BOLD IDEAS
Summit
WORKBOOK

GET OUT YOUR PEN: *blue*
a workbook assignment

Each of you brings valuable experience and expertise that can help direct our focus. If we may be so **bold**, we're giving a pre-summit homework assignment. We'd like you to review our early concepts and note your impressions along the way.

The enclosed workbook outlines five initial areas of interdisciplinary focus, with early-stage bold ideas to begin our conversation. These concepts are early works in progress—not final at all—and we'd like more input from you to help shape our priorities. The initial areas are:

- Enhancing Health and Wellness
- Exercising Democracy
- Living Environments for Tomorrow
- Saving the Planet
- Teaching, Learning, and Meaningful Work

Where do we hit the mark, or where did we miss? What did we leave out?

We encourage you to do the following:

- Take a moment to review these ideas and add your own thoughts, feedback, and insights along the way.
- Bring the workbook with you to guide our discussion. If you aren't able to attend, please send it to us.
- Leave it with us after the summit or return in the mail.
- We'll have extra copies if you'd like to keep your own workbook.

Thank you! It would mean the world to us.

To learn more about these concepts, visit **myumi.ch/lb-bold-ideas-summit**.

Health care is broken for so many. How do we advance health and wellness among all areas of society?

ENHANCING HEALTH AND WELLNESS

CO-LEADS
John Ayanian (Director, Institute for Healthcare Policy and Innovation) and Patricia Hurn (Dean, School of Nursing)

GROUP MEMBERS
F. DuBois Bowman (School of Public Health), Paul Clyde (Ross School of Business), Karen Farris (College of Pharmacy), Margherita Fontana (School of Dentistry), Donna Fry (UM-Flint College of Health Sciences), John Marshall (Stamps School of Art and Design), Mary-Ann Mycek (College of Engineering), Brahmajee Nallamothu (Michigan Medicine), Feranmi Okanlami (Michigan Medicine), Lisa Prosser (Michigan Medicine), Leah Robinson (School of Kinesiology)

"IT WAS REALLY REWARDING TO SEE THE PEOPLE FROM ACROSS THE CAMPUS WHO YOU DON'T OFTEN GET A CHANCE TO COLLABORATE WITH AND TO WORK WITH, COMING TOGETHER AROUND UNIFYING THEMES, RECOGNIZING WHAT IT IS THAT WE CAN DO TO IMPROVE OUR CAMPUS, OUR COMMUNITY, AND OUR WORLD."

FERANMI OKANLAMI
Assistant Professor of Family Medicine, Physical Medicine and Rehabilitation, and Urology; Director, Student Accessibility and Accommodation Services

Scan to learn more about this concept.

✳THE CHALLENGE✳

The challenges to promote and maintain ideal health and wellness in our society are many, including health disparities; the high cost of access to health care; a growing fault line in mental health, threatening our society's youngest members; and a growing uncertainty around how well our historically trusted institutions promote health and wellness. However, we believe that these challenges have answers, some of which are uniquely available in the power of our University of Michigan.

Karen Sussex, an upper-limb amputee from Jackson, Mich., operates a Touch Bionics I-LIMB prosthetic hand as Alex Vaskov, robotics Ph.D. candidate, looks on during a testing session at Michigan Medicine.

How important is the societal challenge of health and wellness to you?

NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
1	2	3	4	5

Teams comprised of students from the College of Engineering, Ross School of Business, School of Information, and Stamps School of Art & Design created new products for preteens, incorporating the use of active technology to improve physical and mental health maintenance and outcomes.

How well does this vision resonate with you?

DOES NOT RESONATE		SOMEWHAT RESONATES		STRONGLY RESONATES
1	2	3	4	5

THE VISION

Our overarching belief for the future of U.S. and global health, health care, and well-being is that we must increasingly focus on the prevention of illness.

- First, we envision a world in which health and wellness are the rights of all individuals, more than just freedom from disease.

- Second, health equity for all must be a priority, regardless of zip code, socioeconomic determinants, and demographic or environmental origin.

- Third, all people deserve a strong, health-based education and access to accurate health information, beginning at a young age. The resulting knowledge will empower each individual to grasp the fundamentals of being and living well in a challenging and changing world.

- Lastly, we envision the continued movement of health care out from the present reliance on compartmentalized hospitals and disconnected care to the powerful community of families, partners, and shared experiences.

THE INITIAL BOLD IDEAS

FOSTERING MENTAL HEALTH AND WELL-BEING FOR YOUTH AND YOUNG ADULTS

America's youth are experiencing a devastating mental health epidemic. We aim to amplify, expand, and develop U-M efforts to destigmatize and enhance mental health and well-being in childhood, adolescence, and young adulthood. We can do this by developing:

- The innovative Maize Scholars Program, which would build a diverse community of student and faculty scholars recruited to Michigan specifically to advance mental health and well-being at the University of Michigan and beyond.

