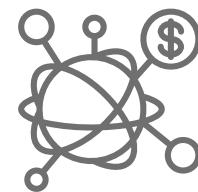
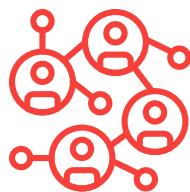




The Society for  
College  
and University Planning

# Trends

## FOR HIGHER EDUCATION



FALL 2019 Trends Inside and Outside Higher Education



# Trends



The Society for College and University Planning

## Inside and Outside Higher Education

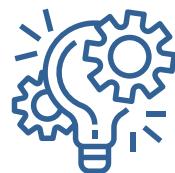
How is the world changing outside of higher education, and how is higher education responding to change?  
This report focuses on trends both inside and outside higher education.

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 and your team analyze and act on the trend.



# SocialTrends

Why it might be time to re-think strategy, organizational change, lifelong learning, majors, and even how to plan for meetings. Also, a look at the work to break down gender barriers and new policies for transgender students.

## Long-Term Strategy and Other Myths

A recent article in the *Harvard Business Review* challenged several commonly held assumptions about strategy. One myth: Strategy is about the long term. Strategic changes happen “precisely when long-held assumptions about an industry are challenged,” the author pointed out, noting that thinking about strategy as a long-term commitment “can blind you” to the need to make change quickly. Another warning: Competitive advantage hinges on multiple factors, not just one.<sup>1</sup>

### ◆ For discussion

For many institutions, strategic plans are static documents rather than living ones. And strategic directions can be hard to change, even when external forces make change imperative. How can your institution assess its default assumptions about strategic planning? How can your institution position itself to respond more proactively and faster to change?

<sup>1</sup> Stephen Bungay, “5 Myths About Strategy,” *Harvard Business Review* (April 19, 2019), <https://hbr.org/2019/04/5-myths-about-strategy>.

## The Orgs They Aren't A-Changin'

Organizational change fails...a lot. Researchers have found that just one in four efforts to transform an organization succeeds over both the short and long term. To get a better return on efforts, researchers say change agents need new approaches. One specific recommendation: Ground change efforts in evidence. "Identify the new metrics and analytical approaches that can provide early-warning signals to your [organization]," they suggest. Also important: "Embrace uncertainty and complexity."<sup>2</sup>



### Deeper dive:

For mission-driven higher education institutions to become more effective at implementing disruptive change, consultant Phil Strzalka believes one key is mobilizing leaders to be catalysts for reform. To start, he says, organizations must define the business case for action and frame requirements for what would constitute successful change. Strzalka believes the process of defining success in advance requires both "a shared understanding of the intended implementation" and consensus across the organization in adopting an "implementation mindset."<sup>3</sup>

### ◆ For discussion

Could your institution make better use of data and analytics to guide and drive change? What new metrics could enhance existing insights? How could your institution become more comfortable with the ambiguities that accompany change? How can your institution best mobilize its leaders to be catalysts for change?

<sup>2</sup> Lars Faeste, Martin Reeves, and Kevin Whitaker, "The Science of Organizational Change: Winning the '20s," BCG Henderson Institute (May 2, 2019), [www.bcg.com/publications/2019/science-organizational-change.aspx](http://www.bcg.com/publications/2019/science-organizational-change.aspx).

<sup>3</sup> Phil Strzalka and Kurt Dorschel, "Implementing Disruptive Change: Mobilizing Leaders," Huron Consulting Group (2019), [www.huronconsultinggroup.com/resources/higher-education/disruptive-change-mobilizing-leaders](http://www.huronconsultinggroup.com/resources/higher-education/disruptive-change-mobilizing-leaders).

<sup>4</sup> National Academies of Science, Engineering, and Medicine, "Learning Is a Complex and Active Process that Occurs Throughout the Life Span, New Report Says," (October 4, 2018), [www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=24783a](http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=24783a).

<sup>5</sup> National Academies of Science, Engineering, and Medicine, *How People Learn II: Learners, Contexts, and Cultures*, (Washington, DC: The National Academies Press, 2018), 212–213.

## New Learning About Learning

Expanding groundbreaking research about learning originally published in 2000, the National Academies published additional findings late in 2018 that focus on post-K-12 learning. The new research says that individuals learn throughout their lives in every setting and that factors like choice, motivation, capacity for self-regulation, and circumstances affect how much and how well we learn and transfer learning to new situations. Further, the brain adapts throughout life, organizing itself to compensate for cognitive decline and to adapt to circumstances.<sup>4</sup>

### ◆ For discussion

Among many other insights, the report cites research finding that "the social climate at many colleges and universities does not serve minority and first-generation students well," and that students who have to work to pay for college "have less time to invest in further opportunities for learning and development."<sup>5</sup> Given that today's student body includes more adult, minority, first-generation, and low-income learners, what specific steps could and should your institution take to help them learn? How well does your curriculum align to how people actually learn?



## Diversity Plus Inclusion

Research by the Boston Consulting Group found that “diverse employees—especially those with more than one dimension of diversity—feel far less able than employees of majority groups to share their views at work.” Asserting that “diversity plus inclusion is the source of real value,” researchers say changing organizational practices and behaviors can help ensure that these employees’ voices are heard and valued. Suggested strategies include supporting senior leaders who “visibly and vocally” emphasize inclusion, giving frontline leaders tools for “embedding inclusion” into daily processes, highlighting best practices, explicitly calling out bad behavior, and tracking cultural changes that bolster desired practices.<sup>8</sup>

### ◆ For discussion

Most institutions have long worked to increase diversity. Does your institution need to do more to cultivate inclusion? How can your institution ensure that voices from diverse students, faculty, and staff are fully heard? From policies to day-to-day work, what specific strategies could help advance those goals?



## Bye-Bye, Gender Bias

Gender equity doesn’t just happen. Human beings are hardwired to “automatically encode gender information about the people around them,” says Maurice Schweitzer, a professor at the Wharton School of the University of Pennsylvania. Suggesting that overriding those innate instincts “will always take work and training,” Schweitzer urges that we actively promote gender blindness in the workplace. One strategy: asking ourselves how we would evaluate a behavior or decision if that person were of a different gender.<sup>6</sup>



### Deeper dive:

Consultant and coach Rosalind Spigel says that “implicit gender bias is systemic even in the egalitarian environment of higher education.” One antidote is for campus leaders to become more self-aware of their habits and triggers. “When men and women become aware of their implicit gender bias, they can take steps to do better and empower their colleagues to do so, as well,” Spigel says. “When men champion women and women champion women, everybody wins—and the work environment at the institution becomes more productive, creative, and successful.”<sup>7</sup>

### ◆ For discussion

The integration of women and minorities in the workplace and growing acceptance of same-sex couples and transgender individuals demonstrates that society is moving toward more inclusion and tolerance, Schweitzer says. Still, his research suggests that further progress will take intentional behavior changes. How can you make sure that your institution is tackling implicit bias? What changes in practices and policies might help improve gender blindness at your institution?

6 Knowledge@Wharton, “Redefining Gender at Work: How Companies are Evolving,” (February 22, 2019), <https://knowledge.wharton.upenn.edu/article/redefining-gender-at-work>.

7 Rosalind Spigel, “Gender Bias in Higher Education: Why We Need to Develop Self-Aware Leaders,” Academic Impressions (August 29, 2018), [www.academicimpressions.com/blog/gender-bias-higher-education](http://www.academicimpressions.com/blog/gender-bias-higher-education).

8 Frances Brooks Taplett, Matt Krentz, Justin Dean, and Gabrielle Novacek, “Diversity Is Just the First Step. Inclusion Comes Next,” Boston Consulting Group (April 24, 2019), [www.bcg.com/publications/2019/diversity-first-step-inclusion-comes-next.aspx](http://www.bcg.com/publications/2019/diversity-first-step-inclusion-comes-next.aspx).

## Productive Meetings: Not an Oxymoron

In a 2019 book, *The Surprising Science of Meetings: How You Can Lead Your Team to Peak Performance*, professor Steven Rogelberg says leaders can and should do more to orchestrate productive meetings. Advocating what he calls the “steward mindset,” Rogelberg urges leaders to think more carefully about what topics meetings need to focus on, plan how much time should be allotted to the discussion, and decide more intentionally who needs to be part of the conversation. It’s about “facilitating the experience so that it’s truly a valuable one,” he says.<sup>9</sup>

### ◆ For discussion

In a recent interview, Rogelberg said, “I don’t know if leaders are actually trying their best” when it comes to meetings. He also noted that while there are 55 million meetings a day in the United States, just 20 percent of leaders get training on how to run an effective meeting.<sup>10</sup> What steps could your institution take to help make meetings more productive? Could better training help committee leaders run more effective meetings?

9 Knowledge@Wharton, “Less Fluff, More Stuff: The Science of Productive Meetings,” (February 27, 2019), <https://knowledge.wharton.upenn.edu/article/less-fluff-more-stuff-how-to-make-meetings-more-productive>.

10 Ibid.

11 Shireen Ahmed, “U Sports Revises Equity Policy to Include Transgender Student Athletes,” *University Affairs* (January 17, 2019), [www.universityaffairs.ca/news/news-article/u-sports-revises-equity-policy-to-include-transgender-student-athletes](http://www.universityaffairs.ca/news/news-article/u-sports-revises-equity-policy-to-include-transgender-student-athletes).

12 Helen Carroll, Pat Griffin, and Chris Mosier, “Creating Positive & Inclusive Athletic Environments for Transgender Athletes,” *NCAA Inclusion Forum* (April 2018), [www.ncaa.org/sites/default/files/2018INC\\_Supporting\\_Transgender\\_And\\_Gender\\_Expansive\\_Student\\_Athletes\\_20180418.pdf](http://www.ncaa.org/sites/default/files/2018INC_Supporting_Transgender_And_Gender_Expansive_Student_Athletes_20180418.pdf).

13 Brian DeKemper and Darcy Wilson, “Five Emerging Fields of Study,” Pearson (April 15, 2019), [www.pearsoned.com/five-emerging-fields-study](http://www.pearsoned.com/five-emerging-fields-study).

## Transgender Student Athletes

After more than two years of work, U Sports, the governing body of Canadian university athletics, recently released a policy allowing transgender collegiate athletes to participate in varsity sports corresponding with the sex they were assigned at birth or with the gender they now identify with.<sup>11</sup> Presenters at the 2018 NCAA Inclusion Forum, meanwhile, suggested that guidelines for US institutions include a focus on inclusion versus exclusion, efforts to protect the privacy of transgender student athletes, and work to educate athletic staff about gender transitions.<sup>12</sup>

### ◆ For discussion

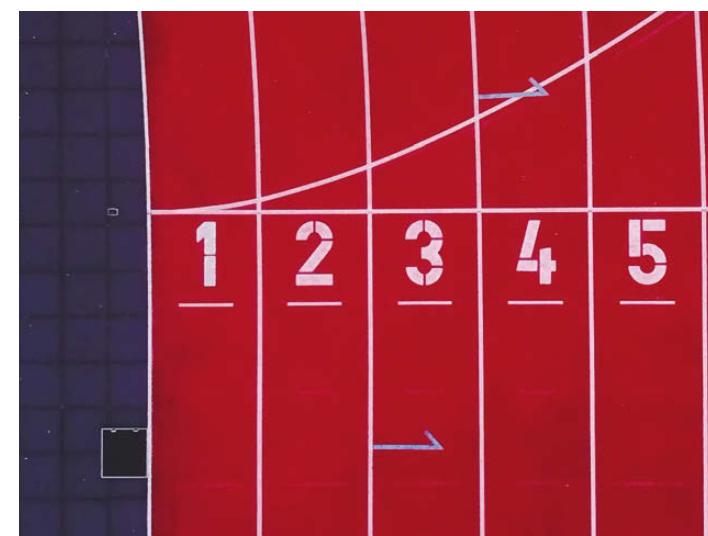
What is the campus experience like for your transgender students? Do you need to update your policies and practices? Similarly, is more work needed to educate all campus stakeholders about transgender students and transgender student athletes? Given that most collegiate sports are organized by gender, your institution may need more specific attention to policies concerning participation in athletics by transgender students.

