



Trends for Higher Education

SPRING 2019

Implications From the Internal Environment

From demographics and social change to politics and technology, many trends impact planning in higher education. SCUP's *Trends for Higher Education* is designed to help you and your institution make sense of the most significant evolutionary forces.

This edition focuses primarily on forces of change from inside academe that may drive further evolution in colleges and universities. We look through an array of different lenses to gain some perspective on issues and opportunities that appear to be on the horizon—or at our doors.



About Trends

Demographic shifts. Political changes. Social movements. The evolution of technology. These all affect your institution. SCUP's *Trends for Higher Education* helps you and your institution stay on top of the major changes in the world around you. How? We scan a wide range of sources and identify significant trends and movements outside of higher education. We help you anticipate how these trends might affect your institution.

How can you use Trends?

- » Inform your environmental scanning or SWOT analysis
- » Support strategic planning efforts
- » Discuss the future of higher education
- » Serve as evidence to support your budget requests
- » Assist in program prioritization
- » Help develop new curricula

We've organized Trends using STEEP:

Social: How people work internally (psychology) and with each other (sociology)

Technology: How people use technology (including hardware and software), how society relies on technology, and how technology affects society

Economic: Macro- or microeconomics, including global trends, anything related to jobs and skills needed for jobs, and industry shifts

Environmental: Our external surroundings, including sustainability and our evolving workplaces, cities, and living spaces

Political: Public policy, governmental systems, the people within them, and the effects of government decisions on our citizens and communities

Each trend includes a brief trend summary, a footnoted source, and discussion questions to help you analyze and act on the trend.

Join the Conversation

It's impossible for us to identify every issue you may need to consider. What did we miss? What did we get wrong? Tell us!

E-mail trends@scup.org or tweet [@Plan4HigherEd](https://twitter.com/Plan4HigherEd) with the hashtag [#scuptrends](https://twitter.com/scuptrends)



Social Trends

Support for students today means paying attention to mental health as well as education over a learner's entire career. Operational structures for such support can be bolstered by investing in staff development, addressing staff squabbles, and focusing clearly on the essentials of strategic planning.

Students Shouldn't Be Your Only Learners

Of the 84 institutions recognized by *The Chronicle of Higher Education* as "Great Colleges to Work For 2018," just over half (43 institutions) earned that honor in part because they offer professional and career development for staff.¹ Leadership coach Kristi Hedges urges organizations to make staff development more than just a box to be checked. "Many organizations view learning as something extra, something to fit in on top of the regular work," Hedges notes. But managers need to make learning an expectation, not an option, she writes, and intentionally build a "learning culture" that emphasizes regular, meaningful staff development exercises.²

For discussion

How thoughtful are you and your colleagues about staff development? Do you sustain a culture that values staff development and encourages continual learning? Does your institution have strategic goals for staff development? Metrics for gauging success? Do you make it easy for staff to learn? Do you model such learning yourself? Do you debrief with staff after learning exercises?

Conflict Is Not Inevitable

Personality conflicts, squabbling, miscommunication— institutions lose countless hours of productivity to disputes and misunderstandings. Kim Kirkland, executive director of human resources at Oregon State University, says coaching coworkers through difficult conversations can diffuse these situations. In some circumstances, like when one party outranks the other, third-party interventions or even formal dispute resolutions might be necessary.³

For discussion

Can your institution define different levels of disagreement between staff and determine in advance what kinds of intermediation might be appropriate? What proactive steps can your institution take to reduce the number of disagreements and mitigate their impact on staff? Assuming such issues will always be part of the workplace, can you develop protocols for dealing with different types of disputes? Could regular staff education help cut down the number of conflicts and their impact on productivity?

Deeper dive

Kirkland says particularly thorny disputes might need escalated interventions. One level might involve alternative methods of dispute resolution like negotiation, mediation, or arbitration. Severe disagreements may warrant an official investigation by HR. If those avenues don't work, the "tough love" of staff reassignments, demotions, pay decreases, or even terminations might be the only solution.

1 Great Colleges to Work For 2018. *The Chronicle of Higher Education*. <https://www.chronicle.com/interactives/greatcolleges18?cid=cp209>

2 Make Sure Everyone on Your Team Sees Learning as Part of Their Job. Kristi Hedges, *Harvard Business Review*. <https://hbr.org/2018/09/make-sure-everyone-on-your-team-sees-learning-as-part-of-their-job>

3 Navigating "Stuff:" 5 Strategies for Diffusing Organizational Noise. Missy Kline, *The Higher Ed Workplace Blog*. <https://www.cupahr.org/navigating-stuff-5-strategies-for-diffusing-organizational-noise/>

Student-Focused Culture for Student Success

What role does an institution's culture play in supporting student success? A study of student affairs at 14 institutions in Ontario found two broad models for how institutions structure their student affairs work: student-focused and institution-focused. The research suggests that a student-focused approach and a culture that encourages collaboration in support of student success are more effective than an institution-focused structure with programming delivered via siloed departments.⁴

For discussion

We've heard a lot lately about IT solutions that support student success—like data-driven systems that trigger timely interventions for at-risk students—but should your institution also take a look at how it structures its student affairs work? Are there factors in your organizational culture—such as how different departments collaborate—that could be tweaked for better results?

No Longer One Size Fits All

From Gen Z to adult students to lifelong learners, today's universities serve a variety of students. A new report urges higher ed to segment their students according to need in order to serve them better. One example: provide older, self-directed learners with shorter, flexible academic programs and credentials other than a full-fledged degree. Other tacks: help “reluctant learners” mix their learning modalities, offer different start times and mini-sessions, and base pricing on student progress-toward-degree rather than time-in-seat.⁵

For discussion

Most universities today enroll a variety of students that goes well beyond the “traditional” 18-to-22-year-olds. But are your programs still structured for students just out of high school? How well are you serving audiences like adults, first-generation students, and workers looking for a career boost? From length of programs and credentials offered to student support services, how might your institution better tailor the way it meets the very different needs of many of today's students?

“The Typical Strategic Plan Isn't Terribly Useful”

Under the headline “The Big Lies of Strategy,” a former dean of the Rotman School of Management at the University of Toronto asserts that “the typical strategic plan isn't terribly useful.” Roger Martin, now on the faculty at Rotman, argues that strategy can be distilled to answer five essential questions, including “What is our winning aspiration?” and “How will we win?” Also critical: confirming what capabilities and systems are needed for success.⁶

For discussion

Martin says the core of any strategy—and the hardest question to answer—is “Where are you going to place yourself on the playing field, and how are you going to win there?” Looking five or ten years forward, how might your institution answer that question? Could a focus on Martin's five questions help your institution streamline its strategic planning—and perhaps cut more quickly to essential action steps?

