Vision 2017:

The Third Century

1890

The Situation

- fewer refrigerators than cars
- less than 25% of homes had indoor plumbing
- less than 10% graduated from HS
- still an agrarian society
- university as an intellectually coherent community of shared values and responsibilities

Things Happening

- industrial revolution was taking hold
- colonial colleges were about to awake
- landgrant colleges were being mobilized
- faculty leadership was stirring
- foundations for research university were being laid

30 Year Time Frame

- massive growth in enrollments, degrees
- evolution of open merit-based institutions
- teaching research service conglomerates
- broad portfolio of teaching at UG, grad, prof level
- shift from transmission to search for knowledge
- importance of government patronage
- research library

1945

The Situation

- universities emerging from depression and WWII
- Ivys still elitist
- few world-class public institutions

Things Happening

- returning veterans
- booming economy
- role of university in national defense

30 Year Time Frame

- age profile of population and faculty
- distribution of enrollments between publics and privates
- importance of federal government financing
- geographic distribution of students and institutions
- spectrum of scientific and scholarly opportunities
- nature and extent of public relations
- public attitude toward higher education

1990

The Situation

- US universities are best in the world...best financed, most respected
- 1980s have been a period of stability...stable enrollments, modest growth in faculty, stable federal aid
- expenditures per faculty (and student) have been rising continuously
- massive proliferation of research universities (with even more aspiring to this status)

Things Happening

- chronic perceived shortage of resources
- public concern about cost and price of education
- perceived unpredictability of resource flow
- rigidity of disciplinary structure
- difficulty in reaching agreement on evaluation standards
- shift away from UG to grad/prof and research
- short time frame between basic research and application
- public concern about "what is going on on the nation's campuses"

30 Year Time Frame

- multiculturalism?
- globalization?
- age of knowledge?
- global change?
- US ---> Europe and Japan?
- ubiquitous computing?
- genetic engineering?
- international conflicts?
- space colonization?
- "progress" or "steady state"?

Vision Statement

Vision 2000: "The Leaders and Best..."

To position the University of Michigan to become the leading university of the 21st Century.

What Is Leadership?

- **Leadership determines the University of Michigan's impact on**
  ...society, the state, the nation, and the world

  - **What is leadership?**
    ...to lead the way
    ...to set the pace
    ...to become the standard used to measure others

  - **Leadership is determined by:**

    Quality x Quantity x Breadth x *Excellence x Innovation*

Premises

1. The University is a very complex system that is responding to the cumulative effects of its history as well as dynamic boundary conditions. Nevertheless, it is critical that the University continue to take responsibility for its own future.

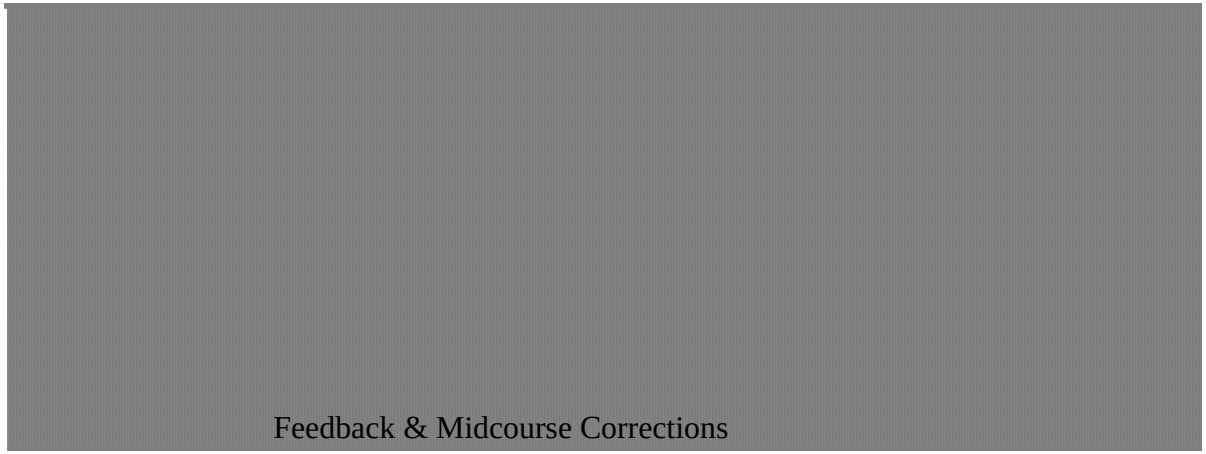
2. The University of Michigan faces a period of unusual opportunity, responsibility, and challenge in the years ahead, a time in which it must seize control of its own destiny by charting a course to take it into the 21st Century.

3. The challenges before higher education today suggest that a new paradigm of the research university in America is needed. Michigan is in an excellent position to develop this model for the nation.

The Strategic Planning Process

1. Vision, Goals, Values
2. Environmental Assessment
3. Operational Objectives
4. Strategic Actions
5. Tactical Implementation
6. Evaluation and Assessment

The Evolution of Plans, Objectives, and Goals



NOTE: During a period of rapid, unpredictable change, the specific plan is of far less importance than the planning process itself. Put another way, we seek an "adaptive planning process" appropriate for a rapidly changing environment

Another Way to Look at the Strategic Process...

1. Setting the Themes
2. Building the Teams
3. Building the Networks
4. Implementing the Plans, Actions, Process...

The Themes of the 1990s

Themes of Change (1988):

- **The increasing pluralism and diversity of our people**
- **Globalization of America and the shrinking global village**
- **The Age of Knowledge**

Themes of Challenge (1990):

- **A finite world (global change)**
- **The Post-Cold War World**
- **Rebuilding America**

Themes of Opportunities (the Frontiers):

- **Progress (vs. optimization)**
- **Creation (of knowledge, objects, intelligence, life,...)**
- **Exploration (of knowledge, planet, universe...)**

The Themes of the 1990s...etc.

Particular Challenges to Higher Education:

- **The challenge of change**
- **The commitment to excellence**
- **The importance of fundamental values**
- **Building a community of scholars**
- **Restoring public understanding, trust, and support**
- **Acquiring and managing the resources necessary for excellence**

The Themes of the 1990s...etc...etc.

Strategic Themes at the University of Michigan:

- **Inventing the University of the 21st Century**
- **Redefining the nature of the public university in America**
- **Financing the University in an age of limits**
- **The Michigan Mandate**
- **A world university**
- **The electronic university**
- **Global change**
- **Strategic marketing plan**
- **"Keeping our eye on the ball"...**

Teams

Formal Teams:

- **Executive Officers**
- **Academic Affairs Advisory Council**
- **Academic Policy Group**
- **Budget Priorities Committee**
- **SACUA, Senate Assembly**
- **Regents**

Informal Teams:

- **Strategic Planning Groups**
- **SOUP**

Other Possible Teams:

- **Leadership Retreats (EOs, Deans, Faculty, Students)**
- **Unit level: S & Cs, VP areas, ...**

Networks

Internal:

- University leaderships (EOs, Deans, Regents)
- Faculty leadership (Senate Assembly, Exec Coms)
- Students

External:

- Presidential Advisory Council
- Michigan Business-Higher Ed Roundtable
- Michigan Presidents' Council
- Alumni Networks (inc Citizens' Council)
- National Associations (AAU, NASULGC, NCAA...)
- Communities (AA, Detroit, Flint, GR, Saginaw...)

Other Key Constituencies:

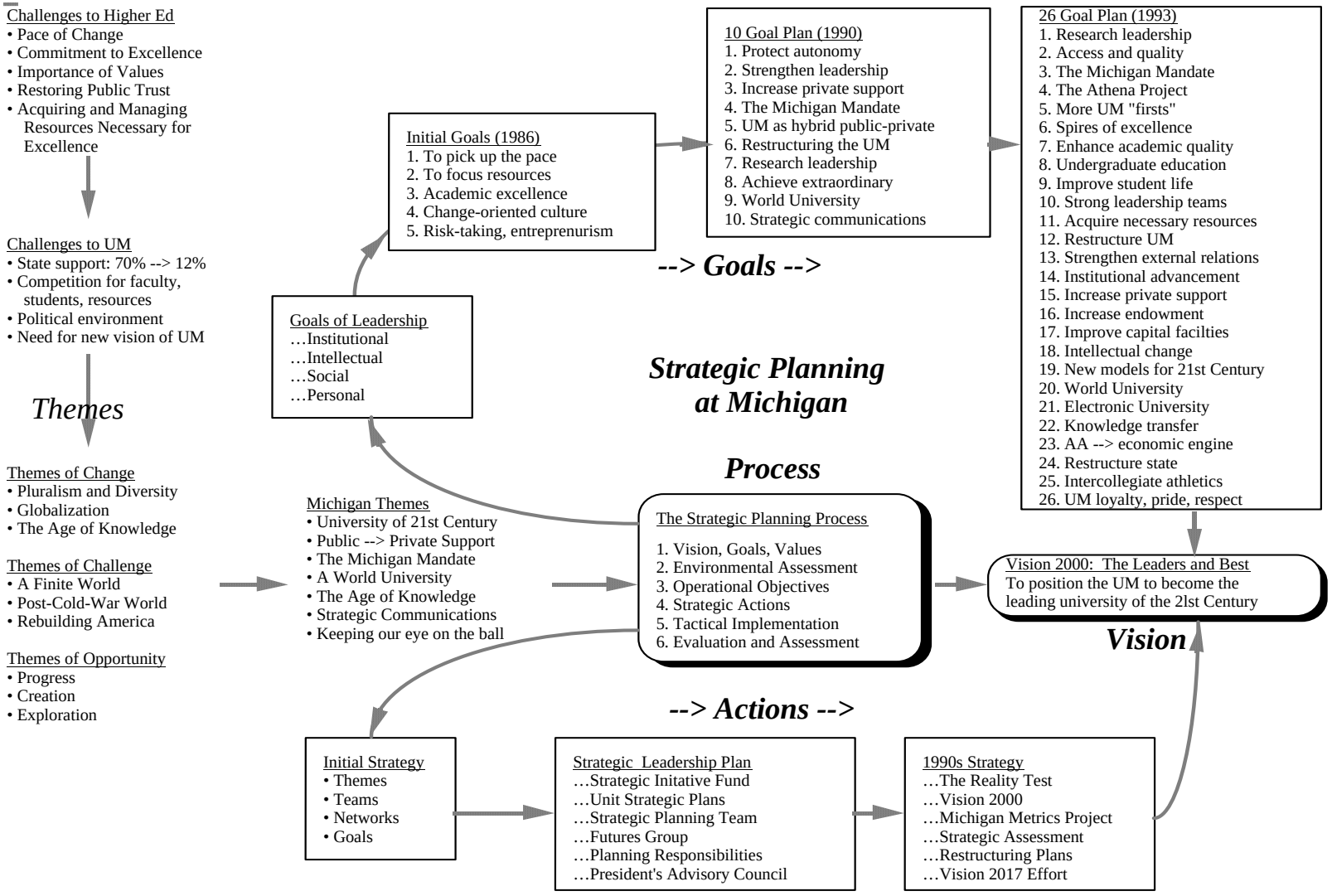
- Minority communities, labor, Washington, media, Public-at-large, ...

