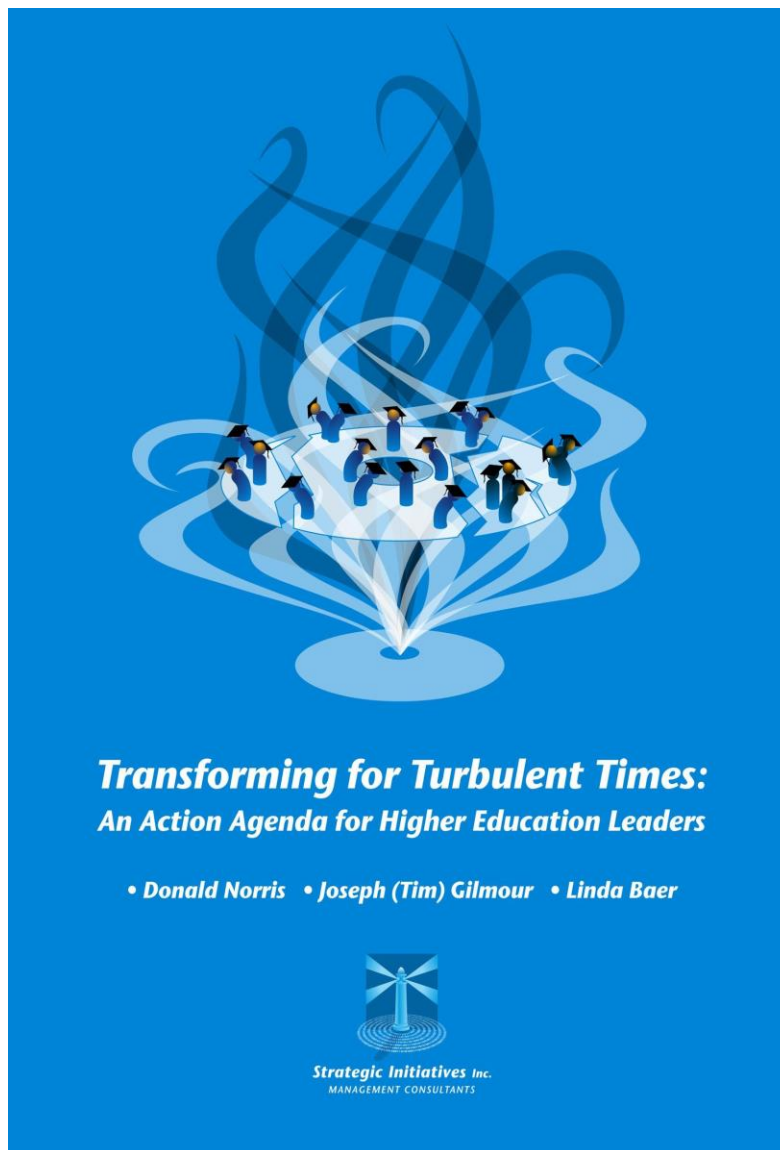
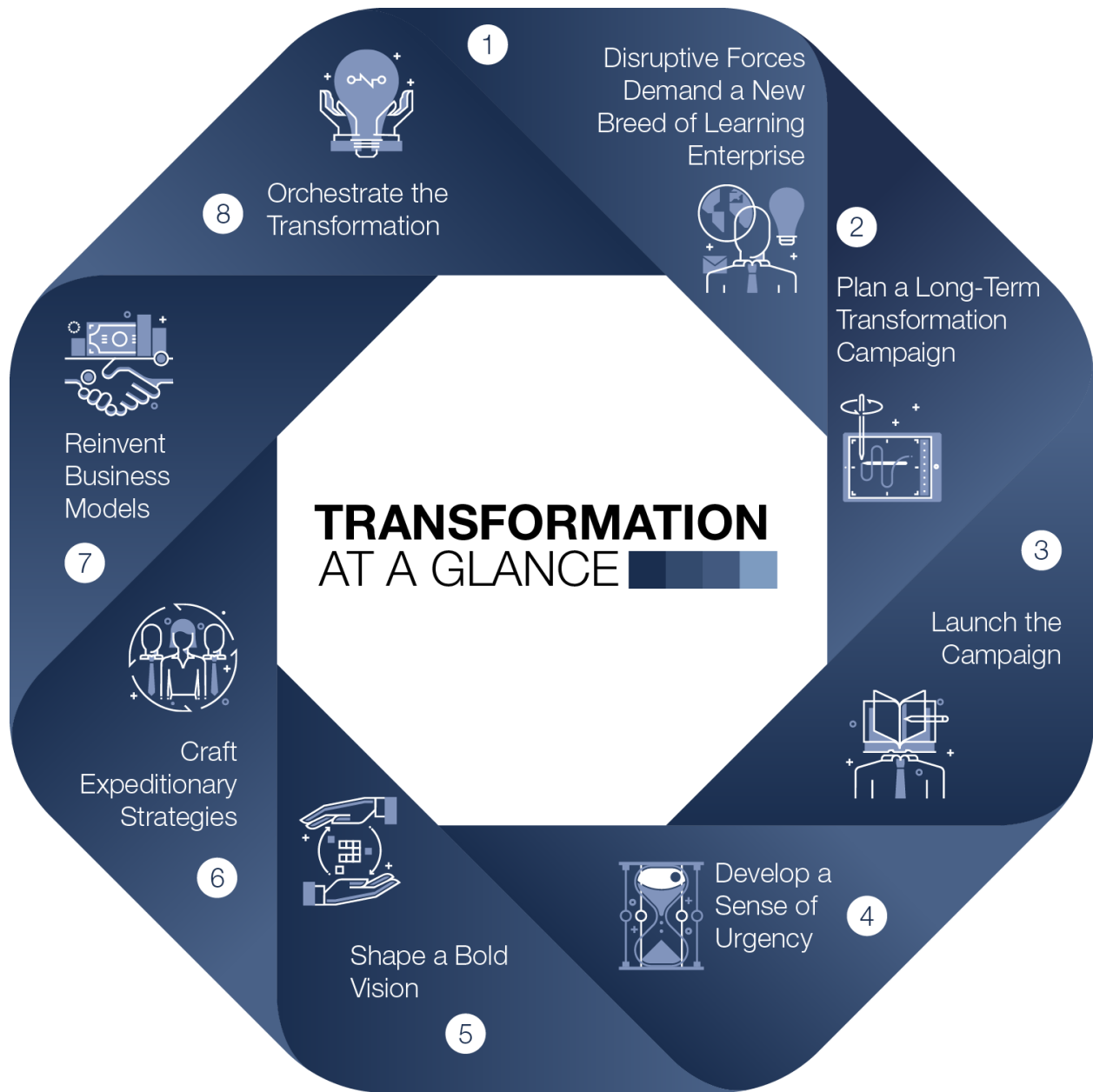