## New Fields of Study

Analysts at Pearson identified five emerging courses of study in higher education. Perhaps not surprisingly, *data analytics* and *artificial intelligence* headed the list. A second theme, *substance abuse nursing*, reflects today’s opioid problem. Pearson is also tracking new programs in *healthcare innovation* and *financial technology*. The fifth category, *human computer interaction (HCI)/user experience (UX)*, reflects a growing need for experts who can help us make sense of technological innovations.<sup>13</sup>

### ◆ For discussion

Is your institution fully capitalizing on emerging areas to serve the needs of your students (or attract new ones)? How well is your institution aligning its curricular offerings and programs to serve emerging areas? Short of adding new programs, could your institution serve these needs through existing programs? Overall, how well does your institution change to reflect evolving needs of employers?





# Food for Thought



## Higher Education for the 15- to 75-Year-Old Set

Innovator and self-described “recovering serial entrepreneur” Huntington D. Lambert, dean of the Division of Continuing Education and University Extension at Harvard University, says that the current system of higher education is “a near-perfect fit for a growing industrial economy that needs about 20 percent college graduates” and is based on citizens engaging primarily in education for their first 18 to 25 years, work through age 65, and then a 10-year retirement. Today, though, Lambert says, the global economy, rapidly evolving knowledge, and longer lifespans will help people have “4-, 5-, 6-, and even 7-stage lives” and longer careers.

One critical implication: Lambert says “higher education needs to evolve to serve the learner from before they arrive in college through after they retire.” To prepare citizens for careers that could last 60 years (“60YC”), he advocates that higher education expand the current model (“two-year AA, four-year BA, two-year master’s, and seven-year PhD”) and develop a robust curriculum better suited to “a 60-year model inclusive of 15- to 75-year-old learners and, most likely, beyond.” Lambert warns that “if higher education does not rise to this challenge, then Facebook, Amazon, Apple, Google, Salesforce, and others will.”

Lambert believes it will be relatively easy for colleges and universities to adapt courses and programs to evolving needs for higher education. It will be harder, he says, for institutions to learn how to provide services like lifelong career coaching that “are needed to keep a learner attached to your brand.” Failure to do that, he suggests, will enable “global” brands in higher education to “earn all this relationship equity,” relegating most other institutions to serve only local needs. “That would be a huge loss for diversity and knowledge creation,” Lambert says, “so I encourage all colleges and universities to figure out their role in the 60YC.”<sup>14</sup>

### ◆ For discussion

Can your institution build relationships with learners that can extend from their time as undergraduates through the lifelong learning that long careers will require? What needs to change for you to do so? How well is your institution reorganizing basic business practices to better serve adult, online, and other non-traditional learners?

<sup>14</sup> Huntington D. Lambert, “Redefining Norms Critical to Sustained Relevance in the Changing Postsecondary Environment,” *The EvoLLLution* (May 20, 2019), [https://evolllution.com/revenue-streams/market\\_opportunities/redefining-norms-critical-to-sustained-relevance-in-the-changing-postsecondary-environment](https://evolllution.com/revenue-streams/market_opportunities/redefining-norms-critical-to-sustained-relevance-in-the-changing-postsecondary-environment).



# Technology Trends

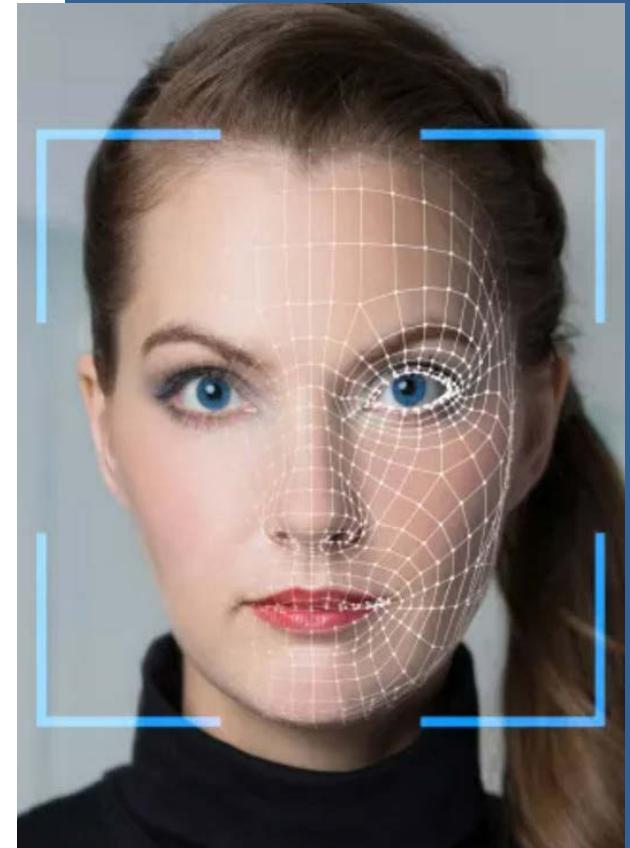
As technology becomes even more pervasive on campus, new opportunities arise for student security, cybersecurity, textbooks, and supporting student mental health. Further, the way education itself is delivered continues to evolve.

## Giving Degrees the Boot(camp)

Researchers at the Clayton Christensen Institute recently applied “disruption theory” to test whether bootcamps—short, intensive training programs that now graduate more than 36,000 students a year—might one day upend traditional degree programs. Disruption is not inevitable, but if certain factors align—if students in bootcamps become more eligible for federal funding, for example, or if bootcamps become a key channel for delivering lifelong education to employees—researchers say they could “disrupt and permanently change the landscape of education and training.”<sup>15</sup>

### ◆ For discussion

The online program management (OPM) company 2U recently spent more than \$750 million to acquire a company that partners with some 36 colleges and universities to provide bootcamps.<sup>16</sup> Such a large stake suggests that OPMs, at least, see a robust future for this model of training. If that proves right, is your institution ready to compete? As the market for lifelong learning expands, for example, could your institution provide intensive short-term programs like bootcamps to meet employer needs for specific workplace skills?



## “I’m Afraid I Can’t Do That, Dave”

A 2018 survey by Deloitte found that “biometric authentication has attained critical mass.” In the United States, for example, 48 percent of smartphone owners use authentication like fingerprints to unlock their devices. Even more use biometric authentication for financial transactions. But experts urge caution, noting that researchers have demonstrated that it is possible to copy fingerprints. Further, Deloitte reports, experiments have also shown “how easy it is to hack facial recognition systems using 3D-printed heads.”<sup>17</sup>



### ◆ For discussion

As part of campus security protocols, many institutions are moving toward or considering adopting variations of biometric authentication. What has your institution done to vet the security of those emerging technologies? When it comes to tools like facial recognition, has your institution fully considered the ethical issues that may be involved?

15 Richard Price and Alana Dunagan, “Betting on Bootcamps: How Short-Course Training Programs Could Change the Landscape of Higher Ed,” Clayton Christensen Institute (April 16, 2019), [www.christenseninstitute.org/publications/bootcamps](http://www.christenseninstitute.org/publications/bootcamps).

16 Paul Fain, “Online Enabler Aims for Lifelong Learning,” *Inside Higher Education* (April 9, 2019), [www.insidehighered.com/news/2019/04/09/2u-buy-boot-camp-provider-trilogy-750-million](http://www.insidehighered.com/news/2019/04/09/2u-buy-boot-camp-provider-trilogy-750-million).

17 “Biometric Authentication Is Gaining Trust—but Is It Foolproof?” Deloitte (April 3, 2019), [www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/biometric-authentication-future-applications.html](http://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/biometric-authentication-future-applications.html).



## 5G and WiFi 6

Wireless communication is taking two big steps forward this year. Major carriers are rolling out 5G, the faster next-generation cellular technology, to replace 4G LTE. Another important development is the advent of WiFi 6, the next generation wireless standard. Both technologies promise faster mobile communication using less power. Apart from easing network congestion, one benefit could be helping users reap more value from devices linked via the Internet of Things.<sup>18</sup>



### Deeper Dive:

Listing nearly 90 “mind-bending examples” of the changes 5G will bring, futurist Thomas Frey predicts it will make passwords obsolete and will help smartphones replace ATMs. Frey believes 5G will help enable “virtual sensory reducers” that help students manage distractions along with “brain stimulators [that] will become commonplace to momentarily amp up a person’s cranial inputs.”<sup>19</sup>

### ◆ For discussion

How could your institution capitalize on 5G’s capacity—for example, its predicted ability to boost the impact of virtual and artificial reality in the classroom, or its capacity to expand data collection via the Internet of Things? What IT infrastructure changes need to be made to support WiFi 6? Is your institution ready for potential pushback from individuals who believe 5G radio waves can be harmful to humans?<sup>20</sup>

## Wide Open Educational Resources

After years of experimentation, pilot programs, and one-off adoptions, is OER (open educational resources) ready to break out in earnest? The State University of New York (SUNY) system recently inked a three-year partnership with the OER provider Lumen Learning that supports wide-scale adoption of OER. The agreement will make evidence-based courseware, technology, and OER support services available across the SUNY system at no cost to students. In the Spring 2019 term, over 10,000 student enrollments at SUNY campuses used Lumen Learning-supported OER course materials.<sup>21</sup>

### ◆ For discussion

Motivation is growing to use OER to help learners save money on the cost of textbooks. How well is your institution positioned to help students use OER? Are your faculty fully aware of how sophisticated and comprehensive OER has become? How would wide-scale adoption of OER impact library and academic services?

18 Krystal Rogers-Nelson, “5G Vs. WiFi 6: What It Means for IoT in 2019,” IoT for All (February 26, 2019), [www.iotforall.com/5g-vs-wifi6-iot-2019](http://www.iotforall.com/5g-vs-wifi6-iot-2019).

19 Thomas Frey, “88 Mind-Bending Examples of How 5G Will Affect Our Daily Lives,” Technology Trends (April 10, 2019), <https://futuristspeaker.com/technology-trends/88-mind-bending-examples-of-how-5g-will-affect-our-daily-lives>.

