

**Dealing with the Future Now:
Principles for Creating a Vital Campus in a
Climate of Restricted Resources**

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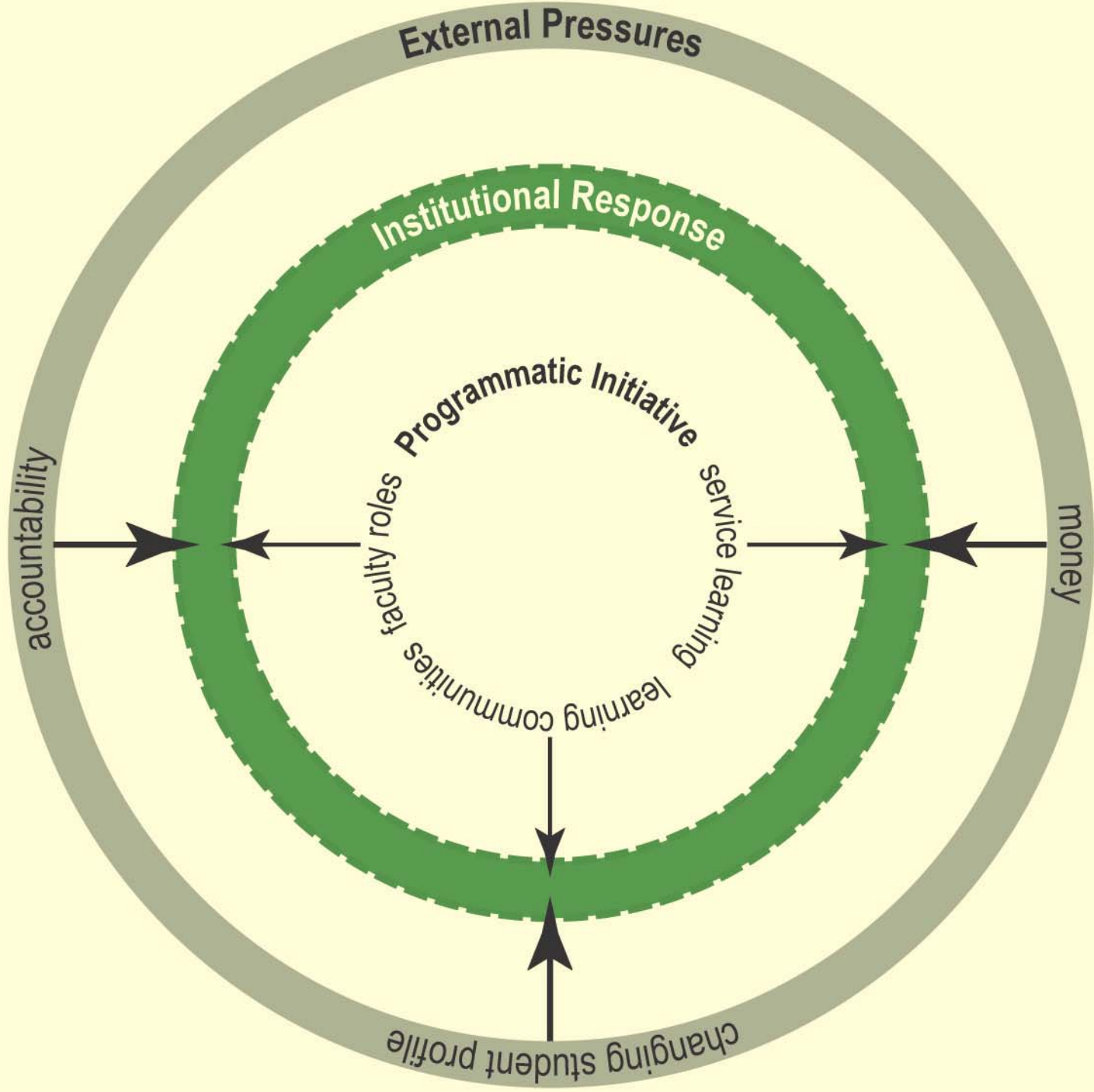
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Basic Question

Given what we know and the likely fiscal, technological and societal realities of the future,

if we were creating this college or university today, what would it look like?

