

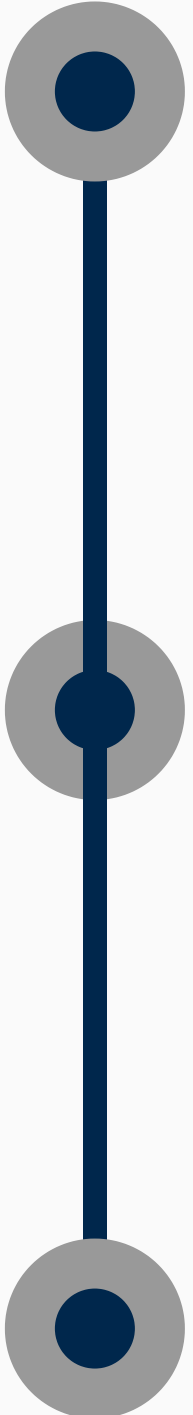
The Quick “ABC’s”  
of **Federal Funding  
Threats** and the  
**Independence of  
Universities**

A photograph of a dark, textured chalkboard. The letters 'A', 'B', and 'C' are written in white chalk in a simple, slightly cursive font. The 'A' is on the left, 'B' is in the middle, and 'C' is on the right. The chalkboard has some faint, illegible markings in the background.

**Demetri L. Morgan, PhD**



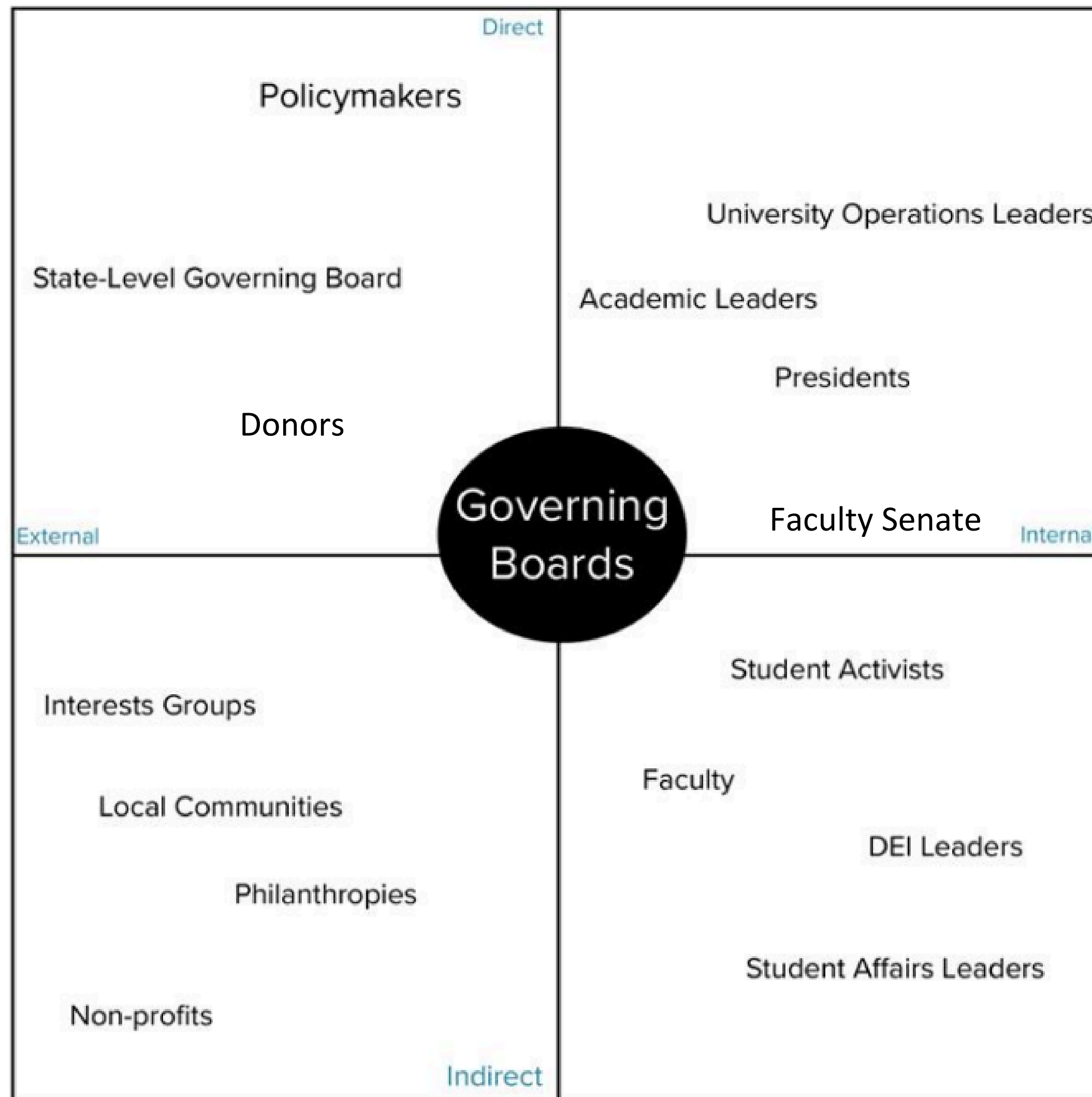
# Overview

- 
- Understanding the Actors
  - Understanding the Background
  - Understanding the Consequences

# Actors

Who are the main players in the tension between the Federal Government and institutions?





# 1966 Statement on Government of Colleges and Universities

“This statement is a call to **mutual understanding** regarding the government of colleges and universities. **Understanding**, based on community of interest and producing joint effort, **is essential** for at least three reasons.