Strategic Thrusts

The Michigan Mandate
The Research Environment
Information Technology
University Initiative Fund (1% off the top)
Asset Management (Endowment) Strategy
The Campaign for Michigan
State Relations
Washington Relations
Community Relations
Communications and Media Relations
Campus Safety
Student Rights and Responsibilities
International Strategies
M-Quality
Undergraduate Education
The Women's Agenda
Intellectual Change and Virtual Structures
Human Resource Development
Capital Facilities
University Enterprise Zones

...and, of course, the strategic planning process itself...

Strategic Planning



Early Goals

1. To pick up the pace…

2. To focus resources to build spires of excellence…

3. To establish academic excellence as our highest priority…

4. To develop a change-oriented culture with the highest priority given to bold, new initiatives…

Intermediate Goals

1. To protect and enhance the University's autonomy.

2. To strengthen University leadership.

3. To build private support to a level comparable to state support.

4. To achieve the objectives of the Michigan Mandate.

5. To affirm and sustain the University's character as a hybrid public/private institution.

6. To restructure the University to better utilize available resources and to achieve teaching and research of the highest quality.

7. To enhance the quality of the University as a comprehensive research university.

8. To attract, nurture, and achieve the extraordinary.

9. To position UM as a "world university".

10. To develop more compelling images of what we are or wish to become…and what we are not.

Goals for the 1990s

Leadership Goals:

1. **To enhance the quality of all academic programs.**
2. **To sustain our unusual blend of broad access and high quality.**
3. **To build more spires of excellence.**
4. **To achieve more "firsts" for the University.**
5. **To become the leading research university in the nation.**
6. **To achieve the objectives of the Michigan Mandate.**
7. **To make UM the university of choice for women leaders.**
8. **To develop a new paradigm for undergraduate education.**
9. **To enhance the quality of the student living/learning environment.**

Goals for the 1990s…

Resource Goals:

10. **To build strong leadership teams for the University.**
11. **To acquire the resources necessary to compensate for the erosion in state support.**
12. **To restructure the University to better utilize existing resources.**
13. **To strengthen our external relationships (state, feds, public).**
14. **To enhance the quality of institutional advancement activities.**
15. **To increase private support to exceed state appropriation by 2000.**
16. **To increase endowment to $2 B by 2000.**
17. **To dramatically improve the quality of UM facilities.**

Goals for the 1990s……

Trailblazing Goals:

18. **To restructure the University to better respond to intellectual change.**

19. **To explore new models of the "university of the 21st century".**

20. **To position UM as a "world university".**

21. **To position UM as a possible model of the "electronic university".**

22. **To make UM a leader in knowledge transfer to society.**

23. **To make the Ann Arbor area an economic engine for the midwest.**

24. **To assist in "restructuring" the State of Michigan.**

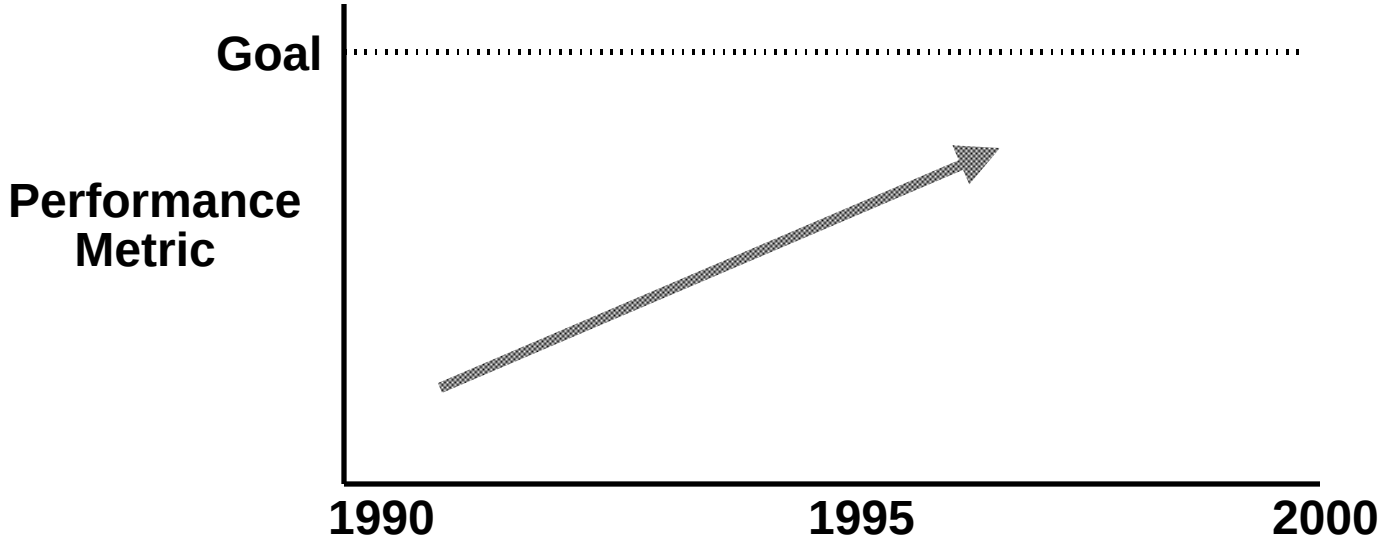
25. **To provide leadership in intercollegiate athletics.**

26. **To build more of a sense of pride in…respect for…excitement about…and loyalty to the University of Michigan!**

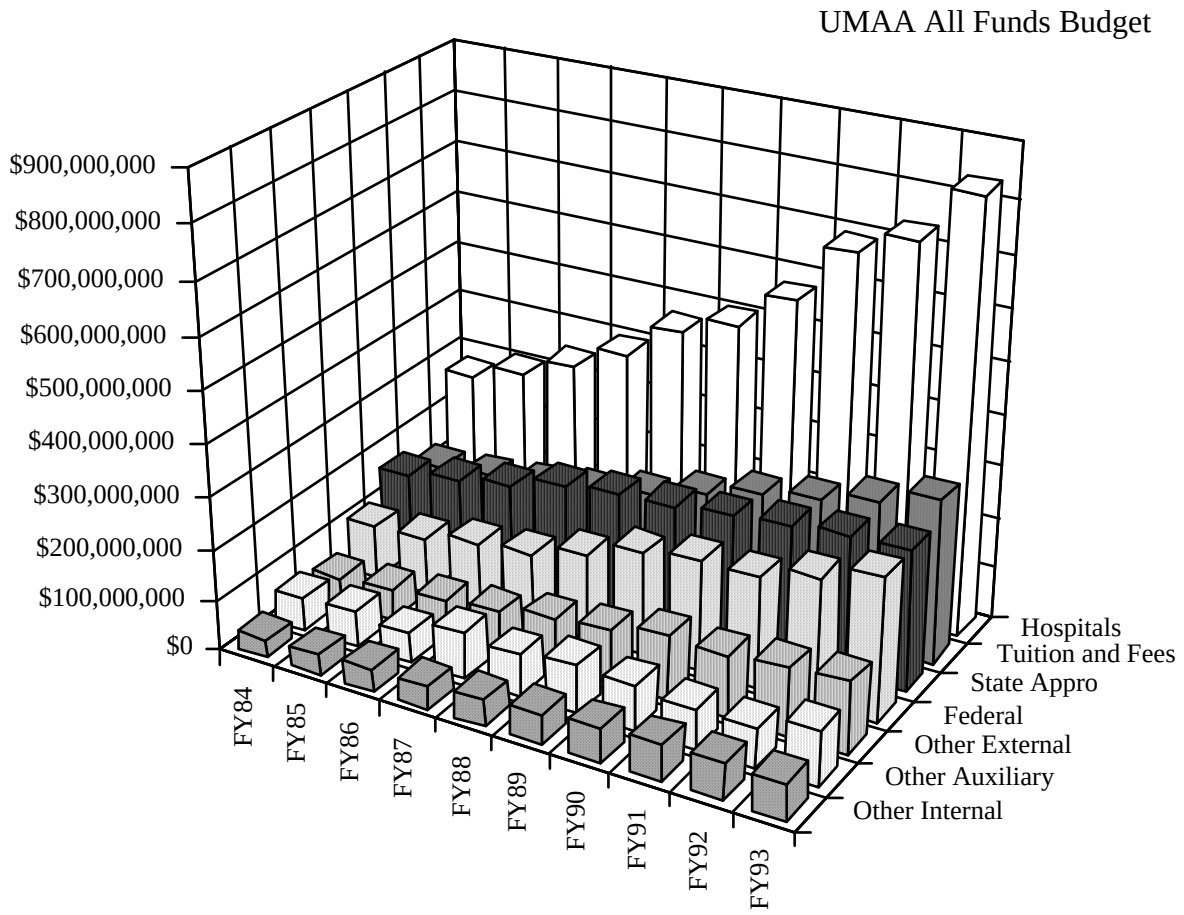
The Michigan Metrics Project

It is important to develop metrics to measure progress toward each of the goals (and eventually toward the Vision-2000 itself).