A Multi-Pronged Approach to Mental Health

The American Psychiatric Association reports that the percentage of college students being treated for mental health issues rose from 19 percent in 2007 to 34 percent in 2017.⁷ At a recent conference, mental health experts said colleges are using multiple channels to address this challenge, including online tools, peer-to-peer discussion groups, and healthy living workshops. “Schools need to be thinking about a multi-pronged approach,” one expert suggested.⁸

For discussion

Demand has ballooned for student mental health support. Does your institution have a comprehensive strategy for such services? Is that strategy intentionally broad, and does it take a multi-pronged approach? Does it engage many offices and departments on campus, or does it relegate student mental health to one office? Does your institution allocate adequate financial resources for student mental health?

4 *Supporting Student Success: The Role of Student Services within Ontario's Postsecondary Institutions*. Tricia A. Seifert, Christine Arnold, Jeff Burrow, and Angel Brown, Higher Education Quality Council of Ontario. <http://www.heqco.ca/SiteCollectionDocuments/Supporting%20Student%20SuccessENG.pdf>

5 *The Future Learners: An Innovative Approach to Understanding the Higher Education Market and Building a Student-Centered University*. Jeffrey J. Selingo, Pearson. www.pearson.com/corporate/about-pearson/innovation/future-learners.html

6 *The Big Lies of Strategy*. Roger L. Martin, *Rotman Management*. <http://www.rotman.utoronto.ca/Connect/Rotman-MAG/IdeaExchange/Fall2018-Martin>

7 *More Students Are Being Treated for Mental Health Issues*. Paul Fain, *Inside Higher Ed*. <https://www.insidehighered.com/quicktakes/2018/11/06/more-students-are-being-treated-mental-health-issues>

8 *Newer, Fresher Ways to Cover Student Mental Health Emerge*. Larry Gordon, Education Writers Association. <https://www.ewa.org/blog-higher-ed-beat/newer-fresher-ways-cover-student-mental-health-emerge>

Learning, From K12 to 401(K)

An initiative at Harvard, “The Sixty Year Curriculum,” focuses on what it will take to develop new educational models that will support true lifelong learning and “reskilling” from K–12 into retirement. Harvard professor Chris Dede argues that such models will require fundamental changes in pedagogy and how learning takes place. Also imperative, Dede argues, are changes at the institutional level—for example, shifting from emphases on seat time and standardized tests in favor of “credentials certified by proficiency on competency-based measures.”⁹

For discussion

Between technology advances, labor market changes, and the shrinking pool of 18–22-year olds, traditional educational structures—like degrees based on credit hours—may have to be re-envisioned. This may particularly apply to investing adults with new competencies over the course of their careers. Is your institution devoting adequate time and resources to thinking about how it needs to change—structurally, operationally, and even philosophically—to better serve the needs of tomorrow’s learners?

Speaking Truth About Race

In the wake of a highly visible racial crisis during the 2015–16 academic year, the University of Missouri-Columbia and the University of Missouri System had to find a way to move forward. Lessons learned from that process, as articulated in a 2018 report from the American Council on Education, show that rebuilding a campus community after an experience like Mizzou’s requires institutional commitment, significant organizational and leadership effectiveness, and intentional strategies designed to restore trust and stability.¹⁰

For discussion

Conversations about race are becoming more open and common on college and university campuses—and can sometimes get quite heated. How can your institution bring different voices into those conversations and nurture diversity, equity, and inclusion (DEI)? How can your institution be more intentional and proactive in addressing racism? How can it hone a strategy for developing improved capacity to support its work on DEI?

9 The 60 Year Curriculum: Developing New Educational Models to Serve the Agile Labor Market. Chris Dede, *The EvoLLution*. https://evollution.com/revenue-streams/professional_development/the-60-year-curriculum-developing-new-educational-models-to-serve-the-agile-labor-market/

10 *Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate*. Adrianna Kezar and Sharon Fries-Britt with Elizabeth Kurban, Donté McGuire, and Marissiko M. Wheaton, American Council on Education. www.acenet.edu/news-room/documents/speaking-truth-and-acting-with-integrity.pdf

Managing a reorg

With so much change and belt-tightening in higher education, it's likely that some type of organizational reorganization is in your recent past, happening now, or planned for the near future—or maybe all three. Restructuring is part of the new normal for higher education.

After having led a significant reorganization of administrative structures at the University of Tennessee at Chattanooga, two administrators reflect on lessons learned about managing substantive change. In a recent article, they offered several practical tips, including these:

- » Take time in advance to study and know the landscape you intend to change. Confirm that change is necessary—and don't reorganize for minor issues.
- » Engage staff in conversations about what they like about their jobs and what tasks they have absorbed that weren't part of their original job description.
- » Reduce the spread of rumors about the reorganization through carefully managed communications.
- » Focus on outcomes, what functions are needed within a given unit, and which people have the skills that best match those functions. Don't let strong personalities derail the change.¹¹

For discussion

Planning for a reorganization might be as important as executing one. If your institution is thinking about a reorganization, whether large or small, are there better ways to plan for that change? What kind of advanced groundwork could help ensure the reorganization's success?

11 Even If It's Not Broken, It Can Still Be Improved: Reorganizing for Effective Alignment. A. Jerald Ainsworth and David Rausch, *Academic Briefing*. www.academicbriefing.com/administration/reorganizing-for-effective-alignment/

Technology Trends

From AI to esports and blockchain, technology continues to expand its footprint in higher education. Some key concerns include strengthening cybersecurity, budgeting adequately for IT, and engaging more faculty in using technology for pedagogy and research.

Swipe Right for a Scholar

Universities and businesses have mutual interest in nurturing campus research and bringing ideas to market. But helping the for-profit sector connect with campus experts can be challenging. The Ohio Department of Higher Education recently invested \$1.5 million in a web platform intended to help industry find institutional experts at Ohio institutions, particularly in STEM areas. New Jersey has a similar statewide program, as do universities in Florida, Michigan, and North Carolina.¹²

For discussion

Research is one of higher education's defining contributions and is often a tangible way for institutions to serve their regions and states. With its new website, Ohio believes it can drive innovation by helping industry connect faster with expert researchers on campus. How well does your institution help the private sector make those connections? Are there ways to improve how business and industry collaborate with research expertise at your institution?

MOOCs: Not Disrupting, But Not Gone Either

Massive open online courses (MOOCs) may not have completely disrupted the higher ed business model as predicted, but they have found new life as a foundation for new online degree programs, including some at prominent universities. Lessons learned from MOOCs have helped inform the scaling of large new online degree programs. One such program is a low-cost online master's in computer science at Georgia Tech, created in partnership with Udacity. A similar offering is an "iMBA" created by the University of Illinois and Coursera.¹³

For discussion

Could a MOOC-based program help your institution scale a large-enrollment online program? Could material from that course or other online courses be multi-purposed to augment learning in campus-based courses? Would there be value in letting students and staff earn free credentials via your institution's online programs?

