

1992 Add-Ins

+The Whole University

+Problem:

- +Most folks see only a tiny component of a university
 - +...to some its role is undergraduate teaching only
 - +...to others, it's athletic programs provide entertainment
 - +...to others, it is a health care provider
 - +...to others it is a source of R&D
 - +...or a battleground for political issues
- +This is particularly frustrating for Washington,
 - +since few government agencies or bodies interact with
 - +more than a fraction of the University
 - +...R&D contracting
 - +...student financial aid
 - +...University as an employer
 - +...as a health care provider

- +Each of these constituents evaluates the University, its
 - +performance and its worth, from its own perspective
 - +with little regard to other areas.

- +Hence each constituent has little understanding of the
 - +impact of their demands or actions on other aspects
 - +of the university's role.

+Example:

- +Federal government's attempts to constrain indirect
 - +cost payments below actual costs mean that federal
 - +research activities must be subsidized by other
 - +university activities...e.g., teaching.
- +State government's attempts to constrain resident
 - +tuition accompanied by inadequate tuition means
 - +that these students will be subsidized by
 - +nonresident students.
- +Note: Here we might make some observations about
 - +the cross subsidies which link the campus
 - +together.
- +Of particular note here is the single-issue focus of
 - +the press...which generally attacks universities
 - +in a highly focused fashion, thereby distorting
 - +public opinion.

+The Challenge:

- +How can we educate more folks...both on and off campus...
 - +...to see the university as a whole?
- +Perhaps the inability for most folks to see the entire
 - +scope of the enterprise is indication of the fact
 - +that it has become too broad. Perhaps we must
 - +narrow the mission of the university to better relate
 - +to and serve our most critical constituents.
- +Perhaps, within this context, it is important to use
 - +this discussion as an opportunity to raise the ever-
 - +more central role of the university in an Age of
 - +Knowledge
- +Perhaps we could begin this discussion with the
 - +list of the "ills" of higher education...
 - +and then move to a discussion of why these are
 - +indicative of:
 - +...the increasingly central role of the university in
 - +our society...and the growing number of people
 - +dependent upon it
 - +...the way that higher education is dealing with
 - +each of these issues (noting HTS approach)
- +Note: Here, we should take the "ills" as a sign of
 - +health and vitality rather than disintegration

- +JJD talks on this subject:
 - +i) University planning documents on multiple constituencies
 - +(can use On Location to pull these out)
 - +ii) State appropriation testimony
 - +iii) Nature of the public university Large Notes
 - +iv) State economic impact
- +Related topics
 - +i) age of knowledge
 - +Bloch, Bok themes
 - +ii) knowledge-based organizations
 - +iii) PC and other stuff
- +Resource Issues
 - +Q: Have the costs of education risen faster than
 - +the value of the output?
 - +...globally (total output...graduates, research, service)?
 - +...on a product-by-product basis
 - +(i.e., could we identify the cost increases associated
 - +with UG education and then compare these with the
 - +value-added...perhaps NSF, states, etc. are getting
 - +more than they are paying for...)
 - +Key point on productivity:
 - +We must look at it in a multidimensional form
 - +...teaching (FYES, degrees...)
 - +...research (SR\$, Pub,...)
 - +...service
 - +Q: How can we make ourselves less subject to special
 - +interest groups as cost drivers?
 - +...Perhaps cost constraints can be used as a
 - +tool to beat back special interest groups.
 - +Q: Can we use revenue constraints as a positive strategic force
 - +...to better prioritize our activities
 - +...to improve efficiency
 - +...to activate more of an entrepreneurial spirit
 - +Q: How can we establish a clear bias toward action:
 - +...More of a "try it, fix it" approach
 - +...Rather than a "study it until we're sure it will work"
 - +...Or "discuss it until we have consensus"
 - +An interesting comparison between UM and UMMC
 - +UMMC Capital Plan
 - +Depreciation: \$250 M
 - +New Tech & Renov: \$250 M
 - +New Const: \$150 M
 - +Total for 1990s: \$550 M
 - +...on base of \$1 B...=> 5% per year
 - +How does this compare to rest of UM?
 - +Note this is an interesting comparison,
 - +since, unlike the UM, UMMC has the resources to do
 - +whatever is necessary.
 - +More specifically,
 - +UMMC Revenue: \$800 M/y
 - +...Facilities expenditures for 1990s: \$550 M
 - +...corresponding to \$55 M/y or 7%/y
 - +If we were to adopt a similar expenditure pattern for UMAA:
 - +UMAA Revenue: \$1,000 M/y
 - +...Facilities expenditures for 1990s: \$500 M
 - +...corresponding to \$50 M/y or 5%/y
 - +In reality, throughout the 1970s and 1980s we probably
 - +spent no more than \$400 M (in 1990 \$)
 - +...or \$20 M/y or 2%/y
 - +Q: Could we get some better comparative information:
 - +...from peer universities

