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 definitionfor 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 like ranked in to 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 creat 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 vitrual realities".
    UM lets you try on different lives and different
    perspectives for size.
(KW) Test the idea that the "New Paradigm" is "Paradigming"
    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 compeititon may be media...some
    people equate journalism with what universities do.
    Perhaps unversities 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) Demonsgrate that strength can indeed derive from diversity

(DA) Seek true leadership; not just walking at the front of
     the line...shape national research agends, 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 collab 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 providng 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 achiege
     common goals. Our tradition of recursive autonomy is
     very dear. Info tech may provide new ways to align
     authority, responsibity, 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 diverstiture.
     (although the latter is best accomplished by redefining
     and combining units or spreading functions to other
     units.)

(RW) The United Nations of Universities...establish
     exhanges 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 attracttruly 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 definitionof 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: livelong learning and enrichment
            ...faculty, adminstrators 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
    Entreprenurial 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 again 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
                pratical 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
representitive selection of the elite of the future
work force...hence the importance of the Michigan Mandate
(HJ) Is is 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) Creat 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
...entreprenuerial activities
...no "sunset" provisions
...loosly 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 preceived responsibility to deal
        with social ills
    ...strengthen independence
    ...rethink and restate what we take for granted
    ...avoid parochial notions of relevance
    ...remain alert toimages 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,
        desseminate it.)
2. Summarize current best practice and critize 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 stors
        ...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 reprsent 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?