Deeper dive

Another application is also emerging. Duke University, the University of Michigan, and a few other institutions are using MOOCs as on-campus learning resources. Michigan, for example, created a portal that lets students and staff earn MOOC credentials for free—and makes the educational content in the MOOCs readily accessible to supplement campus-based courses.¹⁴

12 New Online Platform Drives Innovation by Connecting Ohio's Research Universities with Industry. Ohio Department of Higher Education. https://www.ohiohighered.org/press/new_online_platform_drives_innovation_connecting_ohio%E2%80%99s_research_universities_industry

13 5 Ways MOOC-Based Degrees Are Different From Other Online Degrees Dhawal Shah, EdSurge. www.edsurge.com/news/2018-10-10-5-ways-mooc-based-degrees-are-different-from-other-online-degrees

14 MOOCs Find a New Audience with On-Campus Students. Jeffrey R. Young, EdSurge. <https://www.edsurge.com/news/2018-09-27-moocs-find-a-new-audience-with-on-campus-students>

Protecting Your Data

Speaking to *EducationDive*, Russell Schrader, executive director of the National Cyber Security Alliance, offered ideas for how universities can defend against cyberthreats. Some imperatives: know what data you have and who is accessing it, and ensure that data stays exactly the same both in storage and after someone uses it. Also vital: investing in “up-to-date, sophisticated data-management systems and hardware and software.”¹⁵

For discussion

Hacking and cyberthreats are a perpetual threat to universities. (Schrader says some institutions are so good at teaching cybersecurity and coding that some students are tempted to seek bragging rights by hacking the university’s internal systems.) How well does your institution educate its stakeholders about the threat of cyberattacks and what individuals should do to prevent them? As cyberattacks become more sophisticated, do your efforts need to be assessed—and maybe strengthened? Does your institution commit the right levels of resources, financial and otherwise, to combat hacking?

Parlez-vous Avec AI?

Need proof of how artificial intelligence (AI) can change education? Consider that, right now, more learners in the United States are studying foreign languages on the AI app Duolingo than in U.S. public schools. As an instructor, Duolingo doesn’t need a salary or health insurance, notes the financial advice site The Motley Fool. What’s more, Duolingo can personalize how it teaches based on student use.¹⁶

For discussion

While Duolingo doesn’t offer the same benefits of expert instruction that human beings can provide—at least not yet—it can offer basic language instruction. In that way, it serves as an example of how AI can change the competitive landscape in a given industry. With that as context, has your institution weighed how AI might change the way you deliver instruction? Can AI applications like chatbots streamline basic business practices like admissions or class registration?

15 How Campuses Can Play Better Defense Against Expanding Cyberthreats. Hallie Busta, *EducationDive*. <https://www.educationdive.com/news/how-campuses-can-play-better-defense-against-expanding-cyberthreats/539427/>

16 The Future of Education: Online, Free, and with AI Teachers? Simon Erickson, The Motley Fool. <https://www.fool.com/investing/2018/10/17/future-education-online-free-and-with-ai-teachers.aspx>

IT: More Important, Less Funding

Technology’s importance for colleges and universities continues to grow, but the Campus Computing Project’s 2018 survey of IT practices in higher education found that annual and mid-year budget cuts for IT are becoming more common. Constricted resources may be one reason why campus IT leaders sometimes find it hard to recruit and retain talented staff. Another troubling finding: fewer than a fifth of institutions (16 percent) have a formal process for evaluating how IT affects learning outcomes.¹⁷

For discussion

How well does your institution recognize its growing reliance on technology—across academics and business practices? Does it resource IT accordingly? Does your institution give IT administrators the funding they need to hire top-quality staff? So much of campus technology is distributed in departments and offices. How well does your institution analyze and understand the full breadth of how technology drives business operations and key activities like teaching, learning, and research?

Be a Good Esport

The world of esports—competitive video gaming—is fast expanding. Hardly on the radar just a few years ago, esports now boasts annual revenues topping \$900 million with an estimated audience approaching 600 million people. This growth will likely continue as 72 percent of teenagers aged 13 to 17 consider themselves to be gamers. How are colleges and universities responding? Many institutions are creating esports teams, and some are even building new esports facilities. Some institutions are leveraging esports to entice students to enroll, including offering esports scholarships. Others are developing academic programs in gaming and even esports management.¹⁸

For discussion

Can or should your institution do more to leverage esports to help recruit students? Could other dimensions of esports, such as related academic programs, also add value? Does your institution have the IT capacity to support esports?

17 Budget Woes Continue for Campus IT. Lindsay McKenzie, *Inside Higher Ed*. www.insidehighered.com/news/2018/10/31/campus-it-leaders-face-continued-budget-challenges

18 Why Esports Should Be on Your IT Team’s Radar. Joe McAllister, *EdTech*. <https://edtechmagazine.com/higher/article/2018/11/why-esports-should-be-your-it-teams-radar>

New Kids on the Blockchain

More companies are using blockchain—to track supply chains, for example. Given this trend, and developments Bakkt, a new platform that converts blockchain-based digital assets like Bitcoin into currencies like U.S. dollars, it's no wonder that more colleges and universities are studying and teaching blockchain. Columbia, MIT, and Stanford, among others, have started blockchain research centers. Driven in part by student demand, many institutions have added courses that focus on this emerging technology.¹⁹

For discussion

How could your institution meet the burgeoning demand for workers skilled in blockchain and related technologies? Could your institution contribute meaningfully to blockchain research? Is your institution adapting its approach to transcripts to reflect both new technology like blockchain and growing interest in richer records of student achievement? Thinking further ahead, should your institution accept blockchain-based currency—in its bookstore, for example, or even as payment for tuition?

Deeper dive

Blockchain is also helping drive transformation of the college transcript. For example, the MIT Media Lab and the firm Learning Machine collaborated to create BlockCerts, a new technology for securing and distributing college credentials like degrees and certificates. Emerging solutions like BlockCerts dovetail with growing interest in new forms of transcripts—such as the Comprehensive Learning Record—that document a student's skills and experience in addition to grades and hours earned toward a degree.

The Biggest IT Skeptics?

A 2018 survey of faculty by *Inside Higher Ed* (IHE) and Gallup offers insights for institutions struggling to help faculty adopt new IT. One set of findings suggests that faculty think administrators and tech companies oversell IT. As IHE reported, more than half of faculty surveyed (51 percent) disagree with the premise that digital tools can lower instructional costs without affecting quality; just a quarter of faculty (24 percent) agree. And a full 65 percent of faculty think administrators and vendors exaggerate IT's potential financial benefits.²⁰

For discussion

Deeper work is needed to convince skeptical faculty of technology's value. Beyond basic instruction in the use of new technologies, what further support could your institution provide? Who on your faculty uses instructional technology successfully, and could they be a champion for IT efforts in the classroom? Does your institution regularly use data and research to help make the case for deploying new learning technologies?