- Leaders from this program, who would focus on mental health and well-being from multiple areas of expertise, such as law, public policy, medicine, public health, business, social sciences, humanities, and the arts.

- Partnerships with community organizations, elementary and secondary schools, and campus communities that infuse the community within and beyond U-M.

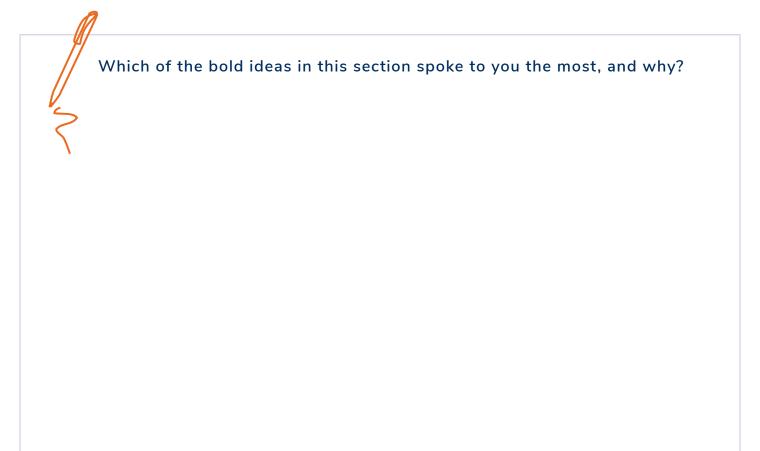## HEALTHY COMMUNITIES: PURSUING HEALTH EQUITY THROUGH PREVENTION

Our vision is to coalesce a community of experts and partners to improve health outcomes and preventable deaths, beginning in high-impact regions of Michigan such as Detroit, Flint, Dearborn, or rural Michigan. We would:

- Recruit new talent to U-M, strengthen our research programs, spur innovation, and enable students the opportunity to be part of a major movement to decrease health disparities.

- Pursue efforts to bring mortality rates and instances of preventable disease to or below statewide averages initially, while ultimately aiming to reduce rates to the lowest in the U.S. and develop a model that can be instituted in other cities and regions.

- Focus on health behaviors, clinical care, social and economic factors, and the physical environment to meaningfully impact health policy, health factors, and health outcomes, yielding a real and lasting impact on health and wellness.

AN INNOVATION DESTINATION FOR FUTURE TECHNOLOGIES

We have a unique opportunity to make Michigan an innovation destination for entrepreneurial faculty, students, and staff who seek to pursue commercialization efforts.

- Our institution already possesses a robust innovation ecosystem, and with support, we can improve our throughput, consider new models for venture funding, and increase opportunities.

- The University of Michigan can become a visible player for venture capital and business leaders.

- Success will positively impact all of the health challenges we seek to address.

- Regional economic development with new companies, technologies, and job creation would follow.

Which of the bold ideas in this section spoke to you the most, and why?

Which do you think is least important for us to pursue, and why?

Are there other bold ideas related to this concept that we are missing?

Who are thought leaders in your network that might be interested in providing insights or feedback on this concept?

In this current, polarized democracy, how do we reinvigorate civil conversations and increase engagement?

EXERCISING DEMOCRACY

CO-LEADS
Thomas Finholt (Vice Provost for Academic and Budgetary Affairs/Former Dean, School of Information) and Christina Olsen (Director, University of Michigan Museum of Art)

GROUP MEMBERS
Mark Clague (School of Music, Theatre & Dance), Lynette Clemetson (Wallace House), Angela Dillard (College of Literature, Science, and the Arts), Kristin Hass (College of Literature, Science, and the Arts), Ellen Katz (Law School), Ken Kollman (College of Literature, Science, and the Arts), Paul Resnick (School of Information), Hannah Smotrich (Stamps School of Art and Design)

"THE PROCESS, LIKE DEMOCRACY, WAS MESSY AND I THINK THAT IT WAS A GREAT THING BECAUSE IT REMINDED US WHAT WE WERE, WHAT ALL OF THE DEBATE WAS ABOUT. AND THAT IS A REMINDER THAT WE COULD ACTUALLY COME FROM DIFFERENT DIRECTIONS AND FIND POINTS OF MUTUAL PURPOSE."