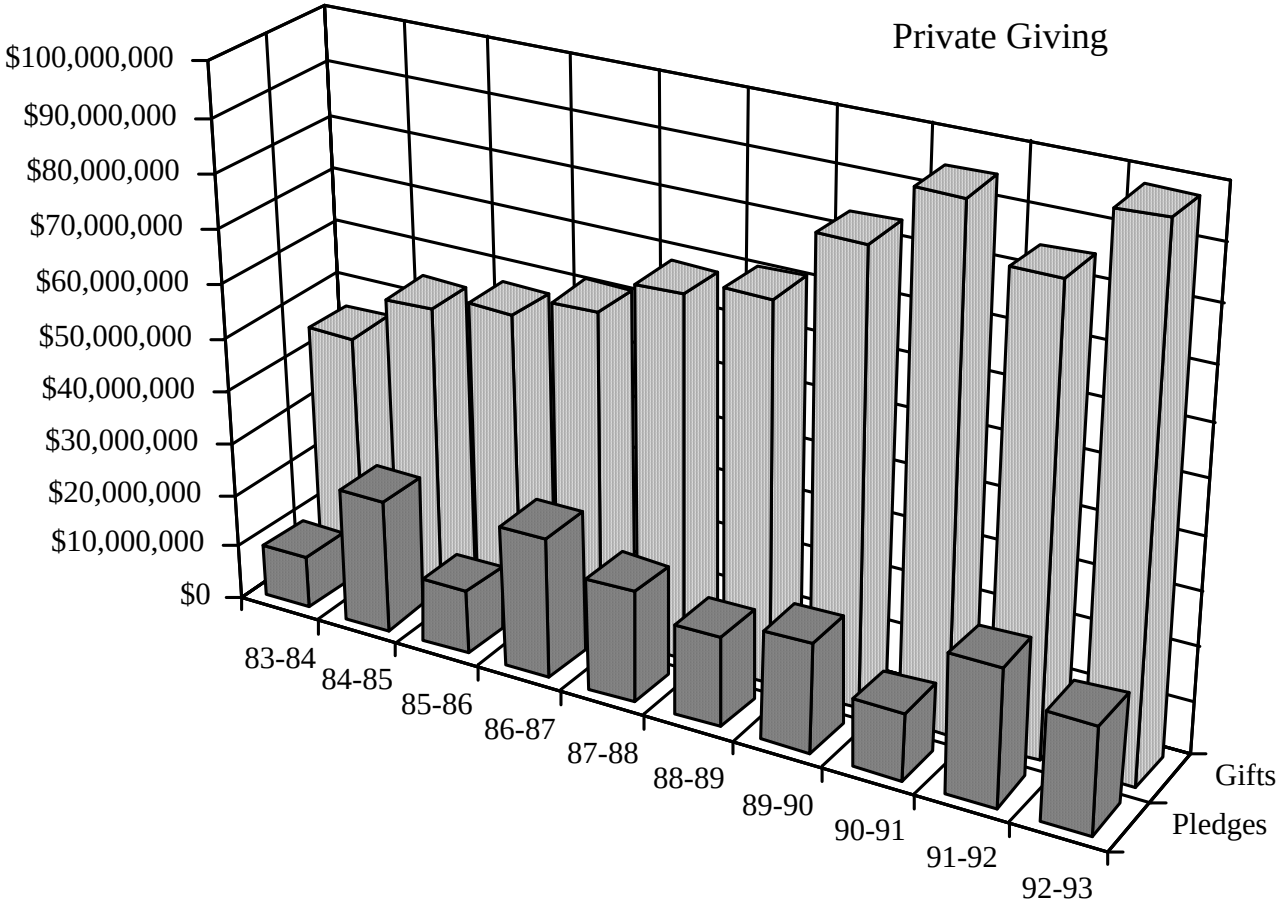
Ideally, we should seek quantitative measures, capable of demonstrating "southwest to northeast" achievements...



All Funds Budget (UMAA)