19 Blockchain Gains Currency in Higher Ed. Lindsay McKenzie, *Inside Higher Ed*. www.insidehighered.com/news/2018/08/13/rising-profile-blockchain-academe

20 Conflicted Views of Technology: A Survey of Faculty Attitudes
Doug Lederman, *Inside Higher Ed*. www.insidehighered.com/news/survey/conflicted-views-technology-survey-faculty-attitudes

The Digital Strategy Imperative

EDUCAUSE tells us that this is the age of Dx: digital transformation. The premise is that IT in higher education is at a tipping point, pivoting in one sense from a focus on the technology itself to the need for colleges and universities to take a broader perspective and explore “ways that technology can inform and enable institutional strategy, decision-making, and goal attainment—and even institutional reinvention.” EDUCAUSE believes that institutions need to recognize and acknowledge that shift and then commit to “action and change” to adjust their practices accordingly.²¹

Echoing those arguments, McKinsey & Company suggests that organizations need to do more to develop a comprehensive, well-mapped digital strategy. “Leaders in many organizations lack clarity on what ‘digital’ means for strategy,” McKinsey consultants write. “They underestimate the degree to which digital is disrupting the economic underpinnings of their businesses. They also overlook the speed with which digital ecosystems are blurring industry boundaries and shifting the competitive balance.” Overall, the consulting firm says, organizations need to raise their “technology IQ.”

21 Dx: Digital Transformation of Higher Education. EDUCAUSE. www.educause.edu/focus-areas-and-initiatives/digital-transformation

Both EDUCAUSE and McKinsey believe that the need for organizations to develop well-considered digital strategies is urgent. “If there’s one thing a digital strategy can’t be, it’s incremental,” McKinsey consultants argue. “Yesterday’s tentative approaches won’t deliver; you need absolute clarity about digital’s demands, galvanized leadership, unparalleled agility, and the resolve to bet boldly.” That includes the “the necessity of ‘big moves,’” including “the dramatic reallocation of resources, sustained capital investment, [and] radical productivity improvements.”²²

For discussion

If EDUCAUSE and McKinsey are right and organizations need new, comprehensive digital strategies, how close is your institution to developing one (or implementing the one it has)? What kind of conversations and planning does your institution need to develop a richer digital strategy? Who needs to be involved in such discussions? What would a “big move” toward a digital strategy look like for your institution—and what would it take for it to make that bet?

22 Digital Strategy: The Four Fights You Have to Win. Tanguy Catlin, Laura LaBerge, and Shannon Varney, *McKinsey Quarterly*. www.mckinsey.com/business-functions/digital-mckinsey/our-insights/digital-strategy-the-four-fights-you-have-to-win



Economic Trends

Persistent financial challenges include fewer students to pay tuition, which is as high as it can be set at some schools, and eroded state appropriations. If your institution is adding programs to help balance budgets, make sure it's asking the right questions.

The Echo Boom Is Over

As if they didn't already face significant financial challenges, colleges and universities must also factor in a general decline in birth rates. One implication: many geographic areas will have fewer students to recruit. In his provocative recent book, *Demographics and the Demand for Higher Education*, Carleton College economist Nathan Grawe says the college-going population will drop by 15 percent between 2025 and 2029 alone, with further losses after that.²³

For discussion

No doubt your institution is well aware of the demographic challenges Grawe frames. But how actively is it retooling to meet those challenges? Does your strategic plan still depend on enrolling more students to maintain fiscal solvency? Has your institution clarified the characteristics that distinguish it from competitors—and how does it communicate those differences? Is enough being done to recruit “nontraditional” students like adults and online learners? If the pool of 18-to-22-year-olds shrinks significantly and online education grows, how might that change planning for physical facilities?

Tuition at the Max?

College Board's 2018 annual report *Trends in Higher Education* showed that average tuition and fees for full-time, in-state students at public four-year colleges and universities increased 2.5 percent to \$10,230 in 2018–19. At private institutions, average fees rose 3.3 percent to \$35,830 in 2018–19.²⁴ Meanwhile, the average institutional tuition discount rate at private universities (total institutional grant dollars for undergraduates as a percentage of tuition and fee revenue) was just shy of 50 percent (49.9 percent). That means essentially that half of tuition and fee revenues at these institutions goes toward institutional financial aid.²⁵

For discussion

Tuition discounting has been notably on the rise, but reaching the 50 percent threshold has really set off alarm bells. That kind of impact on tuition revenues is untenable for long-term institutional financial viability. At the same time, we're starting to see more overt public resistance to rising tuition fees at both public and private institutions. How is your institution addressing these challenges? Is it engaged as deeply as it should be in assessing its own financial situation and in developing business practices that will help it mitigate trends like those in the College Board report?

24 Trends in Higher Education Reports Find Published Tuition and Fees in Grant Aid for Students Continue to Grow at Moderate Rates. College Board. www.collegeboard.org/releases/2018/trends-in-higher-education-reports-find-published-tuition-and-fees-in-grant-aid-for-students-continue-to-grow-at-moderate-rates

25 NACUBO Releases the 2017 NACUBO Tuition Discounting Study. National Association of College and University Business Officers. <https://www.nacubo.org/News/2018/4/NACUBO-Releases-the-2017-NACUBO-Tuition-Discounting-Study>

23 College Students Predicted to Fall by More Than 15% After the Year 2025. Jill Barshay, *The Hechinger Report*. <https://hechingerreport.org/college-students-predicted-to-fall-by-more-than-15-after-the-year-2025/>

Merges Ahead?

A sign of the times is that *EducationDive* has started to regularly update its list of colleges and universities that have merged or closed since 2016. There are a lot of for-profit schools on the list, but there's also increasing merger and acquisition action in the nonprofit sector, including mergers in state systems like Georgia and Wisconsin. Another sector experiencing pain: small, private liberal arts colleges.²⁶ Hampshire College, for example, just issued a public call seeking a “strategic partner.”

For discussion

Particularly if your institution is a small liberal arts college or a state university in a financially strapped region, are you thinking about the possibility of merging with another institution—or, worst-case scenario, needing to close? Can your campus have candid discussions about those possibilities—or does it need to take off the rose-colored glasses and confront reality with more candor and intentionality? What are some of the potential upsides of consolidating with another institution?

Weighing New Programs

Wanting to be entrepreneurial but prudent, Bay Path University asks a number of questions to assess potential new programs. Some key queries: How well does the program fit with and advance the institution's mission? What will success look like, how long will it take to attain, and what resources are required? Is there a market for the program? Will someone champion the program? What could go wrong, and what would be the impact of failure?²⁷

For discussion

Financial pressures can prod institutions to chase new students with new academic programs. Particularly when demands to create new revenue streams are strong, how can your institution apply the discipline needed to decide whether to start a new program and why? What key questions can best help your institution make those decisions? What criteria are essential?