This excerpt from ***Transforming for Turbulent Times*** includes:

- Cover
- Transformation at a Glance
- Table of Contents
- How to Use These Resources to Achieve Transformative Outcomes
- Chapter I - Disruptive Threats Demand Transformative Leadership (Partial)





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Transforming for Turbulent Times:

An Action Agenda for Higher Education

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Transforming for Turbulent Times:

An Action Agenda for Higher Education

How to Use These Resources to Achieve Transformative Outcomes

We began work on this book, *Transforming in Turbulent Times: An Action Agenda for Higher Education Leaders*, a few months before COVID hit. What drove us then was our belief that higher education worldwide was about to experience an existential crisis. This crisis was driven by lingering and looming disruptions including declining enrollment demand, a broken financial model, increased public dissatisfaction with outcomes and cost, and the entry of new providers with revolutionary and highly disruptive approaches, all contributing to an environment of increasing uncertainty. As if this were not enough, authors like Thomas Friedman were predicting an age in which climate change, information technology advances, and globalization would converge and greatly accelerate the pace of change for the world and higher education.

And then COVID arrived, an early manifestation of the turbulent and disruptive changes Friedman envisions. In the face of these coming, monumental changes, higher education worldwide must transform for the foreseeable future at a pace and scale that far exceeds anything we have seen to date. Indeed, we believe this capacity to transform significantly will determine whether an institution thrives, just makes it, or closes in the days ahead.

A Comprehensive Approach

Transforming for Turbulent Times provides higher education leaders with the perspectives, models, tools, and know-how needed to lead, navigate, and orchestrate the transformation of their institutions into *Engaged, Innovative Learning Enterprises*. It provides:

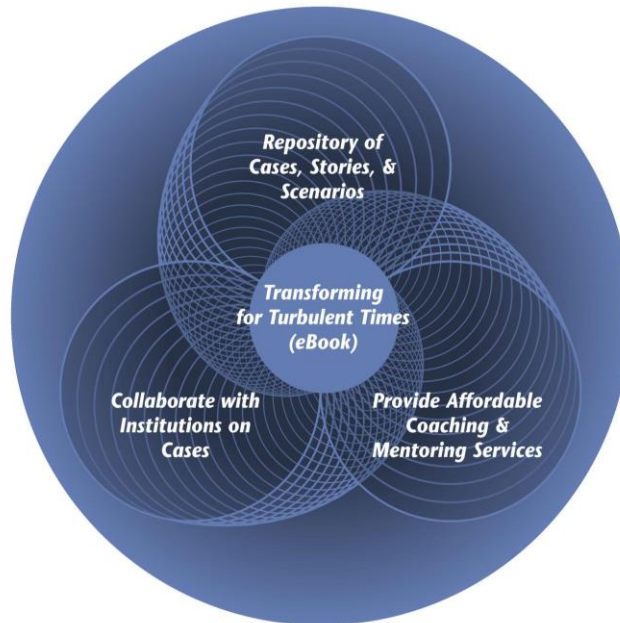
- The shared tools and best practices needed to mobilize the talent, creativity, and commitment colleges and universities need to thrive in these turbulent times.
- Significantly improved approaches for futuring and strategizing - enhanced by innovation and design thinking, greater foresight, agility, and resilience – which are essential for plotting a successful institutional course toward 2030.
- Methodologies to mount strategic expeditions – spanning ten years or more – guided by action roadmaps that plot a course for ultimately achieving whole-institution transformation.
- Approaches for orchestrating the execution of transformational change by concurrently pursuing four, intertwined courses of action:

- ✓ execute strategic expeditions to achieve transformational change,
 - ✓ develop the organizational and individual capacities needed to complete these expeditions and address challenges that emerge,
 - ✓ build a change-oriented institutional culture, and
 - ✓ define measures to track expedition progress toward transformational outcomes.
- Tools and practices to attain financial sustainability through the identification of new revenue sources and significantly increasing affordability through business model reinvention, focused on customized student success strategies.

A Constantly Evolving Portal for Insight and Collaborative Transformation

Strategic Initiatives is making *Transforming for Turbulent Times* available for purchase as an e-book and/or print-on-demand book. These will be supported by a continually expanding digital portal to include the Resources and Services described in Figure 1 below. *Our purpose is to help leaders use these resources and services to accelerate their progress towards transformation and optimize their transformative outcomes.*

Figure 1
Resources and Services on the Portal



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- ***Transforming for Turbulent Times*** is a comprehensive resource. It demonstrates how, when, and why to orchestrate transformative change - and the tools with which to do it. Resources include:

- ✓ insights on the disruptions and trends facing higher education,
 - ✓ a vision for the higher education institution of the future—the engaged innovative learning enterprise,
 - ✓ frameworks for transformative leadership to achieve this vision,
 - ✓ a toolkit of proven methodologies, tools, and actions needed to provide transformative leadership, and
 - ✓ selected case studies, storytelling and scenarios that illustrate the application of our practices.
- ***An Online Repository of Cases, Stories, Tools, and Scenarios*** is available to purchasers of the book. It will be actively curated and regularly expanded to capture new transformation success stories.
 - ***Affordable Coaching, Mentoring, Courses, and Consulting*** focus on accelerating your progress toward transformation and optimizing your transformative outcomes. We provide targeted services that will “teach leaders and teams to fish for themselves” using our resources. Our services will be much more cost effective than those offered by traditional consulting approaches.
 - ***Collaboration with Institutions on Developing Cases*** will enable institutions to create case studies of their journeys using our tools, techniques, frameworks, and know how. This will enable meaningful cross-cutting analyses revealing insights, success factors and lessons learned.

All these materials available through our portal will be regularly culled and updated to assure their currency and vitality in the face of future change. We will be actively soliciting the engagement of many participants in discussing their experiences, contributing cases and stories, and creating fresh insights from teams engaged in campaigns of transformation.



How to Optimize Outcomes Using These Resources

The e-book version of *Transforming for Turbulent Times* is being distributed by the Society for College and University Planning (SCUP). It may be purchased from the SCUP Website (www.SCUP.org). The print-on-demand version will be available through Lulu Publishing (www.lulu.com). Purchase of the book in either format provides access to the online resources referenced in them. The Strategic Initiatives' website also provides access to all the resources mentioned in Figure 1 (www.strategicinitiatives.com) in an easily navigated design and format.

Transforming for Turbulent Times and the other resources are designed to be engaged by a wide range of readers in different ways and intensities, depending on their needs. These readers include:

- the busy president who wants to get the big picture and know where to start in transforming their institution,
- the board member who wants to know what other institutional leaders and their boards have done to deal decisively with these unparalleled challenges,
- the provost struggling with how to engage faculty and mobilize their energies to embrace the transformations that will be necessary,
- the leaders of a strategic planning team who want to redirect and significantly improve their existing forecasting, scanning, planning, and budgeting systems, and
- members of a newly formed Guiding Coalition who have been appointed by the president and need to know how to go about their important work.

The resources are designed to be easily skimmed or plunged into in depth. They will also be regularly updated and expanded. The Strategic Initiatives Transformation Team intends to identify and solicit promising examples from you, our readers to create new, refreshed case studies and to conduct cross-cutting comparisons to illuminate fresh insights.

Definition of Transformation and Regeneration

In this book we define *transformation* as a profound and far-reaching change that orients an organization or an individual in a new direction and takes them to a new level of effectiveness. *Regeneration* is the constant improvement of individuals and organizations and grafting of new elements to develop fresh perspectives and capacities. Both activities are essential for survival in the face of the relentless turbulence anticipated in the coming decade. To simplify our discussion in *Transforming for Turbulent Times*, both activities are subsumed under the term transformation.