LYNETTE CLEMETSON
Director, Wallace House Center for Journalists

Scan to learn more about this concept.
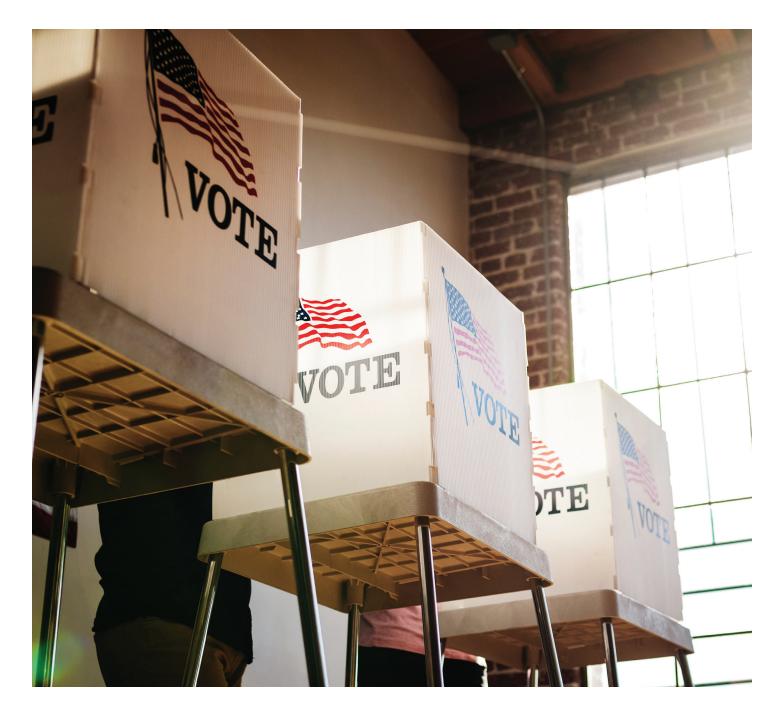
✳THE CHALLENGE✳

Principles, institutions, and practices of democracy are under assault in the U.S. and elsewhere. While there is broad agreement that we have problems, there is little consensus about what should be done and who should take the lead.

Statistics class for the Ford School's 2022 cohort of Public Policy and International Affairs (PPIA) fellows.

How important is the societal challenge of exercising democracy to you?

NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
1	2	3	4	5

THE VISION

As a public institution with a rich tradition of community engagement and service, the University of Michigan is uniquely positioned to increase civic engagement and reinvigorate democracy. We can do this by:

- Growing students' and communities' knowledge of democratic practices and principles.

- Increasing engagement with, and participation in, democratic processes. Most notably, by striving to have a positive impact on voting behavior, where U-M has had past success.

- Enhancing and restoring trust in democratic institutions.

- Improving the quality of public discourse. To ensure a truly just and equitable world, it is critical to better understand the human, ethical, civic, and justice-oriented aspects of rapid technological innovation.

How well does this vision resonate with you?

DOES NOT RESONATE		SOMEWHAT RESONATES		STRONGLY RESONATES
1	2	3	4	5

THE INITIAL BOLD IDEAS
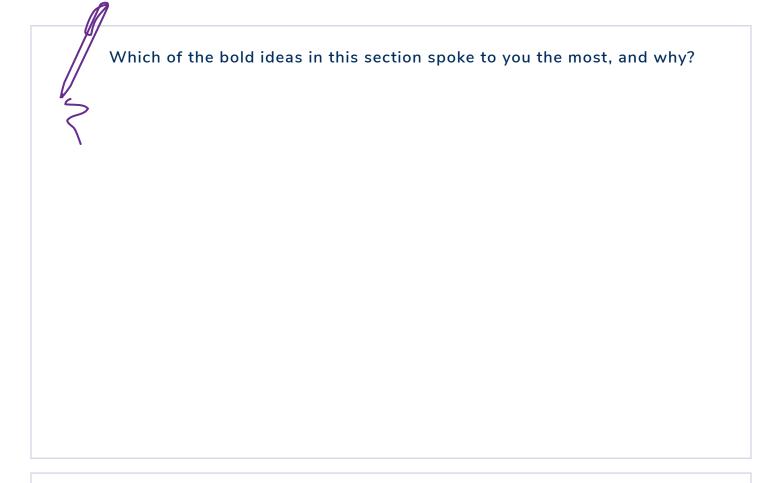
EXERCISING DEMOCRACY HUB

The future of our country and other democratic societies depends on informed, active, and engaged participants. **Exercising Democracy** would mobilize the entire campus over a five-year period in ways that encompass academic research projects, faculty-led curricular/co-curricular initiatives, student-led initiatives and organizations, thought-provoking artistic experiences, and artist-driven projects, as well as community-based collaborations that connect the campus and statewide communities. Through an integrated experience, students would participate in courses, experiential learning opportunities, and service learning programs, culminating in a capstone project upon graduation. Incorporating the principles of diversity, equity, and inclusion would be central to addressing the democratic obstacles underrepresented communities face.

Exercising Democracy would incorporate the following initiatives:

- **Democracy Corps—**A ground-up, campus-wide initiative to prepare students and instill in them democratic habits and skills that are key to being ready to fully participate in democracy, such as listening and engaging with credible sources to learn about the world around them. Upon graduation, U-M students would be equipped with the knowledge, values, skills, and concrete tools to function as an informed, engaged, committed member of society, and make exercising democracy a lifelong pursuit.

- **The fabric of local democracy—**The University of Michigan would strengthen our partnerships with local institutions, including libraries, museums, community colleges, and historical societies, to help residents determine and demonstrate the value of democracy in their communities.