20 Ally Marotti, “5G Is Here. Is It a Technological Leap Forward—or a Health Concern?” *The Chicago Tribune* (May 1, 2019), [www.chicagotribune.com/business/ct-biz-5g-health-concerns-chicago-20190419-story.html](http://www.chicagotribune.com/business/ct-biz-5g-health-concerns-chicago-20190419-story.html).

21 “SUNY System Enters 3-year Partnership with Lumen Learning to Support Innovative Teaching & Learning,” Lumen Learning (June 12, 2019), <https://lumenlearning.com/announcements/2019-06-12>.

## The App Will See You Now

To address growing concerns about student mental health, some institutions are turning to technology. Purdue University created WellTrack, a software tool that helps students track their moods and learn better coping skills.<sup>22</sup> At Northwestern University, an app called Breathe offers meditations and breathing practices to help students deal with stress.<sup>23</sup> For the past five years, staff at Florida International University have used a commercial online therapy platform called TAO Connect for on-campus and online students in need of counseling or self-help support.<sup>24</sup>

### ◆ For discussion

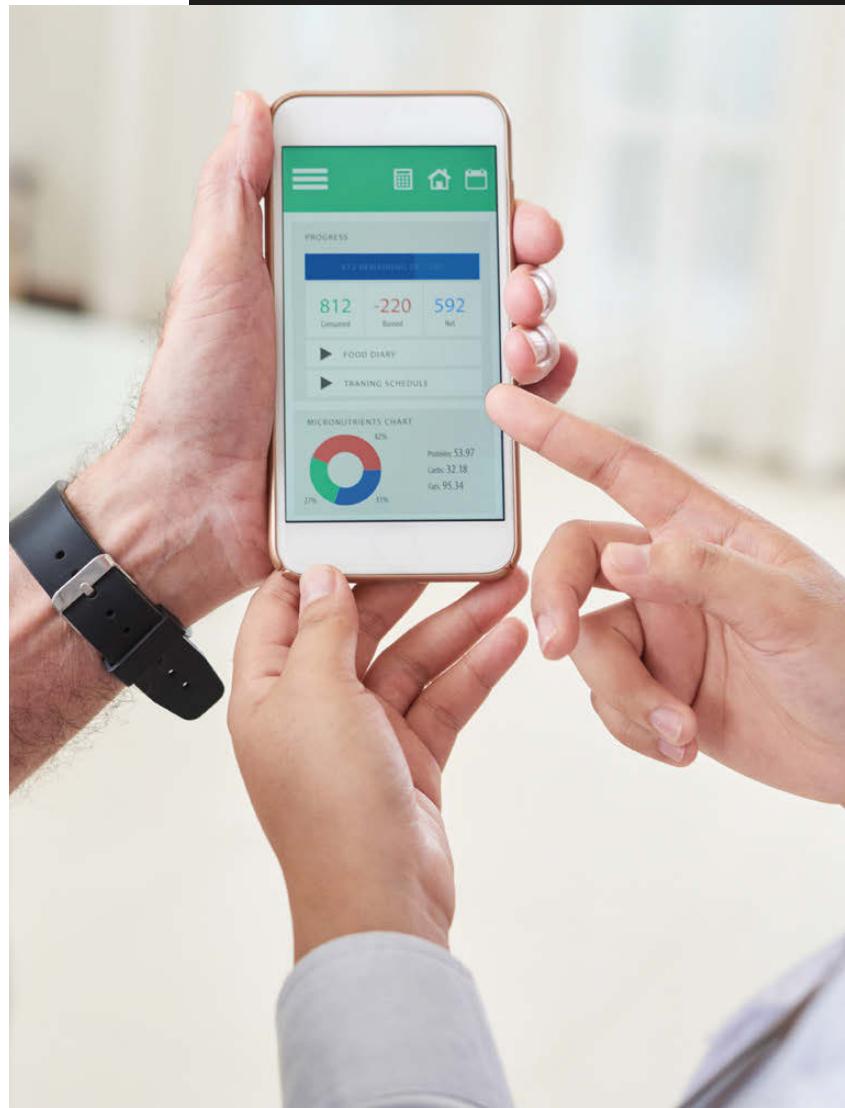
The American Psychological Association (APA) recently found that more than one in three college students “report symptoms consistent with a diagnosable mental health disorder.”<sup>25</sup> How effectively is your institution meeting student needs for mental health services? Could technological solutions, either “home grown” or purchased, provide mental health support for students (particularly those with mild issues that can be self-managed)?

## “Smart Dust”: Tiny Computers With Big Potential

A tiny “computer” produced at the University of Michigan is dwarfed by a single grain of rice.<sup>26</sup> Like much larger devices, such tools can collect, process, store, and communicate data. Miniaturized devices like that “can stay suspended in an environment just like a particle of dust,”<sup>27</sup> Forbes recently noted. Indeed, experts have dubbed the emerging field of super-tiny technology as “smart dust.” Researchers say this microtechnology will power potentially exponential expansion of the Internet of Things.

### ◆ For discussion

With very low energy requirements—and perhaps even the ability to draw energy from vibrations—smart dust may soon take the technology behind the Internet of Things to a whole new dimension. How could your institution use smart dust technology—for example, building climate control or improved ID cards? How might such technology improve research? On the down side, what will it take for your institution to manage privacy concerns and the cost of implementation associated with smart dust systems?



22 “CAPS Launches New Wellness Application,” Purdue University (November 14, 2018), [www.purdue.edu/newsroom/purduetoday/releases/2018/Q4/caps-launches-new-wellness-application.html](http://www.purdue.edu/newsroom/purduetoday/releases/2018/Q4/caps-launches-new-wellness-application.html).

23 “Welcome to Breathe!” Northwestern University (2019), [www.northwestern.edu/breathe](http://www.northwestern.edu/breathe).

24 Ellen Ullman, “How to Use Tech to Address Students’ Mental Health,” eCampus News (November 12, 2018), [www.ecampusnews.com/2018/11/12/how-to-use-tech-to-address-students-mental-health](http://www.ecampusnews.com/2018/11/12/how-to-use-tech-to-address-students-mental-health).

25 “One in Three College Freshmen Worldwide Reports Mental Health Disorder,” American Psychological Association (September 13, 2018), [www.apa.org/news/press/releases/2018/09/freshmen-mental-health](http://www.apa.org/news/press/releases/2018/09/freshmen-mental-health).

26 Kate McAlpine, “An Even Smaller World’s Smallest ‘Computer,’” University of Michigan (June 21, 2018), <https://news.engin.umich.edu/2018/06/an-even-smaller-worlds-smallest-computer>.

27 Bernard Marr, “Smart Dust Is Coming. Are You Ready?” Forbes (September 16, 2018), [www.forbes.com/sites/bernardmarr/2018/09/16/smart-dust-is-coming-are-you-ready/#53efdf45e41](http://www.forbes.com/sites/bernardmarr/2018/09/16/smart-dust-is-coming-are-you-ready/#53efdf45e41).



## IT Security in a World Without Walls

IT expert Bob Stevens argues that because data are now so fluid and accessible, colleges and universities should rethink cybersecurity strategies predicated on so-called data perimeters—in particular data endpoints. He suggests the focus should be on everywhere that data “live” and are accessed. “It doesn’t make sense to put guards in front of your castle when the castle walls don’t exist anymore,” Stevens asserts. Among other strategies, Stevens urges adopting tools that continually assess student and staff devices for risk...and that ban access when those devices don’t meet predetermined requirements.<sup>28</sup>

### ◆ For discussion

“Colleges and universities need to embrace a new way of thinking when it comes to cybersecurity,” Stevens believes. What might that look like at your institution? When it assesses cyberthreats, does your institution consider threats beyond its network perimeter? Do your cybersecurity tools check all user devices continuously—and freeze out devices that might be compromised? Has your institution embraced the heightened IT security protocols that are sometimes dubbed “zero trust”?

## More Uses for Blockchain

While many institutions might just be familiarizing themselves with the basics of blockchain, the list of potential applications for this emerging technology is growing. For business transactions alone, blockchain could strengthen basic bookkeeping, support audits, toughen systems for record keeping, and smooth contract processing, including validating potential business partners. For higher education specifically, experts say blockchain could validate information that college applicants provide, confirm data used for accreditation, and help institutions stay in touch with alumni.<sup>29</sup>

### ◆ For discussion

Is your institution planning to fully optimize its use of blockchain technology? From admissions and alumni relations to finance, research, and human resources, how can your institution use blockchain to improve and strengthen processes?

28 Bob Stevens, “Helping Higher Education Tackle Today’s Cybersecurity Challenges,” Lookout [blog] (April 23, 2019), <https://blog.lookout.com/higher-education-cybersecurity>.

29 Melissa Layne, “Higher Education and the Blockchain Ecosystem: An Overview,” The Evollution (May 21, 2019), <https://evollution.com/technology/tech-tools-and-resources/higher-education-and-the-blockchain-ecosystem-an-overview>.



# Food for Thought

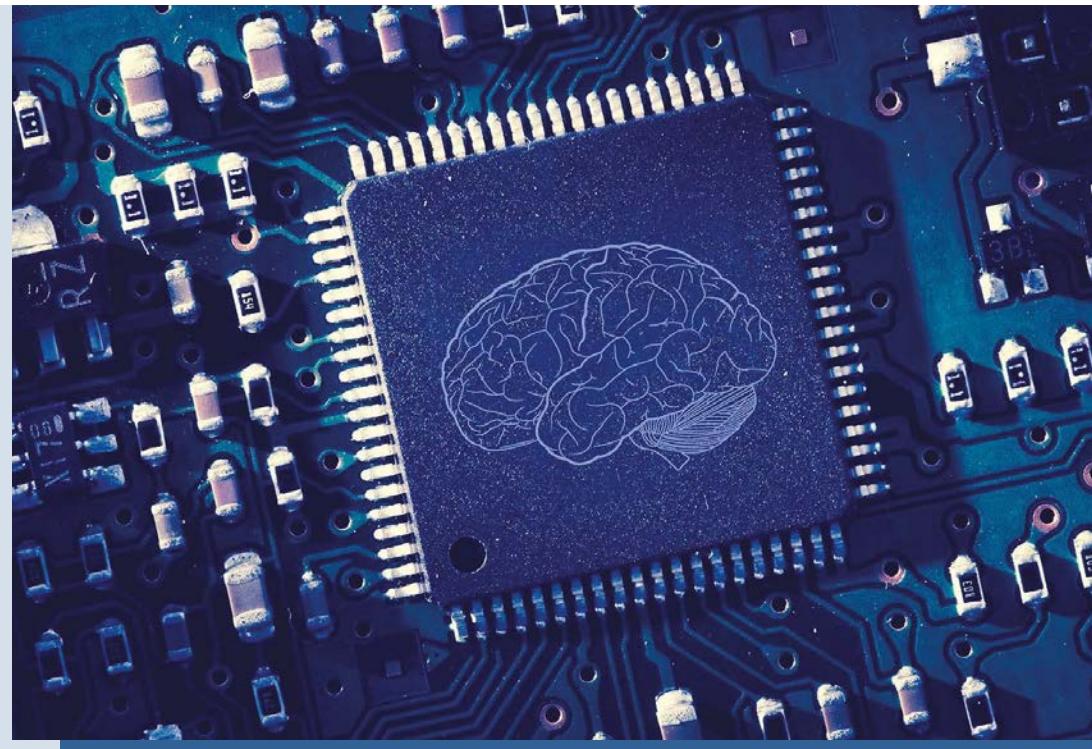
## A Computer That Can Read Your Mind

Francis Collins, director of the National Institutes of Health (NIH), recently reported that NIH-supported researchers have combined speech synthesis technology with artificial intelligence to teach a computer to read a person's thoughts and translate them into intelligible speech. "Turning brain waves into speech isn't just fascinating science," Collins says. "It might also prove life changing for people who have lost the ability to speak from conditions such as amyotrophic lateral sclerosis (ALS) or a debilitating stroke."<sup>30</sup>

