

Addendum (June 9, 2003)

Project Report to the Atlantic Philanthropies

Education in the Digital Age: Leadership, Linkages, and Roadmaps

Application Number 9193

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#### Evaluation of Project Activity

This addendum to the Project Report of April 15, 2003 is intended to describe the process used to evaluate the first year of activity of the project. As noted in our earlier communications, the methods used to evaluate the project impact will evolve over the three years from self-evaluation (of leadership alliances and networks) to external review (of knowledge resources, publications, policy and strategy recommendations) to an assessment of institutional adoption (of recommendations, strategic technology roadmaps, etc.)

To assist in the first phase of self-evaluation, we have used a guidance committee comprised of the following individuals:

Carl Berger, Professor of Education, Director of the UM Instructional Technology Center (and former Dean of Education, the University of Michigan)

Kathy Willis, President, Cyberstate (a statewide Michigan consortium of IT leaders from the public and private sector)

Bill Martin, Professor of Nuclear Engineering, Director of the Laboratory for Scientific Computing and the M-Grid Project

Bruce Montgomery, Chief Operating Officer, Michigan Virtual University

Dan Atkins, Professor of Information, Director of the Alliance for Community Technology (and founding dean of the UM School of Information)

Their analysis of project activities has been encouraging, concluding that most of the elements of the project are either on track or ahead of schedule:

#### Leadership Networks:

National Higher Education Networks: Sustained relations have been developed with key national leaders (Nils Hasselmo, AAU; David Ward, ACE; Peter Macgrath, NASULGC; Brian Hawkins, Educause; Doug Van Houweling, Internet2).

Campus-Based Group: We are working closely with the Provost in a major strategic planning effort to develop a broad IT strategy across the various academic and professional programs of the University.

Independent (Liberal Arts) Colleges: Here we have moved beyond the pilot phase to build an ongoing network among the presidents of Michigan's independent colleges. This has already resulted in three key initiatives: the joint exploration of "virtual 3-2" programs between UM and these colleges; the coordination of library activities; and the assistance in software and hardware acquisition and management strategies. Discussions are underway to extend this involvement to the Great Lakes College Association.

Regional Public Universities: We are preparing to launch a similar network of regional public universities this fall, perhaps around specific themes such as K-12 teacher education (since many of these universities evolved from Michigan's normal colleges). The evaluation agreed with our decision to skip the pilot phase and move directly to building a statewide alliance.

Community Colleges: Although we have begun discussions with several community college leaders, we are not as far along as with the other networks.

International Activities: We are assisting in the planning and leadership of a workshop later this June in Montreux, Switzerland involving 24 university presidents from leading institutions in Europe and the United States. Although this workshop will concern the future of the university, information technology will be a critical factor in our discussions.

### Resources and Roadmapping:

The evaluation group was encouraged that the project has completed the review of IT activities among the independent colleges and regional public universities in Michigan. This, together with the parallel efforts to assess IT activities at research universities by the National Academies, should give us a good benchmark to evaluate impact of the project as we move ahead.

Both of our publications, *Higher Education in the Digital Age: Technology Issues and Strategies for American Colleges and Universities*, and *Preparing for the Revolution: Information Technology and the Future of the Research University*, have been widely distributed with excellent feedback. In fact, the roadmapping section of the first book has been excerpted for publication in the May/June issue of *Educause Review* (attached to this report).

The work on the website is going a bit more slowly because of turnover among graduate student assistants. However we hope to have this up and running by mid-fall of this year.

### Future Planned Evaluation Activities:

In addition to the continued guidance and evaluation from the internal group mentioned above, it is our intent to arrange for a visit of an external evaluation group to assess the second year of the project in early 2004. We will also perform our first assessment of institutional response to the three key elements of the project (leadership networks, knowledge resources, and strategy roadmaps).