Additional initiatives would help to foster the aforementioned diverse community partnerships:

- **Intergenerational democratic engagement.** A key source of division can be differences in lived experience and orientation, so fostering better and more frequent ways for younger and older people to interact around shared values and interests is important.

- **Statewide human library.** Fostering connections around areas of mutual interest where people with expertise/experience are linked to those who seek expertise/experience. This would involve a vast expansion of previous municipal-scale "human library" projects.

- **Community study.** Some of the most important insights about human health and behavior have come from long-term detailed studies of specific communities. This project would focus on a "purple" district of Michigan, with the goal of working with this community to introduce interventions hypothesized to have positive potential, and then collecting evidence to assess interventions.

Which of the bold ideas in this section spoke to you the most, and why?

Which do you think is least important for us to pursue, and why?

Are there other bold ideas related to this concept that we are missing?

Who are thought leaders in your network that might be interested in providing insights or feedback on this concept?

What do tomorrow's ideal living environments look like? How can we rethink/reshape them so everyone can thrive?

LIVING ENVIRONMENTS FOR TOMORROW

CO-LEADS

Alec Gallimore (Robert J. Vlasic Dean of Engineering, College of Engineering) and Jonathan Massey (Dean, Taubman College of Architecture & Urban Planning)

GROUP MEMBERS

Kate Cagney (Institute for Social Research), Chad Jenkins (College of Engineering), Matt Lassiter (College of Literature, Science, and the Arts), Nancy Love (College of Engineering), H. Luke Shaefer (Poverty Solutions/Ford School of Public Policy/School of Social Work), Trina Shanks (School of Social Work), Ruby Tapia (College of Literature, Science, and the Arts), Matthew VanBesien (University Musical Society)

"WE HAD A VERY DIVERSE GROUP. WE HAD HUMANISTS, SOCIAL SCIENTISTS, ENGINEERS, YOU NAME IT. BUT THEN THERE WAS A SORT OF MAGICAL TRANSITION, ALMOST LIKE A PHASE CHANGE, WHERE ALL OF A SUDDEN PEOPLE WORKED TOGETHER AND IT GELLED."
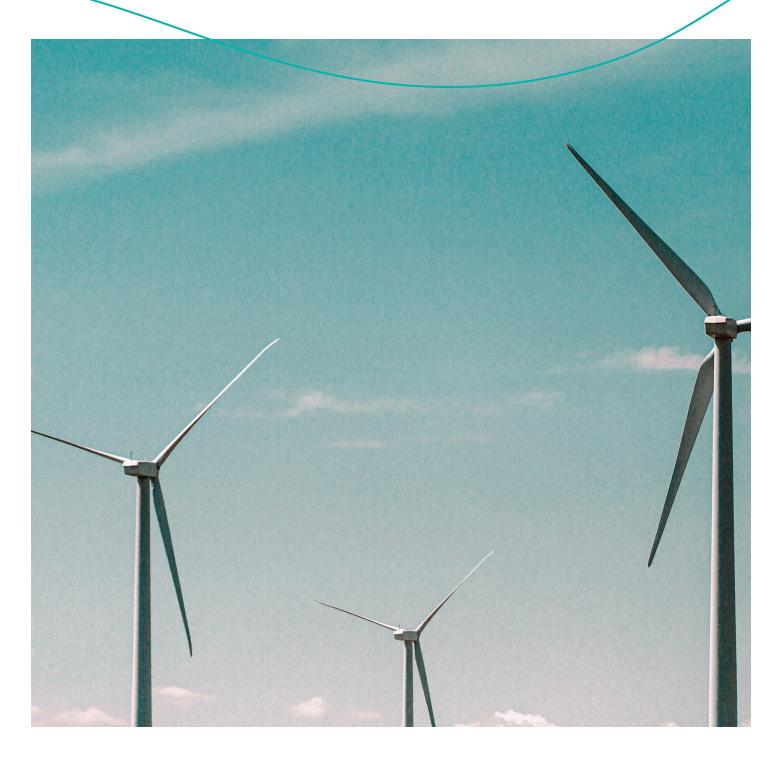
ALEC GALLIMORE
Robert J. Vlasic Dean of Engineering, College of Engineering