What are some potential implications of this evolving science? Self-described "transhumanist" Zoltan Istvan says an era is coming when we will be able to download knowledge "directly into our brain mainframe." That knowledge, he says, includes professional training ranging from how to be a police officer to practicing medicine. If "brainwave technology entrepreneurs" have their way, Istvan suggests, "brick and mortar colleges will no longer be relevant" because "we will be able to download education from computers directly into our brains."<sup>31</sup>

### ◆ For discussion

Researchers, many based at universities, are exploring applications of so-called "mind reading" technology. Meanwhile, leading businesses—like Facebook—are considering its commercial potential. For higher education, this new technology offers many opportunities for research. It might also have a dramatic impact on teaching and learning. While we are still in the early days, is your institution exploring what impact these new technologies could have? What ethical implications should your institution anticipate? In the longer term, how might technologies such as those that enable direct downloads to our brains affect how your institution is structured and how it delivers its services?



<sup>30</sup> Francis Collins, "Can a Mind-Reading Computer Speak for Those Who Cannot?" National Institutes of Health (March 7, 2019), <https://directorsblog.nih.gov/2019/03/07/can-a-mind-reading-computer-speak-for-those-who-cannot>.

<sup>31</sup> Zoltan Istvan, "In 15 Years We'll Be Able to Upload Education to Our Brains. So Can I Stop Saving for My Kids' College?" Quartz (July 1, 2019), <https://qz.com/1651749/brainwave-tech-will-make-college-debt-a-thing-of-the-past>.



# Economic Trends

How can your institution prepare for the next recession? Are there ways to bolster revenue streams from improved development of research findings and intellectual property? How can institutions better align their work with employer needs in the workplace?



## Tuition and the Next Recession

With higher education still recovering from the Great Recession, economists say another slowdown is around the corner. Look for tuition to be a perplexing flashpoint when the next downturn hits. Yes, more students typically pursue college during recessions, but institutions that need more revenue will likely eye increasing tuition rates even when students are feeling a financial pinch. Institutions may also recruit more full-pay out-of-state students, potentially irritating state legislators beholden to in-state residents. Meanwhile, some legislatures may push for tuition freezes at state universities to help constituents with squeezed wallets, even while they may reduce state appropriations for higher education. Broadly speaking, we can expect more public and legislative scrutiny of college costs, including tuition, and potentially more pointed conversations about college affordability.<sup>32</sup>

### ◆ For discussion

To help them prepare for recessions, some states mandate that public institutions plan for potential percentage reductions in revenues. As the next recession looms, most colleges need to engage in such planning. Is your institution's economic contingency planning sufficiently robust and realistic? Is your institution realistic about the long-term viability of tuition increases? What other strategies can your institution adopt to ensure its financial resilience?

<sup>32</sup> For background on these and related issues, see "State Information Request: Preparing Higher Education for Recessions" by Sarah Pingel, Education Commission of the States, July 17, 2019 ([www.ecs.org/state-information-request-preparing-higher-education-for-recessions](http://www.ecs.org/state-information-request-preparing-higher-education-for-recessions)); State Higher Education Finance: FY 2018, State Higher Education Executive Officers Association ([https://sheeo.org/wp-content/uploads/2019/04/SHEEO\\_SHEF\\_FY18\\_Report.pdf](https://sheeo.org/wp-content/uploads/2019/04/SHEEO_SHEF_FY18_Report.pdf)); and "Top 6 trends in higher education" by Emal Dusst and Rebecca Winthrop, Brookings, January 10, 2019 ([www.brookings.edu/blog/education-plus-development/2019/01/10/top-6-trends-in-higher-education](http://www.brookings.edu/blog/education-plus-development/2019/01/10/top-6-trends-in-higher-education)).

## Research as Revenue Stream

Many universities are developing policies to reap financial returns from faculty research. Indiana University (IU) recently announced initiatives that invest gifts from donors in high-potential startup companies, help faculty explore options for commercializing research, and pair investors with IU-affiliated startups.<sup>33</sup> In 2018, the University of Chicago created the Polsky Life Sciences Launchpad to help research projects spawn investor-worthy startups.<sup>34</sup> Boston University (BU) recently appointed its first associate vice president for industry engagement to help create relationships with corporations that have an interest in BU research.<sup>35</sup>

### ◆ For discussion

With more universities looking for more ways to diversify and expand their revenue streams, and more institutions expanding their efforts to commercialize research findings and intellectual property, is your institution keeping pace? Should your institution consider new initiatives to monetize research outcomes, expand startups, and potentially attract investors? What might that look like?



## Does Free College Aggravate Income Inequality?

Third Way, a think tank that describes its politics as “center-left,” recently published a paper suggesting that the concept of “free college” contributes to rather than alleviates income inequality. Why? Free college programs “overwhelmingly allocate taxpayer dollars toward upper- and upper-middle-class students,” the think tank argues, and do not help low-income students pay for critical expenses like housing, food, textbooks, and transportation. Further, options like free community college may steer some students away from four-year universities for which they might be academically qualified.<sup>36</sup>

### ◆ For discussion

Noting that children from families in the top one percent of earners are 77 times more likely to attend an elite college compared to children from low-income families, and that fewer low-income students earn four-year degrees than their wealthier counterparts, Third Way argues for policies that acknowledge and address those trends.<sup>37</sup> How well is your institution aware of trends in income inequality, particularly as they pertain to higher education? Is it doing all it can to ensure equal access to higher education for all learners? Can your institution help educate legislators on the nuances of how public policy affects access to college?

<sup>33</sup> “IU Ventures Announces New Slate of Startup Support and Investment Programs,” Indiana University (August 13, 2019), <https://news.iu.edu/stories/2019/08/iu/releases/13-new-entrepreneurial-startup-support-investment-iu-ventures.html>.

<sup>34</sup> Stephanie Goldberg, “Universities Shift to Startup Mode,” *Crain’s Chicago Business* (March 8, 2019), [www.chicagobusiness.com/health-care/universities-shift-startup-mode](http://www.chicagobusiness.com/health-care/universities-shift-startup-mode).

<sup>35</sup> Art Jahnke, “New Industry Engagement Leader a Matchmaker for BU and Businesses,” *The Brink* (October 23, 2018), [www.bu.edu/articles/2018/marc-scatamacchia-first-industry-engagement-leader](http://www.bu.edu/articles/2018/marc-scatamacchia-first-industry-engagement-leader).

<sup>36</sup> Wesley Whistle and Tamara Hiler, “Why Free College Could Increase Inequality,” Third Way (March 19, 2019), [www.thirdway.org/memo/why-free-college-could-increase-inequality](http://www.thirdway.org/memo/why-free-college-could-increase-inequality).

<sup>37</sup> Ibid.

## The Degree as a Job Benefit, not a Job Requirement

Writing in *Forbes*, respected researcher Brandon Busteed predicts that in the next decade as many as a third of all traditional-age students will “go pro early”—going from high school directly to jobs that offer opportunities for them to earn college degrees. What’s driving that sea change? Rising college tuition, employer dissatisfaction with the work readiness of college graduates, new ideas about the relationship between work and education, and new recruitment strategies by employers, Busteed says. Higher education will remain valued, he believes, but for more young people, earning a degree will be “part of getting a job as opposed to college as its own discrete experience.”<sup>38</sup>

### ◆ For discussion

Busteed argues that “it’s simply a matter of time before the new world of ‘going to a job to get a college degree’ disrupts the linear higher education pathway as we know it.” He suggests that colleges and universities can capitalize on this trend if they can innovate and adapt to supporting students who “go pro early” and their employers. Does this trend suggest opportunities for your institution? What relationships have you built with local employers?

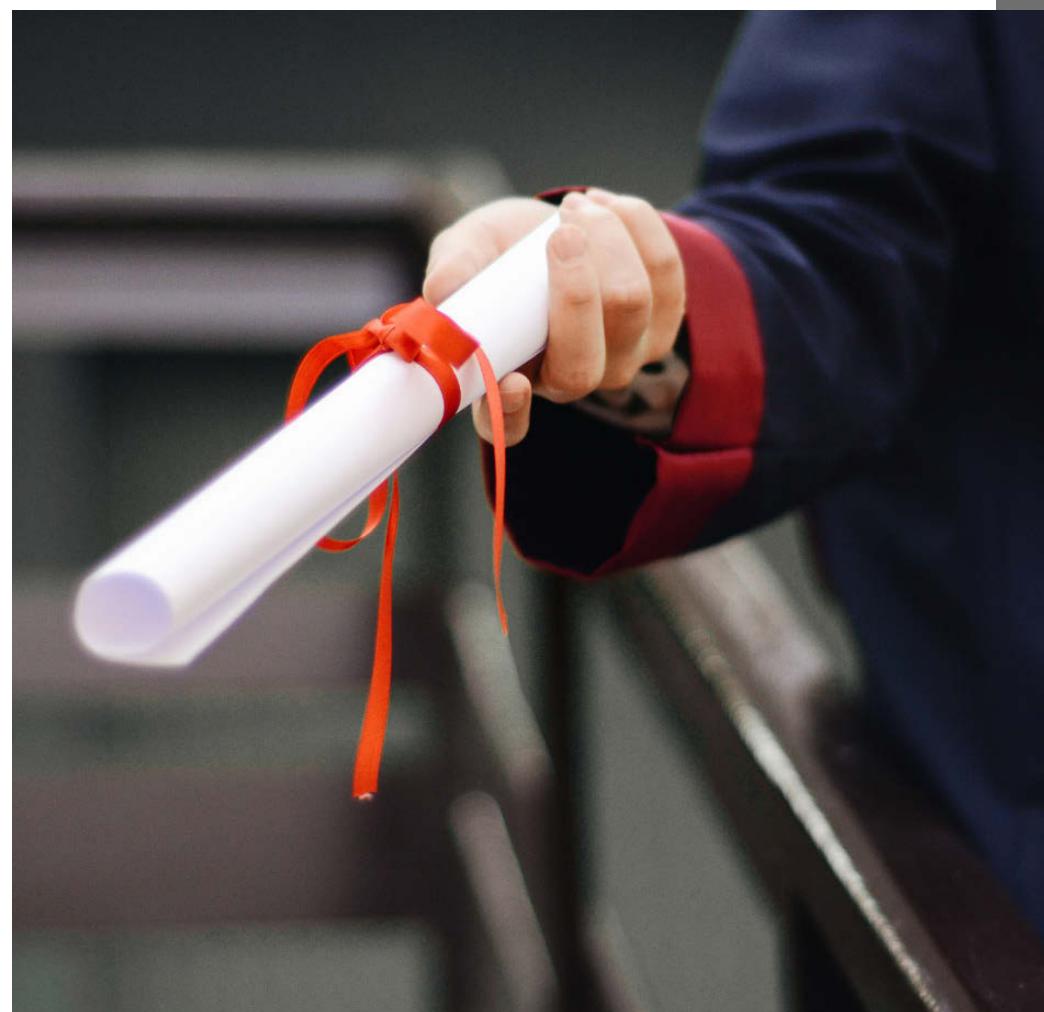
## Skills Mapping to Communicate Value

To help bridge the disconnect between the skills colleges teach and those that employers want, administrators at the University of South Florida (USF) showed faculty local want ads. Using a “skills map” helped USF clarify the skills that are taught in the curriculum—and what curricular changes might address other skills that employers need. Some faculty hated the exercise, an administrator reported, “but they still got the point.”<sup>39</sup>



### ◆ For discussion

Skills mapping can identify and communicate the “practical” value of the liberal arts. Could your institution use skills mapping to help faculty better understand how they prepare students for the workplace? Could skills mapping help faculty tweak their curricula to align more closely to the skills employers want?