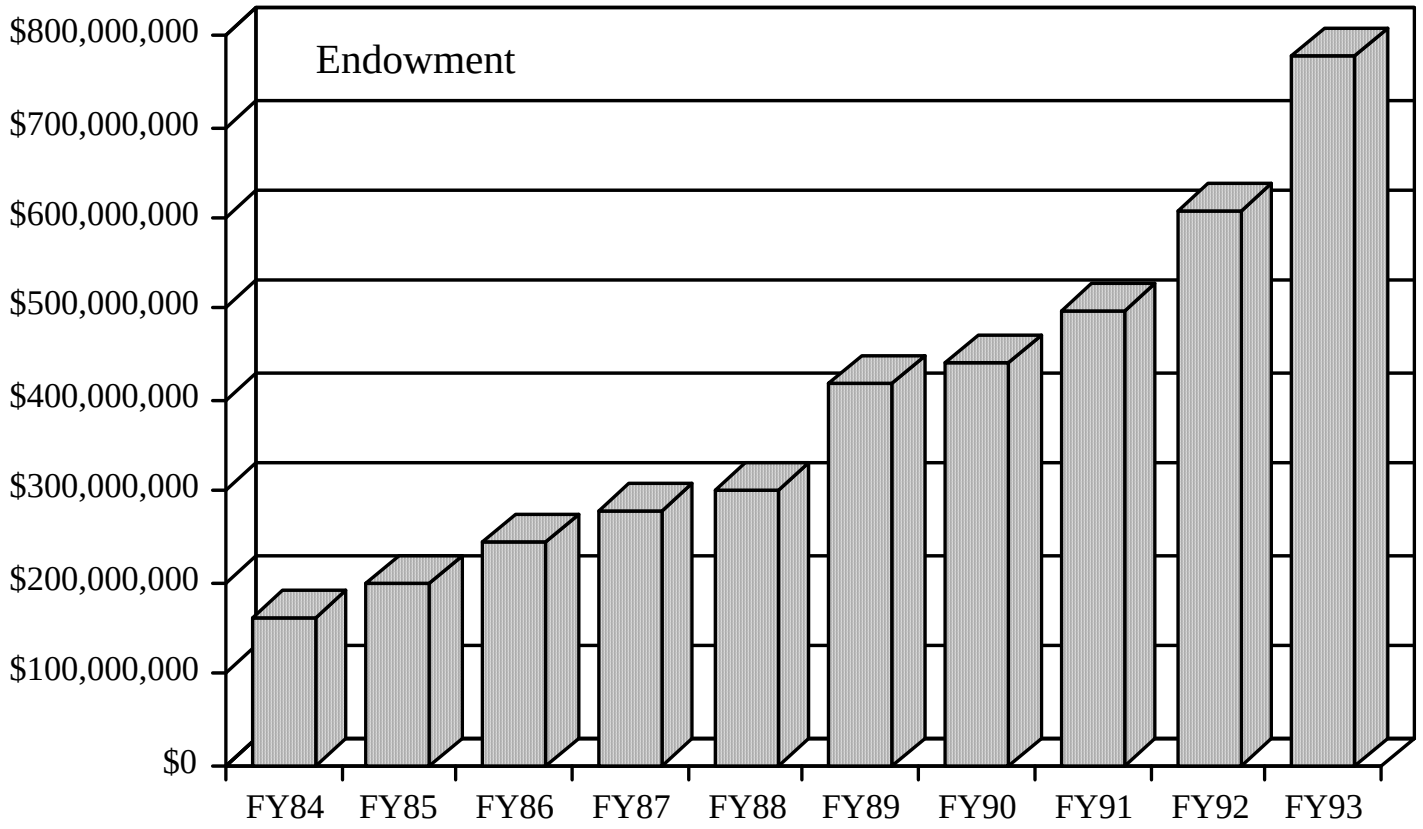


Private Giving



Office of the President **Fall, 1993**

Endowment


Endowment
$800,000,000
$700,000,000
$600,000,000
$500,000,000
$400,000,000
$300,000,000
$200,000,000
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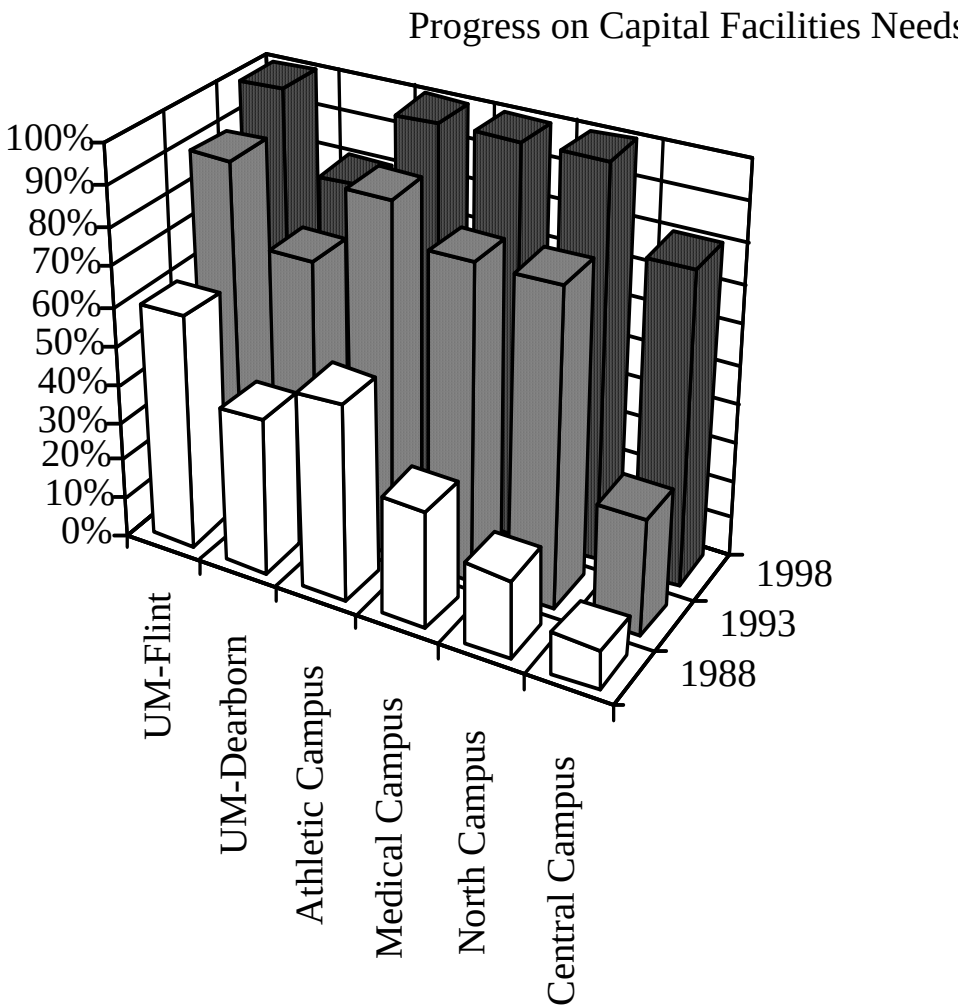
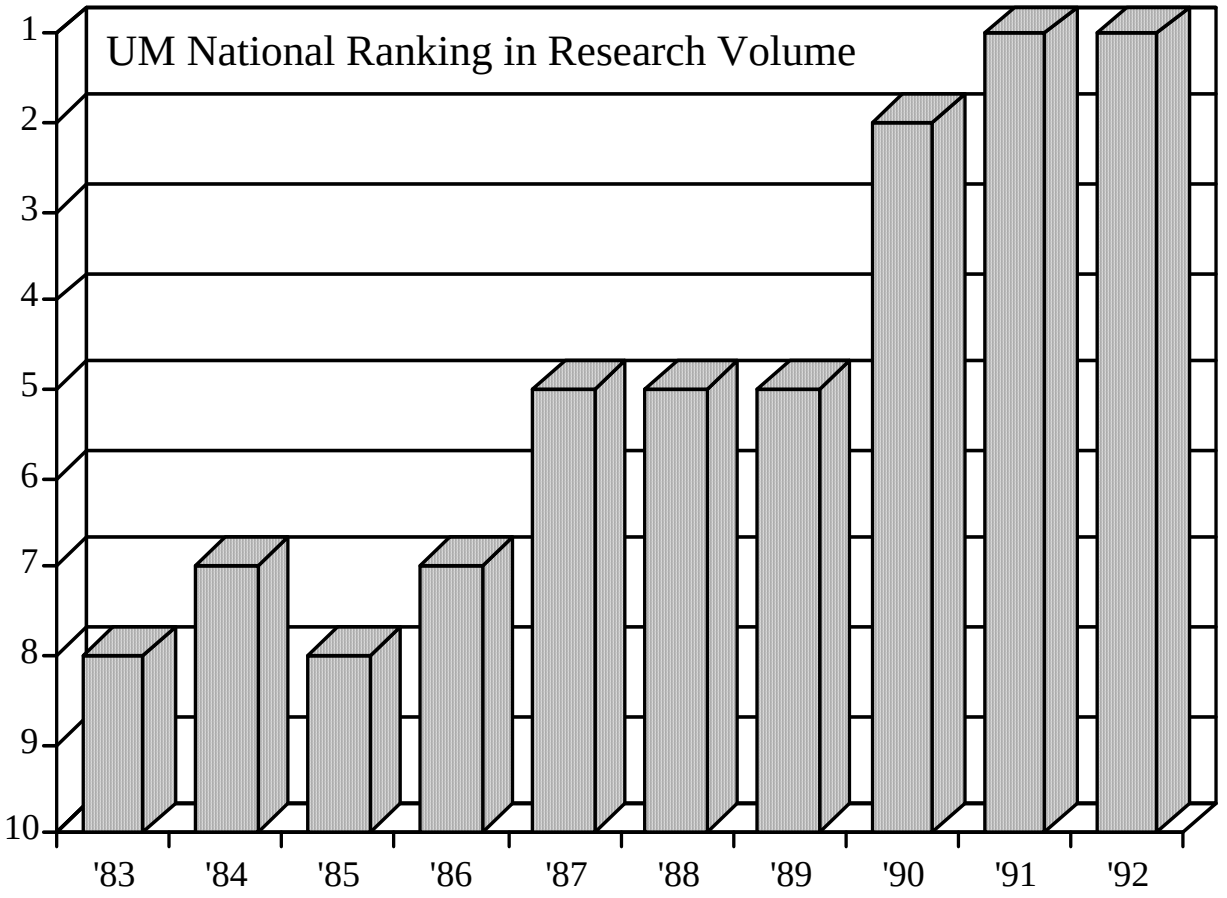
Capital Facilities Progress