New Normal for State Funding

“A decade since the Great Recession hit, state spending on public colleges and universities remains well below historical levels,” the Center on Budget and Policy Priorities (CBPP) reports. The CBPP found that nationwide, state spending on higher education at two- and four-year public colleges fell by some \$1,409 per student, or 16 percent, between 2008 and 2018. One effect? Students now shoulder a bigger burden when it comes to paying for college. The CBPP report cites College Board data showing that annual published tuition at four-year public universities has risen by \$2,651, or 36 percent, since 2008 when the recession started.²⁸

For discussion

Arguing that a prosperous economy is at stake, the CBPP report urges lawmakers to fund affordable, high-quality higher education that is accessible “to every community regardless of race or class.” How can your institution help legislators and other stakeholders, including parents and other voters, understand and support the value that higher education delivers? Could and should your institution do more to educate stakeholders about how strong institutions benefit students and the region?

Free College Momentum

The “free college” movement is gaining momentum. According to *U.S. News & World Report*, 17 states currently offer two years of tuition-free community college to high school graduates. Specific eligibility requirements vary by state. New York State recently pushed the notion further by instituting the Excelsior Scholarship program, which assists students over four years of college, not just two.²⁹

For discussion

While critics of free college take various program details to task, advocates say such programs increase access to college. But the programs can be controversial. In New York, for example, the state's free college program is exacerbating tensions between public and private institutions at a time when most colleges are scrambling to meet student enrollment targets. Has your institution fully weighed how it is or might be affected by free college programs? How might such programs warrant changes at your institution?

26 How Many Colleges and Universities Have Closed Since 2016? Hallie Busta, *EducationDive*. www.educationdive.com/news/how-many-colleges-and-universities-have-closed-since-2016/539379/

27 Is It Time to Launch That New Academic Program? The Art and Science of Answering That Question. Melissa Morriss-Olson, *Academic Impressions*. <https://www.academicimpressions.com/is-it-time-to-launch-that-new-academic-program-the-art-and-science-of-answering-that-question/>

28 Unkept Promises: State Cuts to Higher Education Threaten Access and Equity. Michael Mitchell, Michael Leachman, Kathleen Masterson, and Samantha Waxman, Center on Budget and Policy Priorities. www.cbpp.org/research/state-budget-and-tax/unkept-promises-state-cuts-to-higher-education-threaten-access-and

29 17 States Offer Tuition-Free College Programs. Farran Powell, *U.S. News & World Report*. www.usnews.com/education/best-colleges/paying-for-college/articles/2018-02-01/these-states-offer-tuition-free-college-programs

A Data Culture

In this age of information, some say higher education is “data rich but information poor.” There’s some truth in that adage. To reap the most value from more sophisticated capacities to collect and analyze data, the consulting firm McKinsey & Company says organizations must intentionally build a “data culture.” Such a culture, McKinsey suggests, “clarifies the purpose, enhances the effectiveness, and increases the speed of your analytics efforts.”³⁰

For discussion

If your institution is like many others, it has invested significantly in its ability to collect and analyze data. But is that information informing strategy and driving business decisions? When excitement about data analytics infuses the entire organization, McKinsey says, it sparks energy and momentum—and helps ensure that “data support your operations instead of the other way around.” What specific steps can your institution take to build such a culture?

Just on the Horizon Europe

As of mid-December 2018, leaders of the European Parliament continued to wrangle over how best to support university research. Support is advancing for a significant research program, Horizon Europe, which would run from 2021 to 2027 and cost some €94.1B. Stumbling blocks include uncertainty about the role of British research following Brexit and some concern that dollars go only to EU institutions—and not, for example, to China and other countries.³¹

For discussion

The EU’s ongoing debate over research support shows that conversation is not unique to the United States. Moreover, the EU’s decision about Horizon Europe could have ramifications for U.S. institutions that collaborate on research with institutions in Europe. If your institution conducts joint research with institutions abroad, how might it be affected by Horizon Europe? Are researchers at your institution talking with their counterparts in Europe to anticipate the effects of pending research support within the EU?

30 Why Data Culture Matters. Alejandro Díaz, Kayvaun Rowshankish, and Tamim Saleh, *McKinsey Quarterly*. www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/why-data-culture-matters

31 European Parliament Backs Bigger €120B EU Research Budget. Nicholas Wallace, *Science|Business*. <https://sciencebusiness.net/framework-programmes/news/european-parliament-backs-bigger-eu120b-eu-research-budget>

Be BESTÅ

A provocative article from 2018 suggested that higher education could learn a lot about improving itself by studying IKEA, the Swedish furniture manufacturer.

Author Henrik Totterman, a professor of practice, entrepreneurship and management at Hult International Business School, notes that while IKEA has successfully lowered costs for consumers by scaling its operations, “very few institutions of higher education are actively engaged in a paradigm shift to reconfigure their operations to reach more favorable terms for their students and alumni.” Higher education, he says, could take a page from IKEA’s strategy by being “more ambitious in driving tuition prices and costs down.” Similarly, Totterman says, colleges and universities could do more to think about academic quality and operational excellence like IKEA in terms of “resource allocation, service delivery, and measuring outcomes.”

In an era when higher education is “often criticized for high tuition prices, outdated curriculum design and poorly scalable delivery formats” and the academy is “at

a crossroads in terms of securing its future existence,” Totterman says it is essential that leaders in academe “benchmark and recalibrate their strategies, operational models, and academic programs for survival and long-term relevance.” He believes that IKEA’s values, built on principles like decent quality at an affordable price, efficient logistics, strict controls on quality and processes, and “engaging strongly the target audience in delivering the brand promise” offer many ideas that could be successfully adopted to help colleges and universities thrive.³²

For discussion

How might institutions of higher learning adopt IKEA’s expertise in such areas as resource allocation, service delivery, and outcomes monitoring? Could dimensions of IKEA’s approach like better logistics, quality controls, and process improvements help your institution operate more efficiently?

32 What Would Higher Education Look Like If Run By IKEA? Henrik Totterman, New England Board of Higher Education. <https://nebhe.org/journal/what-would-higher-education-look-like-if-run-by-ikea/>



Environmental Trends

New understandings about the nature of learning continue to affect the design of physical spaces where students learn and live. Meanwhile, schools are getting more comprehensive in their work to preserve and protect the environment.

All Under One Roof

Bold structures like the Stata Center at MIT and The Spark at the University of Washington exemplify a 21st-century approach to design that marries once-siloed campus functions. Under one roof you might find flexible learning spaces, large common areas, makerspaces, a food hall, a fitness center, and even a day-care center. Driving forces behind such designs include the desire to foster collaboration, nurture innovation, and integrate increasingly more sophisticated technology.³³

For discussion

Campus buildings are starting to reflect new understanding about teaching and learning—including the power of collaboration and the integral role of technology. How well do your institution's buildings support today's style of learning and research? Is your institution intentional about retrofitting 20th- or even 19th-century buildings to meet 21st-century needs? In planning new buildings, does your institution have a sufficiently forward-thinking perspective?