Basic Assumptions

- Over the next 10 Years there will be a decrease in real dollars of 15-20%
- Solutions for Dealing with Fiscal Issues Must Focus on enhancing Student learning
- Solutions for Dealing with Fiscal Issues Must Focus on maintaining and enhancing the Quality of Faculty and Staff Work-lives

Facing Economic Reality

- **“...states' fiscal problems are only partly due to the cyclical downturn in the economy. Two long-standing structural problems--an eroding tax base and the explosion in health care costs--are the major causes ... the current problem is long-run and structural.”**

*Ray Scheppach, Executive Director,
National Governors Association, 2003*

- **“The pattern from the 1990s suggests that reductions in higher education appropriations are implemented during an economic downturn and then made permanent by a failure to raise appropriations substantially during the subsequent economic recovery.”**

The Brookings Institution, 2003

Facing Economic Reality

Findings from a Recent Study by The National Center for Public Policy and Higher Education

- States, and higher education in particular, are likely to face very tight budget conditions for the next decade.
- All but a handful of states will find it impossible to maintain current levels of public services within their existing tax structure.
- Just to maintain current services, state spending for higher education would have to increase faster than state spending in other areas.
- For Wisconsin, the good news, in terms of structural fiscal surpluses and deficits, is that over the next 8 years, Wisconsin is projected to be better than 44 states and worse than 5 with no structural shortfall or surplus.
- However, the bad news is that, at current spending levels, Wisconsin is projected to face greater funding requirements from other services than higher education at an annual % growth of 1.1%.

From "State Shortfalls Projected Throughout the Decade: Higher Ed Budgets Likely to Feel Continued Squeeze," by Dennis Jones in Policy Alert, The National Center for Public Policy and Higher Education, February, 2003

Institutional Responses to Severe Fiscal Problems: Muddling Through to Transforming the Institution

(20% reduction in base dollars over 10 years)

	Muddling Through 1a (Year 1-2)
Assumptions about the Fiscal Reality	Short-term, very serious, cyclical, no permanent consequences, “this too shall pass”
Actions to be Taken	<ul style="list-style-type: none">• Incremental changes; across the board reductions & freezes in non-personnel expenses• Hire inexpensive faculty; increase workload• Increase tuition to maximum allowed• Focus on increasing enrollment• Contract out/collaborate with other institutions on selective services• Ratchet up fund raising• Forceful presentations to state legislators• Refinance debt

Institutional Responses to Severe Fiscal Problems: Muddling Through to Transforming the Institution

(20% reduction in base dollars over 10 years)

Muddling Through 1b (Year 2-3)	
Assumptions about the Fiscal Reality	Short term with some potentially lasting consequences
Actions to be Taken	<i>Same as in Muddling Through 1a plus the following:</i> <ul style="list-style-type: none">• Significant reductions in and freezing of non-personnel expenditures• Selectively cut low priority academic areas (based on student enrollment)• Begin restructuring selective non-academic areas (using technology, cross-training, focus on essential services); selective reductions in personnel• Focus on educating faculty about fiscal/organization realities and need for change• Begin development of assessment of student learning outcomes in response to accountability pressures• Restructuring library and begin development of digitally-based library of the future

Educational Assumptions in “Muddling Through”

- **Present Educational Delivery System (faculty teaching students in classes over set period of time) is effective and there is no viable alternative to assure quality teaching and learning.**
- **Increasing diversity of students and recognition of diverse student learning modes. (But no need to change how students are taught.)**
- **Technology can augment faculty teaching, should never replace it.**
- **Present assessment system is OK; learning outcomes are very difficult to quantify as well as meet need for transferability**
- **Limited resources and increasing expenses can be handled by non-personnel cuts in administrative areas and hiring of inexpensive faculty (P/T; F/T without tenure)**
- **Recognition that there are not enough fiscal resources in non-academic areas to avoid cuts in academic area (in Muddling Through Ib only)**

Problems with “Muddling Through” Strategy Over Time

- **Increases in fund raising cannot be annually ratcheted up—fund raising will not offset major continuing reductions in real dollar resources**
- **Tuition levels cannot be significantly increased annually without changing nature of student body**
- **Required increases in technology add significant costs to budget without any savings**
- **Many budget reductions are one-time only or cannot be continually decreased without devastating results:**

“You can stop washing the windows once.

How do you stop washing them a second time?”

- **Quality of Faculty and staff work-lives will be undermined**
- **Student Learning will deteriorate—decreasing availability of courses needed; increasing class size; decreasing access to faculty; decreasing quality of learning environment.**
- **Continuing incremental changes may create an institution that we do not want to be part of.**

“The world keeps changing.