1. The academic institution, public or private, often **has become less autonomous..;**
2. Regard for the **welfare of the institution** remains important..;
3. A college or university in which all the components are aware of their **interdependence**, of the usefulness of communication among themselves, and of the force of joint action will enjoy **increased capacity to solve educational problems.**”



# 1966 Statement on Government of Colleges and Universities

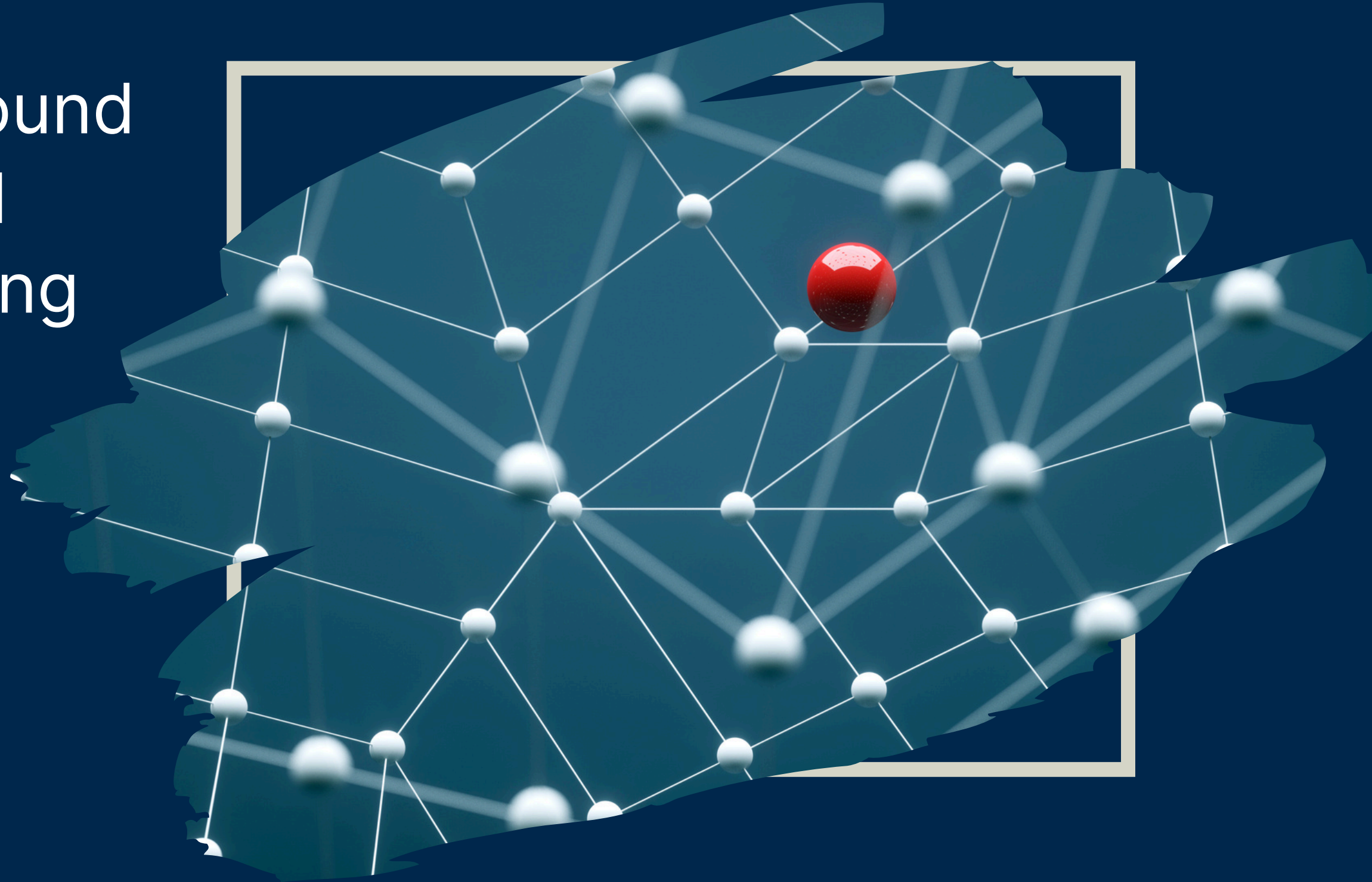
“The statement **does not** attempt to cover **relations** with those **outside agencies** that increasingly are **controlling the resources and influencing the patterns of education** in our institutions of higher learning: for example, the **United States government**, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.”





