

Higher Education Offensive

- +Problem:
 - +Degree to which higher education has allowed others to
 - +control the public dialog.
 - +Losing public trust
- +Antecedents:
 - +Alan Bloom
 - +Bill Bennett
 - +Selected higher ed over K-12 because he could
 - +make "his mark" on it
 - +Attacked "spoiled college students"
- +
 - +Examples of Attacks:
 - +Portrayal of universities as big, self-centered, greedy organizations
 - +High tuition
 - +...begun by media...picked up by politicians
 - +Price fixing
 - +the overlap group
 - +Indirect costs
 - +Dingell
 - +Social climate on college campuses
 - +Racism on campus
 - +Drugs on campus
 - +UVa
 - +Bennett attacks on rich kids and booze
 - +Intellectual integrity of universities
 - +Political correctness
 - +Scientific misconduct
 - +Baltimore case
 - +Cold fusion
 - +What to do:
 - +Higher education must begin to manage and control the public debate
 - +To "control the dialog" often means to change it or reshape the
 - +context of the debate (to "shape the battlefield")
 - +Probably need to begin with a concerted effort by a small but
 - +influential number of schools and presidents
 - +Reshaping exercise has to be built around a well-conceived
 - +campaign to turn people's attention to what higher education
 - +is really all about: educating our young people for the
 - +challenges of tomorrow, doing the research what will shape
 - +all our tomorrows, and providing the leadership for America to
 - +even conceive of a changing world.
 - +Probably need to utilize professionals that are used to this sort
 - +of campaign in political or corporate circles...Teeter's company
 - +or Sawyer-Miller group
 - +Thoughts
 - +Example: There is no history of strong private support for higher
 - +education in Michigan:
 - +i) the absence of distinguished private universities
 - +ii) the philanthropy of the auto rich went to the arts--
 - +DIA, DSO--NOT to education (perhaps because
 - +they, themselves, were essentially uneducated)
 - +iii) The presence of a strong tax base allowed quality
 - +institutions to be formed as public universities--
 - +not as private
 - +We need to resume our efforts to develop a strategic outreach
 - +effort during 1990s. Three phases:
 - +I) Develop the themes
 - +...vision statement

- +...outreach objectives
- +II) Determine what various constituencies think
 - +...public attitude surveys
 - +...alumni surveys
 - +...Regent attitudes
- +III) Develop strategic marketing program for 1990s
 - +...get right people in place
 - +...target efforts
 - +...hire external consultants
- +This is a classic market research
 - +...develop trial goals to test
 - +...understand market
 - +...develop market
- +The reality of the situation is that the most distinguished
 - +and comprehensive of the public research universities
 - +will be forced to become increasingly "private-like"--
 - +both in their sources of support and their operating philosophy.
 - +But it is difficult to portray a "public to private" transition,
 - +since "private" has connotations of elitist and exclusiveness.
 - +Perhaps we should view our goal as redefining the nature
 - +of the "public" university in the 1990s.
 - +What is really happening is:
 - +state-supported and controlled universities
 - +--> national (or world) supported universities
 - +Hence our challenge may be portraying UM's transition as
 - +state --> national --> world university
- +Some concerns have been expressed that the UM is rather
 - +short on broad vision within the ranks--and those few who
 - +show it tend to get pulled down by others (e.g., our
 - +efforts to "globalize" the university)
- +UM has more out of state students than Stanford!
 - +(30% of 22,000 = 6,000). Hence we already do a
 - +damn good job of meeting needs of out-of-state alumni.
- +How about working with MSU and WSU to expand size of governing
 - +boards--to meet our changing mission:
 - +...8 elected in traditional manner
 - +...8 appointed by Governor
 - +...8 chosen by alumni
 - +This could be pushed by citizen's counsel
- +Note emotional reach of University
 - +...Michigan football and basketball
 - +...University Hospitals
 - +...University cultural events
 - +...University political activities
- +Possible Objectives for 1990s
 - +Build private support to a level comparable to state support
 - +...the 4th leg of the table of support
 - +Move to a public/private hybrid--
 - +...instate tuition = 50% outstate tuition = 50% private levels
 - +...Cornell structures
 - +...autonomy issues
 - +Make the transition:
 - +state --> national --> world university
 - +...50% instate...50% outstate
 - +...75% US...25% international
- +Rebuild Board of Regents
 - +...improve quality
 - +...shape agenda to be more supportive
 - +...broaden selection process

- +Restructuring ideas
 - +...TQM
 - +...ITD/knowledge society issues
- +Michigan Mandate
 - +...I: proportional representation
 - +...II: multicultural community
- +External Relations
 - +...state
 - +...federal
 - +...community
- +Other objectives
 - +...sponsored research dollars
 - +...national awards (NAS,...)
 - +...citation indices
- +Note: If we appropriate define the mission of the University of the 21st Century,
 - +then other things will follow
- +Note: We want these as quantitative as possible...so that we can
 - +measure progress
- +Process
 - +Recognize three parallel strategies
 - +i) We need to take some highly visible action to respond to
 - +some of the criticisms...since they do contain some truth...
 - +and our public credibility requires demonstrating that we
 - +take criticism seriously. However we also need to pick
 - +the battlefield quite carefully, responding only to a few
 - +issues...and neutralizing the others.
 - +ii) At the same time, we need to launch a parallel effort to
 - +push several positive themes relating to how the
 - +universities are needed by our society in the 1990s
 - +and beyond. Examples include:
 - +...education pipeline
 - +...economic competitiveness
 - +...health care
 - +iii) We need to start the process of rebuilding One Dupont Circle,
 - +since eventually the associations should carry much of
 - +this load.
 - +Key in all of this is to base it all on the fundamental purposes and
 - +values of the university.