

Excerpt

Transforming in an Age of Disruptive Change



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ISBN 978-1-937724-26-9



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The Society for College and University Planning is a community of higher education planning professionals that provides its members with the knowledge and resources to establish and achieve institutional planning goals within the context of best practices and emerging trends. For more information, visit www.scup.org.

What is Integrated Planning?

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.

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***“New circumstances . . . call for new words, new phrases,
and for the transfer of old words to new objects.”***

Thomas Jefferson

Introduction

We begin with a simple thesis: American higher education is facing an Age of Disruptive Change—as are all other industries. Higher education needs to realign its programs and experiences to the needs and changing value propositions of learners, their families, employers, public policy makers, and other stakeholders in these new conditions. In this context, six major challenges face higher education.

Challenges Facing Higher Education

- 1. Many students and their families can no longer afford a traditional college degree.**
- 2. American higher education institutions are facing a sea of red ink—declining state support, burdensome institutional debt, unrealistic instructional costs, plateauing tuition revenues, and intense competition for adult learners.**
- 3. American higher education has failed to assess student learning, competencies, and performance.**
- 4. Most institutions lack the organizational agility and will to meet rapidly changing student learning needs and the needs of the U.S. economy.**
- 5. Higher education has been unable to leverage technology to truly transform learning and competence building to be more accessible, relevant, challenging, and aligned with workforce needs.**
- 6. Higher education has failed to learn from the disruptive innovations pioneered by the for-profit institutions.**

To communicate the transformation imperative in the Age of Disruption, this monograph presents four perspectives:

- **Part I: Snapshots From the 2020 Future.** A series of thumbnail sketches of the lives of learners, board members, presidents, faculty, employers, and policy makers.
- **Part II: Revisiting 1995, then Zooming to the 2013 Present.** Revisiting the pressures for transformation that existed in 1995, then exploring the current pressures in 2013.
- **Part III: Starting in 2013, Getting it Done.** Presenting a set of aggressive actions to respond to the transformation imperative.
- **Part IV: Vignettes From the 2020 Future, Stories From the Frontline of Transformation.** A fuller description of the lives of learners, board members, presidents, faculty, employers, and policy makers.

These sections paint a portrait of the coming transformation in the Age of Disruption.

Part I: Snapshots From the 2020 Future

“The future is already here—it’s just not evenly distributed.”
William Gibson

Between 2013 and 2020, the disruptive forces buffeting higher education are likely to cause/enable many adaptations by institutional leaders, managers, faculty, staff, alumni, employers, venture capitalists, and policy makers. Traditional barriers to change will be weakened by the recognized need to address the six major challenges facing higher education.

How rapidly will these changes occur? More rapidly than in the past. Many of the adaptations will be driven by depleted family finances and unsustainably high costs, and several learner adjustments are already underway. However, for many of these new approaches to scale, new offerings (institutional, other providers, and free range) will need to appear and be accepted by the marketplace. By 2020, this process should be well underway.

In the Part IV of this monograph, we present a series of vignettes in which we tell the stories of people who will have experienced changes in higher education by 2020. We summarize these vignettes in the following set of postcards from the future.

1. Stanton (Stan) Farley assumed office as Kirby University’s 12th president in 2013, after having been assured he had the full support of the Board of Trustees to undertake whatever redirection would be necessary to restore the

university to financial sustainability. With active board support, Stan led Kirby University in a broadly participatory process of planning, assessment, reinvention, and organizational development. This program was based on the seven key principles of performance improvement: (1) strong and persistent leadership, (2) a laser-focused strategic plan, (3) a deep understanding of stakeholder needs, (4) valuing faculty and staff, (5) a commitment to collaboration to enhance organizational performance, (6) continuous improvement of instructional and support processes, and (7) a focus on performance measures and results.

By 2020, Kirby University had significantly enhanced revenue and performance and reduced cost. The cumulative change was a 30–40 percent shift. The university’s approach is being copied by other institutions in the region.

2. In 2020, the president of Coyote University, David Overhurst, hired Madeline Welsh as senior vice president, with a portfolio including strategic planning, institutional analytics and research, human resources, and the newly established directorate of innovation and change. With the president’s backing, she implemented a personalized methodology of change management based on personalized learning development and supported by the Change Style Indicator® and 360-degree evaluations. After a slow start, her initiative succeeded in creating a

community of practice around innovation and change.