# Background

What contextual background  
should I keep in mind  
regarding federal funding  
threats and actions?



# Federal **Mechanisms** that Shape Higher Education

## Financial

- Higher Education Act (1965/ 2008)
  - Title III: Grants that Support Institutional Development
  - Title IV: Student Financial Aid
    - Pell Grants
    - Student Loans
  - Title V: Minority Serving Institutions
- University Endowment Tax

## Connected Issues

- Federal Agencies Research & Development Budgets
- Immigration
- Public Health
- Workforce and Labor Dynamics
- Public Opinion

## Operational

- Department of Education
  - Data Collection
  - Office of Civil Rights
    - Regulatory Interpretations (e.g., February Dear Colleague Letter)
- Quality Assurance “Triad”
  - State Authorization
  - Accreditation
  - Department of Ed Recognition

## Judicial

- Supreme Court Rulings
  - (e.g., Students for Fair Admissions v. Harvard)



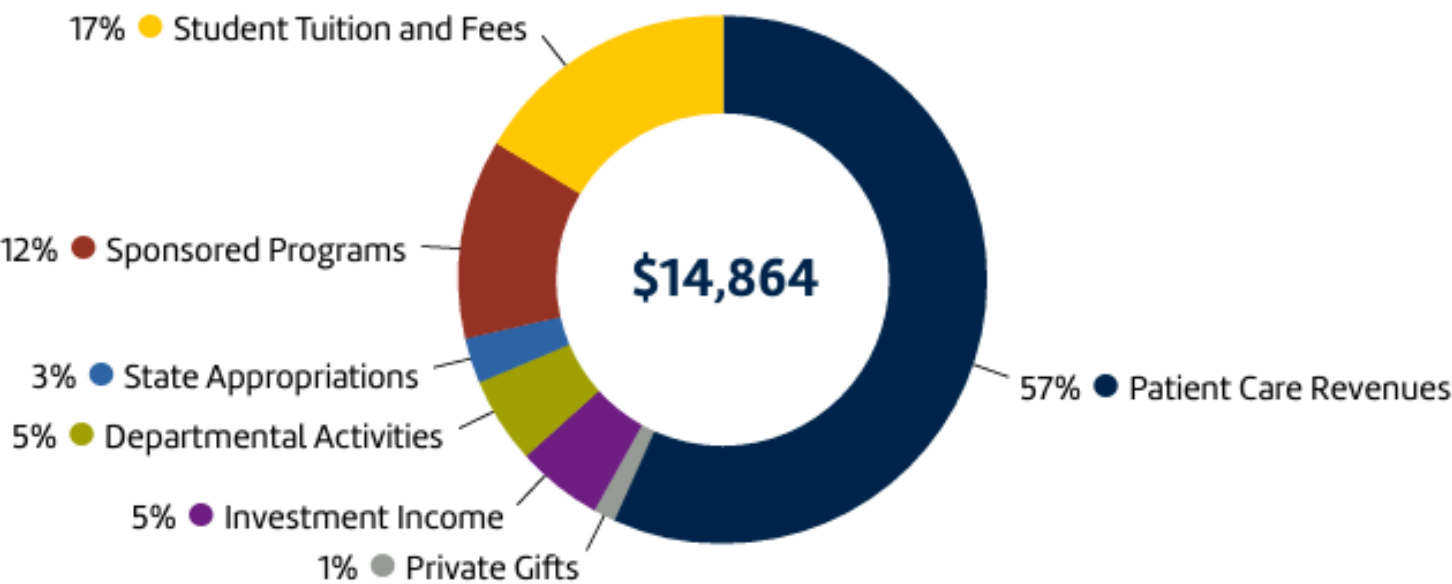
# Consequences

What are the consequences of  
federal funding threats and  
actions?