Expanded Definition of Transformation

Peter D. Eckel (2006) defined institutional transformation as change to the culture of an institution that: 1) changes underlying assumptions and institutional behaviors, processes, and

products; 2) is deep and pervasive, affecting the whole institution; 3) is intentional; and 4) occurs over time.

Leadership's First Priority During Turbulent Times

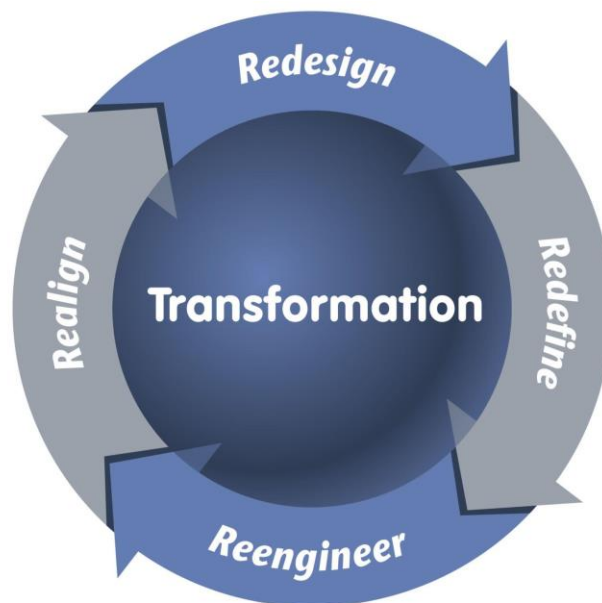
For an institution's successful journey forward to 2030 and beyond, leadership's first priority must be on institutional survival in turbulent times. But there is building evidence that the chances to not just survive, but thrive, will be enhanced by transforming in ways that improve student learning and success, make it accessible throughout life, connect it more directly to the transforming world of work, and significantly reduce its cost, all within sustainable financial models.

The Four R's of Transformation

Four actions combine to achieve transformation: realigning, redesigning, redefining, and reengineering. We call these "The Four R's of Transformation" (*Dolence and Norris, Transforming Higher Education: A vision for learning in the 21st century, 1995*) as displayed in Figure 2. These actions are directed at the mission, vision, strategy, programs, culture, processes, technologies, business models, talent, and organizational capacities of an institution. Transformative leaders take these transformative actions by deploying the range of perspectives, tools, and know-how described in *Transforming for Turbulent Times*.

Each of our case studies provides an analysis of how the institutions used the elements of the Four R's of Transformation in their transformational journeys.

Figure 2 - The Four R's of Transformation



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A Seasoned Team, Experienced in Transformation and Regeneration

The authors of *Transforming for Turbulent Times* bring over 100 years of experience in higher education to the task. We are steeped in the traditional higher education culture. However, we also believe that this culture must transform quickly to meet the rapidly changing needs of society, or it will fail and become a relic of the past.

We are highly concerned that this transformation may not occur at institutions that lack the new breed of engaged empathetic leadership demanded by these turbulent times. That would be a terrible shame, because many of these institutions are critical to the health and viability of the communities in which they are located and the students they serve. We hope that their boards will step up to ensure that there is the strong, innovative leadership needed for their institution's survival. We are recommending that state and federal leaders create programs to help all higher education institutions develop and fund successful strategies appropriate for their circumstances. In the resources provided we use storytelling and case studies to describe examples of campuses and strategies that hold promise for developing higher education's capacity to thrive between now and 2030.



Our lead partner is Donald Norris, who worked at The University of Michigan, The University of Texas at Austin, and the University of Houston as an institutional researcher and strategic planner for over ten years and then moved into strategy, transformation, and leadership consulting. He has provided leadership in this arena for the last 30 years. Most of that time, he has served as President of Strategic Initiatives, Inc. He has co-authored over 20 books and monographs on transformative change. The core theory, frameworks, tools, and practices presented in *Transforming for Turbulent Times* have been developed and

refined by him and his many collaborators over the years. This book and associated resources represent a culmination of his life's work as a leader in strategic thinking and transformation in the higher education and nonprofit worlds. They also demonstrate our joint commitment to share insights that can guide current and rising leaders in transforming and regenerating.



Joseph (Tim) Gilmour worked in progressively responsible administrative and leadership positions in higher education for 40 years. In that time, he served as an Executive Assistant to the President of the University of Maryland College Park, Vice President for Strategic Planning at Georgia Tech, Provost at Northwest Missouri State University, and President of Wilkes University. The themes for his work have been strategic thinking and performance excellence. At Wilkes, he was recognized for leading and mobilizing a team that forged new partnerships and

collaborations that significantly increased enrollments, new revenues, and talent development. Since his retirement, he has served as a Principal for Strategic Initiatives and worked on the development of web-based Presidential Assessment Processes and a number of transformation campaigns.