Reduce, Reuse, Recycle, Reclaim

Constructing facilities that process their own waste helped two institutions win 2018 Campus Sustainability Achievement Awards from the Association for the Advancement of Sustainability in Higher Education (AASHE). Hampshire College was recognized for its R.W. Kern Center, a “living building” that generates its own energy, captures and treats its own water, and processes and recycles its waste. Emory University was honored for its WaterHub, an onsite water recycling system that uses “biomimicry” to reclaim wastewater for heating and cooling buildings and flushing toilets.³⁴

For discussion

Sustainability has matured from simple recycling programs to innovations in the physical plant. Has your institution looked at its sustainability efforts with fresh eyes for new opportunities? Do master plans and building designs take advantage of new innovations? If not, how could your institution deepen its commitment to a sustainable future?

33 What's the Blueprint for a 21st-century College Campus? James Paterson, *EducationDive*. www.educationdive.com/news/whats-the-blueprint-for-a-21st-century-college-campus/539281/

34 AASHE Announces 2018 Sustainability Award Winners. Association for the Advancement of Sustainability in Higher Education (AASHE). www.aashe.org/news/aashe-announces-2018-sustainability-award-winners/

Passive Design for Safety

It's a sign of the times that architects are giving more thought to how building design can help students stay safe. Lessons for higher education might come from the K–12 space, where so-called “passive” design includes strategic use of lighting, clear sightlines both in and out of buildings, and ground plantings kept purposely low (and tree canopies trimmed purposely high) as well as “wayfinding” to help users draw on clues like color patterns to help navigate buildings.³⁵

For discussion

To what extent have considerations about safety taken root in building design and space renovation at your institution? What further steps could be taken to better blend design that supports individual safety and efficient learning? Has your institution audited existing spaces to determine what “fixes” could make given spaces safer for users?

Giving Scooters the Bird

Universities everywhere are struggling to come up with the right campus policy for the exploding use of dockless electric scooters. Despite a ban on scooters that dates back to 1963, Arizona State University found itself inundated with the new battery-powered iteration of this conveyance. Calling scooters a “nuisance and potential danger,” ASU now requires scooter users to park in designated areas at the edge of campus and bans scooters from the center of campus.³⁶

For discussion

Arizona State and Michigan State Universities are among the institutions that have started to impound scooters that don't obey institutional rules. How is your institution addressing the scooter issue? Are the right policies in place? Are they working? As scooters and other new vehicles proliferate, will your institution need to fine-tune those policies?

Making Fossil Fuels a Thing of the Past

Following a pledge to be operationally carbon neutral by 2025, the University of California (UC) also announced a system-wide commitment to get 100 percent of its electricity from renewable or zero-carbon sources by that year. Among other steps, UC will strive to no longer use fossil fuels to heat rooms or water in new or renovated buildings. UC will also leverage its significant purchasing power by requiring sustainable standards and sourcing in procurement. About 15 percent of UC's electricity comes from a mix of solar, wind, biogas, and other renewable sources, including the system's own 80-megawatt solar farm.³⁷

For discussion

What lessons might your institution take from UC? If it is part of a state system or other consortium, could it join with other institutions to bundle commitments to sustainability and make an even bigger impact? Could your institution adopt elements of UC's bold commitments to cleaner energy?

The Difference One Can Make

For proof that one individual can make a huge difference in campus sustainability, look no further than Marshall Chimwedzi, the director of transportation at Alabama A&M University. Chimwedzi has helped the university win some \$5.4 million in federal grants for projects like low-emission campus buses. In addition, Chimwedzi's office helps oversee sustainability initiatives like the student-led “Clean Low Emissions Approach & Novel Transportation Innovation Practice” (CLEAN-TRIP) project.³⁸

For discussion

One element of Chimwedzi's success is that he links his work to both Alabama A&M's strategic plan and its research mission. CLEAN-TRIP, for example, gives students opportunities for experiential learning around transportation issues. Who are the champions for sustainability on your campus? How could their work be leveraged and expanded? Do campus champions for sustainability get adequate recognition for their contributions?

35 Designing for Safety: Using Active, Passive Strategies to Mitigate Risks. Jackie Peck and Brian Lapham, BWBR Architects, Inc. www.bwbr.com/designing-for-safety-using-active-passive-strategies-to-mitigate-risks/

36 ASU Has Already Impounded Nearly 100 Electric Scooters on Campus Rachel Leingang, *Arizona Republic*. <https://www.azcentral.com/story/news/local/arizona-education/2018/11/20/asu-has-impounded-nearly-100-electric-scooters-campus-after-its-ban/2071807002/>

37 UC Sets Higher Standards, Greater Goals for Sustainability. UC Office of the President, University of California. www.universityofcalifornia.edu/press-room/uc-sets-higher-standards-greater-goals-sustainability

38 Alabama A&M's Transportation Director Pushes Environmental Sustainability. Tiffany Pennamon, *Diverse Issues in Higher Education*. <https://diverseeducation.com/article/129935/>

A Close Look at Space

Planning to take a vital but aging classroom facility offline for two-plus years of renovations led Wesleyan University to audit how it uses all its classroom spaces. Contrary to popular belief that most campus classrooms were being used to capacity all day long, the audit found there were ways to shift assigned rooms and accommodate space needs without creating new classrooms or adjusting the lineup of courses—all at a fraction of what the university had originally thought it would cost.³⁹

For discussion

At your institution, are discussions about space allocations informed by outdated and perhaps inaccurate assumptions? Wesleyan, for example, found it had plenty of small classrooms and that on average only 30 percent were fully used from morning through afternoon. The audit also showed where course enrollment didn't match the size of a given space. Could a similar audit yield valuable insights to help your institution improve how it allocates space?

Showing Their Age

Construction Executive (CE) magazine notes that many college facilities built when construction boomed in the 1960s and 1970s are “showing their age, and not in a good way.” Leaks, cracks, and outdated HVAC systems are some of the signs of decay. Going forward, CE suggests that the use of data and predictive analytics can help institutions “build consensus on capital planning and budgeting priorities.” Other strategies? Bundle improvement projects across multiple buildings to save money, automate building systems, and invest in smart-building technologies.⁴⁰

For discussion

No doubt your institution wrestles with the challenges of deferred maintenance. But how strategic is its response? For example, does it proactively look for the economies of scale that can be gained by replacing elevators and generators in several buildings at one time? Is your institution all-in in terms of automating building systems and installing technologies like smart lighting and smart HVAC systems?

39 Accurate Visibility into Campus Space: Wesleyan University Case Study – Space Utilization. Sightlines. www.sightlines.com/wesleyan-university-case-study/

40 High-tech Solutions for the Education Sector's Deferred Maintenance Problem. David Houck, *Construction Executive*. www.constructionexec.com/article/high-tech-solutions-for-the-education-sectors-deferred-maintenance-problem

Principles for Learning Accessibility

As part of its overall effort to assist students with disabilities, Vanderbilt University believes that faculty play an essential role in making courses accessible and creating classroom environments that support equity and inclusion. Suggested strategies encompass communicating with students, addressing physical spaces for learning, making course materials accessible, developing an inclusive and welcoming classroom climate, and making sure that any out-of-class activities are accessible to all.