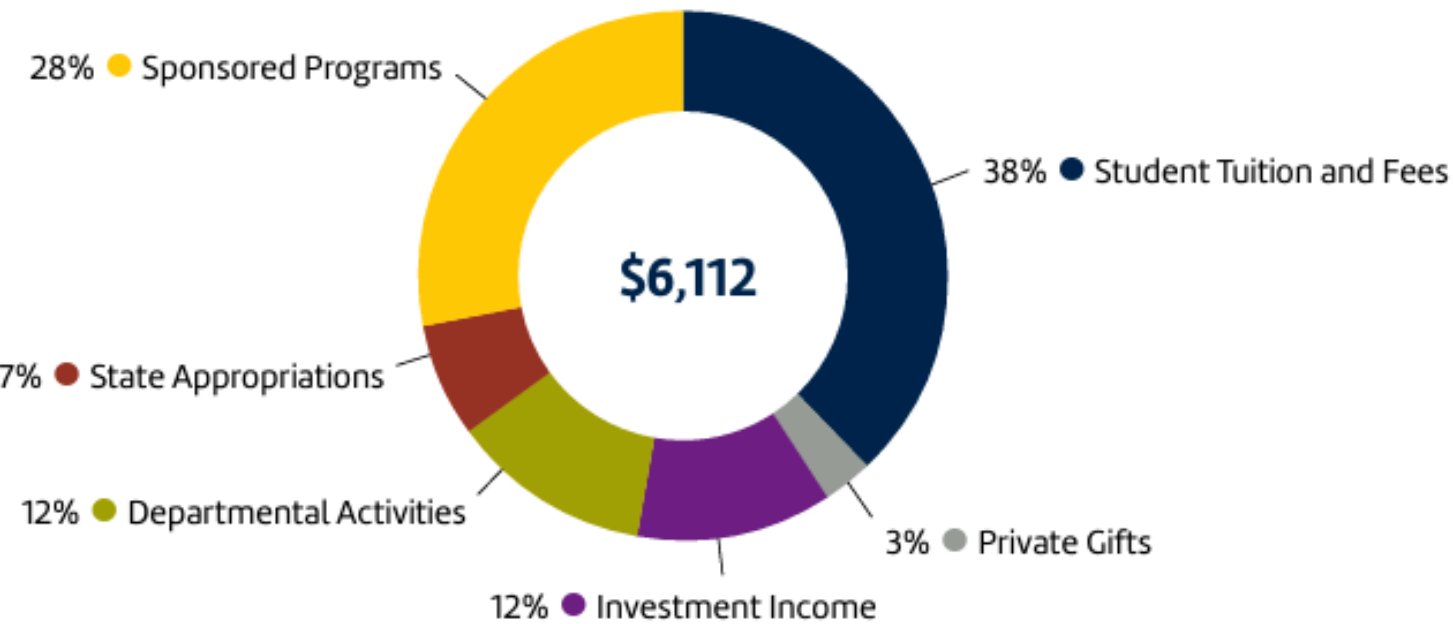


# University of Michigan

**FY 2025 Budgeted Revenues**  
(including Michigan Medicine)  
*in millions*



**FY 2025 Budgeted Revenues**  
(excluding Michigan Medicine)  
*in millions*