It is one of the paradoxes of success that the things and ways which got you where you are, are seldom those that keep you there.

If you think they are, and that you know the way to the future because it's a continuation of where you've come from, you may well end up somewhere you would rather not be...

[This] is a hard lesson to learn.”

Charles Handy
The Age of Paradox

Transition from Muddling Through to Transforming Institution

Transition requires a shift in thinking:

- **Need to challenge basic assumptions about how student learning can occur**
- **Need to refocus from emphasis on faculty teaching to emphasis on student learning**
- **Need to re-conceptualize institutional productivity--from faculty productivity to student learning productivity**

To make such a transition, campus members must have a level of pain or “anticipatory pain” that induces them to realize that there is an urgency to undertake fundamental change.

Campus members must believe that present fiscal realities are long term (5-10 years) not short term (1-2 years)

New Educational Assumptions for Transition to Transformed Institution

- **Recognition that student learning can occur in many different arenas inside and outside the classroom.**
- **Need to develop new cost effective high quality teaching-learning processes based on new instructional and learning strategies**
- **Recognition that technology can be effectively utilized in core of educational process while assuring quality and reducing cost per student**
- **Recognition that assessment of student learning outcomes is key to development of new instructional and learning strategies while maintaining academic integrity within limited resources.**
- **Recognition that faculty will need to have new roles in order to maintain reasonable workload and quality of faculty work-life while faculty maintain academic integrity and quality standards**
- **Recognition that there will be fewer faculty per students**
- **Realization that a digitally-based library of the future can be a primary center for development and implementation of alternative instructional and learning strategies.**
- **Need for new organizational systems to support new educational delivery system**

Institutional Responses to Severe Fiscal Problems: Muddling Through to Transforming the Institution

(20% reduction in base dollars over 10 years)

Transition to Transformed Institution (Year 2-4)

**Assumptions
about Fiscal
Reality**

Problems are not short term, there are long term consequences, seek longer terms solutions

**Actions to be
Taken**

- **Create Vision of the Future and strategic institutional priorities**
- **Create transformed digital library of the future**
- **Focus on development of pilot alternative teaching-learning processes that build upon assessment of student learning outcomes, diverse modes of student learning, and new technologies**
- **Build new organizational systems to support alternative instructional and learning strategies**
- **Begin preparing interested faculty and staff for new roles and use of technology in new teaching-learning processes**
- **Begin reducing non-essential academic programs through curriculum audit and restructuring (based on vision and priorities)**
- **Implement zero-base budgeting and responsibility centered management (based on vision and priorities)**
- **Restructure all administrative and student affairs areas (based on technology, cross-training and priorities.)**

Institutional Responses to Severe Fiscal Problems: Muddling Through to Transforming the Institution

(20% reduction in base dollars over 10 years)

Transformed Institution (Year 4-7+)

Assumptions
about Fiscal
Reality

Long-term problems require long-term solutions

Actions to be
Taken

- **Creation of a clear and coherent vision of the future**
(focus on student learning, quality of faculty work-life and reducing costs/student)
- **Transformed educational delivery system**
(consistent with vision of the future)
- **Transformed organizational systems**
(consistent with vision of the future)

Creating a Vital Campus in a Climate of Reduced Resources: 3 Organizing Principles and 7 Transformative Actions

Organizing Principle I:

Create a Clear and Coherent Vision of the Future Focused on Student Learning, Quality of Faculty Work-life and Reduced Costs/Student

Organizing Principle II:

Transform the Educational Delivery System Consistent with Vision of the Future

Transformative Actions

1. Focus on assessment of institution-wide common student learning outcomes as basis for undergraduate degree
2. Restructure the role of faculty to include faculty members and other campus professionals as partners in student learning while integrating technology
3. Integrate and recognize student learning from all sources
4. Audit and restructure curriculum to focus on essential academic programs and curricular offerings

Organizing Principle III:

Transform the Organizational Systems Consistent with Vision of the Future

Transformative Actions

5. Use zero-based budgeting process to audit and redesign the budget allocation process while involving faculty and staff as responsible partners
6. Audit and restructure administrative and student services systems while using technology and integrated staffing arrangements to reduce costs
7. Audit and redesign technological and staff infrastructure to support transformational changes

Organizing Principle I:

Create a Clear and Coherent Vision of the Future Focused on Student Learning, Quality of Faculty Work-life and Reduced Costs/Student

Basic Question:

Given what we know and the likely fiscal, technological and societal realities of the future, if we were creating this college or university today focusing on student learning, what would it look like?

