

April 20, 1992

CONFIDENTIAL MEMORANDUM

TO: Executive Officers, Futures Group

FROM: Jim Duderstadt

SUBJECT: Deciding on the themes for the UM 175th Anniversary workshops

We need to finalize the basic themes for the UM 175th Anniversary Year and appoint the key organizing committees. Below is the most recent version of the plan for these theme weeks.

The Basic Idea

The basic idea is to arrange several week-long series of events--seminars, workshops, lectures, performances--around a particular "theme" or "vision" of the University of the 21st Century. Each theme week would be planned and executed by a special committee. Rackham would provide the coordination and logistics support for these efforts, and the Office of the President would provide the necessary funding.

Possible themes include:

- the "world" university
- the university as a "seamless web" for lifelong education
- the multicultural university (or the "uni-di-versity")
- the university as a "knowledge server"
- financing the university of the 21st Century
- the "laboratory" university (the "university within the university")
- the creative university

Note we might even refer to these as "20-20 Vision Weeks", since they could be used to speculate about possible futures of the University 30 years hence.

Other possible themes either for focus or cross-cut include

- ...the fundamental, enduring values of the university
- ...new intellectual structures to facilitate intellectual change
- ...connections between the university and society
- ...linkages (e.g., discovery/creation and teaching/learning)
- ...tensions (e.g., community/cooperation and excellence/competition)
- ...governance of the 21st Century University (role of faculty, staff, students, shareholders)

While the intent of these theme weeks would be to engage broad segments of the campus in a dialog about possible futures for the University, they could also play an important role in providing leadership for the broader higher education community. To this end, it would seem important to provide a permanent record of the events, including commissioning papers in key areas, videotaping events, and so on.

To illustrate, several of these themes are developed in more detail below:

Theme 1: The World University

Premise: The University of Michigan has evolved over time, from a state university to a national university. Yet it has always had a strongly international character. Perhaps now is the time to evolve once again into a "world" university.

Speculation #1 (Doug Van Houweling): "Suppose that the University of Michigan in the year 2020 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 (holographic images, ubiquitous computing, knowbots, and such...)"

Speculation #2 (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 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."



Some questions:

1. What are the characteristics of a world university? What are its primary missions?

2. Teaching: Who would it teach? More international students? (Note that only 6.5% of our students today are international...and most of these are in our graduate programs.) What would such a university teach? Would our objective be to make our students more "worldly", to challenge their "Americentric" view of the world, to help them understand cultural differences and be able to handle them? How could we make better use of the extraordinary resource represented by our international students?
3. Scholarship: How would a world university organize its teaching and scholarship? Through conventional area centers? Major new schools of international studies? By permeating its programs with international content? How about "ausland/inland" issues--e.g., African studies vs. African-American studies?
4. Service: Would a world university be more committed to public service on an international scale? What about international development (through consortia such as MUCIA)?
5. International Extension: What about overseas campuses? Overseas opportunities for faculty? Overseas extension programs for international students? What types of relationships would we build with other universities throughout the world?

Organization Committee:

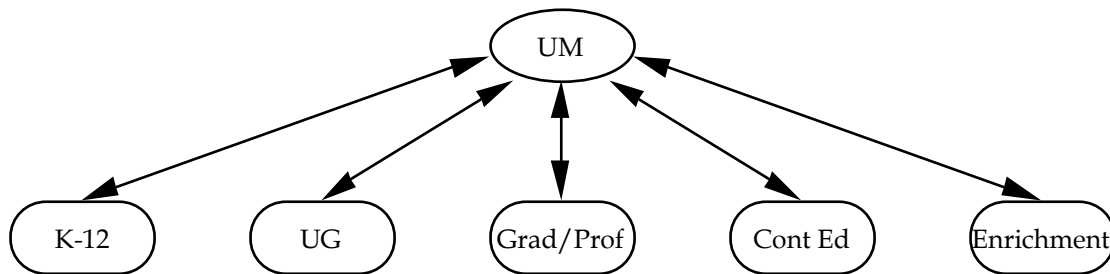
Harold Jacobson (chair)
Ralph Williams
Noel Tichy
Charles Eisendrath
John Jackson

Theme 2: The Catholepistemiad of Michigania

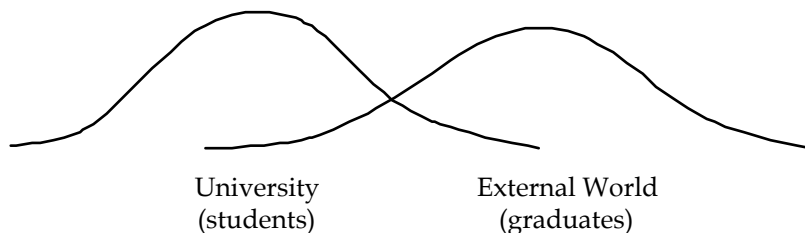
Premise: In a world in which education becomes a lifetime commitment--in which we must prepare our students for multiple-career lives--perhaps we need to in terms of an education continuum, in which we interact through a lifetime with our students.