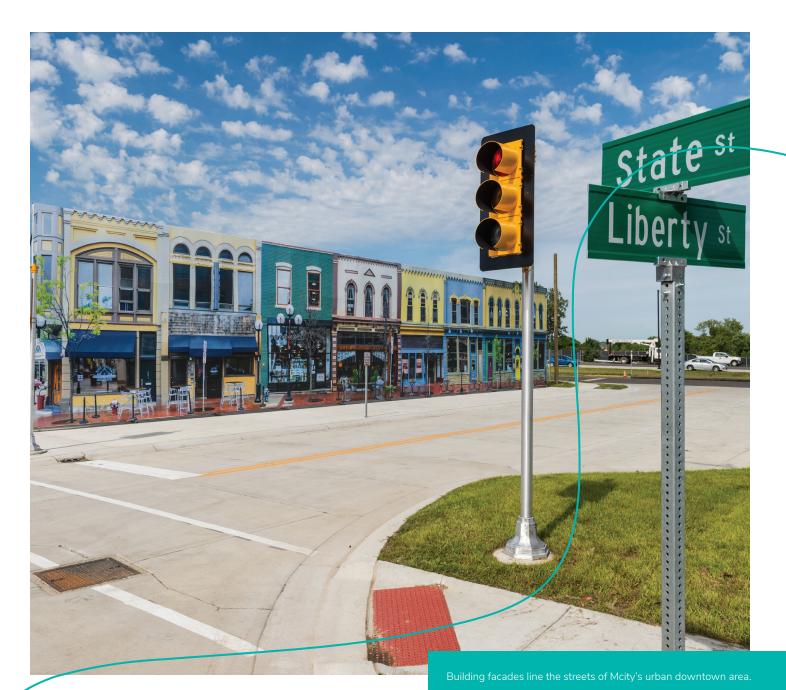Scan to learn more about this concept.

✳THE CHALLENGE✳

A supportive, healthy living environment is essential for a good quality of life. And yet, so many of the places where we live today—from cities and suburbs to rural communities—have significant challenges. They are not designed for adaptation, growth, or reparative and restorative processes. They have few resources to help those who need special care. And they often have barriers that discourage people from connecting with others who are different from them. How can we rethink and reshape our living environments so everyone thrives?

How important is the societal challenge of creating equitable, supportive living environments to you?

NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
1	2	3	4	5

Building facades line the streets of Mcity's urban downtown area.

How well does this vision resonate with you?

DOES NOT RESONATE		SOMEWHAT RESONATES		STRONGLY RESONATES
1	2	3	4	5

THE VISION

We envision living environments that encourage and enable a healthy lifestyle, including physical activity, social interaction, and educational and arts opportunities. They would offer easy access to gathering spaces and nature areas and facilitate community among diverse populations from across socio-economic groups. These ideal spaces pursue integration of communities and reinforce civic-minded and community-focused behaviors that strengthen society. We know that where people live affects the opportunities and resources available to them, like quality health care, access to higher education, and their ability to get a good job. Creating access to affordable, quality housing is critically important, as are opportunities for restorative and reparative justice.

THE INITIAL BOLD IDEAS

CONNECTED COMMUNITIES

What if we could develop the most promising innovations for the communities of the future right now—and test them on our own campus? We propose the creation of Michigan Connected Communities, a prototype living and learning environment centered around the MiVillage complex, located on North Campus.

- This complex would include a student housing living laboratory (MiQuad), a community care center (MiFamily), an innovation park (MiPark), and an arts accelerator (MiArts).

- Together, these four pieces would test and demonstrate human-centered technologies, approaches to civic spaces, and new ways of communal living that could be applied more broadly beyond the university.

- Additionally, MiVillage would connect to MiCity, the base for U-M activities in Detroit, through an ultramodern transportation corridor (MiCorridor) already being developed.

DEVELOPING INNOVATIVE HOUSING

Imagining new ways to make housing more affordable, healthy, and sustainable would be the charge of a special initiative, Michigan Housing Innovation Challenge. This initiative could include:

- Experiential, interdisciplinary courses exploring challenges in construction and design of housing and communities, including new building processes, materials, and design.

- Working with partners on community-led, action-based, multi-disciplinary research projects.

- Enhancing society's ability to develop, design, and adapt housing in ways that empower communities and families to thrive.

- Including deeper racial and socio-economic integration and increased resilience to climate change.

Which of the bold ideas in this section spoke to you the most, and why?

PARTNERING WITH RURAL COMMUNITIES

Rural communities, which encompass 97 percent of U.S. land area, typically do not fare as well as their urban counterparts across important social determinants of health. A U-M Rural Collaboratory would partner with these communities to support their vision for sustainable futures. This collaborative would:

- Include a social impact or public design clinic, where U-M faculty and students are practitioners who work with rural residents to address local environmental and infrastructural challenges.

- Strive for equitable partnerships using cooperative design processes.

- Function as a hub of resources and community building, with potential emphasis on enhancing digital and educational connectivity.

- Support infrastructure to foster multi-disciplinary research.

COMMUNITY JUSTICE AND DECARCERATION

Almost two million people in the U.S. live in a prison or jail. As we look to improve the living environments of our community, the abysmal realities to which incarcerated populations are subjected must be addressed. Ideas include:

- Developing an interdisciplinary research program that challenges the notion that criminalization, policing, punishment, and prisons make communities safe.

- Partnering with local organizations and existing decarceration programs with research and expertise in anti-carceral initiatives.

- Creating structures for education, public health, and safety that aim to make prisons obsolete.

