

***Transforming SLU  
Conversations for the  
Decade Ahead***

**A Workshop for Faculty  
Senators**

**March 21, 2018**

# agenda

- *summary of speakers series*
- *SLU's opportunities and challenges*
- *Pathways to Innovation*
- *Imagining SLU in the Decades Ahead*

# ***Our Speakers Series to Date*** <https://www.slu.edu/transforming-slu/conversations-decade-ahead.php>

<b>10/20/17</b>	<b>Jim Hundreiser, AGB Institutional Strategies</b>	<b>“Macro Trends in Higher Education”</b>
<b>11/2/17</b>	<b>David Warren, NAICU</b>	<b>“Ten Propositions About Higher Education”</b>
<b>1/17/18</b>	<b>Jeff Selingo</b>	<b>Workshop for UUCCC “2028: The Decade Ahead for Higher Education”</b>
<b>1/31/18</b>	<b>Fr. James Heft, Institute for Advanced Catholic Studies</b>	<b>“Vision, or What No Administrator Can do Without” (PAC) “The Enlightenment and Catholicism”</b>
<b>2/13/18</b>	<b>David Attis, EAB</b>	<b>“Academic Program Innovation” (Workshop for CAS chairs) “The Future of Arts and Sciences”</b>
<b>2/21/13</b>	<b>Lynn Pasquerella, AAC&amp;U</b>	<b>“Educating for Democracy” (Workshop) “Educating for Democracy”</b>
<b>3/5/18</b>  3/26/2018	<b>Dr. Darrell Kirch, AAMC</b>	<b>““Health – The Core 21<sup>st</sup> Century Challenge for the University”</b>

# *why a speaker series?*

- ❑ educate for, explore possibility of, and promote, *innovation* and *transformative change*
  
- ❑ Premise: current conditions at SLU position us well to move from good to great, but there are challenges that we cannot ignore
  
- ❑ Roots: strategic goal of being “a national exemplar of transformative educational and research excellence”
  
- ❑ Themes:
  - ✓ challenges facing higher ed and SLU
  - ✓ future of higher ed and SLU’s place in it
  - ✓ innovations in higher ed and how SLU can lead innovation

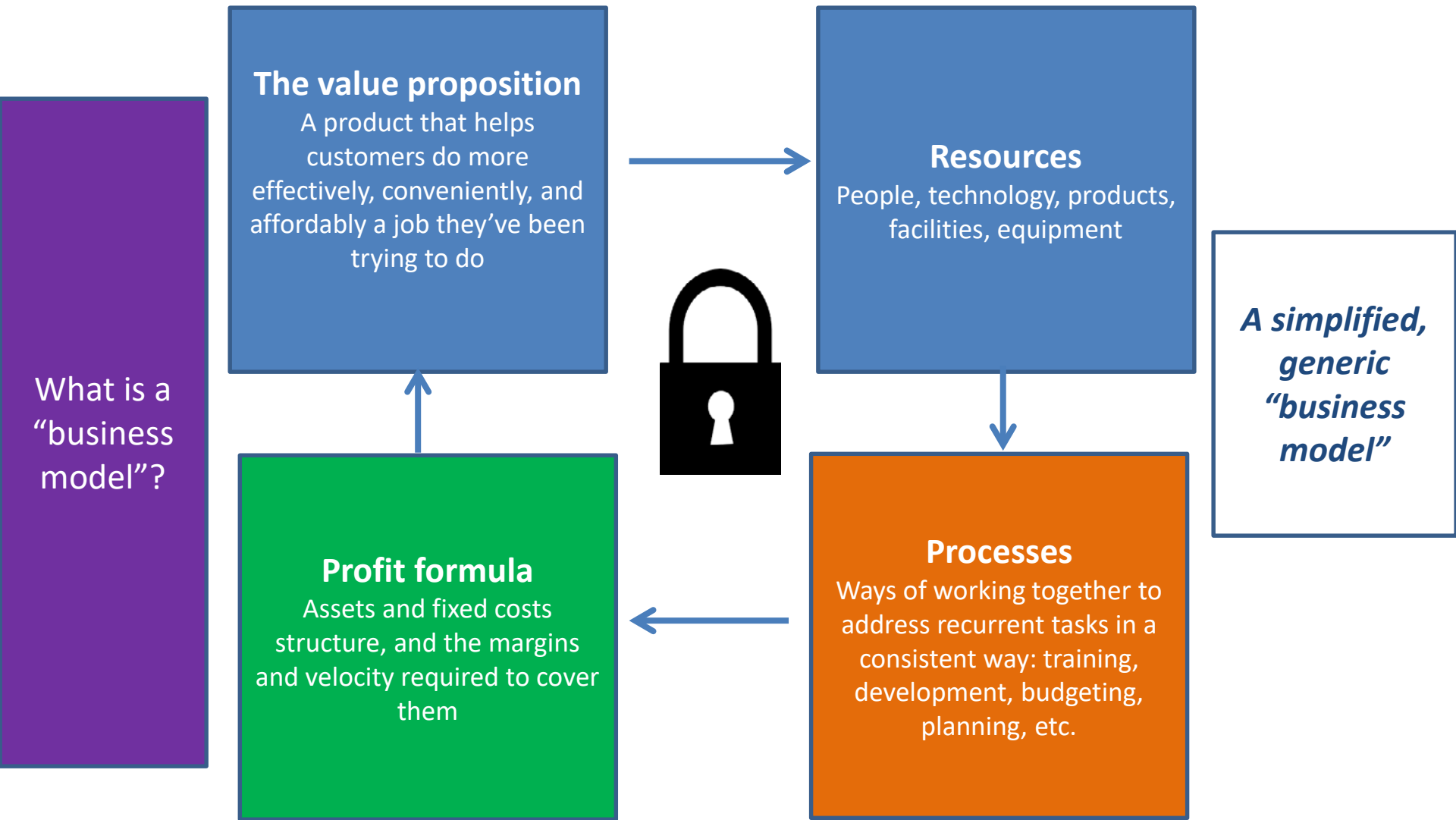
# first, the good news . . .