## Typical Percentage of Revenues

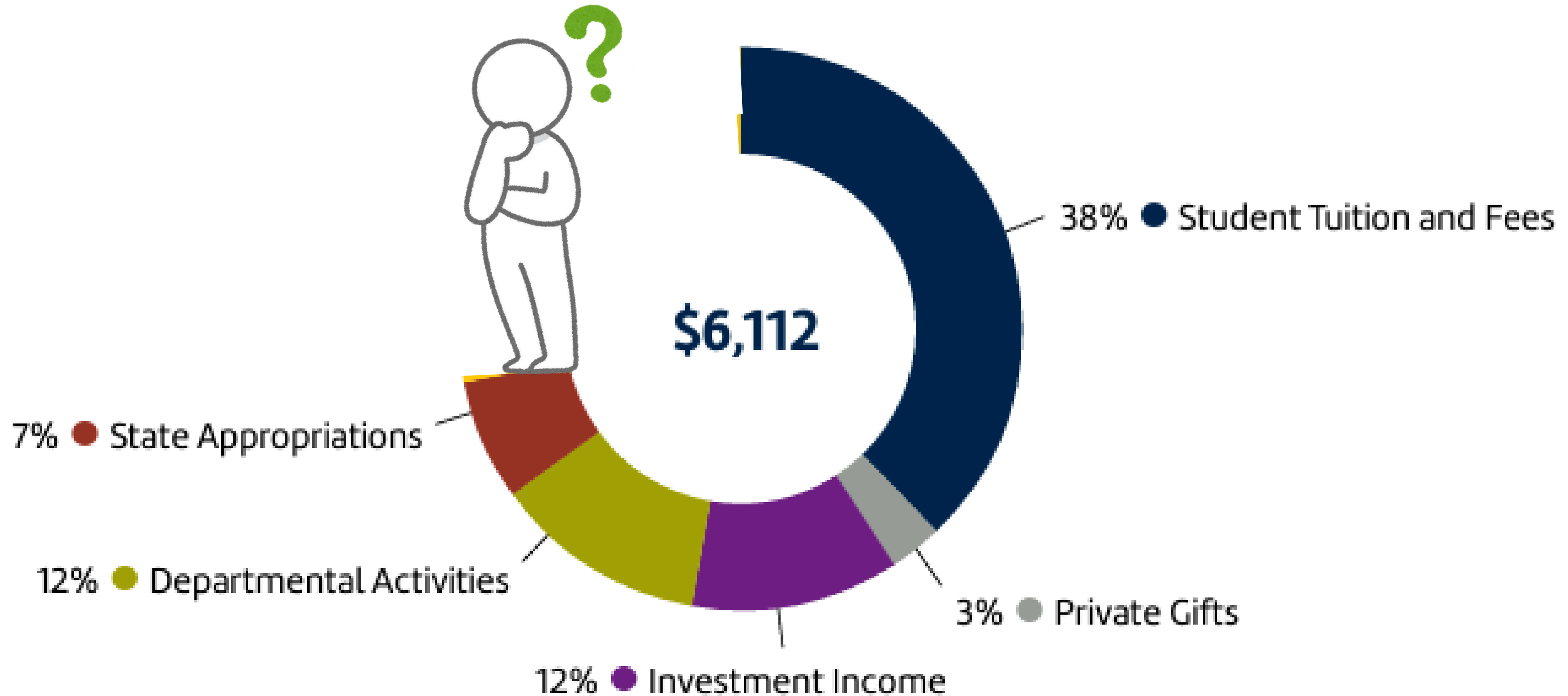
	Net Tuition Revenue	State and Local Appropriations	Federal Appropriations and Federal, State, and Local Grants and Contracts
Public Doctoral			
2011-12	41%	27%	32%
2016-17	43%	28%	29%
2021-22	38%	26%	36%

(College Board, 2025)