The university experienced growth, improved student success, and increased professionalism among faculty and staff.

3. In 2013 Angela Dumond was elevated to the position of provost at Midwest University, a multicampus system. Her predecessor had successfully undertaken and led a systemwide strategic positioning process, merged six colleges to create three new ones, and decentralized graduate and professional education. However, Angela found that the decentralization proved very expensive and instituted reinvention and use of shared services to improve performance and reduce costs.

Through a consistent focus on shared leadership and expectations of excellence and with faculty and academic support, Midwest University successfully weathered the storm caused by a \$100M upgrade in enterprise systems. The university ended up spending less through even greater focus on partnering with external enterprises/solution providers to access the capital, culture, and talent necessary to create consistent innovation and deployment.

4. The leadership of Algonquin University had been wrestling with a range of HR issues over the past decade— the proper use of adjunct faculty, changing disciplinary needs in reaction to student course choices, greater professionalism among staff, and so forth. But by 2013 the nature and scope of the

challenges ahead required a more proactive response to the changing times. Allison Simmons, VP for HR, worked closely with the provost to institute leadership development, offer new opportunities for professional development for faculty in learning engagement, and increase professionalism among staff.

By 2020, these programs were part of the culture at Algonquin and had paid real dividends in the capacity of the university to lead and navigate change at all levels.

5. Kristen Kunkle is director of institutional effectiveness and analytics at Prairie State University and has made the most of her opportunity to support major change initiatives at Prairie State. Her provost declared that the university was going to reconsider its structure of academic disciplines—perhaps even doing away with departments. Using analytics to illuminate faculty work patterns, scholarly endeavors, and interactions, a working group led by Kristen radically reshaped the academic organizational structure in 2013. Working in a highly unionized environment, the group followed all union rules to a “T” and was still able to make the needed changes in academic structure.

Building on this success, the institution continued to leverage analytics to optimize student success and support greater productivity by faculty and support staff. By 2020, significant gains had been achieved in all these categories.

6. Kyle Jones is a rising senior in a top suburban high school outside

Nashville evaluating his many options for a post-high school learning strategy. While in high school, he has been exposed to personalized, competence-based learning using a statewide platform established by the state of Tennessee that replaced textbooks and created an adaptive learning environment with embedded analytics. He has acquired a substantial portfolio of competences, including concurrent college-level credit. He is considering a wide range of choices for his postsecondary journey, including Do-It-Yourself (DIY) learning, a freelance approach, opting out of institutional learning altogether, or taking an immersive, institution-based route. He is still sorting out which route is right for him. Does he “owe it to his parents” to go to college? Or will he take a more flexible route with a shorter time to full employment? Many of his friends have chosen alternative pathways.

Kyle’s choices are being played out in hundreds of thousands of families in 2020—or more.

7. In 2020, many students still choose an immersive learning experience at a traditional institution, but with important differences. Students regularly make choices between institutions of equal reputational quality based on their capacity to meet their individual value propositions.

Madhu Joshi is an engineering student from Detroit studying at Huron University. Madhu was able to enter postsecondary education having already attained substantial course credit during high school. Through programs like those offered by Pathways.com, Madhu and many students like him are exposed to opportunities for advanced

credit that can be applied toward their degree attainment as they enter college. Madhu is very interested in accelerating his learning path in order to attain the knowledge and skills needed to enter the workforce as quickly as possible while keeping tuition costs at a minimum. Huron University fulfilled these requirements while other institutions he was considering did not. So, he chose Huron over the others.

Keshia Brown graduated from an inner-city high school in Philadelphia and is enrolling in Tuscarora University in Wilkes-Barre, Pennsylvania. Keshia saw Tuscarora as the perfect fit for her because of its stellar track record of success among minority students, like her, who have often struggled when entering higher education. The university prides itself on its above-average mentoring programs that have helped many students to succeed not only in degree attainment, but also in employability. The mentoring programs use both faculty and Tuscarora alumni to enrich student development. These programs also link students with the experiential learning, shadowing, internship, and social entrepreneurship programs that are important features of the Tuscarora experience.