In terms of communication, for example, a university guide to creating accessible learning environments suggests that faculty consider adding an “Inclusive Learning Statement” to syllabi and reach out privately to students who have requested an accommodation to determine how best to meet their needs. Ensuring accessibility of course materials includes analysis of the course management system; assigned reading materials, handouts, and presentations; and AV materials used in class.

Vanderbilt’s suggested strategies draw on principles of Universal Design for Learning (UDL), a framework that emphasizes flexible goals, methods, materials, and assessments in support of effective instruction for diverse learners. UDL, the guide’s authors note, helps instructors build accessibility into courses rather than add it later as an afterthought.⁴¹

For discussion

How complete are your institution’s policies for accessibility, specifically in terms of support for teaching and learning? Could and should they be made more specific? What elements should be added or honed? How might principles of Universal Design for Learning influence those policies?

41 Creating Accessible Learning Environments. Amie Thurber and Joe Bandy, Vanderbilt University. <http://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments/>



Political Trends

In Washington, the 2018 mid-term elections moved the political discourse (and the House) to the left. Many states, meanwhile, continue to strive to increase appropriations for higher education and find better ways for colleges and universities to meet the need for workplace skills.

The Will to Reauthorize

Lobbyists for higher education generally believe that the overdue reauthorization of the Higher Education Act (HEA)—the oversight legislation for some three-quarters of federal student aid for college—will not get passed in the 116th Congress. Too many political differences. One wild card, though, is that Sen. Lamar Alexander (R-TN), who chairs the Senate education committee, has announced his retirement in 2020. Some pundits believe Alexander, long an advocate of the HEA, will now push even harder to get reauthorization passed before he leaves the Senate.⁴²

For discussion

Discussions around reauthorization of the HEA highlight important higher education issues like simplifying federal aid, improving college completion rates, and refining accreditation. Colleges and universities should watch these discussions carefully—the HEA can affect higher education in numerous ways. If HEA reauthorization continues to prove elusive, institutions should also watch for policy to be enacted in other ways, such as through spending bills and federal regulations. How well prepared is your institution to field questions from the press and legislators that Congressional discussions about educational policy might raise?

They've Got the Power

When Democrats won control of the House of Representatives from Republicans in the 2018 election, they also regained considerable oversight authority for federal activities. For higher education, that means we can expect House Democrats to intensify Congressional scrutiny of the Education Department and Secretary of Education Betsy DeVos. Look for particular examination of department actions to change regulations in campus investigations of sexual misconduct, management of federal financial aid, and policies for for-profit colleges.⁴³

For discussion

While the political divide on Capitol Hill already set the stage for contentious debate, the leverage that Democrats now have through their oversight authority, coupled with the politicking that will increase as we near the 2020 election, will further fuel those discussions. That in turn may raise the volume of discussions around college costs, student completion rates, institutional transparency and spending efficiencies, endowments, and other potentially controversial areas. Institutions should watch these discussions as they unfold at the national level and be ready to respond proactively if they have repercussions at the local level.

42 Lamar Alexander Calls It Quits. Andrew Kreighbaum, *Inside Higher Ed*. www.insidehighered.com/news/2018/12/18/lamar-alexanders-decision-retire-could-add-urgency-pass-higher-ed-law

43 House Democrats Expected to Ramp Up Oversight of DeVos. Caitlin Emma, Kimberly Hefling, and Benjamin Wermund, Politico. www.politico.com/newsletters/morning-education/2018/11/07/house-democrats-expected-to-ramp-up-oversight-of-devos-403778

State Tuition Caps

State legislators show an increasing appetite for putting limits on the tuition that public universities can charge. According to data compiled by the Education Commission of the States, lawmakers in 14 states have voted to cap or freeze tuition in one form or another (states legislate this issue in different ways). In 2018 alone, seven states weighed 12 bills focused on capping tuition at the state level.⁴⁴

For discussion

Legislative action to cap tuition reflects public perceptions that college costs too much. But such legislation constricts revenue for public universities in an era where budgets are already squeezed and may force institutions to raise tuition. How can your institution help the public understand your institution's value (and the resources required to maintain that value)? And if your institution is affected by tuition caps, what steps can it take to find other ways to collect the income it needs to sustain its operations?

Data to Align Programs and Needs

To bridge the disconnect between state government, the business community, and higher education, Montana Governor Steve Bullock helped build a coalition of state universities, private colleges, and government agencies that uses state data to better align academic programs with the skills needed in the workplace. Montana educators use those data to inform decisions about when to start new programs and sunset less-needed programs. The data also help students pick in-demand career tracks.⁴⁵

For discussion

We hear a lot of discussion these days about how universities aren't giving students the skills employers need. Montana's approach takes bold steps to make sure colleges train students for today's workplace. What lessons can your institution take from that model? How could your institution better align its educational programs with workforce needs in your region—while still preserving its mission and values?

Visa Volatility

The Trump administration has restricted visas to the United States for residents of certain countries. Of particular concern for higher education are constraints on Chinese citizens, who comprise about a third of international students and scholars at U.S. colleges and universities. Some federal officials fear Chinese students may be spies and thieves of intellectual property, but institutions value both the tuition dollars and intellectual capacity that Chinese students bring.⁴⁶

For discussion

While subject to change, federal policy seems likely to continue to impede the flow of Chinese students and scholars to this country, at least in the short term. How have such policies affected your institution? What further steps could your institution take to mitigate the impact of decreased enrollments of students from China? In research, in particular, how might it compensate for the loss of brain power supplied by Chinese students and scholars?

Canada's Indigenous Gap

Issues of access and equity in higher education are not limited to the United States. For years, Canada has struggled to better serve its Indigenous people. But some analysts believe policies from the 1990s restricted Indigenous college attainment and pushed more Indigenous students to opt for training in the trades and at community colleges versus universities. In 2018, 13 percent more individuals aged 25 or over from the "settler" population had postsecondary credentials versus their peers in the Indigenous population.⁴⁷

For discussion

Institutions across North America continue to have work to do to help more students gain access to college and persist in their studies through completion. Your institution has likely been focused on these challenges, but is there more it could do, particularly to help low-income, first-generation, and adult students, as well as those from historic minorities, get into college? What more could your institution do to help all students succeed in pursuit of a degree?