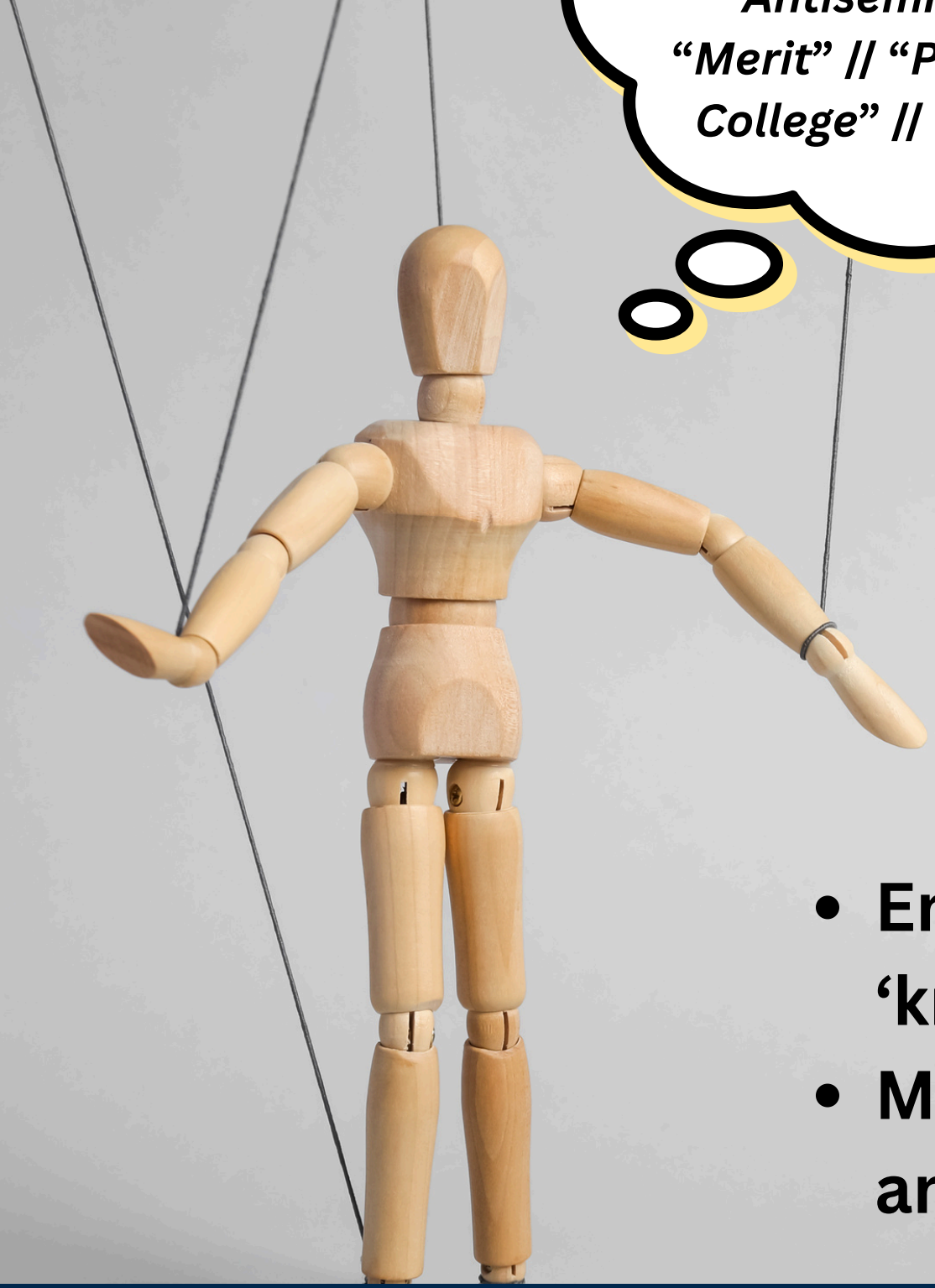
# FY 2025 Budgeted Revenues (excluding Michigan Medicine)

*in millions*





# The Throughline: **Controlling Ideas**



What is:  
“Antisemitism” //  
“Merit” // “Purpose of  
College” // “Safety”

*“Given these 21st century realities, we understand academic freedom as facing a profound crisis. This crisis threatens the benefits of knowledge generation and transmission that colleges and universities offer to a thriving, inclusive democracy. The contest is about nothing less than the control of ideas.” (Cantwell et al., n.d.)*

- **Ends:** What is accepted as ‘knowledge’?
- **Means:** How is knowledge produced and disseminated?

# What Can You Do?





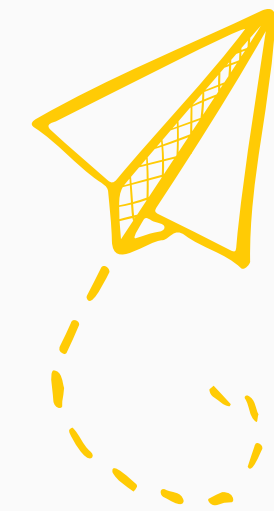
Foster and sustain cross unit relationships to share information



Optimize communications (meetings and committees)



Identifying Regent matters on the horizon that deserve direct faculty input, prioritize, and strategize



Continuing to refine and enhance how we communicate the usefulness and added value of our knowledge production and dissemination activities to various audiences.



Identify University matters of mutual interest with existing agreement and build from there (e.g., low hanging fruit, quick wins)



Discuss the type of influence (e.g., initiating, advocacy, accountability, etc.) faculty want with the Regents and Administration



Audit and develop processes to monitor and safeguard areas where Regents/Admin have historically been deferential to the Senate



**THANK  
YOU!**

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