Linda Baer has spent her career as a faculty member and as an academic leader in the Minnesota State University System, retiring as the System Senior Vice Chancellor for Academic and Student Affairs. She was tapped to serve as Interim President of one of the System's institutions and as Interim Vice President for Academic and Student Affairs. She also led many of the university's widely admired innovations and expeditions in digital learning, e-portfolios, and workforce connections. Since leaving the MnSCU System, she has served as a Senior Fellow with Civitas Learning, Senior Program Officer in Postsecondary Success for the Bill & Melinda Gates

Foundation, and a Principal at Strategic Initiatives. Linda's extensive connections throughout the higher education community and her long-term commitment to and knowledge of student success, using data analytics for informed action, and transformational leadership fields make her a critical member of our writing group. She has authored numerous articles on smart change and transformation in higher education, the use of analytics to improve student success, and books on partnerships. More recently, she co-edited *An Analytics Handbook: Moving from Evidence to Impact* (2019).

he three of us have collaborated over the past 25 years in a series of publications and high visibility projects. Our subjects have included transforming higher education, unbundling academic resources and roles, crafting expeditionary strategies, reinventing processes, reimagining business models, discovering new revenue streams, optimizing student success through action analytics, taking digital learning to scale, advancing innovation and entrepreneurship, orchestrating change, and developing next gen leaders.

Our efforts have involved coaching, mentoring, and guiding our clients in understanding and then transforming their organization in response to challenging external forces. Our mission has been made much easier over the past few years by the growing appreciation of the continuing turbulence of the higher education environment and the need for decisive action. The time for action is now.

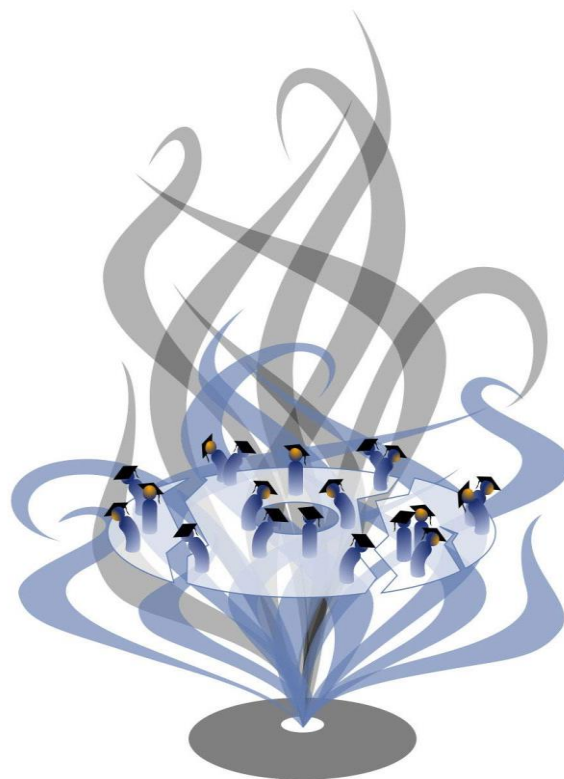
Recognizing Our Contributing Colleagues. We need to acknowledge the extensive cadre of colleagues who have made important contributions to this *Action Agenda*. In addition to Norris, Baer, and Gilmour, this group included Robert V. Smith, Peter Smith, Paul Lefrere, Phil Taylor, Jon Mason, Colleen Carmean, and Joan Leonard. As our Body of Knowledge and Action Agenda took shape, we received valuable critical feedback from Michael Speziale, Suzanne Thompson, Theodore Marchese, Patrick Keating, Marvin Peterson, James Martin, Lynn Priddy, Laura Saunders, Amanda Antico, and Richard Bunn. Our case studies benefited from writing and input from Paul LeBlanc and Donald Brezinski, Mark Milliron and Marni Baker Stein, Jon Larson, Richard Rhodes and Guillermo Martinez, Tim Trainor and Jack Chielli, Rob Brodnick and Alex Johnson, and Joan Leonard.

Many of these seasoned professionals are poised to join our Transformation Team to provide mentoring, coaching, and know how to guide higher education leaders and their teams striving to launch and orchestrate successful ten-year campaigns of transformation.

Finally, In writing the institutional case studies supporting *Transforming for Turbulent Times*, our team learned much about the practice of transformation in higher education. As part of our efforts going forward, the team wants to continue this work—broadening and deepening our knowledge—and to share this knowledge with higher education leaders. ***For this reason, we are issuing an open invitation to higher education institutions to collaborate with us in developing case studies about their own transformative journeys, informed by our transformation frameworks.***

Please contact Dr. Donald M. Norris at www.strategicinitiatives.com/participateincasestudies if you have an interest in participating. The participants we have worked with on case studies to date have told us that their participation helped them put their efforts in perspective, develop fresh thinking about how to proceed in the future, and compare themselves with other exemplars.