National Ranking by Research Volume



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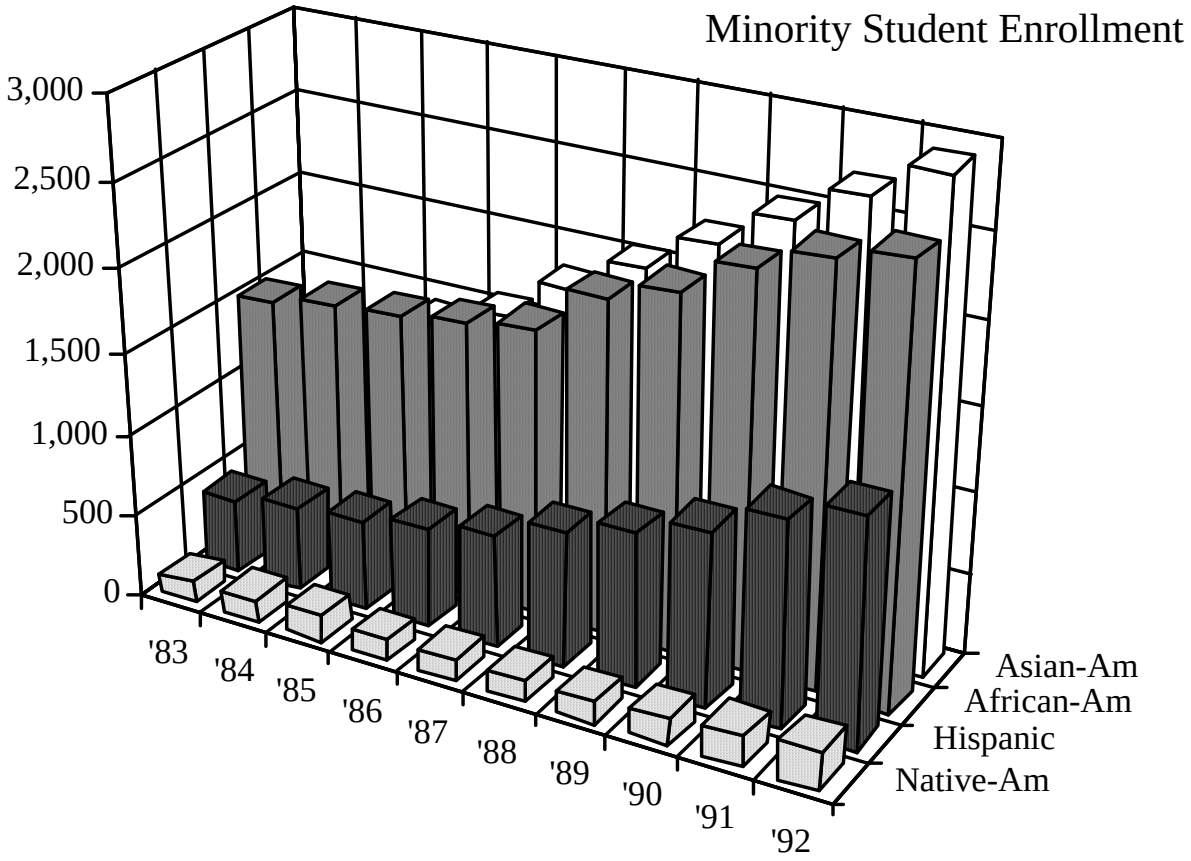
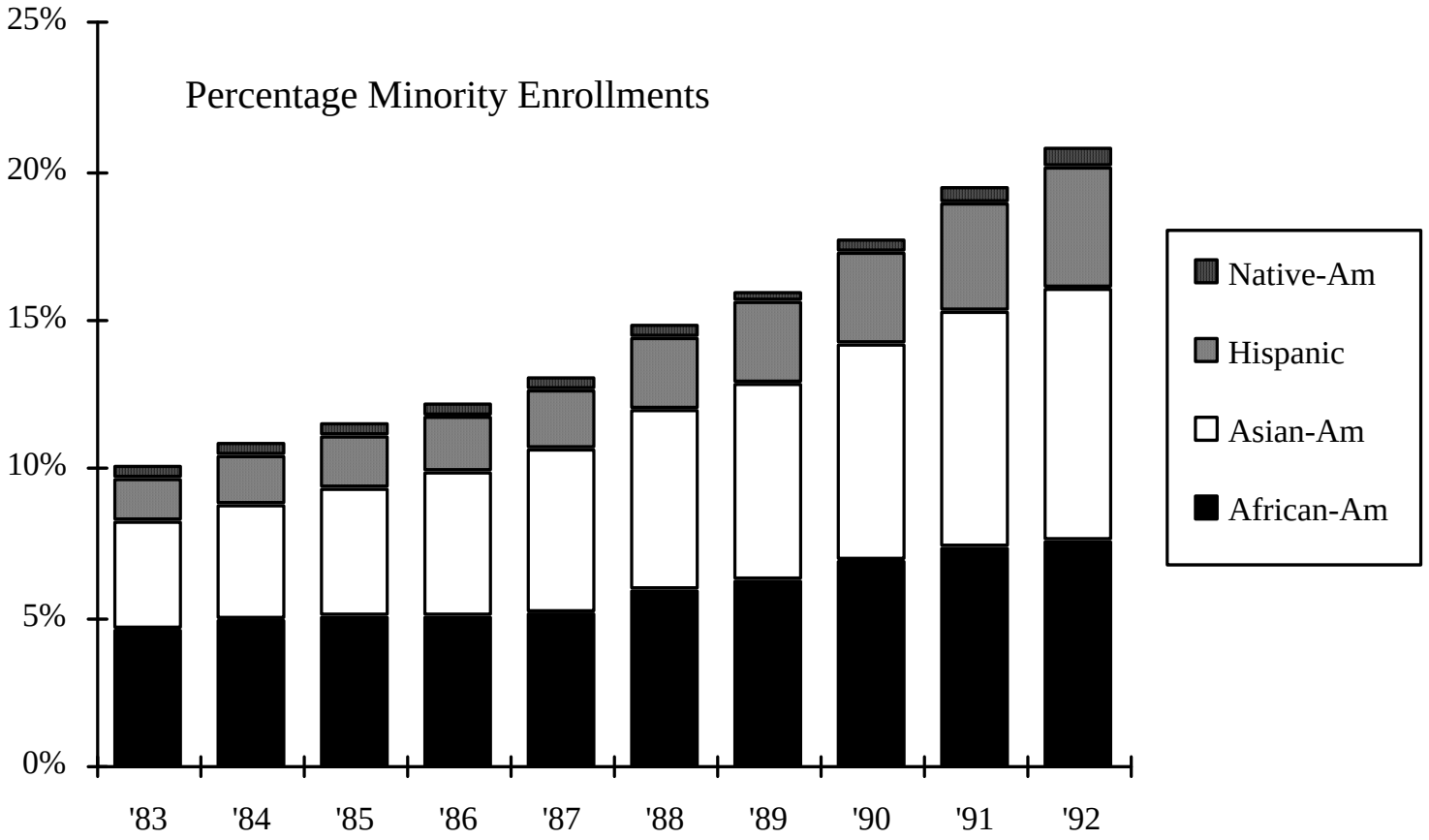
Minority Student Enrollment (UMAA)



Minority Student Enrollments



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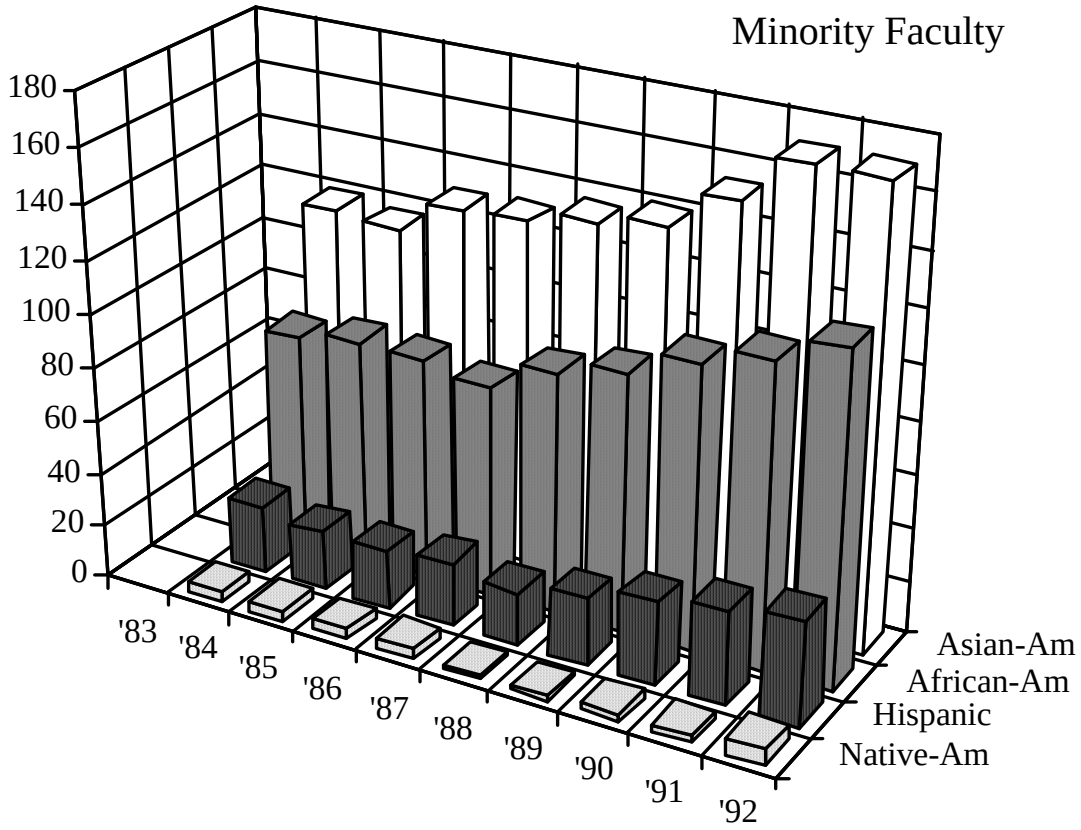
Minority Faculty (Tenure-Track)



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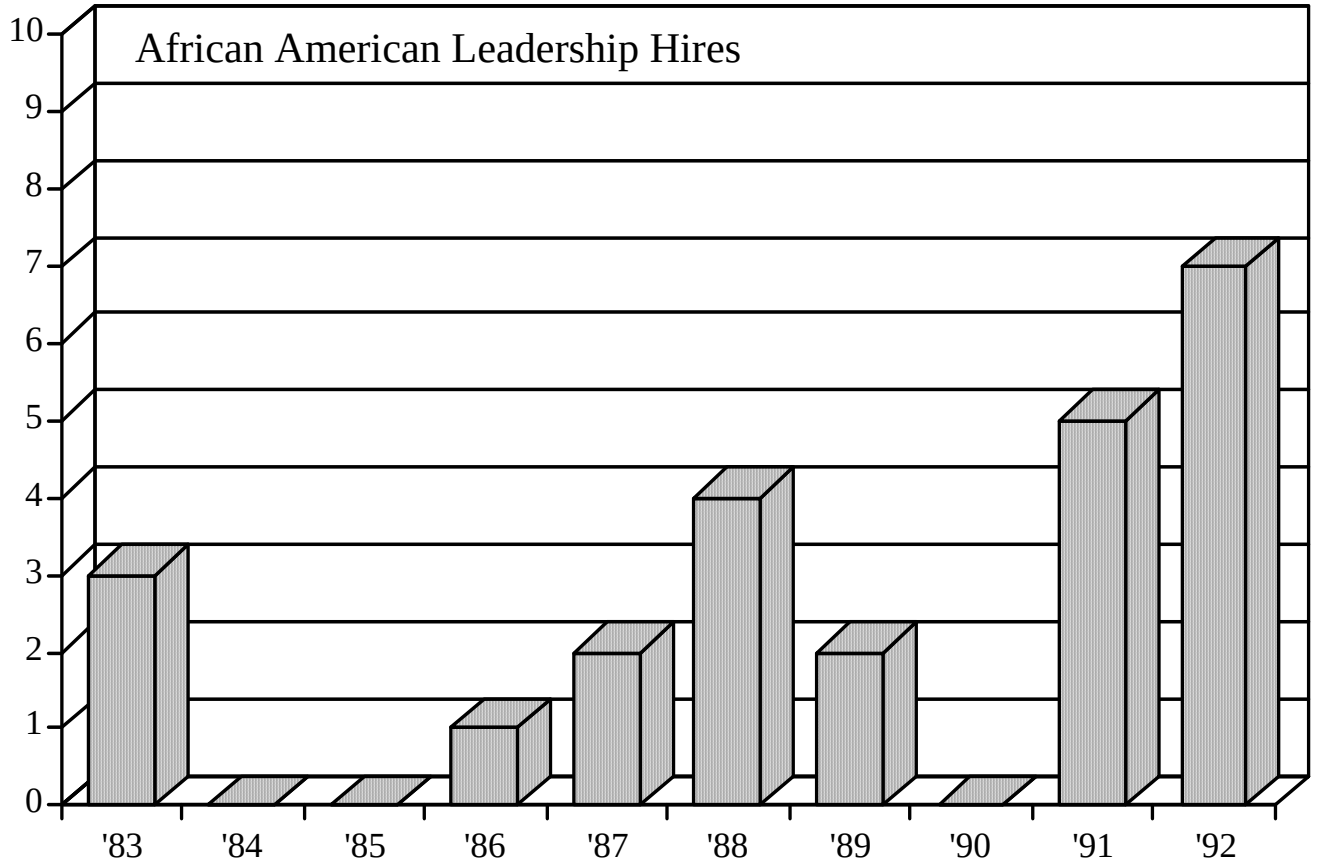
African American Leadership Appointments