Jane Fitzgerald is a non-commissioned officer in the Army returning to complete her degree at Vandenberg University. She specifically chose her place of study because of its policy of admitting prior learning experience as credit toward graduation. Her training and leadership experience as a member of the military police while deployed have given her demonstrable knowledge and skills that are directly applicable to her intended degree in the field of criminal

justice. Allowing Jane to apply these skills to course credit has shortened her time to a degree and significantly lowered her cost of education. Vandenberg University also offers a number of mentoring and support programs for veterans that were instrumental in her choosing it over other institutions with comparable academic programs.

8. By 2020, many institutions will have refined and expanded the flexibility of their degree completion programs for adults, which were essential for the United States to reach its educational attainment targets. Bethany Caputo is one such student.

She found Mountain University, a 35-year-old institution that had remade itself about five years ago. Mountain University had not gone the way of pure online education and, in fact, had no online programs of its own design. What it did do was certify and articulate online learning, or on-ground learning for that matter, from accredited institutions. But what stood out to Bethany were two important characteristics—Mountain U. stressed a faculty mentor learning model based on coaching and awarded degrees based on competences driven by learning analytics.

Bethany explored the cost and personalized learning path the school offered and decided to enroll in a program that would award a bachelor's degree in creative content & writing with a professional master of management—a perfect match to her needs.

9. By 2020, the compelling demand for practice-focused learning,

filling the newest knowledge gaps in rapidly changing fields, had spawned the emergence of a new breed of learning and developmental experiences for practicing professionals.

These are based on communities of practice of various kinds, shapes, and sizes.

Allyson Golden is a fifth-year elementary school teacher at Dranesville Elementary School in Herndon, Virginia.

She has been teaching there since her graduation from Patriot University. While at Patriot, she entered into a Community of Reflective Practice in elementary education. Allyson used the community to support her undergraduate learning, her student teaching practicum, and a mentoring program while achieving her baccalaureate. She continues to use the next level of the Community of Reflective Practice to further develop teaching skills and classroom competencies.

Luz Del Santos is a social media freelancer living in Austin, Texas.

Over her career she has been associated with some of the top social media enterprises in the industry, including Facebook, Google, and others. As a freelance autonomous professional she has contributed to the magazine *Fast Company* and has served as an advisor to local universities and several online for-profit learning enterprises based in Texas. Her major focus has been on South by Southwest (SXSW) activities in Austin. The SXSW film, interactive, and music festivals held every year have grown to encompass conferences and trade shows including symposia on educational innovation and the environment. Luz uses the SXSW Community of Practice to stay current on

industry news and learn what she needs to know.

Kwame Ndongo is a food safety specialist in Lagos, Nigeria. He participates in the Food Safety Knowledge Network (FSKN) launched by Superior State University and the international trade association responsible for food. This network is dedicated to spreading the standards and knowledge necessary to ensure food safety around the world and to harmonizing practices and competences in a global food market. By creating a system of accreditation and education in the field, the knowledge network is able to reduce costs and increase safety. Kwame had attained an associate degree-level credential before joining the network. Through his participation in the FSKN he was able to achieve certification.

10. By 2020, a new breed of solution provider had arrived on the higher education scene, providing performance enhancement and cost reduction services never before possible.

Arwan Swanson is president at Northwestern State University. Five years ago she led the executive team in focusing on performance excellence, personalized learning, and human development. Following a comprehensive review of technology and partnering options, the Northwestern team elected to use a mash-up of personalized and adaptive learning services offered by Academic Value Partners (AVP). These services use a

hosted, in-the-cloud utility that engages learners in self-paced adaptive learning experiences that can be integrated into the institutional experience. AVP's learning and talent management utility supports hundreds of institutions, enabling rich data mining and analysis of "what works" in improving learner performance. This transition enabled Northwestern to migrate from its existing technology infrastructure, improving performance and reducing costs. Employers have been especially supportive.

Elizabeth Brendel is managing partner of Academic Value Partners (AVP). AVP's mission is to make personalized/ adaptive learning experiences and services available across the education and knowledge industry. AVP's value proposition is based on three factors: capital, culture, and capacity. Elizabeth is working with leaders at a wide range of institutions who are using AVP's in-the-cloud, hosted services to introduce personalized/adaptive learning to their academic programs.

AVP currently serves a community of 150 institutions that have adapted its service, some that use a common core of courses and others that have had their courses converted to personalized/adaptive learning by the AVP team. These personalized courses are made available to other institutions in the community.