<sup>38</sup> Brandon Busteed, “This Will Be the Biggest Disruption in Higher Education,” *Forbes* (April 30, 2019), [www.forbes.com/sites/brandonbusteed/2019/04/30/this-will-be-the-biggest-disruption-in-higher-education/#3303de37608a](http://www.forbes.com/sites/brandonbusteed/2019/04/30/this-will-be-the-biggest-disruption-in-higher-education/#3303de37608a).

<sup>39</sup> Wayne D’Orio, “With Skills Mapping, Colleges Create a ‘Universal Language’ to Explain Value,” *Education Dive* (June 24, 2019), [www.educationdive.com/news/with-skills-mapping-colleges-create-a-universal-language-to-explain-valu/557422](http://www.educationdive.com/news/with-skills-mapping-colleges-create-a-universal-language-to-explain-valu/557422).



## Four Actions Higher Education Needs to Take

Proclaiming “this moment is ripe for change in higher education,” a report from Georgia Institute of Technology (Georgia Tech) maps specific aspirations for the next two decades and beyond. Acknowledging many forces of change, including technology, shifting public attitudes, and evolving student demographics, the report suggests four key actions: eliminating “artificial barriers” between college and pre-college, establishing flexible educational pathways and credentials, reinventing the university’s physical presence, and creating lifelong advising and coaching networks. The report also proposes initiatives to put those suggestions into practice in “an expanded ecosystem for educational innovation.”<sup>40</sup>

### ◆ For discussion

Most institutions are holding conversations about the forces of change they face today, but Georgia Tech’s report takes a particularly deep and frank look. Has your institution defined the issues that it faces with the same degree of frankness and specificity? Has it framed concrete, robust initiatives to respond to those issues? What actions would it take to establish “an expanded ecosystem for educational innovation”?

## Christensen Stands by Prediction

After predicting several years ago that 25 to 50 percent of colleges would close, merge, or declare bankruptcy, provocateurs Clayton M. Christensen and Michael B. Horn recently declared they stand by their analysis. The heart of the problem, they say, is that “many colleges and universities are increasingly unable to bring in enough revenue to cover their costs.” The antidote? “Colleges and universities can innovate to not just survive but thrive,” they say. Calling failure to innovate a “nonstarter,” Christensen and Horn say they “look forward to many individual colleges innovating, defying the odds and proving our predictions wrong.”<sup>41</sup>



### Deeper dive:

The research/best practices firm EAB frames key questions that institutions must weigh to help ensure their financial future. For example, with educational supply outstripping demand, what is the institution’s level of risk? How much are costs outpacing revenues, and how can that trend be reversed? How can a different approach to business planning help grow “nontraditional” revenue? What are the greatest opportunities to create new demand for your institution’s strengths? Which “new” markets are already saturated—and which are ripe for development?<sup>42</sup>

### ◆ For discussion

Christensen and Horn argue that “the real challenge facing many colleges and universities at the moment is that their business model is fundamentally broken.” How healthy is your institution’s business model? In considering that question, how candid are leaders at your institution with themselves and with other stakeholders? Is your institution capable of honestly assessing its current condition? What steps would your institution need to take to chart a more productive path forward?

40 Rafael L. Bras, “Deliberate Innovation, Lifetime Education,” Commission on Creating the Next in Education, Georgia Institute of Technology (April 2018), [www.provost.gatech.edu/cne-home](http://www.provost.gatech.edu/cne-home).

41 Clayton M. Christensen and Michael B. Horn, “Perilous Times,” *Inside Higher Education* (April 1, 2019), [www.insidehighered.com/views/2019/04/01/many-private-colleges-remain-danger-opinion](http://www.insidehighered.com/views/2019/04/01/many-private-colleges-remain-danger-opinion).

42 “Future Higher Education Economics: What Every College and University Needs to Know [Infographic],” EAB (January 21, 2019), [www.edb.com/research-and-insights/higher-education-strategy-forum/infographics/future-higher-education-economics](http://www.edb.com/research-and-insights/higher-education-strategy-forum/infographics/future-higher-education-economics).

## Extra Credential

A recent survey by the Center for the Future of Higher Education and Talent Strategy at Northeastern University found that nearly two-thirds (64 percent) of recruiting executives believe “the need for continuous lifelong learning will demand higher levels of education and more credentials.” The center’s head, Sean Gallagher, says “there are many signs that the ‘second machine age’ and the era of digital transformation in which we are living are increasingly driving demand for continuous reskilling and lifelong learning.”<sup>43</sup> In many cases, that means the pursuit of credentials other than degrees.



### Deeper dive:

Reflecting the growing importance of credentials versus traditional degrees, a variety of initiatives are underway to establish or clarify the value embedded in credentials. One example: The IMS Global Learning Consortium (IMS Global) and the firm Credential Engine have partnered to “advance new interoperability and transparency standards for credentials.”<sup>44</sup> Separately, the Lumina Foundation and other funders have been supporting initiatives that seek to determine credentials’ value.<sup>45</sup>



### ◆ For discussion

Gallagher says that the growing need for continuous learning “is reflected in the explosion of new educational credential offerings in recent years,” including online degrees, technology certificates, digital badges, nanodegrees, and “micro master’s” programs.<sup>46</sup> How well is your institution positioned to meet the growing demand for these new types of credentials? How do these new credentials complement traditional degrees at your institution?

<sup>43</sup> Sean Gallagher, “A New Era of Microcredentials and Experiential Learning,” *University World News* (February 15, 2019), [www.universityworldnews.com/post.php?story=20190213103113978](http://www.universityworldnews.com/post.php?story=20190213103113978).

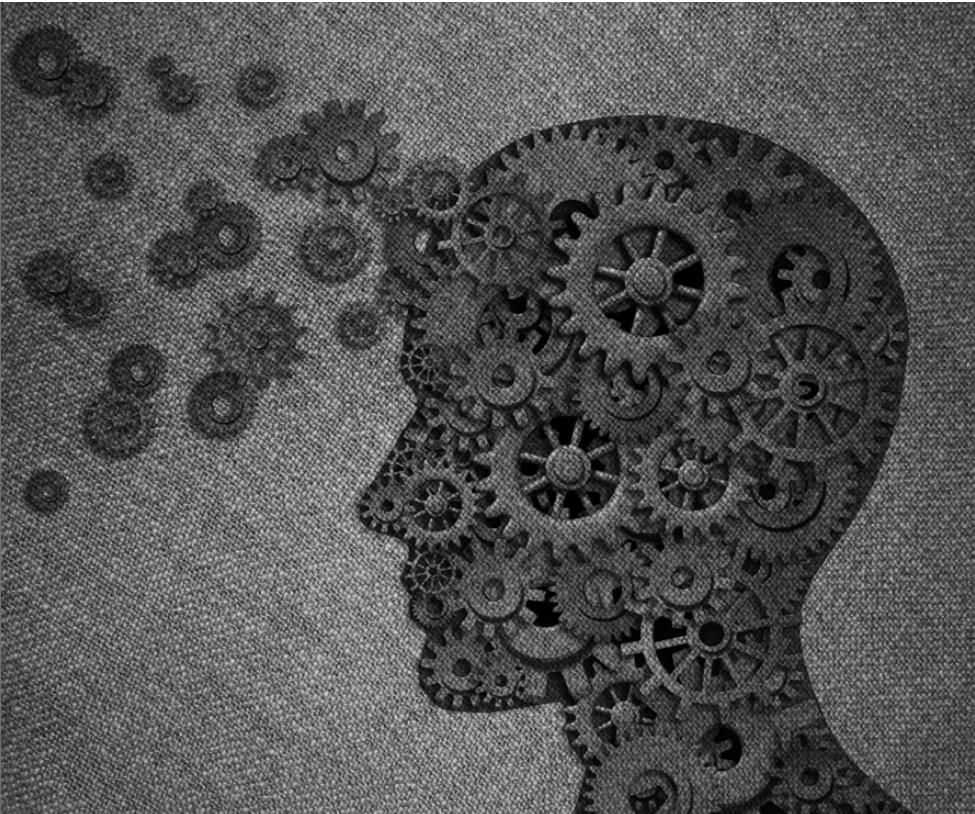
<sup>44</sup> “Open Standards and Transparency Groups Team Up to Improve Information on Credentials,” IMS Global Learning Consortium (May 22, 2019), [www.imsglobal.org/article/open-standards-and-transparency-groups-team-improve-information-credentials](http://www.imsglobal.org/article/open-standards-and-transparency-groups-team-improve-information-credentials).

<sup>45</sup> As one example, see “High Value Credentials for New England,” New England Board of Higher Education (2019), <https://nebhe.org/policy-research/grant-consulting-technical-assistance/high-value-credentials-for-new-england>.

<sup>46</sup> Ibid.



# Food for Thought



## Wanted: Human Skills

To prepare for the 21st-century workplace, should students focus on the liberal arts or more career-oriented majors? The answer isn't either/or but both/and, says Michelle Weise, senior vice president for workforce strategies and chief innovation officer at Strada Education Network.

Speaking recently with the *New England Journal of Higher Education*, Weise said workplaces need workers with both technical expertise and "human skills" like flexibility, mental agility, ethics, resilience, systems thinking, communication, and critical thinking. Because "real-world human problem solving is transdisciplinary by nature, tapping into varied skills and knowledge," Weise argues that "students must learn—and be taught—to connect one domain of knowledge to another through what is known as 'far transfer.'"<sup>47</sup>

Weise believes that schools, colleges, companies, and government need to do more to cultivate uniquely human skills "in a deliberate way within our learning experiences." One specific suggestion: "The integration of more project-based learning into the classroom would bring more clarity to how [human] skills translate into real-world problem solving and workplace dexterity."<sup>47</sup>

### ◆ For discussion

If Weise is right that today's and tomorrow's workplaces will demand employees with both human and technical skills, how well is your institution prepared to help train such workers? Are the liberal arts and career education integrated at your institution? How could they be brought into better alignment?