Note: The original concept of the university, 175 years ago, was not as an isolated tower of learning, but rather the capstone of a statewide educational system which it would supervise.

Speculation: Perhaps the University needs to become a "full services" educational institution, with an involvement across the full-spectrum of educational needs:



Speculation: Perhaps we should make a lifetime contract with our students--once a Michigan student/graduate, always a Michigan student/graduate--providing them throughout their lives with the education necessary to responding to changing goals and needs. Further we would design our programs to bring together students with alumni who have established themselves in a particular career, thereby blurring the distinction between student and graduate, between the University and the external world.



Speculation: Information technology might be the key to providing such lifetime linkages with our students. This might allow our students to "take the University with them" when they graduate. It would also allow us to benefit from them as well.

Organizing Committee:

Mary Ann Swain (chair)

Paul Courant

Philip Power

Harold Stevenson

Tom Kinnear

Theme 3: The Diverse University

Premise: The basic idea is to build a concept of the university that helps us to better understand and articulate the twin themes of the Michigan Mandate: diverse representation and community.

There are lots of questions, however:

Representation:

1. What society do we strive to represent? Michigan? The United States? The World? The Present? The Future?
2. What kind of diversity do we seek? Racial? Ethnic? Gender? Socioeconomic? Geographical? Intellectual? Political? (Or do we just set our academic standards and then allow a "blind" selection process to determine our composition?)

Community:

3. How do we draw strength from diversity?
4. How do we teach our students to relate to, tolerate, enhance, and benefit from diversity?
5. How do we resist the forces of separatism driven by pluralism and build a "uni" versity--stressing the "unum" over the "pluribus"?

Organizing Committee:

Harold Johnson (chair)
Fred Neidhardt
Mark Chesler
James Jackson
Taylor Cox
Rhetaugh Dumas
Bob Zajonc

Theme 4: The University as a Knowledge Server

Premise: Here the university becomes a "knowledge server" on a vast information network, providing its services (teaching, research, public service) to whomever might request and need them.

Speculation (Dave Nelson): "Perhaps we are missing the point in realizing the true impact on information technology on knowledge-based organizations like universities--much as folks missed the point during the early days of motion pictures. Perhaps we should think of the university in quite different ways, e.g., as "a remote expert" providing knowledge services to all peoples and all parts of the world."

Background and Questions:

Since the business of the academic research enterprise is knowledge, perhaps the impact of the extraordinary advances in information technology could have--likely will have--profound implications. Technologies such as computers, networks, HDTV, ubiquitous computing, knowbots, and other technologies may well invalidate most of the current assumptions in thinking about the future nature of the research enterprise.

Will the "university of twentieth century" be localized in space and time, or will it be a "meta-structure" involving people throughout their lives, wherever they may be on this planet--or beyond?

Is the concept of the specialist really necessary--or even relevant--in a future in which the most interesting and significant problems will require "big think" rather than "small think," where intelligent software agents can roam far and wide through robust networks containing the knowledge of the world and instantly and effortlessly extract whatever a person wishes to know?

Will lifestyles in the academy (and elsewhere) become increasingly nomadic, with people living and traveling where they wish, taking their work and their social relationships with them?

Perhaps knowledge will become less of a resource in the university of the 21st Century and more of a medium.

In the spirit of these questions, perhaps we should pay far more attention to evolving new structures such as the "collaboratory" proposed by Joshua

Lederberg rather than old-fashioned structures such as research universities; federal research laboratories; and research projects, centers, and institutes.

Organizing Committee:

Dan Atkins (chair)

Lynn Conway

Michael Cohen

Doug Van Houweling

Gary Olsen

Bob Axelrod

John Holland

Don Riggs

Theme 5: Financing the University of the 21st Century

Premise: Here we would explore the various themes associated with the rising costs of quality education, the limits on available resources, and the opportunities and challenges of the comprehensive university.

Some subthemes:

- i) The increasing costs of excellence, coupled with a finite-size or shrinking resource base.
- ii) The diversification of resource portfolio, albeit associated with the challenge of relating to an ever more diverse range of constituencies.
- iii) The increasing similarities between public and privately-supported institutions.
- iv) the "shakeout" looming ahead, in which those institutions capable of achieving and sustaining excellence may well take the lions share of public and private resources, leaving the rest to fight over the scraps.
- v) Excellence on a revenue diet, focusing to achieve quality at the expense of size and breadth.

Idea: Perhaps we should invite a group of provosts and VPCFOs from key publics and privates to the campus to engage in a workshop on these issues.

Particular Subthemes:

1. New approaches to student financial aid (e.g., income-dependent, direct student loan programs)
2. How do we reflect the changing mix of "shareholders" in the University (e.g., state government, federal government, students & parents, private supporters, patients, fans) in terms of the governance of the University?
3. What opportunity is there to dramatically improve the productivity of the University? How do we achieve the necessary cultural changes? What about novel approaches such as TQM and restructuring?