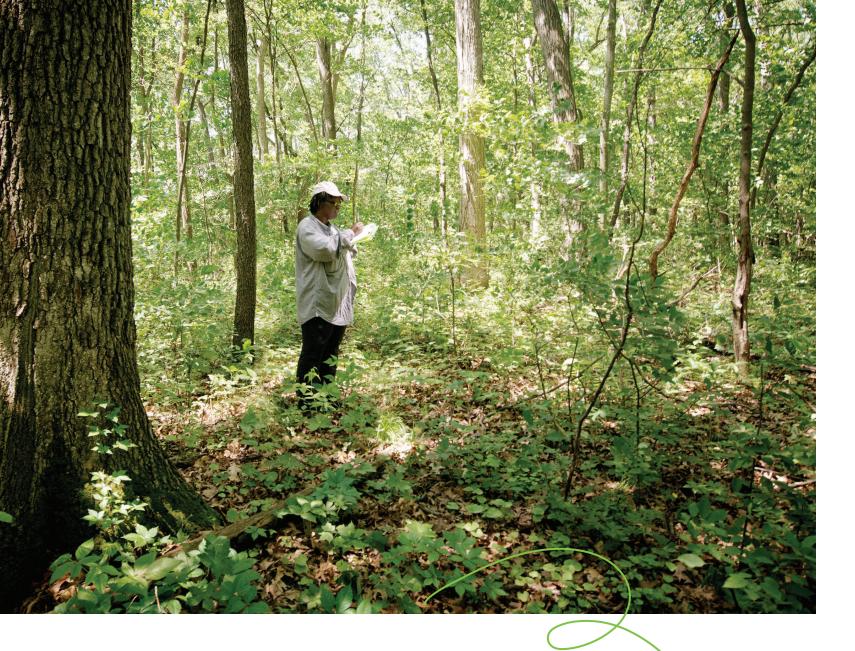- Expanding access to education within prisons and on our campuses for formerly incarcerated people.

Which do you think is least important for us to pursue, and why?

Are there other bold ideas related to this concept that we are missing?

Who are thought leaders in your network that might be interested in providing insights or feedback on this concept?

Our planet is suffering. How can we save it for the children of tomorrow?

SAVING THE PLANET

CO-LEADS

Jennifer Haverkamp (Graham Family Director, Graham Sustainability Institute) and Jonathan Overpeck (Samuel A. Graham Dean, School for Environment and Sustainability)

GROUP MEMBERS

Arun Agrawal (School for Environment and Sustainability), Todd Allen (College of Engineering), Aimée Classen (College of Literature, Science, and the Arts), Catie Hausman (Ford School of Public Policy), Jen Maigret (Taubman College of Architecture & Urban Planning), Marie O'Neill (School of Public Health), Brad Orr (College of Literature, Science, and the Arts/Office of the Vice President for Research), Chris Poulsen (College of Literature, Science, and the Arts), Allison Steiner (College of Engineering), Kyle Whyte (School for Environment and Sustainability)

"ONE OF THE GREAT THINGS ABOUT THIS PROCESS WAS BEING ABLE TO MEET AND INTERACT WITH COLLEAGUES FROM MANY DISCIPLINES ALL ACROSS CAMPUS, TO DISCUSS THEIR WORK AND IDEAS, AND TO REACH A SET OF COMPELLING GOALS."

JONATHAN T. OVERPECK
Samuel A. Graham Dean, School for Environment and Sustainability

Scan to learn more about this concept.

✳ THE CHALLENGE ✳

Climate change and environmental degradation are among the most devastating crises of our time, creating existential risks and threatening to drastically diminish our quality of life. The impacts of climate change are no longer a distant menace, but an existing emergency that currently threatens people's lives and the Earth's ecosystems. And the impacts of this crisis are happening faster than anticipated. Creating resilience, mitigating the effects, and eliminating the causes must happen now.
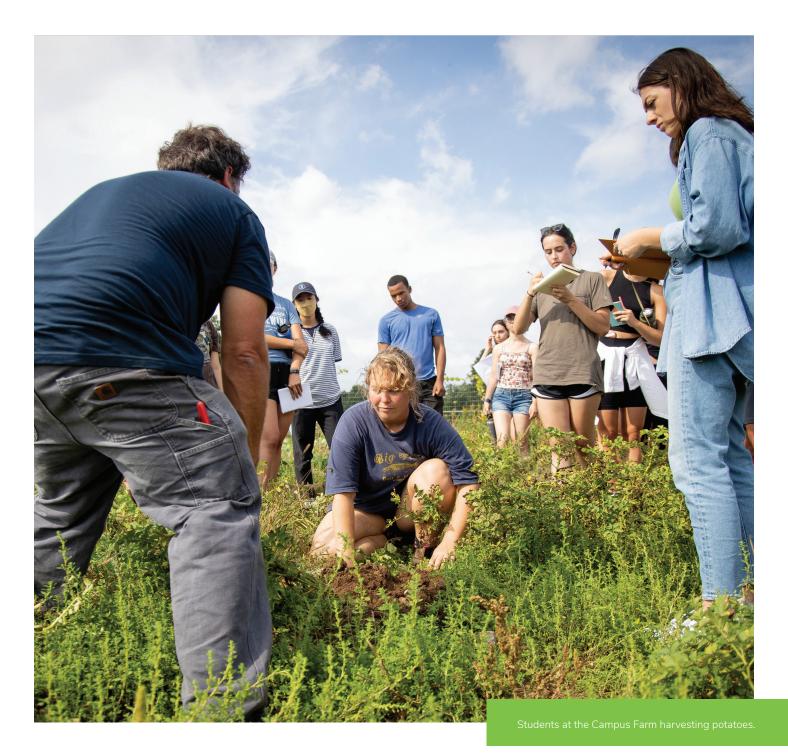