44 Policy Snapshot: Postsecondary Tuition Capping and Freezing. Robert Kelchen and Sarah Pingel, Education Commission of the States. www.ecs.org/wp-content/uploads/Postsecondary-Tuition-Capping-and-Freezing.pdf

45 One State Uses Labor Market Data to Shape What Colleges Teach. Jon Marcus and Kirk Carapezza, WGBH News. www.wgbh.org/news/education/2018/11/07/one-state-uses-labor-market-data-to-shape-what-colleges-teach

46 More Restrictive U.S. Policy on Chinese Graduate Student Visas Raises Alarm. Jeffrey Mervis, *Science*. www.sciencemag.org/news/2018/06/more-restrictive-us-policy-chinese-graduate-student-visas-raises-alarm

47 Why There Are So Few Indigenous Graduates at Convocation. Veldon Coburn, *The Conversation*. <http://theconversation.com/why-there-are-so-few-indigenous-graduates-at-convocation-96782>

Deeper Dive

A 2018 study of college completion rates in the United States details the equity gap in this country. While all student demographic groups have made progress, and overall 58.3 percent of students in the 2012 cohort completed degrees within six years, ethnic differences persist. While 67.1 percent of White students and 70.3 percent of Asian students completed their degree within six years, fewer than half of Black and Hispanic students did so.⁴⁸

Ready, Set, Consolidate

The Idaho State Board of Education recently commissioned a study by the consulting firm Huron to explore options for consolidating services and functions across the state's four-year colleges and universities. The firm identified \$38 million in potential savings through consolidation in such areas as purchasing, information technology, and human relations.⁴⁹ The board will study the recommendations and work with legislators and others to decide next steps.

For discussion

As colleges and universities encounter more financial challenges, options for deeper inter-institutional collaboration are getting more discussion, sometimes driven by state boards. The Connecticut state system, for example, has adopted a plan that includes centralizing some administrative functions like IT and HR. Whether in a state system or perhaps a private college consortium, what options does your institution have for sharing services with other institutions in new ways? Is your institution doing all it can to be open to business models that include consolidated services?

Lightning Rod in a Political Storm

With a new wave of progressives in the House, and especially in the lead-up to the 2020 election, expect higher education to be the focus of more debate than usual. Nationally, many politicians will focus on issues like college affordability and accessibility—either because it's part of their platform or to score political points. In the states, expect lawmakers to scrutinize how well the appropriations they approve for colleges and universities are tied to workforce skills.⁵⁰ We may also see state legislation focused on wedge issues like transgender use of bathrooms and free speech on campus.

For discussion

With higher education being used perhaps more vociferously as a political lever in the coming two years, particularly among lawmakers running for office, colleges and universities should expect more attention—not always favorable—from constituencies like legislators and the press. Is your institution prepared for what could be heightened and perhaps more pointed questioning about its business affairs and how well its students are succeeding? What can your institution do proactively to make sure that key stakeholders better understand the institution's mission and value in society?

48 *Completing College: A National View of Student Completion Rates—Fall 2012 Cohort*. Doug Shapiro, Afet Dundar, Faye Huie, Phoebe Khasiala Wakhungu, Ayesha Bhimdiwala, and Sean Eric Wilson, National Student Clearinghouse Research Center/Project on Academic Success, Indiana University. https://nscresearchcenter.org/wp-content/uploads/NSC004_Signature-Report_V8_12DEC18.pdf

49 Board Hears Recommendations for Service Consolidation at Four-year Institutions. Idaho State Board of Education. <https://boardofed.idaho.gov/resources/board-hears-recommendations-for-service-consolidation-at-four-year-institutions/>

50 How Higher Ed Became a Partisan Wedge Issue. Alan Greenblatt, *Governing*. <http://www.governing.com/topics/education/gov-college-campus-politics-states-debate-partisanship.html>

Burnishing Higher Education's Reputation

Once considered a pillar of civic society, higher education has seen its reputation take on some tarnish in recent years. While some political groups feel more strongly antagonistic toward higher education than others, dissatisfaction with college is broader than that. According to a recent survey from the Pew Research Center, for example, well over half (61 percent) of all those surveyed believe that the higher education system in the United States is going in the wrong direction.

Among those who feel that way, 84 percent cite the cost of college tuition as a major reason for their discontent. Nearly two-thirds (65 percent) say colleges and universities are not giving students the right set of skills they need to thrive in the workplace. Another concern stems from a belief that colleges and universities are too concerned about protecting students from views they might find offensive (54 percent of respondents overall). Yet another beef: half those surveyed took issue with professors who bring their political and social views into the classroom.

The Pew survey explored connections between respondents' political affiliations and their perceptions of college. For example, 79 percent of Republicans are bothered by professors bringing their political and social views into the classroom and 75 percent feel there is too much concern

at institutions about protecting students from views they might find offensive. Far fewer Democrats cited those issues (17 and 31 percent, respectively).

The Pew survey is just one example of a number of recent polls and research projects that show that, overall, higher education does not enjoy the lofty reputation it may once have had. That in turn suggests that higher education has some work to do to convince a broader swath of the public—perhaps especially students and their parents, voters, and lawmakers—that colleges and universities have much to offer and merit public support.⁵¹

For discussion

How well does your institution understand its reputation locally, regionally, nationally, and internationally? Is work needed to polish that reputation, especially among key constituencies like voters and legislators? What more can your institution do to communicate the good it does with key stakeholders? More broadly, what can leaders of your institution do to help sway public opinion so that there is less general dissatisfaction about higher education and more support for colleges and universities?

51 Most Americans Say Higher Ed Is Heading in Wrong Direction, but Partisans Disagree on Why. Anna Brown, Pew Research Center. www.pewresearch.org/fact-tank/2018/07/26/most-americans-say-higher-ed-is-heading-in-wrong-direction-but-partisans-disagree-on-why/

Is AI a Game Changer?

Throughout 2018, a recurring theme in the higher education literature focused on what impact artificial intelligence will have on the academy. Many observers believe that AI's influence will be broad, deep, and consequential—a potential game changer.

Two professors from England recently mused on some specific ways AI could make its presence known. Universities, the authors said, will continue and expand their work to use AI algorithms to personalize learning and deliver content in ways tailored to a student's needs and pace of learning. AI will also continue to add flexibility to where and when students learn and what platforms they use. Tablets and mobile phones will become more prevalent as delivery methods for education, they argue, leading institutions to do more to redesign learning spaces in AI-enabled smart buildings. Devices all over campus will be interconnected via the Internet of Things, enhancing learner experiences, enabling classrooms to be quickly adapted for different classes and discussion topics, and automating chores like taking class attendance. The IOT will also help institutions better monitor and manage their physical facilities. AI bots will greatly enhance student

customer service, freeing staff to shift from mundane tasks to more important work. Curriculum at colleges and universities will likely change to train workers for employment in a workplace where AI is a major factor.

The authors predict that AI will transform a wide range of human activities. Higher education, they say, has yet to see the full impact of that transformation—but it will. Within a few short years, they suggest, AI will drive universities to change significantly, even “beyond all recognition.”⁵²

For discussion

Has your institution fully weighed the broad impact that artificial intelligence is likely to have, not just on your campus but across the landscape of higher education? What are likely to be some of the effects of AI on your campus, in terms of pedagogy, learning, curricula, and business practices? How might AI's influence on higher education and society writ large also affect your institution?

52 Five Ways Artificial Intelligence Will Shape the Future of Universities. Nafis Alam and Graham Kendall, *The Conversation*. <https://theconversation.com/five-ways-artificial-intelligence-will-shape-the-future-of-universities-94706>

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Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.