Organizing Committee:

Ned Gramlich (chair)

Kim Cameron

Bill Stebbins

Bill Birdsall

Allen Spivey

Bob Holbrook

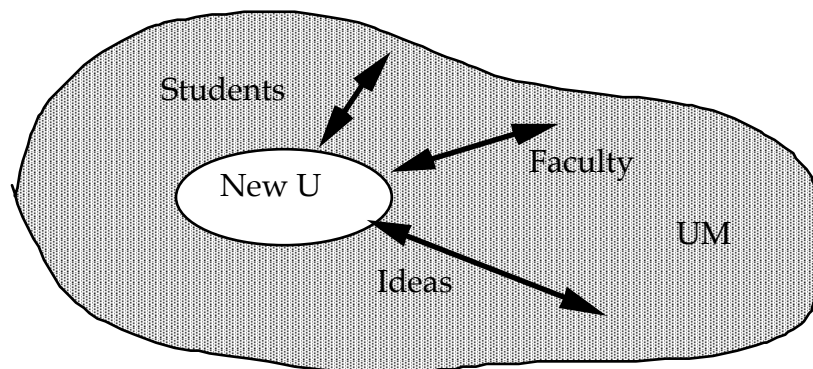
Chandler Mathews

Bob Monart

(Gil Whitaker, Farris Womack--"co-sponsors"...)

Theme 6: The Laboratory University

Premise: Here the idea would be to explore the possibility of creating within the University a "laboratory" or "new" university that would serve as a prototype or testbed for possible features of a 21st Century university. 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 experiment. We would see this as a highly disciplinary unit with programs organized around such overarching themes as global change, social infrastructures, and economic transformation. It would span undergraduate, graduate, professional, and continuing education, bringing together students, faculty, and alumni to pool knowledge, work in teams, and address real problems. It would be a crucible for evolving new disciplines through interdisciplinary collaboration. Its programs would promote the transfer of knowledge to society through collaboration, internships, and exchanges of students, faculty, staff, and professionals. The "New U" would also be a place to develop new structural models for the university, to experiment with lifelong education, new concepts of service, faculty tenure, leadership development, and community building.



Ideas:

- i) This could be a prototype of what we believe the University of the 21st Century might be, a laboratory or "proving ground" for various possibilities.
- ii) It could also be a more permanent part of the University that we intentionally try to keep 20 to 30 years ahead of the rest of the University-- essentially our "corporate R&D" activity.

iii) The "New U" project might also provide an excellent device to better articulate the needs and opportunities of the University for major efforts such as fund-raising campaigns. It would be a key strategic planning device in our efforts to take the next step in refining our vision of the University of the 21st Century.

Questions:

1. Would the New U require a major physical presence? Dorms, offices, classrooms, and such? Or perhaps we could build it around other new facilities such as ITIC.
2. Perhaps we should build the New U around research as the most effective way to learn...at all levels, including the early undergraduate years.
3. Or perhaps we should build the New U around service, designing academic programs about major cross-disciplinary themes which address major societal problems (e.g., global change, the plight of our cities).
4. Clearly the New U will have a strong information technology infrastructure. In fact, we might offer students a "technology sandbox" that they can apply to major intellectual or societal changes.
5. We might also construct the New U so that it would allow students to "dial" the type of learning environment they want, e.g, from intimate experiences like the Residential College to the full-blown mega-university.

Organizing Committee:

John D'Arms (chair)
Maureen Hartford
Connie Cook
Paul Courant
Edie Goldenberg

Theme 7: The Creative University

Premise: Perhaps the determining characteristic of the University of the 21st Century will shift from the preservation or transmission of knowledge to the process of creation itself. Here, the University could draw on its extraordinary resources in the creative disciplines on the North Campus: music, art, architecture, and engineering--and major new integrative facilities such as "The Media Union" (i.e., ITIC).

Background:

The professions which have dominated the late 20th Century--and to some degree, the late 20th Century university--have been those which manipulate and rearrange knowledge and wealth rather than creating it, professions such as law, business, accounting, and politics. Yet it is becoming increasingly clear that the driving intellectual activity of the 21st Century will be the act of creation itself.

As Jacques Attali puts it in his book *Millennium*,

"The winners of this new era will be creators, and it is to them that power and wealth will flow. The need to shape, to invent, 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 turns dreams into reality will be considered as workers who deserve prestige and society's gratitude and remuneration.

On our campus we already are fortunate to have several schools which focus on the act of creation...in music and dance and the performing arts; art and design; architecture; and in engineering--which, of course, is the profession concerned with "creating what has not been". But the tools of creation are expanding rapidly in both scope and power. Today we have the capacity to literally create objects atom-by-atom. We are developing the capacity to create new life-forms through the tools of molecular biology and genetic engineering. And we are now creating new intellectual "life forms" through artificial intelligence and virtual reality.

Hence, perhaps the University should structure itself in a more strategic fashion to nurture and teach the art and skill of creation.

Organizing Committee:

Paul Boylan (chair)
Lynn Conway
Bob Beckley
Francis Collins
Panos Papalambros