- +...from R&D facilities (federal and industrial)
- +...from capital-intensive industries
- +Michigan Mandate--Phase II
 - +Key: Taking multicultural inputs...and weaving them together
 - +in a common community...
 - +Problem: Most ethnic groups have sought this,
 - +gradually shaping and molding the common American
 - +culture even as they, themselves, changed and eventually
 - +ceased to identify with their fundamental cultures (e.g.,
 - +Irish, Germans, Japanese, Chinese, Hispanics,...)
 - +Unfortunately, perhaps because of the fact that the American
 - +Blacks did not seek to come to America by choice but
 - +rather forced to through slavery, they, almost uniquely
 - +among Americans, have tended to avoid assimilation even
 - +during a time when the civil rights movement have dropped
 - +barriers to full participation.
 - +Today, we continue to find many Black leaders backing into
 - +the future with their gaze rigidly locked upon the past,
 - +continually to cripple their communities and their
 - +relationships with other ethnic groups with charges of
 - +racism and discrimination.
 - +I am becoming convinced that we have two quite separate and
 - +distinct challenges requiring quite different approaches:
 - +i) Weaving an American culture from multicultural strands
 - +...which, with barriers removed and equal opportunity
 - +will happen naturally because of the desire of most
 - +minorities to move into the mainstream of "American
 - +culture", even as they recognize that they, like the
 - +many ethnic groups before them, will be a determining
 - +factor in this polyglot culture.
 - +ii) The Black-White problem, which does not seem to be
 - +heading in this direction, largely because of the present
 - +Black leadership which continues to insist on the
 - +strategies of the past--the confrontation and charges
 - +of racism--that triggered the Civil Rights Movement.
 - +This particular strategy seems bankrupt in contemporary
 - +American society. Further progress will require a new
 - +generation of Black leadership committed to "E pluribus unum"
 - +rather than seeking to confine Blacks within a unique
 - +“Afro-American” culture.
 - +Some mathematics:
 - +Could we develop a variational principle to demonstrate
 - +that the more diverse the community, the larger its
 - +capacity to achieve excellence?
- +The Next Stage of Evolution in American Higher Education
 - +As we move into the final decade of the 20th Century, the
 - +current taxonomy of institutions is:
 - +Public Community Colleges
 - +Public Comprehensive Colleges and Universities (4-year)
 - +Private Liberal Arts Colleges
 - +Private Research Universities
 - +Public Research Universities
 - +Yet it is clear that this system is under strain:
 - +i) Increasing unwillingness of taxpayer to support education
 - +ii) Increasing unwillingness of parents to support tuition
 - +The key to change:
 - +Direct Student Loan program
 - +...available to all
 - +...avoid banking industry as middlemen, thereby charging minimum rates
 - +...use Social Security as initial capital to get started
 - +...use IRS as collection mechanism to avoid defaults

- +...rates tied to ability to pay
- +Advantages
 - +Shifts the costs of a college education to those who benefit...
- +New taxonomy
 - +Public Community Colleges
 - +Public Comprehensive Colleges and Universities
 - +Private Liberal Arts Colleges
 - +Research Universities
 - +...Totally public (low tuitions, high tax support)
 - +...Public/Private hybrids (moderate tuition, moderate tax support)
 - +...Private (high tuitions, minimal tax support)
- +Q: How do we activate friends of the University?
 - +Who are the friends?
 - +Alumni?
 - +Parents?
 - +Faculty?
 - +Students?
 - +Media?
 - +Business and Industry?
- +Surprises of Last Year
 - +Communism collapsed
 - +The Cold War ended
 - +Freedom spread across Eastern Europe
 - +Nelson Mandela was released after 27 years in prison
 - +Berlin Wall crumbled...German reunification
 - +
- +Public Universities
 - +Tuition is the key to access in public institutions, since
 - +it is the primary source of funds for financial aid
 - +(unlike endowment income in private institutions)
 - +Michigan and Berkeley were the result of a dream...
 - +...that would class educations could be provided to state citizens
 - +at bargain rates supported by massive tax subsidy
 - +This dream faded long ago in the face of other public priorities
 - +...but it did build institutions capable of competing in
 - +a changing marketplace
- +Teaching
 - +Need to improve the way that teaching quality is measured...
 - +...make student evaluations mandatory
 - +...better assessments
 - +Concern that research culture has destroyed interest of
 - +junior faculty in teaching
 - +Tom Donahue believes that truism is that best scholars are
 - +the best teachers
 - +Impression that “one is on his/her own” in teaching
 - +Make teaching more of a “mobile” resource like research.
 - +Perhaps a way of certifying outstanding teaching
 - +What about placing teaching barrier at promotion to full professor
 - +...that is, where tenure is no longer the issue...
 - +...but the time can be expended to develop good teaching skills.
- +National Strategy
 - +General Points
 - +Importance of a federal strategy for the state
 - +...should come out of Governor’s office
 - +...but universities can help
 - +Teeter:
 - +1) First, look at the President’s initiatives...
 - +...looking through the budget recommendations
 - +for priorities
 - +2) See how Michigan can align itself with these
 - +priorities