<sup>47</sup> John O. Harney, "To Prepare Nimble Thinkers...A NEJHE Q&A with Michelle Weise," *New England Journal of Higher Education* (July 8, 2019), <https://nebhe.org/journal/to-prepare-nimble-thinkers-a-nejhe-qa-with-michelle-weise>.

# Environmental Trends

From accommodating autonomous cars to offering nimble spaces for next-generation approaches to teaching and learning, how might tomorrow's physical plant differ from today's? How can campus spaces better serve learners with disabilities?

## Get SAV-vy About Transportation

McKinsey & Company consultants offer suggestions for infrastructure designs that anticipate a future where shared autonomous vehicles (SAVs) are more commonplace. Ideas include building staging areas and modifying curbs to create designated areas (perhaps supported with embedded sensors and other smart technology) where individuals will connect with services like Uber. Designated mobility hubs will help travelers connect with cars, scooters, bikes, and mass transportation. Some campuses might host large facilities where SAVs, including university-owned autonomous vehicles, are stored and serviced.<sup>48</sup>

### ◆ For discussion

Given their concentrations of drivers, colleges and universities might find themselves designing on-campus transportation hubs where individuals can connect with a shared autonomous vehicle. Institutions themselves are likely to rely more heavily on SAVs. What campus infrastructure changes will SAVs require? How would such changes be financed? What kind of partners might collaborate on such ventures?



<sup>48</sup> Tyler Duvall, Eric Hannon, Jared Katseff, Ben Safran, and Tyler Wallace, McKinsey, & Company, "A New Look at Autonomous-Vehicle Infrastructure," (May 2019), [www.mckinsey.com/industries/capital-projects-and-infrastructure/our-insights/a-new-look-at-autonomous-vehicle-infrastructure](http://www.mckinsey.com/industries/capital-projects-and-infrastructure/our-insights/a-new-look-at-autonomous-vehicle-infrastructure).



## Four Strategies for Redesigning Learning Spaces

Surveying four institutions with recently redesigned learning spaces, CampusTechnology.com summarized key strategies that led to success. Step one? Make a detailed inventory of your campus's space so you can speak definitively about needs and act quickly when money for renovations becomes available. Other successful strategies included testing designs in small pilot projects and formalizing redesigns in designated initiatives leading to master plans.<sup>49</sup>

### ◆ For discussion

Is there a plan for redesigning learning spaces at your institution? Does such planning start with a detailed inventory of current practices, limitations, and opportunities? Are all the right stakeholders involved, and are they collaborating effectively toward common goals? Could and should more be done to formalize the redesign of learning spaces?

## A Wayfinding App for the Visually Impaired

To help make its campus more accessible for students with visual impairments, the University of Guelph was the first postsecondary institution in Canada to install Blind Square, an app-based wayfinding system. Blind Square helps the visually impaired navigate by providing audible information about their surroundings. The system, which begins to "talk" to users when they enter a zone that includes the main campus and much of downtown Guelph, is more sophisticated than similar tools in that it blends information from outdoor GPS and an indoor collection of beacons and QR codes.<sup>50</sup>

### ◆ For discussion

The University of Guelph says the Blind Square system frees users from relying on help from other people to find their way indoors, and also provides more information about immediate surroundings than Braille signs. Could such a tool help your institution improve its support for students with visual impairments? What other new technologies could help your institution be more accessible? What investments would these tools require?

## Building Boom Provides Real-World Learning

With Clemson University in the midst of a building boom, faculty in construction management, civil engineering, and architecture are working campus projects into their curricula, turning job sites into classrooms. In the university's construction science and management department, for example, a capstone project required seniors to analyze actual requests for proposal (RFPs) for a campus building project, then present their assessments to professional architects and contractors.<sup>51</sup>

### ◆ For discussion

Clemson leadership say this kind of multidisciplinary, hands-on student engagement exemplifies the university's commitment to experiential learning. As one dean said, "It's a perfect example of our classroom-without-walls approach to preparing students for the job market." In fact, many Clemson students convert on-the-job internships into full-time jobs. Could your institution provide similar hands-on learning for your students?

49 David Raths, "4 Essentials for Learning Space Redesign," CampusTechnology.com (May 8, 2019), <https://campustechnology.com/Articles/2019/05/08/4-Essentials-for-Learning-Space-Redesign.aspx>.

50 "Installation of Wayfinding System for Visually Impaired," University of Guelph (June 1, 2018), <https://news.uoguelph.ca/2018/06/u-of-g-leader-in-accessibility-with-installation-of-wayfinding-system-for-visually-impaired>.

51 Ken Scar, "Campus Construction Creates Learning Lab for Tomorrow's Builders and Designers," Clemson University Relations (January 2, 2019), <https://news.uoguelph.ca/2018/06/u-of-g-leader-in-accessibility-with-installation-of-wayfinding-system-for-visually-impaired>.

## Tiny Target Runs

Pioneering outlets that are a third of the size of their typical stores, the retail chain Target has put some 100 stores on college campuses over the last several years. Separately, the grocery chain Publix recently opened a branch, smaller than its usual stores, in a residential project at the University of South Florida, even though there's a full-size Publix close by. Experts say these developments are part of a burgeoning trend—retailers experimenting with new ways to serve the college student market.<sup>52</sup>

### ◆ For discussion

Are there opportunities for your institution to partner with retail outlets in creative new ways? Some new retail projects depend on a fairly large student body, but even if your school is smaller, creative solutions are possible. One such option: temporary, seasonal stores, such as those that the athletic wear brand Lululemon has opened in Philadelphia. How could your institution capitalize on such trends?

<sup>52</sup> Wayne D'Orio, "How Retailers Are Making Their Mark on Colleges," *Education Dive* (May 23, 2019), [www.educationdive.com/news/retailers-cash-in-on-a-captive-college-campus-market/555270](https://www.educationdive.com/news/retailers-cash-in-on-a-captive-college-campus-market/555270).

<sup>53</sup> York Universities Form Renewable Energy Purchasing Consortium," (December 18, 2018), <https://sustainablecampus.cornell.edu/about/connect/news/cornell-and-20-new-york-universities-form-renewable-energy-purchasing-consortium>.

## By Their Zero-Carbon Powers Combined

More than 20 colleges and universities in New York state, including Cornell University and 16 institutions in the State University of New York (SUNY) system, are collaborating on new, large-scale renewable energy projects. Cornell and the SUNY institutions are working toward purchasing or producing electricity from 100 percent zero-net-carbon sources. Among other ideas, members of the consortia are considering large-scale solar photovoltaic, wind, hydroelectric, and energy storage projects.<sup>53</sup>

### ◆ For discussion

Across higher education—and even across traditional silos like public and private control—more institutions are turning to partnerships to tackle large challenges. Is your institution fully on board to capitalize on this trend? What kinds of partnerships and consortia could help your institution save money and perhaps meet sustainability goals?



## The Acoustics in Here Are Less Terrible

The acoustical consulting firm Jaffe Holden says classroom acoustics haven't improved much since the 1960s—but that may be changing. Microphones help teachers roam classrooms. New building materials make it easier to separate sounds. Coming soon: "Sophisticated, always-on voice amplification systems," with microphones in the ceiling, will be incorporated directly into classrooms.<sup>54</sup>

### ◆ For discussion

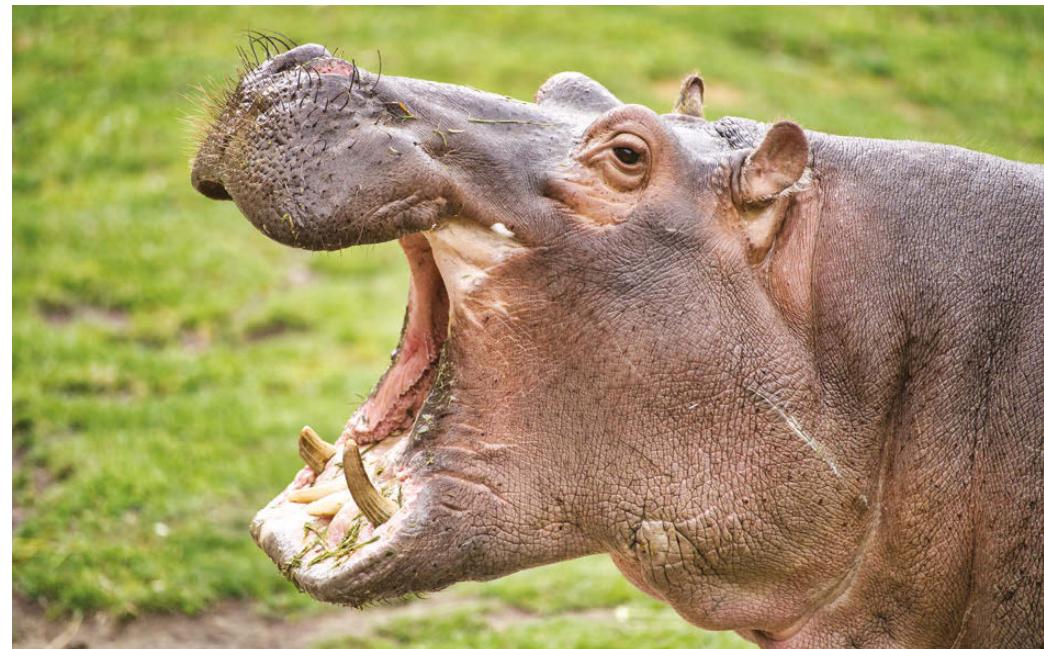
If your institution is retrofitting learning spaces to accommodate new styles in pedagogy, such as active learning, is it also considering the acoustics in such spaces? How well does it factor acoustics into new building designs that include a lot of hard surfaces, like glass walls, high ceilings, and maybe even exposed ductwork?



<sup>54</sup> Russ Cooper and Jaffe Holden, "The Hottest Trends in the Design of School Acoustics," (October 17, 2018), [www.jaffeholden.com/blog/hottest-trends-design-school-acoustics](http://www.jaffeholden.com/blog/hottest-trends-design-school-acoustics).

<sup>55</sup> "Three Facilities Master Planning Pitfalls," *Sightlines* (June 13, 2019), [www.sightlines.com/blog/three-facilities-master-planning-pitfalls](http://www.sightlines.com/blog/three-facilities-master-planning-pitfalls).

<sup>56</sup> Ibid.



## Hungry, Hungry HiPPOs and Other Master Plan Pitfalls

The facilities planning firm Sightlines says three common pitfalls can take campus master plans off the rails. "The HiPPO Effect" occurs when the highest-paid person's opinion (HiPPO) is given undue weight because of that person's position and rank. The "Shiny New Things Syndrome" is when the urge to add a new building overshadows the possibility of renovating an existing structure. A third problem: letting innate team biases sway major decisions. "If the planning team typically focuses on designing new buildings" rather than renovating existing ones, "that's likely to be the focus of the plan," Sightlines says.<sup>55</sup>

### ◆ For discussion

Among other basics for facilities planning, Sightlines urges caution to ensure that an institution's "future wants" not inhibit time spent on careful analysis of "existing demands." Another tip: "Without objective and extensive reference data, there is room for opinions to override the lack of facts."<sup>56</sup> Have pitfalls like these affected master planning at your institution? What steps could be taken to minimize their effect in the future?