- Align and transform all academic and organizational programs and structures of an institution around a coherent focus.
- Without the creation of a clear and coherent institutional vision, serious fundamental reform is not possible.

Organizing Principle II:

Transform the Educational Delivery System Consistent with Vision of the Future

Relationship between Present and Future Educational Delivery System, Institutional Learning Productivity and Faculty Work

Nature of Educational Delivery System	Instructional Learning Paradigm of Educational Delivery System	Method for Increasing Institutional Learning Productivity
<p><i>Present</i> Focus on Faculty Teaching</p>	<p>Student learning is based on faculty teaching courses in classrooms in a time-based calendar format</p>	<p>Increase faculty teaching time by additional classes or additional students in class</p> <p>Primary focus is on faculty productivity</p>
<p><i>Future</i> Focus on Student Learning</p>	<p>Student learning is based on multiple instructional strategies e.g., technology-based group and individual learning formats, learning communities, accelerated learning formats, intensive residencies, experiential/service learning, learning with peers, individual learning; new instructional roles e.g., instructional role of campus professionals (librarians, student affairs, community members), faculty mentoring, faculty led intensive discussion groups, and courses; and assessment of student learning outcomes</p>	<p>Increases in student learning or enrollment occur in many arenas without increasing total faculty instructional time with students.</p> <p>Primary focus is on student learning productivity:</p> <p><i>based on assessment of student learning outcomes, irrespective of how, where or when learning occurs.</i></p>

Transformative Action

1. Focus on assessment of institution-wide common student learning outcomes as basis for undergraduate degree

- **Removes focus on credits, seat time and course grades**
- **Places an emphasis on mastery learning which:**
 - *unlocks the time-bound controls on how, when and where student learning can take place*
 - *creates potential for more effective and efficient instructional strategies*
- **Encourages integration of experiential and academic learning**
- **Encourages integration of learning across academic disciplines**
- **Provides for the possibility of alternative instructional roles for faculty members and other campus professionals**

Transformative Action

2. Restructure the role of faculty to include faculty members and other campus professionals as partners in student learning while integrating technology

Key issue is reducing faculty time per student:

- **new roles for faculty members;**
e.g., mentoring, intensive discussion leader, lecturer for short periods of time, assessor of student learning outcomes, designer of learning environments
- **new learning environments that directly involve librarians and student services professionals in educating students**
 - *creating learning lab--content-based software and peer interaction with tutors*
 - *developing student experiential settings and involvement community partners*
 - *facilitating student reflection on experience*
- **integrate technology into core of instructional process** , e.g.
 - *redesign large multi-sectioned, introductory courses*
 - *design and/or purchase content-based software that substitutes for faculty presentations*

Transformative Action

3. Integrate and recognize student learning from all sources

- **Emphasis on mastery learning**
- **Emphasis on learning irrespective of where, how or when it occurs**
 - * *Student learning experiences can occur in many arenas—with or without faculty and staff members*
 - * *Student reflection on experiential learning with the aid of peers, community members, faculty members, and/or other professionals*
- **Students demonstrate how their learning meets faculty generated, institution-wide common student learning outcomes as measured by assessment tools**

Transformative Action

4. Audit and Restructure Curriculum to Focus on Essential Academic Programs and Curricular Offerings

- **Make strategic choices re: programs essential to support the institution's vision**
- **Wherever feasible, redesign programs and curricula offerings to maximize student learning and minimize use of faculty time**
- **Deletion of programs and curricula offerings that are not essential based on institution's vision and strategic directions**

Results:

- **Reduce overall size of the curriculum**
- **Reduce faculty time and costs per student and maintain or increase quality**

Organizing Principle III

Transform the Organizational Systems Consistent with Vision of the Future

- **Organizational Systems are built to maintain the present operations through incremental adjustments**

- **Organizational Systems include:**
 - **How we count (e.g., SCHs, faculty workload)**
 - **How we reward**
 - **How we allocate funds**
 - **Who and What we support**
 - **How we provide services**