11. By 2020, the availability of trained workers for advanced manufacturing and technicians and professionals in STEM fields had improved dramatically through

access to domestic and international talent; closer collaboration between K–12, colleges and universities, and employers; and the use of technology-supported tools to match talent with opportunities.

Jonathon McGill is the coordinator of regional manufacturing workforce development in Dayton, Ohio, operating in joint appointment with K–12 education, Sinclair Community College, Wright State University, the State of Ohio, and local manufacturers.

Using advanced knowledge/talent management environments, he orchestrates a Community of Practice that facilitates and accelerates competence and career development spanning K–20 and focuses on specific manufacturing skills and career path development for manufacturing enterprises in the Dayton region. His operation is part of a network of CoPs in regional manufacturing hubs across the Upper Midwest.

Jocelyn Grant is VP for talent management at Google. For the past seven years she has been using a variety of increasingly nontraditional means to identify talent that Google can hire as employees or part-time stringers and team members across the globe. Google recruits from a limited group of top-tier universities and carefully follows the success of its hires to determine which institutions are best and which skills and experiences differentiate the most successful employees. But Jocelyn has been pursuing a

series of alternative paths, using a combination of augmented intelligence tools to scan for and identify potential top talent—scanning MOOCs, ongoing design competitions, university-based entrepreneurship and innovation projects, and international talent banks like Monster.com. In all of these efforts, the emphasis is on demonstrated problem solving, leadership, and team building capabilities rather than academic credentials. By 2020, many of the people who rise to the top of the Google talent pool have dropped out of traditional education to pursue entrepreneurial ventures, pursued DIY or free-range learning experiences, and/or started ventures in high school.

12. By 2020, public policy makers at federal and state levels were crafting policies that incentivized performance enhancement in a wide variety of ways.

Dr. Alsace Jones, deputy undersecretary of the U.S. Department of Education, has for the past seven years progressively shifted the focus of higher education policy toward increasing completion rates rather than

access. This was supported by research from leading foundations and think tanks. It was apparent that open enrollment was not the panacea to degree completion and that efforts needed to be taken to increase student success. The first step in restructuring the department's approach was to modify the existing financial aid program reflecting different modes of payment to not only assure affordability for students but also to establish for universities a policy that emphasizes efficiency to graduation and affordability.

Maria Goldman, the executive director of the State Council for Higher Education in a southern state began a pioneering program several years ago in the measurement of employment by institution and discipline. The study sought to understand which institutions were producing the most employable graduates, in which departments, and how, in order to transfer successful practices throughout the state system. The council supported universities that embraced the need for change in ways that fostered student success while emphasizing efficiency to degree completion and lower costs. In that vein, the state council promoted plans that linked funding to degree completion. This incentivized colleges and universities to create novel ways to increase the efficiency with which students reach certification. The council mandated that colleges and universities work together to develop acceptable course credit from classes taken through community colleges or MOOCs after a student proved proficiency through a proctored test.

Bert Wolfson, the executive director of the Higher Learning Commission, a regional accreditation body in the Midwest, also took up the challenge of linking the value of higher education with its affordability. The commission reinvented the way in which universities prove their worth in seeking accreditation. It linked the process to the value of individual programs in terms of their employability and also required institutions to provide evidence of efforts to contain costs and accelerate completion.

13. By 2020, colleges and universities were much more involved in entrepreneurship and innovation. They had discovered how to improve the ecosystem for innovation and increase the flow of commercializable ideas and the revenues they brought to institutions.

Bryce Jordan is an undergraduate student at Southern Highland State University majoring in new media and completing his senior year. For the past three years, he has been directly involved in several formal and informal entrepreneurial experiences. In his second year, he joined the student entrepreneurship club through which he engaged in the Southern Highland State Entrepreneurship Community of Practice (SHSECoP). He was also able to participate as a freelancer in several projects for ventures at the Southern Highland State Corporate Research Center. The SHSECoP also enabled him to work with other SHSU students and visit other linked entrepreneurial communities. Last year, the SHSECoP had 10,000 active participants, 7,500 of them students.