Yongjin Ma, an International Center Sponsored Affiliate, and Peng Zhou, Research Fellow for Electrical Engineering, install a photocatalytic water splitting system for directly producing hydrogen fuels from water and sunlight on North Campus.

How important is the societal challenge of addressing climate change to you?

NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
1	2	3	4	5

Students at the Campus Farm harvesting potatoes.

THE VISION

U-M can lead the mitigation efforts with research, education, and programs designed to both create resilience amidst unavoidable climate change and eliminate additional, currently avoidable impacts. For this to happen, there is a need for new energy and transportation technologies, just and affordable solutions to a growing water crisis, and environmentally sound and socially just food systems, among others. It is an opportunity to create more equitable social organizations, and to educate and empower our students and faculty to help solve these ominous challenges.

How well does this vision resonate with you?

DOES NOT RESONATE		SOMEWHAT RESONATES		STRONGLY RESONATES
1	2	3	4	5

THE INITIAL BOLD IDEAS

ADDRESSING THE URGENCY

The urgency associated with stopping climate change is more critical than ever, and U-M can bring to bear phenomenal interdisciplinary research, partnerships, and engagement resources to immediately begin to lessen its impacts. Ideas include:

- Accelerating the state of Michigan's climate action plan, with U-M leading a politically durable transition to an economically robust clean energy economy.

- Focusing on creating net-zero carbon innovations.

- Carbon sequestration science.

BETTERING LIVES THROUGH SUSTAINABILITY ACTION

Preserving and supporting our natural resources through sustainability actions is a central principle in mitigating climate change. Solutions could include:

- Working to transform current, ineffective approaches to managing water services, as equitable access to clean water is of paramount concern.

- Building food systems that are health-promoting, economically viable, equitable, and ecologically sound.

- Transforming transportation systems to address the complex technical, human-centered design, social, built environment, policy, social justice, physical health, and economic issues surrounding transportation.

- Developing adaptation and resilience strategies that ensure Michigan thrives despite climate change.

LEADERS FOR CLIMATE JUSTICE

The effects of climate change disproportionately fall on underserved communities who are least able to prepare for and recover from them. One solution could be an educational program that would train leaders of the future to achieve climate justice. The program would:

- Empower leaders in the communities facing climate change inequality, as well as U-M students and faculty.

- Transform how academia designs education for impact.

- Enhance qualities of leadership required to tackle climate change and inequality, as well as the concrete skills essential to leading adaptation/mitigation.

UNDERSTANDING THE RISKS

Assessing the extent and severity of risks is key to finding solutions. A comprehensive center could provide an interdisciplinary understanding of the central risks threatening the planet, its people, and its ecosystems. The center could:

- Evaluate the severity of those interconnected risks at every level of impact.

- Develop scalable and transferable solutions to these risks.

- Identify the most promising partnerships for implementation at scale.

- Work to assess potential mitigation strategies.

Which do you think is least important for us to pursue, and why?

Which of the bold ideas in this section spoke to you the most, and why?

Are there other bold ideas related to this concept that we are missing?

Who are thought leaders in your network that might be interested in providing insights or feedback on this concept?

Education needs a reset. How might we reimagine lifelong learning and the future of work?

TEACHING, LEARNING, & MEANINGFUL WORK

CO-LEADS

Earl Lewis (Director and Founder, Center for Social Solutions/College of Literature, Science, and the Arts) and Elizabeth Birr Moje (Dean, School of Education)

GROUP MEMBERS

Rita Chin (College of Literature, Science, and the Arts/Rackham School of Graduate Studies), James DeVaney (Center for Academic Innovation), Domenico Grasso (Chancellor, UM-Dearborn), Joe Kolars (Michigan Medicine), Maggie Levenstein (Institute for Social Research), Carla O'Connor (School of Education), Debbie Rivas-Drake (College of Literature, Science, and the Arts), Rob Sellers (College of Literature, Science, and the Arts/Office of Diversity, Equity, and Inclusion), Anya Sirota (Taubman College of Architecture and Urban Planning), Geoff Thun (Taubman College of Architecture and Urban Planning)

"WHAT THIS PROCESS SHOWCASES IS ACTUALLY NOT THE COMPETITIVE NATURE OF ACADEMIC LIFE, BUT THE COLLABORATIVE NATURE OF ACADEMIC LIFE. THERE WERE PEOPLE WHO CAME TOGETHER FROM DIFFERENT WALKS, FROM DIFFERENT SCHOOLS, AND DIFFERENT JOBS ON CAMPUS, BUT WHO ALL WERE CONCERNED AND BECAME EVEN MORE CONCERNED ABOUT EQUITABLE EDUCATION AND THE FUTURE OF WORK."