# A Closer Look

## Disabilities in America: The Numbers

Drawing largely on data from the 2017 American Community Survey and other studies, the US Census Bureau recently released a compilation of statistics about Americans with disabilities. The results are eye opening:

- ◆ More than 40 million residents of the United States (40.7 million), or 12.7 percent of the population, have a disability.
- ◆ Among workers with a disability in 2017, 34.4 percent reported an ambulatory disability, while 31.1 percent reported a hearing-related disability. Cognitive disabilities affected 29.2 percent of workers, while 21.5 percent had vision-related disabilities. (Some workers have more than one disability.)
- ◆ At 20.2 percent, West Virginia had one of the highest rates of individuals with disabilities in the nation. Utah, at 9.6 percent, had the lowest rate.<sup>57</sup>

### ◆ **For discussion**

How well is your institution serving learners with disabilities? How well is it supporting staff with disabilities? Are those efforts proportionate to percentages of individuals in your state with disabilities? How well do these considerations factor into the design of new buildings and projects to rehab existing facilities?



<sup>57</sup> U.S. Census Bureau. "Anniversary of Americans With Disabilities Act: July 26, 2018," *Facts for Features* (June 06, 2018), [www.census.gov/newsroom/facts-for-features/2019/disabilities-act.html](http://www.census.gov/newsroom/facts-for-features/2019/disabilities-act.html).



# Political Trends

The 2020 presidential election in the United States might bring more attention—wanted or unwanted—to higher education. Is your institution prepared for politicians to raise more questions about how universities conduct their business, serve students, or set tuition?

## Getting Tougher on Research Theft

With US officials increasingly concerned about foreign interests stealing intellectual property and research, US institutions are taking action. The University of Texas MD Anderson Cancer Center in Houston, for example, has secured data through such actions as disabling computer USB ports. MD Anderson dismissed three scientists from outside the US who violated National Institutes of Health (NIH) confidentiality regulations. NIH Director Francis Collins recently told a Senate committee that investigations of NIH-funded foreign scientists are under way at some 55 US institutions.<sup>58</sup>



### Deeper Dive:

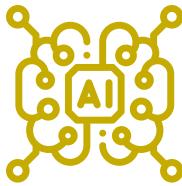
In 2018 and 2019, concerns over security and foreign influence at US universities were written into federal legislation authorizing defense and intelligence programs. As of the summer of 2019, similar language was expected again in the FY 2020 National Defense Authorization Act. Legislators in both the Senate and the House were seeking amendments that would direct the Department of Homeland Security to create a list of “sensitive research projects” that involve students from China, Russia, and Iran.<sup>59</sup>

### For discussion

The US government grows more concerned about foreign threats to intellectual property, particularly from China. Has your institution fully assessed its risk exposure in this regard? Are new policies needed to help curb potential threats? Are faculty and staff fully apprised of institutional policies and the issues that drive them? In terms of technology, has your institution taken adequate steps to prevent loss of research data and other intellectual property? How effective is institutional oversight of staff and student travel to countries deemed to be high risk for theft of intellectual property?

<sup>58</sup> Ken Budd, “Combatting Undue Foreign Influence at U.S. Research Institutions,” *AAMCNews*, Association of American Medical Colleges (May 28, 2019), [www.aamc.org/news-insights/combatting-undue-foreign-influence-us-research-institutions](http://www.aamc.org/news-insights/combatting-undue-foreign-influence-us-research-institutions).

<sup>59</sup> “Defense Bill Targets Security and Foreign Influence at Colleges and Universities,” American Council on Education (June 24, 2019), [www.acenet.edu/News-Room/Pages/Defense-Bill-Could-Target-Security-and-Foreign-Influence-at-Colleges-and-Universities.aspx](http://www.acenet.edu/News-Room/Pages/Defense-Bill-Could-Target-Security-and-Foreign-Influence-at-Colleges-and-Universities.aspx).



## Regulating AI

In July 2019, it was reported that legislators in New York and New Jersey have proposed laws that would regulate artificial intelligence (AI). Concerns include privacy, security, and economic equity. Reporting about this development, James McCusker, a contributor to the *Everett Daily Herald* (WA), noted that legislatures in both states “owe a debt to New York City’s efforts to understand what AI is, exactly, so it could be defined in law.” McCusker reported that New York’s City Council could not agree on a definition—which may explain why, he said, some of the proposed legislation is focused on “algorithm-based decisions rather than the broader concept of AI.”<sup>60</sup>

### ◆ For discussion

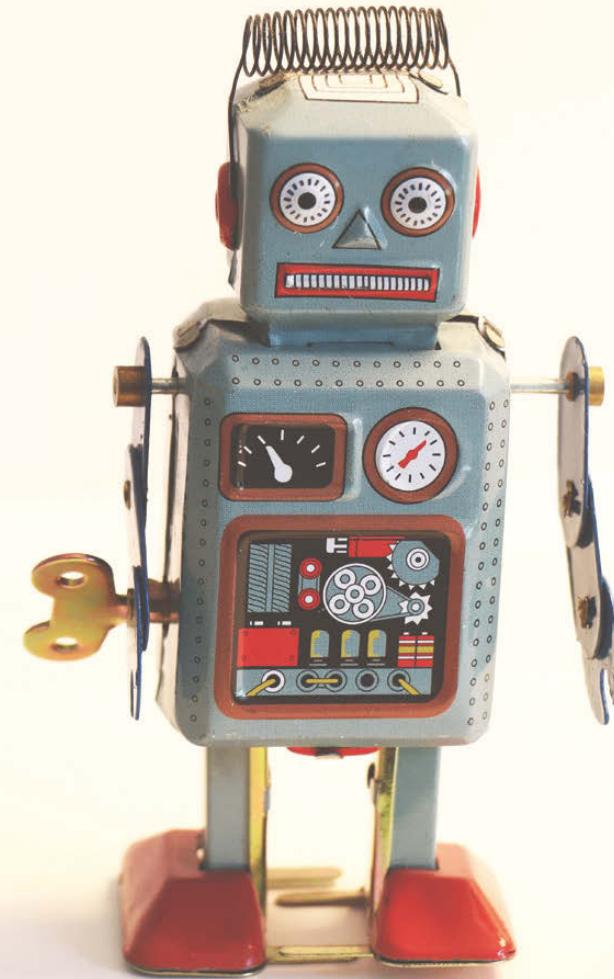
As colleges and universities adopt more AI—in teaching and learning, research, and business operations—they need also concern themselves with the privacy and security issues that AI raises. Other states are likely to follow New York and New Jersey in trying to write laws for AI. The federal government may also weigh in with regulations. How well is your institution prepared to monitor that set of activities, particularly as it unfolds in your own state? Can leaders at your institution help shape such legislation to represent the institution’s interests in AI?

## Accreditation Changes: Overhauling or Undermining?

Accreditation policy continues to be debated. In June 2019, the US Department of Education announced proposed regulations it said were “designed to reduce the unnecessary regulatory burden associated with accreditor oversight of the nation’s colleges and universities.”<sup>61</sup> But as *Inside Higher Education* reported, critics fear that the changes “would unravel oversight of colleges and allow more low-quality programs to enroll students and access federal student aid.”<sup>62</sup>

### ◆ For discussion

The debate about higher education accreditation is likely to continue. One current issue: how to ensure quality in online programs that universities outsource to online program managers (OPMs). The many institutions that are partnering with OPMs or thinking about doing so will want to watch new developments in accreditation very closely. Another possible point of discussion: Critics say the proposed regulations would make it too easy for institutions to add programs or make substantive changes in existing programs, perhaps undercutting some of the basic levers that enable accrediting agencies to exercise control over academic quality.



<sup>60</sup>James McCusker, “Governments Take First, Tentative Steps at Regulating AI,” *Everett Herald* (July 19, 2019), [www.heraldnet.com/business/governments-take-first-tentative-steps-at-regulating-ai](http://www.heraldnet.com/business/governments-take-first-tentative-steps-at-regulating-ai).

<sup>61</sup>U.S. Department of Education, “Secretary DeVos Advances Higher Education Reform Forged by Historic Consensus,” (June 11, 2019), [www.ed.gov/news/press-releases/secretary-devos-advances-higher-education-reform-forged-historic-consensus](http://www.ed.gov/news/press-releases/secretary-devos-advances-higher-education-reform-forged-historic-consensus).

<sup>62</sup>Andrew Kreighbaum, “Rewriting the Rule Book for College Accreditors,” *Inside Higher Education* (June 12, 2019), [www.insidehighered.com/news/2019/06/12/trump-administration-issues-proposal-loosen-standards-college-accreditors](http://www.insidehighered.com/news/2019/06/12/trump-administration-issues-proposal-loosen-standards-college-accreditors).

## Research Under Brexit

The extension of “Brexit,” the decision by Britain to leave the European Union (EU), has British universities in a state of flux. One direct impact has been on research: Some United Kingdom (UK)-based researchers, for example, have been told that their leadership of large, interdisciplinary research projects funded under Horizon 2020, a seven-year, €100 billion EU research program, would be transferred to investigators in other EU countries. Apart from deterring EU students from enrolling in British universities, Brexit is also widely expected to result in government mandated cuts in tuition in the UK, eroding a key revenue stream for higher education.<sup>63</sup>



### Deeper dive:

While specifics have not yet been defined pending Brexit, Canada and Japan are said to be strong contenders to join EU researchers under the umbrella of Horizon 2020. In part to nudge such possibilities, the Canadian government plans new funding of up to C\$25 million annually to support co-funding of science with other governments.<sup>64</sup>

### ◆ For discussion

To help mitigate Brexit’s potential impact on research, some British universities are avidly developing new research relationships—with EU cities versus countries, for example, and with countries outside the EU.<sup>65</sup> Given that US higher education faces its own economic challenges, does that kind of ingenuity on the part of UK universities suggest new paths forward for your institution? How might Brexit create opportunities for new research partnerships for your institution? Thinking broadly across research, teaching and learning, and business practices, what kinds of new partnerships could help your institution weather the current economic storms?

## State Lawmakers Address Campus Safety

In 2019, the Education Commission of the States (ECS) was tracking no fewer than 180 bills in state houses related to two facets of campus safety—guns and sexual violence. ECS reports that 22 states have enacted a campus sexual assault policy. In terms of firearms, 22 states ban individuals from carrying guns on public college or university campuses; eight states allow guns on campuses.<sup>66</sup>

### ◆ For discussion

The significant legislative activity around guns and sexual violence on campus underscores how important these issues are to the public and therefore to legislators. How engaged is your institution in helping legislators shape the right kinds of policies related to campus safety? How do these issues and policies affect other campus plans, like your master plan or faculty tenure and promotion policies?