Donald Norris, Joseph (Tim) Gilmour, and Linda Baer
Gainesville, VA



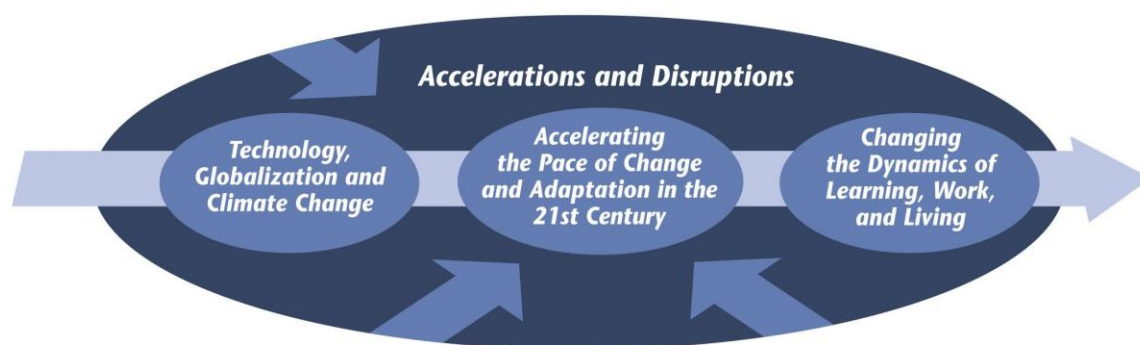
Chapter I: Disruptive Threats Demand Transformative Leadership

This chapter describes the significant disruptive threats facing higher education and explores how they are likely to transform it in the coming decade. It concludes with an analysis of the implications for higher education leaders and a description of the characteristics they must develop to be equal to the challenges in these turbulent times.

The Disruptive Threats Facing Higher Education in the Age of Accelerations

Global society is experiencing dramatic accelerations in the scope and pace of change, which are described by Thomas Friedman in *Thank You for Being Late: An optimist's guide to thriving in the age of accelerations* (2016). These accelerations are caused by the convergence of technology, globalization, and climate change. They have been rapidly increasing in size and frequency in recent years, creating cascading waves of disrupting events, as illustrated by the COVID pandemic, and portrayed in Figure 1.

**Figure 1 - Accelerations and Disruptions
Are Changing the Dynamics of the 21st Century**



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Among the wide-ranging impacts of these accelerations is the transformation of the dynamics of learning, working, and living. Under these new dynamics, individuals will be more able to shape their learning activities, develop workplace competencies, and achieve independence.

These trends will only grow in the years ahead as patterns of work and learning change and a new *Knowledge and Learning Ecosystem* evolves. In this ecosystem, *augmented intelligence-based tools* will be embedded in every process and practice. This will fuse learning, work, reflection, and personal regeneration. Through this ecosystem, every individual learner and worker will be empowered to engage do-it-yourself (DIY) tools and services. They will have access to knowledge on demand and enhanced personal productivity tools. Empowered individuals will be able to weave learning resources and experiences together from many

sources ranging from traditional learning and whole-person development to workforce-focused skills and competencies. More and more of these experiences will be augmented by on-line resources or become fully on-line.

It will become critical for higher education to prepare learners for success in this new *Knowledge, Work, and Learning Ecosystem*, starting now. Moreover, higher education leaders must also prepare for the rapidly increasing numbers and influence of adult learners, who will constitute a growing percentage of the learning force, over extended careers.

Impacts of Acceleration Over Time

Friedman (2016) predicts that over time these forces of acceleration will require society to:

- Create pervasive artificial Intelligence (AI) and augmented reality (AR) capabilities that will support and enhance human intelligence and judgment in all endeavors,
- Embed critical and ethical thinking by humans in all efforts involving augmented and collective intelligence,
- Prepare individuals for informed civic engagement and citizenship in the Age of Accelerations, with heightened powers of discernment,
- Empower individuals to engage in perpetual learning, competence building, and independent application of knowledge to actions that were previously the sole domain of large enterprises,
- Reward engagement, collaboration, and interdependence,
- Disrupt the economy, job market, modes of employment, and career paths, and
- Require entrepreneurial perspectives, skills and behaviors that will become increasingly essential to the success of individuals, teams, and organizations in the emerging 21st Century workforce.

The Central Role of AI Joined with Human Capacity

Friedman singles out artificial intelligence as an important element today, and a major accelerant of transformation in the near future. However, it is important to realize that the use of AI tools is only as good as the *human capacity* to:

- design proper systems,
- understand the importance of integrating human intelligence (HI) into the use of AI tools and its impact on outcomes,
- train users in maximizing the insights gained when using an AI tool, and
- assess and enhance the policies that guarantee ethical use and privacy of data.

Many practitioners and thought leaders are advocating for a sort of cognitive partnership between man and machine (Siemens, 2020) to assure these sorts of goals are met. On the need to combine human intelligence, analytics, and artificial intelligence in higher education applications, Baer, Hagman, and Kil (*EDUCAUSE Review*, 2020, p. 48) conclude that

“... we have consolidated mountains of data into insights that can empower academic professionals to influence student success. Yet this cannot be accomplished using only human intelligence. To facilitate impact on student success, many institutions have employed artificial intelligence (AI) to help process and analyze these data. AI, embedded in data systems, can allow institutions to gather high-value data better, monitor and uncover predictive risk indicators and proactively respond to student behavior to promote student success.”