Organizing Principle III

Transform the Organizational Systems Consistent with Vision of the Future

- Organizational Systems are effective as long as the underlying assumptions continue
 - college and university funding remains stable
 - professionals utilizing their specialized expertise is the ideal educational format
 - students are relatively homogeneous, full-time and in residence
- Present and Projected Realities undermine these assumptions
 - reduction in available funds (in inflation adjusted dollars)
 - changing profile of the student body
 - increasing sophistication of computer technology and software

Transformative Action

- 5. Use zero-based budgeting process to audit and redesign the budget allocation process while involving faculty and staff as responsible partners*

Annual budgets align an institution's expenditures with the vision of the future:

- question all institutional functions and services to determine alignment with vision**
- determine which most accurately reflect campus' vision and fund them**
- involve faculty, staff, and administrators at many levels**

Zero-based budgeting focuses on making clear and consistent choices about expenditure of all available resources following strategic directions

Transformative Action

6. *Audit and Restructure administrative and student services systems while using technology and integrated staffing arrangements to reduce costs*

- **Assess essential and non-essential administrative and student services, and reduce or eliminate the non-essential**
- **Redesign essential services around new technologies, thereby reducing costs and improving service**
 - *Many institutions have adopted integrated administrative software at great cost. Wherever feasible, it is important to redesign all administrative work around this technology*
 - *The role of technology: “let robots do robotic work, and let people do people work.”*
- **Critical part of redesign of essential functions will be cross-training of staff to offer more integrated, effective and efficient services**

Transformative Action

7. Audit and redesign technological and staff infrastructure to support transformational changes

Transformative actions require investment in new technology and personnel:

- **Build a system of assessment for institution-wide learning outcomes**
- **Restructure faculty and other campus roles around learning outcomes**
- **Cross-train administrative staff**
- **Provide sophisticated, up-to-date technology and staff support**
- **Create a “library of the future”**

Library of the Future

Quote from an article in Educause Review November/December, 2003

If you had told people ten years ago that card catalogues would virtually disappear over the next decade, to be replaced by systems we now enjoy, they would not have believed you.

The real heroes of the digital revolution in higher education are the librarians: they are the people who have seen the farthest, accepted the hardest challenges, and demonstrated most clearly the benefits of digital information. In the process they have turned their own field upside down and have revolutionized their own professional training.

"Why IT Has Not Paid Off As We Hoped (Yet)" by Edward L. Ayers and Charles M. Grisham, Educause Review, Nov./Dec., 2003

Library of the Future

The transformed library of the future will be at the core of teaching, learning, and scholarship--

managing information, resources, and digital and learning objects and creating virtual and physical learning environments critical to these endeavors.