Dr. Sandra Bullard is provost at Southern Highland State University. Under her leadership, entrepreneurship and innovation have become an important part of both the formal curriculum and the informal curriculum of co-curricular activities (student clubs, competitions), projects, and participation in real-world ventures. She regards entrepreneurship and innovation as “the new liberal arts”—an essential set of perspectives and habits of mind, body, and spirit necessary to success in 21st-century society. In Sandra’s eyes, the students are way ahead of the faculty in

demanding such activities, and the SHSECoP has provided a vehicle for students to be active leaders in building pathways and enjoy a valuable set of experiences, global exposures, and outcomes-focused assessment. More is needed in the future.

Briana Nelson is an engineering alumna of Southern Highland State who has retired from a distinguished career with Dow Chemical, where she ran a research operation resulting in commercial products.

She is serving as a member of the Angel Funder Network associated with the Southern Highland State Commercializable Idea Marketplace. She was screened and invited to become a member of the SHSCIM. She agreed to pay a membership fee, potentially invest \$50,000–\$100,000 a year in ventures, and serve as a champion for ideas as they become commercializable. To fulfill this role, she is actively engaged in working with the SHSCIM team to identify and nurture promising ideas and mentor these ideas once they achieve funding. Briana is spending, on average, a week a month on the main campus or in one of the regional technology centers.

14. Buoyed by the examples of Southern New Hampshire University, Western Governors University, Capella University, and others, a new movement developed—student success makers.

Students and their families, employers, public policy makers, and other stakeholders have strongly supported the “success makers” movement.

Andrew Boynton is director of customer experience at

Pathways.com. His primary responsibility is to create seamless, powerful experiences for students and employees participating in Pathways.com services—hosted, personalized learning offered through K–20 education in seven states; related personalized advising and success-making services; research-based insights on new job and career trends; and match-up services for freelancers and free agents seeking assignments. There is tremendous competition for the attention of learners, their parents, and employees who want to fill emerging knowledge gaps in their industry or profession. Pathways.com works with a constellation of knowledge networks and emerging communities of practice in industries and professions, scanning and skimming information using sophisticated artificial intelligence-powered agents to discover and reveal new trends to its clientele. Its customers demand dependable, automatic access to information on which they can base their ongoing knowledge development decisions.

Ghazala Parvez is a free agent working in the knowledge and information technology industry.

Since she was a sophomore in high school she has managed her education and career planning using an app provided by Pathways.com and substantially improved over the past seven years. She manages a dynamic record of her competences and is continuously involved in filling new knowledge gaps that emerge due to changes in the field. She started on her information and communications technology (ICT) learning track in high school, secured a co-op position with a local firm, and completed the equivalent of a bachelor’s degree while employed. She has since moved to free-agent status where she works for her core firm 50

percent of the time and accepts other assignments to complete her employment needs. She spends about 10 percent of her time filling new knowledge gaps and positioning herself for additional opportunities.

Moving on to Understanding 2020—and How to Get There

For readers wishing to hear the full stories of these educational citizens of 2020, go to the final section of this monograph, Part IV, Vignettes From the 2020 Future, Stories From the Frontline of Transformation. The stories are spun in greater detail and richness.

For readers wishing to understand the forces and conditions that enabled these breakthrough events, proceed to Part II of the monograph, Revisiting 1995, then Zooming to the 2013 Present.

To go even further in understanding how to navigate and lead into the future, proceed to Part III, Starting in 2013, Getting it Done. This section describes what individuals and institutional leaders can do today to position themselves for success in the Age of Disruption. It suggests that success will require thoughtful and fundamental reinvention of our strategies, business models, and emerging best practices, guided by the seven principles of performance excellence.

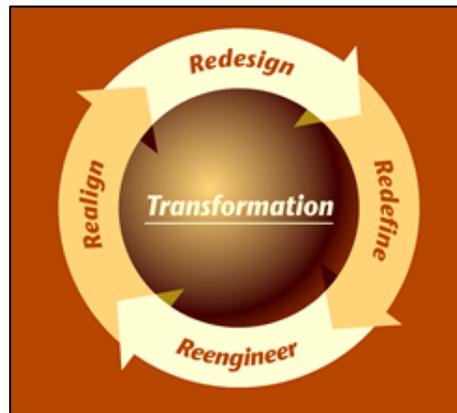
“As for the future, your task is not to foresee but to enable it.”
Antoine de Saint Exupery



Part II: Revisiting 1995, then Zooming to the 2013 Present

Almost 20 years ago, the Society for College and University Planning (SCUP) published *Transforming Higher Education: A Vision for Learning in the 21st Century* written by Michael G. Dolence and Donald M. Norris. *Transforming Higher Education (THE)* served as a manifesto for how the teaching, training, experiences, and perspectives offered by higher education needed to be realigned with the needs of society and then redesigned, redefined, and reengineered (Dolence and Norris 1995). The following iconic diagram portrayed the interconnected nature of the 4 R's of Transformation used by Dolence and Norris. The 4 R's served as a lens through which to explore the elements of transformative initiatives that would move beyond the incrementalism of typical attempts to improve institutional performance one issue at a time.