AI in Higher Education

A Quick Poll conducted by EDUCAUSE in June 2021 captured the status of the actual use of Artificial Intelligence in higher education. AI is most developed for instructional use, especially for monitoring student behavior during exams and ferreting out plagiarism. AI is being used least for institutional tasks (planning, development, and fundraising, contributing to financial aid and/or admissions decisions, nudging accepted applications, marketing and recruiting). Significant numbers of respondents reported that they do not know the status of AI at their institutions across all categories, suggesting that AI use may be obscure and/or intangible. Ineffective data management and integration (72% moderate or major challenge), immature data governance (72% moderate or major challenge), insufficient technical expertise (71% moderate or major challenge), and concerns about algorithmic bias (66% moderate or major challenge) pose the greatest challenges to the implementation of AI in higher education. For

now, the hype surrounding the revolutionary impact of AI on higher education appears to be just that – hype (*EDUCAUSE Review*, June 2021).

However, this conclusion misses a key distinction. While AI use across the full spectrum of traditional higher education institutions still lags, the strategic importance of AI has been appreciated by for-profit education, not-for-profit hybrid universities, workforce marketplace facilitators like Amazon, Google, and Microsoft, and corporate learning and human resource development. Moreover, these players are investing in technologies and practices to deploy and leverage AI in support of knowledge mastery and learning. It is these participants in the *Knowledge, Work, and Learning Ecosystem* that likely will lead the way in achieving AI-based best practices and transformation by 2030.

Although unevenly distributed, first-generation applications of artificial intelligence and augmented intelligence have been in use in education for some time. Consider the following examples:

- Personalized, adaptive learning is being used in K-12 and higher education, provided by leading-edge companies and universities; Globally they serve millions of learners and are rapidly growing in use, featuring AI and ML in these applications;
- Many institutions are using AI in risk assessment and predictive modeling to identify and engage “at-risk” students;
- Georgia Tech and IBM are partnering to use “Jill Watson” as a teaching assistant and tutor in its widely admired master’s degree in Computer Science, offered both to a face-to-face cohort on campus and a fully virtual version of the program to hundreds of remote learners from around the world, at highly differentiated price points (\$60,000 for a face-to-face degree, \$10,000 online);
- Next generation MOOCs are using personalized learning tools and other technologies, at scale, that can be accessed by DIY learners and/or learners at institutions that cannot afford to embed such capabilities in their learning platforms;
- For over a decade, institutions like American Public University, Capella University, and Purdue University have pioneered the use of embedded predictive analytics in academic and administrative processes to identify “risky behavior” by current students based on the experiences of similar students in the past;
- In medical education, doctors have been carrying AI-based tools for drug-interaction detection, diagnosis, and robust research and clinical updating and advanced simulations in clinical situations and labs have been advancing for years. These are revolutionizing medical training and practice today and should grow the increasing use of telemedicine; and
- Practitioners in the building and technical machinery trades have been utilizing just-in-time training and AI-based technical updating, delivered using personal devices. This introduction of AI-based augmented intelligence is being prototyped in carried

and/or worn devices, goggles, glasses, and cochlear implants, among others.

Perhaps the biggest issue with the deployment and dissemination of artificial intelligence and augmented intelligence is their cost. These issues are explored in a recent technical brief in *The Economist* (2020).

In practice, these tools are being deployed by companies and learning providers who can offer them at scale through MOOCs or other high-demand offerings where scale can be used to overcome the cost of digitizing the body of knowledge needed to support such courses. But the state-of-the-art is improving, costs will come down, and many new partners/providers are entering the *Knowledge, Work, and Learning Ecosystem*.

Within three-to-five years most experts believe these tools will have penetrated high-demand applications and be on the way to fostering major changes in how we prepare learners for work and how work is performed over the course of learners' lifetimes. Many futurists say that by 2030 new technology-supported tools and practices will have transformed jobs, the nature of the workforce, and enabled societies to rethink the basic assumptions and pillars of the global economy (World Economic Forum, *The Future of Jobs Report*, 2020).

Alan Pelz-Sharpe offers the following advice to knowledge workers contemplating how to deploy the new augmented intelligence tools arriving on the scene:

"Ditch the things that can be automated and help to automate some of the more difficult tasks that you do. Then go all-in sharpening those skills that machines can't touch."
(*KMWorld*, September/October 2021, p.5)

Recent AI-based empirical research by the MIT-IBM Watson AI Lab provides new insight on how work is changing in the face of AI and how AI will affect all jobs. In an article in the *Harvard Business Review* (2021) based on this research, Martin Fleming concluded that to unlock productivity potential and address societal needs, AI will need to be accompanied by:

- Reallocating resources, through rebalancing and restructuring occupations;
- Investing in pervasive, continuing workforce reskilling; and
- On an even larger scale, advancing new models of education and lifelong learning.

