

Resource Issues

Progress

Much of today's debate concerns the contrasts between
The Western concept of progress
The Eastern concept of optimization

Progress

Western civilization is energized, vitalized, by
the aspiration for growth and progress.
Indeed, those civilizations which ceased to grow
became stagnant and began to decline (British Empire,
Roman Empire,...perhaps U.S.)

One might even argue that Western civilization is
almost unique for its capacity to achieve progress
through reason...the scientific method...

Conservation, optimization

Eastern cultures are more content to accept and attempt
to optimize the status quo...to make the best out of
whatever the present condition, but not to make
great efforts to change it.

(Although here modern Asia...Japan, Korea, etc. seem
to have embraced western ideas by aggressively
seeking progress

Some questions

Is the "environmental/conservationist" philosophy growing
out of the 1960s...and more recently the acceptance
of limits...basically at odds with Western thought?

Do we need a "grand challenge" such as the colonization of
the solar system or manned voyages to other planetary
systems in order to keep our civilization alive?

Is just remaining on Earth, regardless of how well we
treat our environment, really enough for mankind?

University Leadership

Perhaps a handful of universities should become global
"land grant" institutions, developing partnerships and
cooperative agreements with sister institutions abroad to
train faculty and students and to address common concerns
on a global scale.

Regents

Monthly "President's Reports"

perhaps JJD should start including a "president's report"
to Regents each month--to provide a sense of
continuity for ongoing issues--perhaps at luncheon or
Thursday dinner meeting

Personnel

Shirley Clarkson

Get summary sheets from last discussion

Good News:

Writing is very good!

Do a damn good job of capturing my own style...
of setting just right tone for University

Bad News:

Still not timely enough on writing...

...tend to go by last-second deadlines, but
this really clobbers me, since I am unable to
get ready

Not very good on converting speeches into prose

Long term writing projects are quite stagnant

Other Concerns

Far too involved in other activities...

...particularly student politics

With Royster in place, we now should move away
from student stuff...with the exception of
occasional meetings with MSA and Daily

Otherwise, we will continue to attract too much of

this to Office of President...and we have far bigger fish to fry right now
SAC Dilemma...and decision
What I really need is a full-time writer and strategist.
This is the job...and the only job...we have right now.

National Marketing Strategy

Erich Bloch

Critical to pull together the associations eventually.
But in the meantime, should use other groups.
How about BHEF...

...It has gone downhill lately, but it does exist.

Frank Rhodes might have some ideas on this.

GUIR is a second group, but it is more hazardous because of government participation.

Frank Rhodes

Idea of NSB group

Presidential Leadership

presidents are going to have to play a major role

...they will be the ones to turn One Dupont Circle around

...they will be the most effective national spokesmen

Walter Massey

Problem is that most of Washington views universities in slices...only bits and pieces, corresponding to a particular issue (research, student aid, politics)

No where is anyone concerned about the entire university.

Really lacking a mechanism in Washington to look at universities in totality.

Perhaps the BHEF is the appropriate forum for these issues...to get business behind higher ed (and the research university). See if David Gardner could help on this.

JJD Role

It seems clear that JJD has to get Regents to understand the importance of UM (and JJD) taking on a far strong leadership role which will require:

- i) Board backing JJD to the hilt
- ii) not depending so much on JJD to baby the Board (and stop second-guessing)
- iii) willingness on part of the Board to interact more with the rest of the team (FWW, GRW, RLK) and not insist so much on JJD handling all interactions

Stress how important this role is--both for campus and for higher education more generally.

Concerns:

Is Board really up to this role...are they stable enough to allow JJD to expand his leadership role?

Can Board really be educated on what real leadership means? (HTS and RWF didn't really provide it. Need something more in the Schwartzkopf/Schembechler mode.)

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

The Whole University (a possible theme for 1991-92)

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