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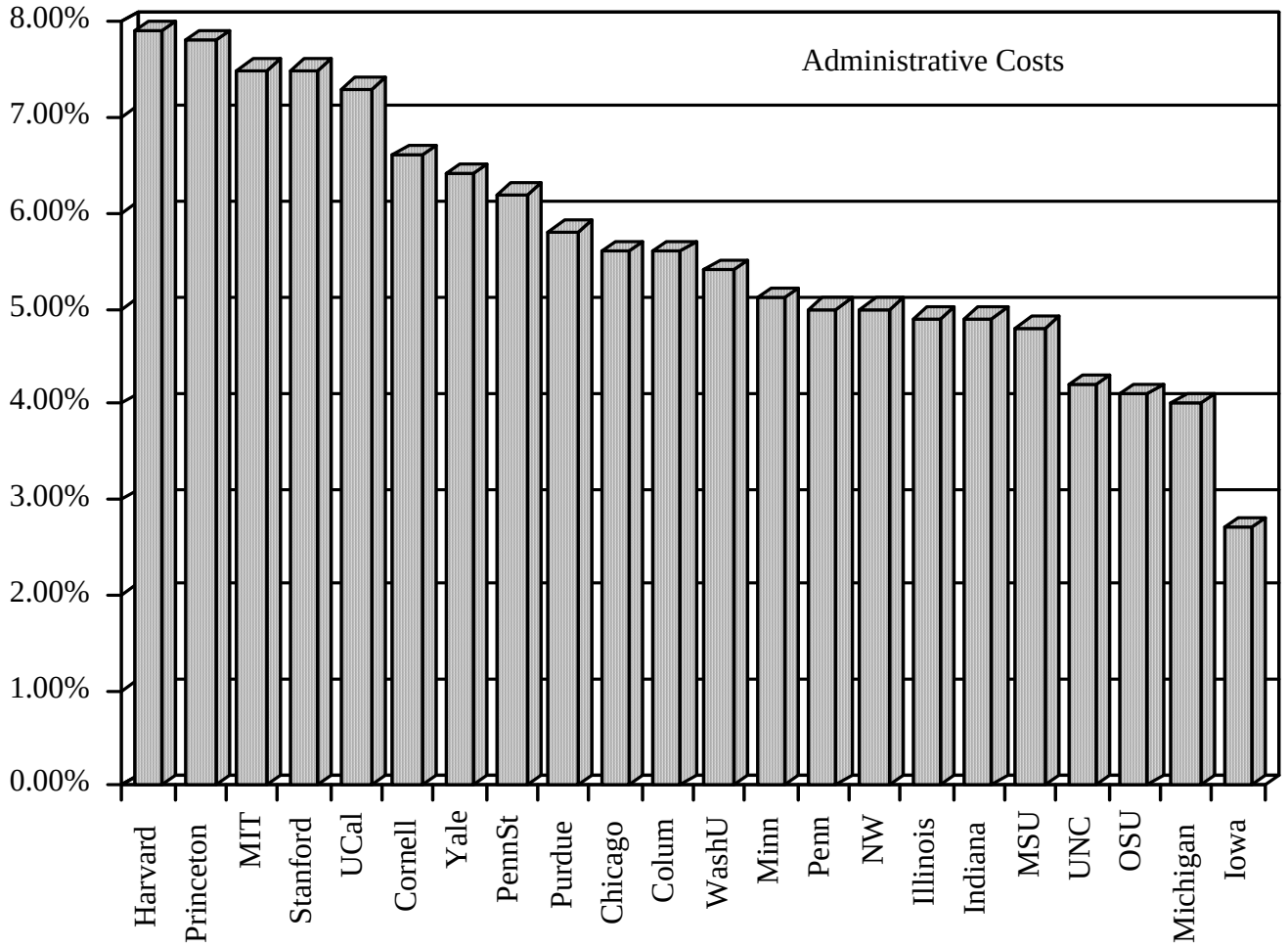
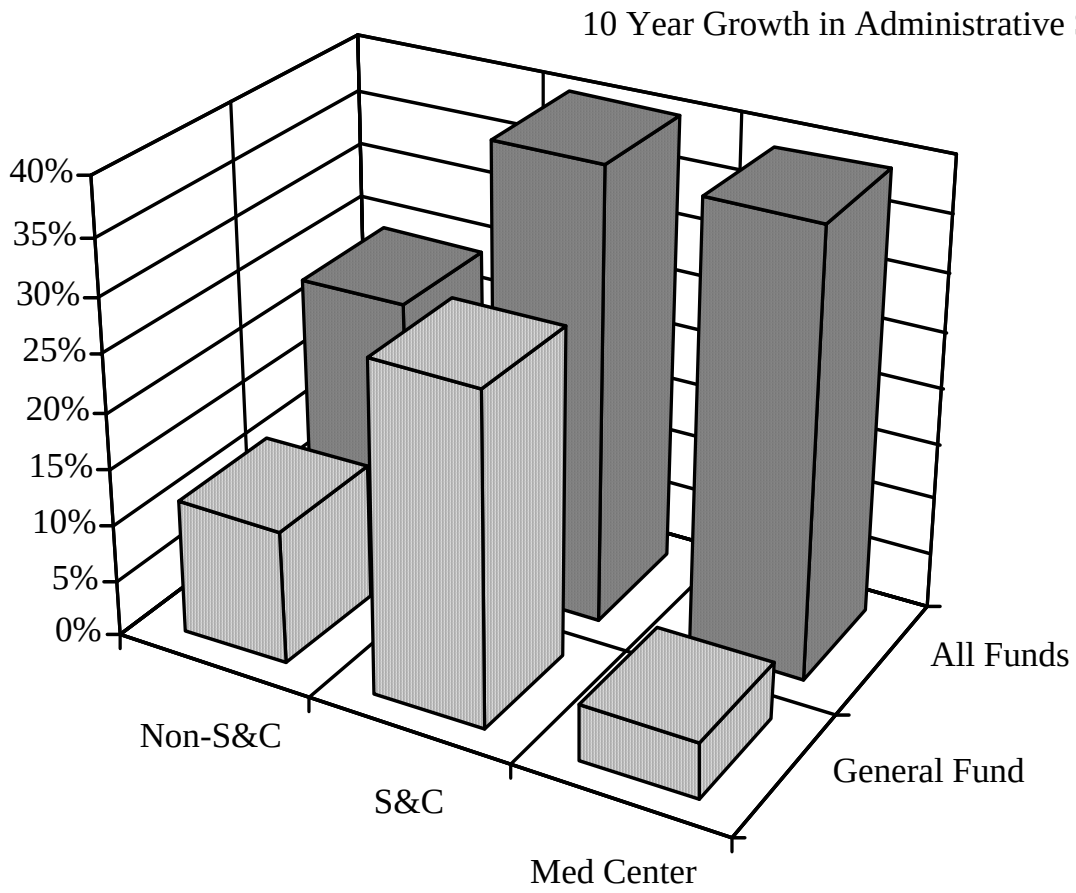
A Comparison of Administrative Costs



Office of the President

Fall, 1993

Growth in Administrative Staff



Office of the President **Fall, 1993**

Vision 2000

The Historical Model of UM
…unusually large state support
…unusual commitment to excellence
…selective admissions policy
…focused strength in professional schools
…small commitment to purely state interests
…ranked among best publics (…< UCB)

Themes of Change
…Pluralism and Diversity
…Globalization
…Age of Knowledge
…A Finite World
…Rebuilding America

The Strategy for the 1990s
…Vision 2000
…Mission Leadership
…Evolution of Goals
…Metrics Project

26 Goal Plan

10 Goal Plan

Goals of Leadership

The 1990s Evolution
…state-supported to state related
…1st in nation in reseach
…moving past UC in quality

1980 | 1990

Some Traditional Views of the University

Alfred North Whitehead:

"Education has but one aim: that is life, in all its richness and in its manifestations. The purpose of a college is to teach the art of life."

Ralph Waldo Emerson:

“Colleges have as their indispensable office, to teach elements. But they can only serve us when they aim not to drill but to create. When they gather from far every ray of various genius to their hospitable halls, and by the concentrated fires set the hearts of their youth aflame.”