EARL LEWIS

Director and Founder, Center for Social Solutions
Thomas C. Holt Distinguished University Professor

Scan to learn more about this concept.

✳THE CHALLENGE✳

While people everywhere have the ability to learn, access and opportunity are not evenly distributed. Our current social structures and learning systems often compound these inequities and further fragment our society, with countless social, health, democratic, and economic consequences.

Children play during the Wonder-filled World unit of the Great First Eight curriculum, an interdisciplinary, developmentally-appropriate, culturally-responsive curriculum.

How important is improving our educational and working systems to you?

NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
1	2	3	4	5

Seventh- and eighth-grade students in the ENCHANT Camp at the College of Engineering.

THE VISION

We envision a society where all members can flourish: one where everyone can imagine a future with meaningful learning and work opportunities, regardless of age, location, ability, and social status. The University of Michigan is uniquely positioned to take on this challenge.

- Throughout the lifespan, people access a continuum of growth, education, vocational, professional, and lifelong learning opportunities that are fundamental to our purpose, identity, and overall well-being.

- As a premier public research institution, U-M has a bounty of ongoing research, practice, and community programs designed to address these challenges at various entry points.

- We have a prime opportunity to leverage our breadth and depth of expertise across the full spectrum of education, academic innovation, society, technology, and the arts.

We aim to disrupt traditional approaches and move toward a more equitable, inclusive, and just society. We will launch a transformation of teaching, learning, and meaningful work—at every stage of life—so that all have the opportunity to thrive.

How well does this vision resonate with you?

DOES NOT RESONATE		SOMEWHAT RESONATES		STRONGLY RESONATES
1	2	3	4	5

THE INITIAL BOLD IDEAS

Now is the time to disrupt and transform how learning opportunities are constructed, enacted, accessed, and experienced at all stages of life. With U-M's expansive network, we can evaluate, connect, and tackle the challenge at multiple entry points. Ultimately, we will enact system-focused, scalable, and translational practices, policies, and strategies that have a broad impact on our state, country, and world.

The ideas below address each dimension of this lifelong continuum.

EDUCATION DISRUPTION & TRANSFORMATION ENGINE (PRENATAL-HIGH SCHOOL)

We aim to break the power of race and zip code in determining educational and life opportunities. We can do this by:

- Leveraging U-M's robust portfolio across all three campuses to open access and provide opportunity in underserved communities.
- Developing a unifying commitment and cohesive strategy—from research to pedagogy to practice—that more effectively aligns programs and enhances impact.

MI CORPS: A CATALYST FOR COLLABORATIVE, ACTION-BASED LEARNING

The formation of a learning corps would enable all U-M students to experience practical, action-based team research projects or programs at U-M, along with meaningful internship experiences. Interdisciplinary teams would work together on real-life challenges in the field, providing every U-M graduate critical team building, problem solving and cross-disciplinary skills that enable them to lead and succeed beyond campus.

Which of the bold ideas in this section spoke to you the most, and why?

BLENDED FUTURES: LIFELONG LEARNING BEYOND CAMPUS

We can transform U-M's educational model to make our world-class learning experiences accessible, expanding high-quality, lifelong learning opportunities beyond our campuses. An advanced Michigan Online platform would:

- Extend U-M's reach to support upskilling for an educated Michigan workforce.
- Increase access through pre-college learning programs.
- Create Michigan Online academies to tackle societal problems and more.

INNOVATIONS THAT WORK: CREATING THE JUST WORKPLACE OF THE FUTURE

We need solutions that sustain improvements in the quality of life—where the human-technology frontier does not leave people behind, but enables people to secure more opportunities. These solutions could include:

- An innovation engine of researchers, students, community organizations, and businesses focused on challenges across workforce sectors.
- Interdisciplinary teams that collect, create, and share relevant data; design and evaluate experiments, interventions, and prototypes; develop and test models and policies; and prepare students to participate in and shape the workplace of the future.

Which do you think is least important for us to pursue, and why?

Are there other bold ideas related to this concept that we are missing?

Who are thought leaders in your network that might be interested in providing insights or feedback on this concept?

OVERALL IMPRESSIONS

Overall, what is your impression of these five concept areas?
Did we get it right? Are we missing something completely?

What do you think about the potential for U-M to move these ideas forward?
What will be the key to our success? What could lead to failure?

Other thoughts or ideas about this process and the upcoming campaign?

THE NEXT
CHAPTER

Working together, we can write