The road forward to 2030 and beyond promises a major, accelerating changes and a new social contract for knowledge, work, and learning.



On the Road to Transformation: From COVID Onwards to 2030

Friedman's Accelerations Model is an excellent tool for understanding Pre-COVID accelerations, the navigation of COVID disruptions, and anticipation of the Post-COVID world. The trifecta of disruption, acceleration, and transformation will profoundly shape the dynamics of the next several decades.

The three elements in Figure 2 below provides the framework for “*On the Road to Transformation: From COVID Onwards to 2030*,” which is portrayed in Figure 3 on the following page. This chronological framework with three overlapping time periods describes the key disruptions impacting higher education from 2020 to 2030 and beyond:

- Cope with COVID-19 and its Impacts (2020-2023→ 2030),
- Deal with Accelerating and Looming Disruptions (2020-2030), and
- Transform for the World of 2030 and Beyond (2020-2030 and Beyond).

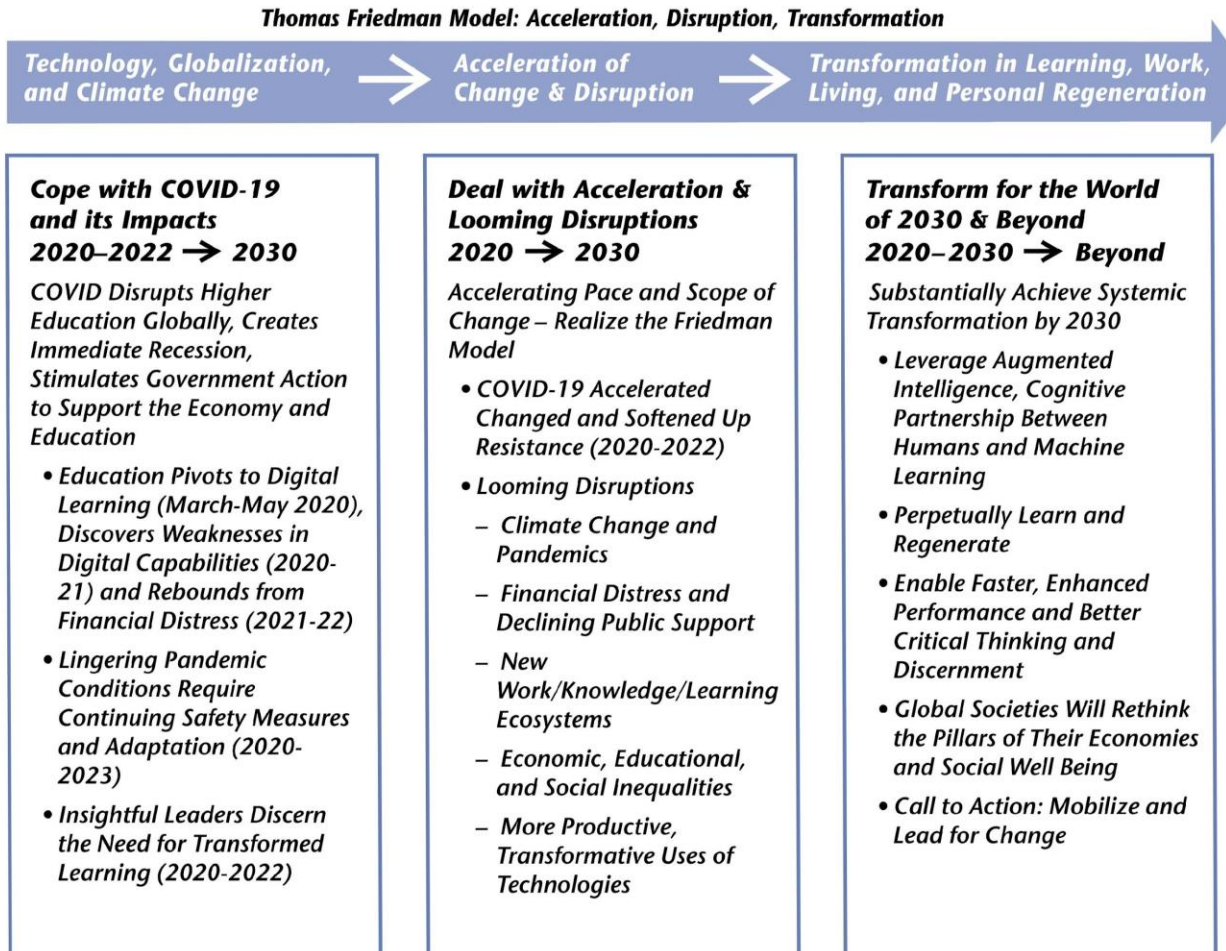
Figure 2



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Figure 3

On the Road to Transformation: From COVID onwards to 2030



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