Henry Tappan:

“Universities may, indeed, make learned men; but their best commendation is given when it can be said of them that furnishing the materials and appliances of learning, setting the examples in their professions and graduates, breathing the spirit of scholarship in all that pertains to them, they inspire men, by the self-creative force of study and thought, to make themselves both learned and wise, and thus ready to put their hand to ever great and good work, whether of science, religion, or the state.”

The University of the Past (HTS)

Descriptors:

- A public university with an unusual level of state support
- A public university with a serious commitment to scholarship
- Focused strength in the professions
- A public university with a selective admissions policy and a strong "out of state" student component
- A relatively small commitment to purely state interests
- Generally ranked in quality "among the top public universities" but rarely regarded as THE top public university (…UCB…)

What has changed?

- UM no longer enjoys relatively generous state support
- Many other public universities now stress scholarship

What have we done?

- Increasing dependence on tuition, nonresident students, private giving, federal support, auxiliary revenues
- Emphasized those programs with revenue-generation capacity
- Attempted to reduce scope and breadth of activities

The University of the Common Man

Priorities:

- **Minimize student costs (tuiton, room and board)**
- **Broad admission policies**

Operational Objectives:

- **Maximize student financial aid**
- **Constrain tuition levels**
- **Avoid highly selective admissions policies**
- **Lower grading standards**
- **Lower graduation requirements**

Possible Consequence:

UM ---> The University of Mediocrity???

The University of "the State of Michigan"

Priorities:

- **Maximize service to the State of Michigan**
- **Maximize opportunities for Michigan citizens**

Operational Objectives:

- **Reduce nonresident enrollments**
- **Constrain tuition levels**
- **Stress service activities**
- **Focus research on state needs**
- **Start an Ag school...**

Possible Consequence:

UM ---> Michigan State II…???

The Harvard of the West

Priorities:

- **Emphasize academic excellence as the highest priority**
- **Accept only the best…in students, faculty, programs**

Operational Objectives:

- **Intensify UM commitment to excellence**
- **Stress quality over breadth and capacity**
- **Stress priority of intellectual core**
- **Operate UM as a national university**

Possible Consequence:

UM ---> "MUCH smaller but better…"???

The Stanford of the East

Priorities:

- **Strong incentives and opportunities for individual achievement**
- **Minimize constraints, regulations, hassles**
- **Emphasize high-risk intellectual activities**
- **Stress entreprenurial activities**

Operational Objectives:

- **Harvard style of resource management (ETOB)**
- **Stanford-MIT style of external interaction (Silicon Valley-Rt 128)**
- **Modify organizational structures to stimulate change**
- **Relax expectations for faculty and student accountability**

Possible Consequence:

UM ---> "The University of the Bottom Line"???

The University of America

Priorities:

- **BOTH quality and breadth**
- **Strong national representation among students and faculty**
- **Responsive to national (rather than state) priorities**

Operational Objectives:

- **Stress institutional autonomy**
- **Continue shift toward nonresident enrollment**
- **Aggressive national marketing effort**

Possible Consequence:

UM ---> "the Dallas Cowboys' model: "America's University"???

America's Leading University

Priorities:

- **Emphasize academic excellence AND breadth**
- **Strive for the very best…in students, faculty, programs**

Operational Objectives:

- **Intensity UM commitment to excellence**
- **Optimize quality x breadth x capacity x innovation**
- **Develop unusually broad resource portfolio**
- **Strengthen linkages between disciplines and professions**
- **Achieve autonomy to operate as a national university**

Possible Consequence:

UM ---> leading university among publics AND privates???

Some Different Paradigms

- the state-related--but world-supported--university
- the world university
- the diverse university (or "trans-versity")
- the cyberspace university
- the creative university
- the divisionless university
- the adult university
- the university college
- the Catholepistemiad
- the "university within the university"
- the "knowledge server"

The State-Related--but World-Supported--University

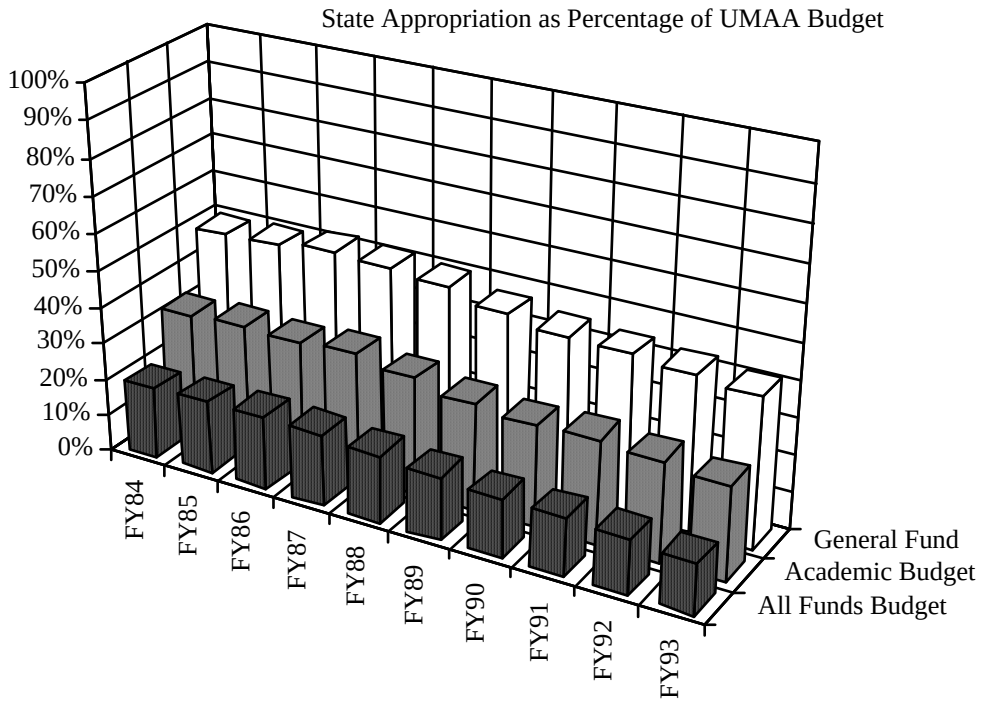
Concept:

A university with a strong public character, but supported primarily through resources it must generate itself (e.g., tuition, federal grants, private giving, auxiliary enterprises), not through general purpose appropriations.

Some Questions:

…How does one preserve the "public character" of a "privately-financed" institution?
…How does a "state-related" university adequately represent the interests of its majority shareholders (parents, patients, federal agencies, donors)?
…Can one sustain a institution of the size and breadth of the University of Michigan on self-generated ("private") revenues alone?

State Appropriation as % of UM Budget



The World University

Concept:

As a new world culture forms, a number of universities will evolve into learning institutions serving the world, albeit within the context of a particular geographical area (e.g., North America).

As a leading public university with a strong international tradition, perhaps the University of Michigan should consider a role as a "world university".

Some Questions:

…What would be the mission and character of a world university?
…Who, how, where would it teach?
…What programs would it stress? How would they be organized?
…What strategic alliances could be formed with other institutions?
…Would this be compatible with our state and national missions?

Some Interesting Ideas

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 the 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."**

Doug Van Houweling:

> **"Suppose that the University of Michigan in the year 2017 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."**

The Diverse University

Concept:

A university drawing its intellectual strength and its character from the rich diversity of humankind, providing a model for our society of a multicultural learning community in which people respect and tolerate diversity even as they live, work, and learn together as a community of scholars.

Some Questions:

…What society should we strive to represent? Michigan? America? The world? The present? The future?
…What kind of diversity do we seek? Racial? Ethnic? Gender? Socioeconomic? Geographical? Intellectual? Political?
…How do we draw strength from diversity?
…How do we attempt to unite a diverse community?

The Cyberspace University

Concept:

A university than spans the world (and possibly even beyond) as a robust information network linking together students, faculty, graduates, and knowledge resources. ("Cyberspace U...")

Some Questions:

…Will the networked university be localized in space and time or will it be a "meta structure" involving people throughout their lives, wherever they may be?
…Is the concept of the specialist (disciplines or professions) likely to remain relevant in such a knowledge-rich environment?
…Will lifestyles in the academy (and elsewhere) become increasingly nomatic, with people living and traveling where they wish, taking their work and social relationships with them?
…Will knowledge become less of a resource and more of a medium in such a university.

The Creative University

Concept:

As the tools for creation become more robust (e.g., creating materials atom-by-atom, genetically engineering new life forms, or computer-generated artificial intelligence or virtual reality), the primary activities of the university will shift from a focus on analytical disciplines and professions to those stressing creative activities (i.e., "turning dreams into reality").

Some Questions:

…Will the "creative" disciplines and professions acquire more significance (e.g., art, music, architecture, engineering)?
…How does one nurture and teach the art and skill of creation?