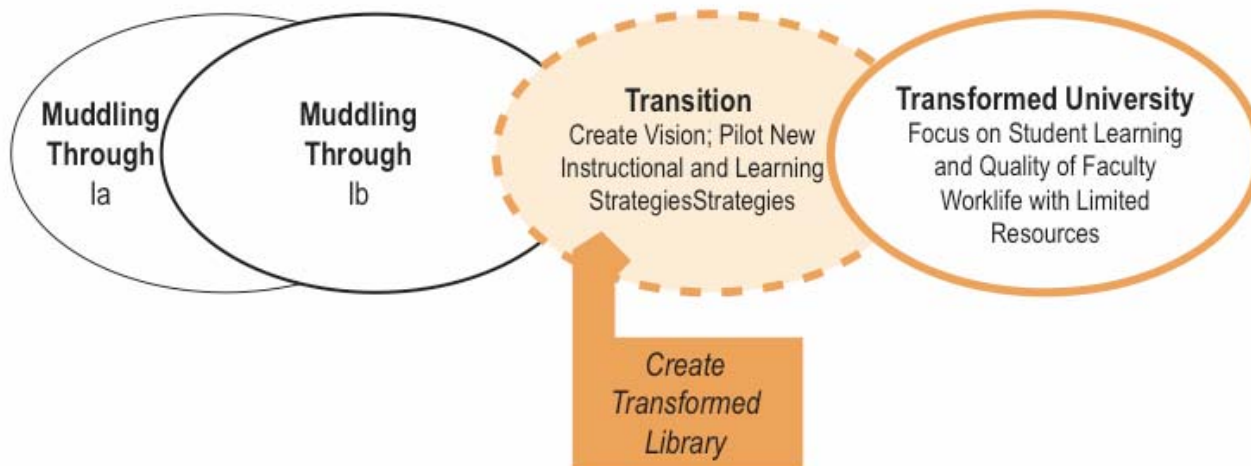
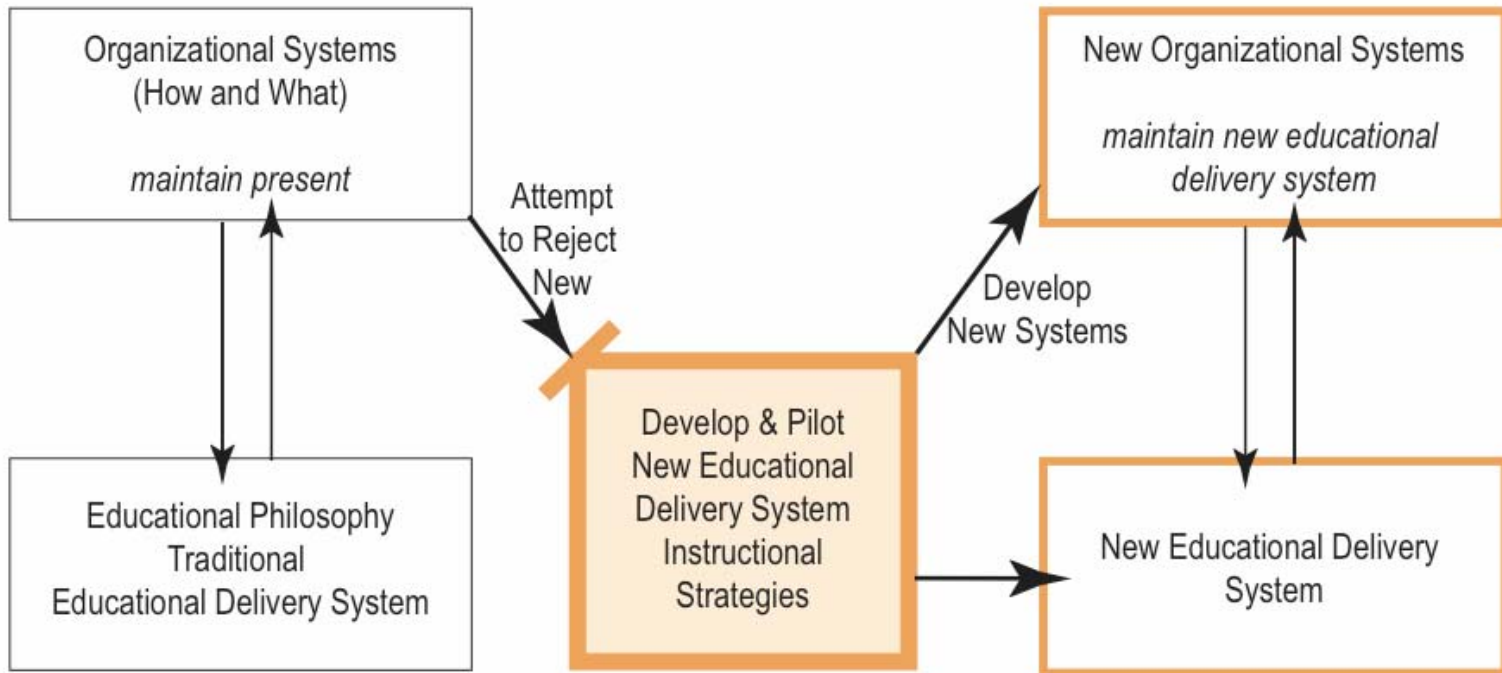
**partnering with academic departments and other campus professionals to create learning activities and environments.*

**helping to build an infrastructure for learning which incorporates technology, self-directed learning, and cross disciplinary endeavors.*

**creating an intellectual commons for the community where people and ideas interact in real and virtual environments.*

Traditional library services such as reference can grow into one-stop shopping for students who can get help from librarians, computing center staff, and student services professionals, both in-person and virtually.

Implementation Process



Conclusion

- *It does not make sense to follow a path that is likely to lead to a slow and inexorable erosion of the nature of the academic profession as we know it.*
- *Choosing to follow the path outlined requires an overhaul in our thinking about how the education and organizational systems of almost all colleges and universities are and could be organized.*
- *These are tough choices in a difficult time, but they offer a hopeful vision for the future of colleges and universities.*