEVH) Become the only major research university in which faculty, students, and staff are motivated by institutional loyalty, not just individual returns
 - ...faculty invest significant effort in building the institution
 - ...students build a sense of gratitude for role of UM in their lives...and feel an obligation to help the U make similar contributions to others
 - ...once alumni, students continue to participate in the U environment
 - ...staff feel they are partners with faculty
 - ...required to build productivity improvements and enlarge financial base to enable institutional change
 - (FW) National problems: K-12, drug crisis...have universities turned their backs on these? Should we become reengaged?
 - (KW) What are we doing now?
A thinly rationalized assortment of things characterized by
 - ...hyper-responsiveness
 - ...entrepreneurial activities
 - ...no "sunset" provisions
 - ...loosely coupled
 These are tough to manage, tough to feel passionate about, tough to identify with.
The old recipe continues to work 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 address. Any effort to think through mission needs to be sensitive to these twin dynamics of legitimacy and ambiguity.
 - (KW) What should we be doing?

Mindset 2000

- ...promise less
- ...be clearer about our perceived responsibility to deal with social ills
- ...strengthen 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 feel some passion

Concern that the basics with which we started and which we do very well have become encrusted. Hence we need to do some pruning that can animate people.

1. Embody and model institutional resilience
(If we have staying power, celebrate it, understand it, disseminate it.)
 2. Summarize current best practice and criticize it
 3. Learn in public
Convey by example a sense of evolving thought, how it works, what it means.
 4. Divert technological enthusiasm into academic channels
Recode technical problems into academic categories to generate new perspectives.
 5. Permanent faculty development
We need to help faculty in self-renewal.
- In thinking about mission, was continually struggling with issues of relevance and basic knowledge. These are key to the UM mission in the 21st Century.
- ...clearly we have to engage the public more vigorously but there is a choice regarding who controls the terms of that engagement.
 - ...we need to be more proactive, to simultaneously affirm the concept of the university as a process which continuously rethinks the fundamentals and to operationalize this affirmation in exciting scholarship addressed to objects of current concern.

UM Problems

At every stage, consensus approach allows the best ideas to get diluted. An example is the CUE work. There is a blocking process that seems to occur.

LS&A

Weibuch: LS&A is a mall
...with the departments as stores
...with the hours set by administrators
...and the students as shoppers
LS&A is not an intellectual entity
but rather a place where you go to lobby for \$\$
Perhaps a divisional structure is essential,
with the first two years as the 4th division
(similar to University of Chicago)

Graduate Education

We really need to examine the intellectual nature of graduate education...just as we are UG education

Organizational Ideas

Karl Weick notes that the studies indicate that the best ideas come from outsiders...not from succession within the ranks.
Of course, at UM there are a few examples of forcing renewal from within (Eng, Bus Ad) but these are rare.
Exercise: Conduct an analysis of where we look for leadership. Perhaps we need more outsiders!

In organizations, just like computers, now find

peer to peer structures.
...in some groups, you are a leader
...in others you are a follower
...in still others, an observer

Skunkworks

All organizations need a skunkworks operation
...a place where crazy ideas can be explored
...where prototyping can occur
...perhaps something like the old Dean's Department
we used to explore in LS&A (perhaps a
"President's College")

Some Environmental Scanning

Weick

1. The 90s is a decade of image work.
What we are and what we are not needs to be made clearer to people in compelling images. We need to regain control over definition of criteria for which we are held accountable.
2. Older people are better suited to what research universities offer, are a more stable set of customers, and represent an increasingly important constituency.
3. Average parent still assumes that if they child gets a degree that child is assured of a job.
4. People are confused about what a university is, with it offers, and what is a realistic expectation for a university experience.
5. Language, labels, and images make a difference (e.g. Stanford yacht).
6. Small wins make a difference.
7. There is a pool of ideas present within the faculty that will solve anything. You simply need to tap it, appreciate it, show that it has an effect.
8. Most objectives involving image and language can be indexed qualitatively through interviews and surveys.

Van Houweling

The research university may be an endangered species
...political support is declining
...for basic research
...for nonprofessional undergraduate education
...demographic trends
...more adults with undergraduate degrees
...more poorly prepared undergraduates
...higher quality will be required to attract tuition
...as public funding drops, need private focus
...return on investment will become a major focus
...spotlight is swinging from capability to productivity
...not faculty credentials but faculty output

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 a continuing, active relationship

Intellectual Ideas

Teaching

We need to broaden our concept of teaching beyond instruction
...perhaps moving away from solitary to collective learning

We need to integrate undergraduate education with the quality and the character of a research university
...perhaps by giving at least half of the students research experiences
...or providing them with the same variety of opportunities in arts and creative expression that we offer

in athletics

...more off-campus experiences (abroad, Washington)

...perhaps going after more mature students

How much of our effort should be focused on "civilizing" students in the first two years?

Graduate Education

Note the contrast in student behavior

...Medical students are confronted with life and death issues daily...don't have time to deal with trivia

...Law, Business, Engineering students are on well-defined and scheduled professional programs with clear objectives

But PhD students are confronted with indefinite, poorly supervised intellectual experiences...and hence really don't exhibit the commitment of the professional students (and hence many of our problems)

Perhaps we need to get the faculty to step up their responsibilities to a very significant restructuring of graduate education at Michigan...programs of precise length, content, with lots of supervision.

International Activities

We really don't make adequate use of the extraordinary richness of our international students, weaving them into the teaching and scholarship of the University

Admissions

Perhaps we should rethink admissions requirements

...and remedial instruction (perhaps making all courses below a certain level noncredit)

Political Ideas

We need to educate the public about the changing nature of the public research university.

The public still thinks they are buying a teaching university.

Resource Issues

Perhaps we should cut the number of schools and colleges in half to reduce overhead costs

What has been discontinued in the past?

Next Steps

Summarize three sessions

Goals for the 1990s

Missions for the University

Do we need a simple 4-5 page document that we can all criticize...similar to what Gil produced?