An Interesting Idea

Jacques Attali:

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

The Divisionless University

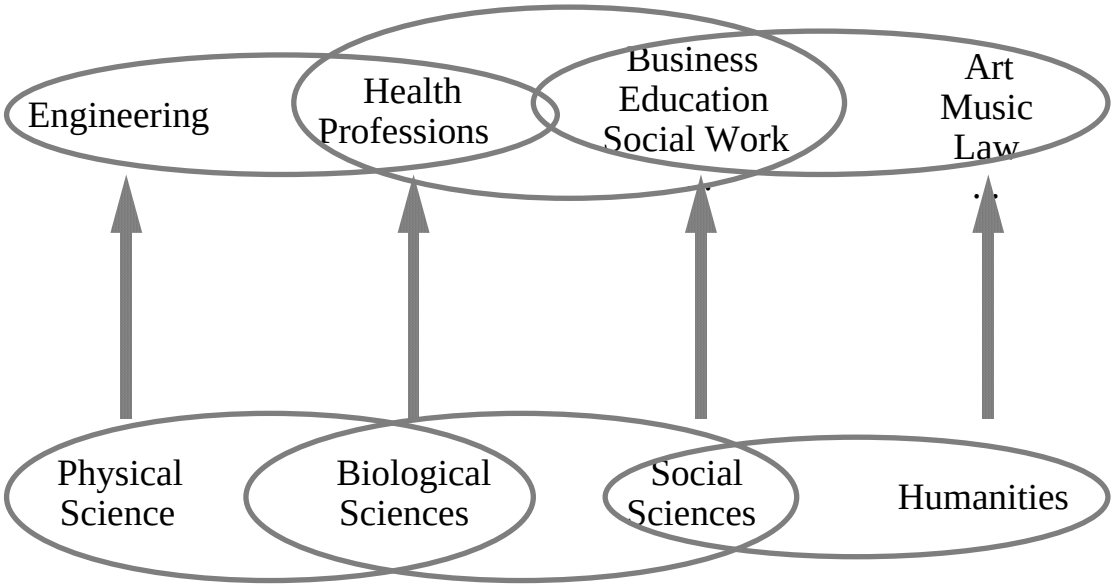
Concept:

The current disciplinary (and professional) organization of the University is viewed by many as increasingly irrelevant to their teaching, scholarship, and service activities. Perhaps the university of the future will be far more integrated and less specialized through the use of a web of virtual structures which provide both horizontal and vertical integration among the disciplines and professions.

Some Questions:

…Should we reverse the trend toward more specialized undergraduate degrees in favor of a "B. L. L."?
…Has the PhD itself become obsolete to the extent that it produces highly specialized clones of the present graduate faculty?
…Should the basic disciplines be mixed among the professions? Many of the most exciting problems have always been generated through interaction with the "real world".
…How do we develop, evaluate, and reward faculty who are generalists rather than specialists?

Intellectual Integration



The Adult University

Concept:

Could it be that research universities are simply too complex and costly to assume the responsibility for general education (and "parenting") of lower division undergraduates. Perhaps the European model of direct admission into upper division concentrations and/or professional schools is a better use of the national resources represented by the AAU-class universities.

Some Questions:

…Who would provide general education? Liberal arts colleges? Community colleges? Advanced high schools or prep schools?
…Would this model lose the opportunity for distinguished scholars to inspire young students during their formative years?
…Is this model realistic in view of the weakness of K-12 education?
…Would the research university lose the emotional attachment of students formed during their formative years (and hence their long term financial support)?

The Catholepistemiad of Michigan

Concept:

Since education will increasingly require a lifetime commitment, perhaps the University should reinvent itself to span the entire continuum of education, from cradle to grave. It could form strategic alliances with other components of the educational system, and commit itself to a lifetime of interaction with its students/graduates, providing them throughout their lives with the education necessary to meet their changing goals and needs.

Questions:

…How would this lifetime education be delivered?
…How would the University related to other components of the educational continuum?
…How would this "seamless web" approach relate to our current focus on well-defined degree programs?

An Idea from the Past

Howard Peckham:

"The original concept of the University was not as an isolated tower of learning, but rather the capstone of a statewide educational system which it would supervise. The president and didactors, or professors, were given power to establish colleges, academies, schools, libraries, museums, athenaeums, botanical gardens, laboratories…to appoint instructors and instructices in, among, and throughout the various counties, cities, towns, townships, and other geographical divisions of Michigan."

"In a sense, Woodward followed the French idea of achieving a single and high set of standards for all schools by centering control in the University."

The University within the University

Concept:

Could we create within the University a "laboratory" or "new" university that would serve as a prototype of testbed for possible features of the University of the 21st Century? 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 experimentation.

Questions:

…Should the "New U" be a laboratory or proving ground for various possible visions of the university, or should it be a more permanent part of the university that we try to keep 20 to 30 years ahead of its time?
…Would the "New U" be a physical or virtual structure?
…Should the "New U" be built around research or service?
…How would we select student and faculty for the "New U"?

Values

- Excellence
- Leadership
- Critical and rationale thinking
- Liberal learning
- Diversity
- Caring and concern
- Community
- Excitement

Descriptors

"The leaders and best…"

"An uncommon education for the common man (person)…"

"A broad and liberal spirit…"

"Diverse, yet united in a commitment to academic excellence…"

"A center of critical inquiry and learning…"

"A independent critic and servant of society…"

"A relish for innovation and excitement…"

"Freedom with responsibility for students and faculty…"

"Control of our own destiny comparable to private universities…"

The Fundamentals

Attracting, retaining, and sustaining the most outstanding people (students, faculty, staff)

Achieving, enhancing, and sustaining academic excellence in teaching and scholarship

Optimizing the balance among quality, breadth, scale, excellence, and innovation.

Sufficient autonomy to control our own destiny.

Sustaining the University's role as an independent critic

A diversified resource portfolio, providing a stable flow of resources necessary for leadership and excellence regardless of the ebb and flow of in particular areas (state, federal, private giving…)

Keepin' the joint jumpin'!

The Michigan Model: Possible Descriptors

1. The leaders and best…
2. An uncommon education for the common person…
3. A broad and liberal spirit…
4. The 'university of choice" for people who want to do something important with their lives
5. Diverse, yet united…
6. A center of critical inquiry and learning…
7. A role as both an independent critic and servant of society…

The Michigan Model: Possible Descriptors (cont)

8. Unusual control over our own destiny…

9. A diversified and stable resource portfolio

10. A state-related, but world-supported, character

11. A world university

12. A change-oriented, risk-taking culture

13. Minimal constraints on students and faculty, but acceptance of accountability and responsibility

14. An optimum balance among:

    Quality, breadth, size, excellence, and innovation

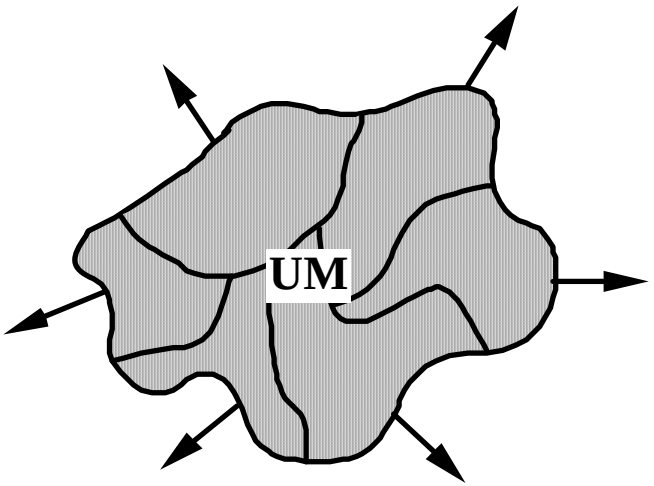
Some Concerns and Questions

1. State Support: A Doomsday Scenario?
2. Faculty Involvement
3. External Public Perceptions
4. The Dangers of Falling into a Reactive Mode
5. The "C" Concerns
6. Management Issues

The "C" Concerns

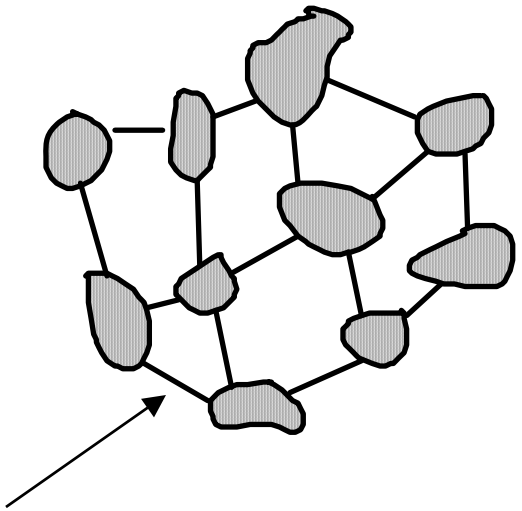
Commonly mentioned concerns:

- **Morale, malaise, separatism, intellectual fragmentation...**
- **Behavior (substance abuse, crime, racism, vandalism)...**
- **Special interest agendas, budgets, salaries, parking...**
- **"What's in it for me?...What have you done for me lately?..."**
- **Students vs. faculty vs. staff vs. administration vs. Regents**



The All-Important "C" Words

Community
Communication
Comity
Collegiality
Collaboration
Cooperation
Coherence
Concern
...



The "glue" words...

The Continued Challenge for 1990s

"How do we generate more of a sense of

...pride in...

...respect for...

...excitement about...

...and loyalty to...

...The University of Michigan?"

Transformation

Office of the President

Fall, 1993

Vision 2000

The Historical Model of UM
…unusually large state support
…unusual commitment to excellence
…selective admissions policy
…focused strength in professional schools
…small commitment to purely state interests
…ranked among best publics (…< UCB)

Themes of Change
…Pluralism and Diversity
…Globalization
…Age of Knowledge
…A Finite World
…Rebuilding America

The Strategy for the 1990s
…Vision 2000
…Mission Leadership
…Evolution of Goals
…Metrics Project

26 Goal Plan

10 Goal Plan

Goals of Leadership

The 1990s Evolution
…state-supported to state related
…1st in nation in reseach
…moving past UC in quality

1980 | 1990