<sup>63</sup> Rachel Pells, “Brexit and Post-18 Review Create ‘Uncertainty in Every Direction’ for UK HE,” *Times Higher Education* (April 25, 2019), [www.timeshighereducation.com/news/brexit-and-post-18-review-create-uncertainty-every-direction-uk-he](http://www.timeshighereducation.com/news/brexit-and-post-18-review-create-uncertainty-every-direction-uk-he).

<sup>64</sup> Richard L. Hudson, “Canada Eyes New Funds and Collaborations to Boost International Science,” *Science/Business* (June 20, 2019), <https://sciencebusiness.net/news/canada-eyes-new-funds-and-collaborations-boost-international-science>.

<sup>65</sup> Éanna Kelly, “Beyond Brexit: How Universities and Companies Are Trying to Look Past the Cliff Edge,” *Science/Business* (February 11, 2019), <https://sciencebusiness.net/news/beyond-brexit-how-universities-and-companies-are-trying-look-past-cliff-edge>.

<sup>66</sup> Karole Dachelet, “Addressing Campus Safety through State Policy,” *Education Commission of the States* (June 5, 2019), <https://ednote.ecs.org/addressing-campus-safety-through-state-policy>.

## More Money, Fewer Donors

Recent reports suggest a mixed picture for philanthropic giving to colleges and universities. The Council for Advancement and Support of Education's (CASE) most recent Voluntary Support for Education (VSE) survey found that contributions to higher education reached a record \$46.73 billion in 2018, 7.2 percent more than the previous year. But a different study shows that while large donations are on the rise, giving by individual alumni is falling, a trend that is expected to continue. One possible reason: Under the 2017 Tax Cuts and Jobs Act, fewer taxpayers now itemize their deductions, possibly eroding one key motivation for charitable giving.<sup>67</sup>

### ◆ For discussion

The relatively few institutions that are able to secure record-large philanthropic gifts might be considered outliers compared to the thousands of colleges and universities that rely on smaller donations from alumni. What can your institution do to contradict current trends and encourage alumni to give more, not less? Can leaders at your institution influence policymakers to enact legislation more favorable to charitable giving?

## More Updates for the College Scorecard

In May 2019, US Secretary of Education Betsy DeVos announced updates to the Department of Education's (DoE) College Scorecard, a tool for prospective students and their parents that shares data about colleges and universities. The DoE added data from 2,100 institutions that award only certificates (versus degrees) as well as information on student debt loads and graduation rates for non-first-time and non-full-time students and transfer students. Another change: Key metrics like average annual cost, graduation rates, and student demographics will be updated more regularly.<sup>68</sup>

### ◆ For discussion

For several years, both Congress and the executive branch have sought more transparency and reporting out of college data, particularly concerning costs and educational outcomes. In part, such moves reflect increased public skepticism regarding the value of college. Assuming such efforts will continue, how well is your institution responding? Could your institution do more to share data about its academic and business affairs for a public that wants more specifics about college operations and productivity?

<sup>67</sup> Nick Hazelrigg, "Larger Donations, Fewer Donors," *Inside Higher Education* (June 20, 2019), [www.insidehighered.com/news/2019/06/20/donations-colleges-are-number-donors-down](http://www.insidehighered.com/news/2019/06/20/donations-colleges-are-number-donors-down).

<sup>68</sup> U.S. Department of Education, "Secretary DeVos Delivers on Promise to Expand College Scorecard, Provide Meaningful Information to Students on Education Options and Outcomes [press release]," (May 21, 2019), [www.ed.gov/news/press-releases/secretary-devos-delivers-promise-expand-college-scorecard-provide-meaningful-information-students-education-options-and-outcomes](http://www.ed.gov/news/press-releases/secretary-devos-delivers-promise-expand-college-scorecard-provide-meaningful-information-students-education-options-and-outcomes).

<sup>69</sup> Joni E. Finney, "Why the Finance Model for Public Higher Education is Broken and Must Be Fixed," *Wharton Public Policy Initiative* (Vol. 2, No. 6), <https://publicpolicy.wharton.upenn.edu/issue-brief/v2n6.php>.



## What Alaska Means for Everyone Else

Alaska's decision to slash support for the University of Alaska underscores growing concern that current models of public financial support for higher education may not be sustainable. Urging state leaders to create a new framework for such support, one researcher recently argued in favor of linking tuition policy to family income, prioritizing support for first-generation and low-income students, and ensuring that state policies incentivize "innovative efforts to effectively and efficiently use public dollars."<sup>69</sup>

### ◆ For discussion

Across the states, support for colleges and universities is trending unevenly—while some states have increased support by double digits, others have cut funding for higher education. Generally, state funding is anemic, and of course is subject to broader economic trends. How well is your institution adjusting to this "new normal"? Does it continue to budget only on growth scenarios, or has it started to take a more nuanced look at non-traditional revenue streams?



# A Closer Look

## The 2020 Election and Higher Education

Education, a perennial issue in most political campaigns, is sure to factor in the 2020 election. In the race for president, Congress, and state houses, look for discussions of the following issues:



◆ **Department of Education practices.** In his campaign for re-election, President Trump may be challenged to defend controversial practices and policies from his first-term Department of Education. Among other potential topics for debate, look for presidential campaigns to criticize Secretary of Education Betsy DeVos's reworking of the federal rules on campus sexual assault and what some perceive to be favoritism toward for-profit education.<sup>73</sup>

◆ **For discussion**

In addition to the issues outlined above, the 2020 election campaign might raise general issues about college affordability and access and perhaps even about how well institutions spend public dollars. Federal funding for university research might come up as an issue during debates about how much the government spends on education. Another potential issue: how well institutions are preparing workers for jobs of tomorrow, a discussion that might highlight alternatives to higher education like bootcamps and credentials other than degrees. Is your institution prepared to respond if and when politicians running for office in 2020 raise questions that pertain directly to—or that touch even peripherally on—higher education?

71 “Tuition-Free College Is Now a Reality in Nearly 20 States,” CNBC (March 12, 2019), [www.cnbc.com/2019/03/12/free-college-now-a-reality-in-these-states.html](http://www.cnbc.com/2019/03/12/free-college-now-a-reality-in-these-states.html).

72 Marnette Federis, “How Higher Ed Will Be a Battleground for Immigration Debates in 2019,” PRI’s *The World* (January 3, 2019), [www.pri.org/stories/2019-01-03/how-higher-ed-will-be-battleground-immigration-debates-2019](http://www.pri.org/stories/2019-01-03/how-higher-ed-will-be-battleground-immigration-debates-2019).

73 Collin Binkley, “DeVos Becoming Popular Target for Democrats in 2020 Race,” Associated Press (May 23, 2019), [www.apnews.com/3c0f38e8303d45ac8c3f8bcc8e3c266c](http://www.apnews.com/3c0f38e8303d45ac8c3f8bcc8e3c266c).



# One More Thing

## Civics Discourse

There are renewed calls for civics-related instruction in higher education. For example, Nancy L. Thomas, director of the Institute for Democracy & Higher Education at Tufts University's Jonathan M. Tisch College of Civic Life, recently told the *New England Journal of Higher Education* that colleges and universities need to "teach what a strong democracy looks like and why students have a responsibility to work for democracy's health and future." Further, she argued, institutions of higher education also need to "teach students how to run for office or how to effectuate policy change through laws and ballot initiatives."<sup>74</sup>

Echoing similar themes, a recent statement from the Association of Governing Boards urged trustees and presidents of colleges and universities to help their institutions to "recommit to the ideal of promoting democratic values and making direct, pragmatic contributions to the local and national community." Among other "suggested practices," the statement urged support for faculty work on curricula that "embraces the goal of education for democracy." Moreover, the statement said, colleges and universities can focus campus conversations on civil education and model "civil discourse" in campus discussions and meetings, including board meetings.<sup>75</sup>

### ◆ For discussion

Many institutions aim to graduate students that are prepared to contribute to their communities. Does your institution include civics education? How active are your students or alumni in democratic activities—voting, running for office, following the news, etc.? Is your institution a good citizen to its community? How could it support civics education more broadly?



<sup>74</sup> John O. Harney, "Reinvigorating Democracy...A NEJHE Q&A with Nancy Thomas of Tufts," *New England Journal of Higher Education*, (July 23, 2019), <https://nebhe.org/journal/reinvigorating-democracy-a-nejhe-qa-with-nancy-thomas-of-tufts>.

<sup>75</sup> "Reclaiming Higher Education's Leadership in Support of Civil Education," Association of Governing Boards (2019), [https://agb.org/wp-content/uploads/2019/04/report\\_2019\\_civil\\_education.pdf](https://agb.org/wp-content/uploads/2019/04/report_2019_civil_education.pdf).

## About SCUP

At SCUP, we believe that by uniting higher education leaders, we can meet the rapid pace of change and competition, advancing each institution as it shapes and defines its future. Through connection, learning, and expanded conversation, we help create integrated planning solutions that will unleash the promise and potential of higher education.



### ***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.

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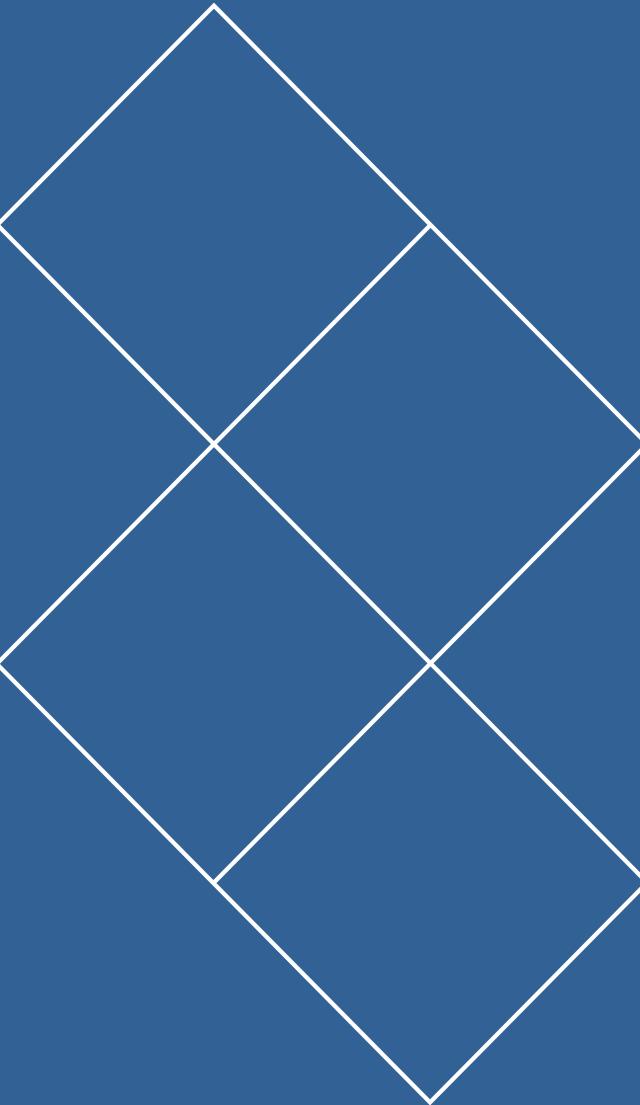
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