Figure 1 The 4 R's of Transformation



Source: Dolence and Norris 1995, p. 20.

Today, higher education is pressured to transform broadly and rapidly, partially because we have failed to achieve significant and needed change. We are starting to face multiple combinations of challenges. In previous decades, these challenges occurred singly and independently. If the multiple-challenge trend continues, then higher education could face a new “perfect storm”: declining authority, unfavorable economics, new competition, and reduced career opportunities for new graduates. This could translate into declining value propositions for stakeholders all around. Taken together, these factors are truly disruptive to business-as-usual approaches in higher education. They call for fundamentally different strategies, business models, and emerging practices to deal with the Age of Disruption that extends forward toward 2020 and beyond.

Our perspective is that all institutions will need to reinvent their legacy programs and experiences in the face of these and other disruptive forces. Even the top “medallion” institutions and leading research universities will need to reinvent their core processes and practices and seek new revenues to establish financial sustainability. Less distinguished institutions will face existential threats if they cannot convince a more discerning public of the real value they continue to provide in the face of fresh alternatives. Community colleges will need to invent and scale fresh practices to serve the tidal wave of cost-conscious, pragmatic learners beating paths to their doors. Greater openness, flexibility, and adaptability will be required by all as American higher education moves forward to 2020.

This section sets the stage for this conversation by

- Revisiting what the future looked like in 1995
- Tracking other voices from 1995 to the present
- Establishing 2013 as our new vantage point for the future
- Watering the green shoots of the future
- Reinventing strategies, business models, and emerging practices
- Getting started, getting it done

REVISITING WHAT THE FUTURE LOOKED LIKE IN 1995

THE began with a simple thesis: that global society was undergoing a fundamental transformation from the Industrial Age to the Information Age. Moreover, this paradigm shift required a realignment of all enterprises—including higher education—to the imperatives of this New Age of Disruption. For higher education, this translated into using Information or Knowledge Age tools—pervasive information and communications technology—to meet the needs of the New Age: universal learning throughout life, personalized and suited to current needs.

Clearly, this would require evolving beyond the so-called “factory model” of education, which was lock-step, based on seat time, and insufficiently flexible to meet the needs of lifelong perpetual learning. Further, the factory model focused on the teacher, not the learner, and on throughputs and outputs rather than outcomes. Moreover, while the factory model yielded certain efficiencies, it was still too expensive to scale to meet the global level of demand for basic and continuing learning required by the emerging Information Age.