- +3) Need a very specific set of proposals for
 - +Congressional delegation...
- +4) Get Michigan Congressional delegation behind these
 - +opportunities
- +5) Go for it!
- +Washington brainstorming sessions
 - +Enger participation
 - +
- +Kellogg Meeting
 - +Should really focus on new ways of teaching
 - +...since we are in the learning business.
 - +Need a different way to integrate teaching,
 - +research, and service.
 - +Another theme is empowering community.
 - +Change way we perform teaching so that
 - +graduates become committed to communities.
 - +Communities--linkages--
 - +...change education from solitary learning
 - +to collective learning
 - +Rethink nature of "public" university...
 - +“public” ==> impact on society, service
 - +“private” ==> independent scholarsh and learning
 - +Importance of UM as a model--a template--for
 - +other institutions.
- +Harvard-MIT-UM Meeting
 - +Common Ground
 - +i) All are committed to becoming world universities,
 - +globalizing teaching, research, service,
 - +and composition of students and faculty
 - +ii) All walk a narrow line between public understanding
 - +and support for this effort--and fears of loss of
 - +critical knowledge or educating foreign nationals
 - +at expense of domestic students.
 - +Some differences
 - +i) Service character of land grant/public universities
 - +always had an international flavor--particularly
 - +toward international development--third world
 - +ii) Not only balance with fedederal concerns, but also
 - +state concerns--parochialisms
 - +iii) Even local concerns--e.g., Detroit vs. Japan
 - +iv) Opportunities--NREN
 - +Suspect we all know and agree on where we must end up.
 - +The only question is how to get there...
 - +...political umbrellas...
 - +...public opionion umbrella...
- +UM Inputs and Outputs
 - +Inputs:
 - +What is level of support of UM?
 - +UM ranks 40th in resources per student
 - +UM ranks 30th in USN&WR ranking of resource base
 - +UM ranks 9th in reputation
 - +(pretty damn cost-effective...)
 - +Minter Associates ranking as “resources per student: as:
 - +UM: \$16,000
 - +UCB: \$19,000
 - +Cornell: \$30,000
 - +Stanford: \$43,000
 - +What would we use?
 - +GF/FYES = \$490M/32,000 = \$15,312
 - +GF+ER+D/FYES = \$750 M/32,000 = \$23,437
 - +St App + Tuition/FYES = \$12,352

+Output Measures:

- +i) Enrollments
 - +System wide numbers
 - +Rank within state
- +ii) Degree production
 - +Rank within state
 - +Rank nationally
 - +(Number who stay within state)
- +iii) Profession production
 - +Number of UGs who become...
 - +Engineers
 - +Doctors
 - +Lawyers
 - +MBAs...
- +iv) Quality measures
 - +Ranking of Schools and Colleges
 - +Architecture:
 - +Art
 - +Bus Ad: 6th (USN&WR)
 - +Dentistry: 5th
 - +Education: ??
 - +Engineering: 6h (USN&WR)
 - +Law: 3rd (USNE&WR)
 - +Lib Sci: 1st
 - +LS&A: 9th (USN&WR)
 - +Med: 11th (USN&WR)
 - +Music: 3rd
 - +Nat Res: ???
 - +Nursing: 1st (NIH)
 - +Pharmacy: 6th
 - +Public Health: 1st
 - +Social Work: 1st
 - +Other measures
 - +NAS/NAE/NIM numbers
 - +Major national competitions
 - +Hughes Research Institute
 - +NCSM
 - +NSFnet
 - +URIs
 - +NASA Center of Excellence
- +v) Economic Impact
 - +Dollars attracted into state
 - +Spinoff companies
 - +Industrial impact
 - +Key to \$5 B automation industry in SE Michigan
- +vi) Welfare of state
 - +UM Medical Center
 - +UM public service impact
 - +UM cultural impact
 - +UM intercollegiate athletics

+