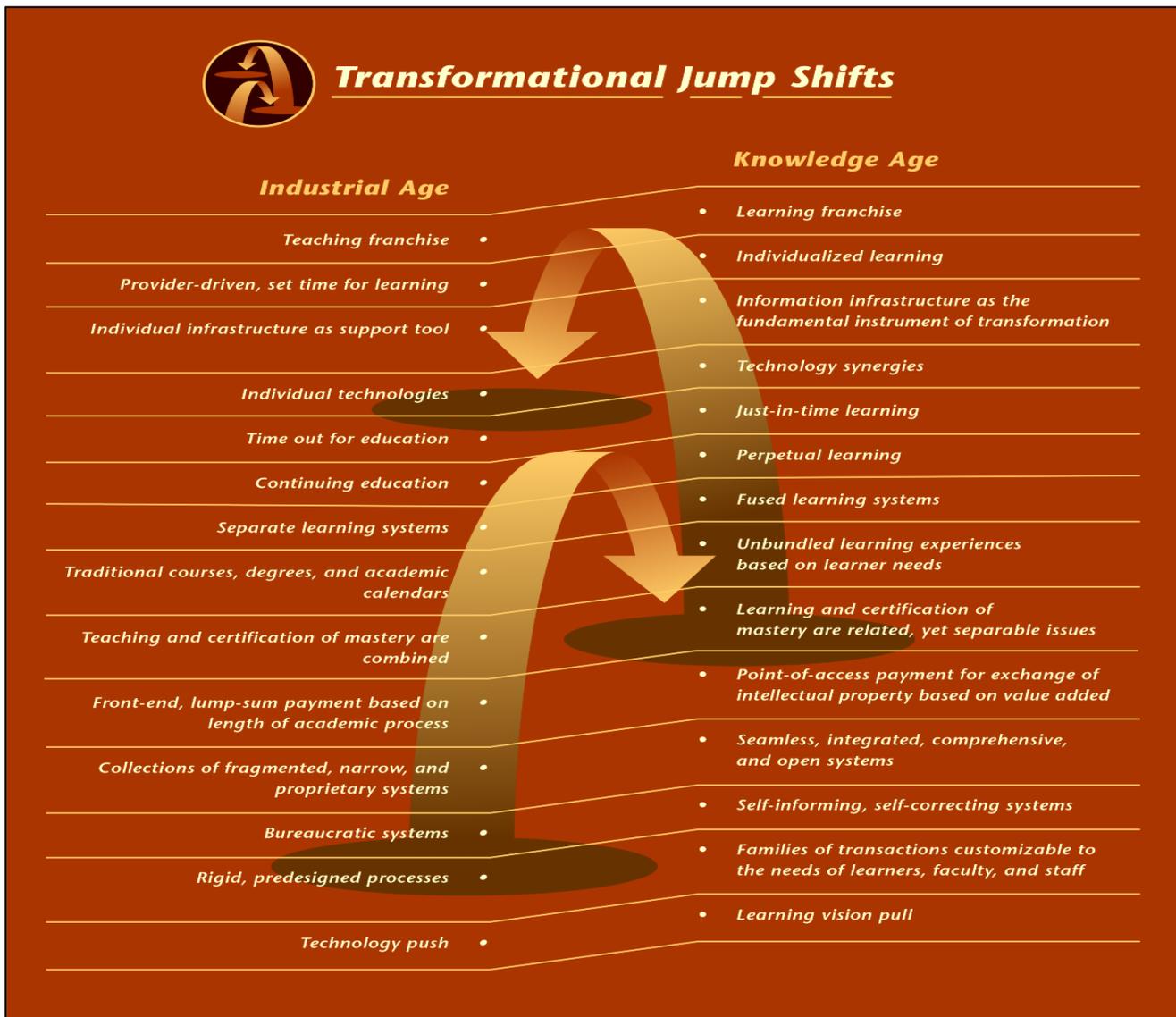
To portray the elements of this transformation to the Knowledge Age, Dolence and Norris (1995) deployed the metaphor of “jump shifts” as shown in the figure that follows. These elements describe the requisite performance leaps to achieve the transformation in perspectives, policies, and practices required to align with the Knowledge Age. These jump shifts called for learner-centric, perpetual, just-in-time, personalized, and unbundled learning experiences along with the seamless systems, processes, and services needed to facilitate them. These principles resonated with educators grappling with the demands and challenges posed by growing populations of adult learners.

There were also dissenters. At the time, most college and university leaders of traditional institutions thought that higher education *was* responding to the needs of the times. And quite aggressively, thank you very much. In the mid-1990s, many institutions *were* undertaking retrenchment, reorganization, restructuring, and reallocation activities in response to resource shortfalls and changing learner demands. They were also responding to the increasing opportunities to serve growing populations of adult learners, primarily by using expanded and extended versions of traditional approaches.

“The only way to predict the future is to have the power to shape the future.”

Eric Hoffer

Figure 2 **Transformational Jump Shifts**



Source: Dolence and Norris 1995, p. 4.

However, these incremental changes were largely occurring at the margins. They did not redefine higher education’s institution-centric approach or alter its fundamental business model.

Getting back to *THE*’s basic thesis: To truly meet the needs of the Knowledge Age, it would be necessary to genuinely redefine, redesign, and realign higher education. That was why transformation, not tinkering, would ultimately be needed. Dolence and Norris made certain that a core element of *THE*’s manifesto contained the admonition:

Remember: Just because we are changing a great deal does not mean we are transforming.