*SLU is fundamentally strong and is positioned well to take advantage of opportunities*

- *strong endowment*
- *wide portfolio of programs*
- *faculty talent*
- *strong sense of mission*



# But like many other institutions of higher education, SLU is facing significant challenges to its traditional “business model”



## **Our challenges touch each of the components of our business model . . .**

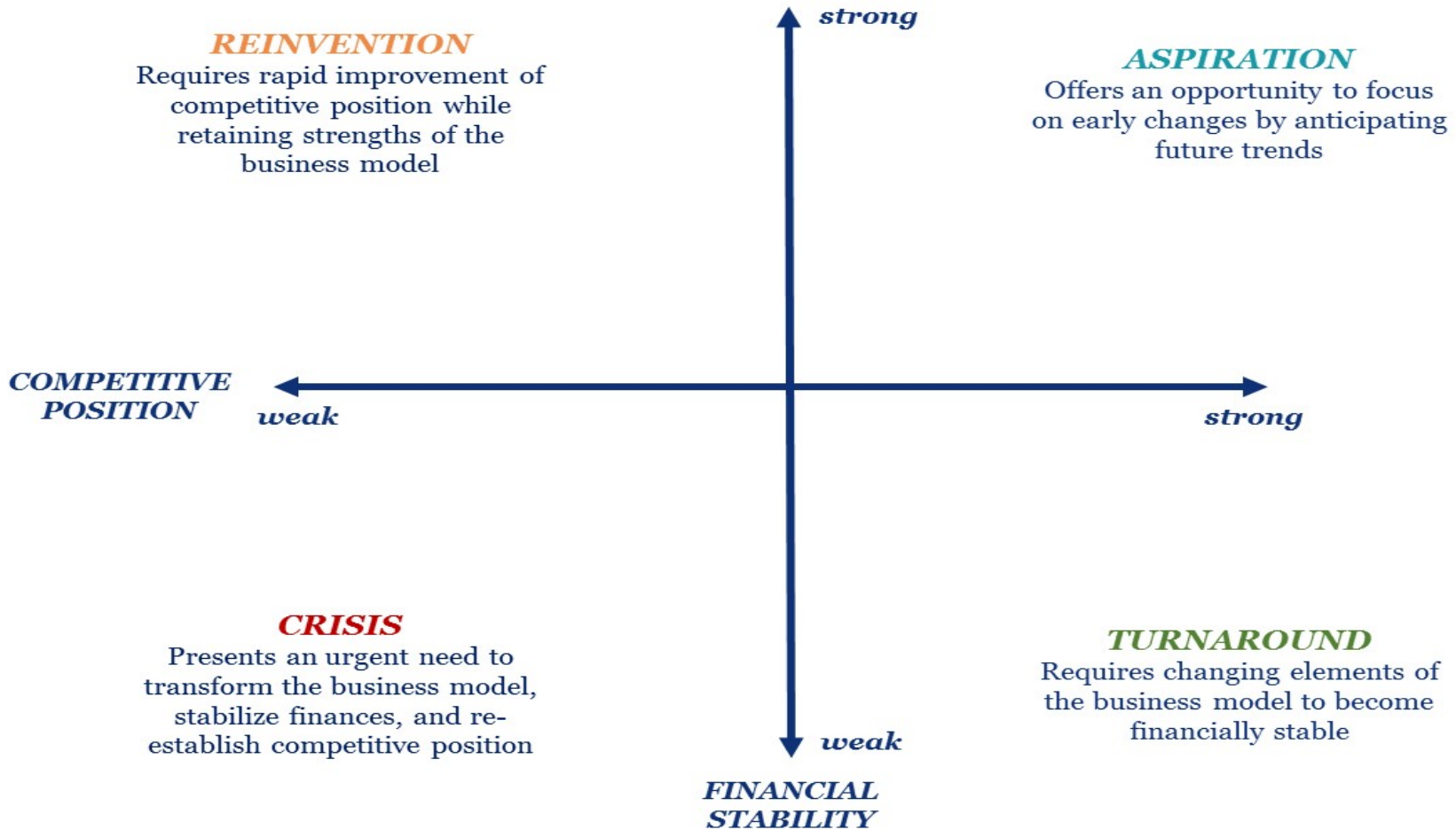
- ❖ *very competitive market*
- ❖ *disruptive forces – for-profits, on-line credentialing, politics*
- ❖ *changing demographics*
- ❖ *more sophisticated, value-conscious and financially-limited consumers*
- ❖ *demand and need for different forms and delivery of “products” – e.g.,*
  - ❖ *“unbundled” credentialing*
  - ❖ *personalized programs of study*
  - ❖ *interdisciplinary majors*
  - ❖ *competency-based programs*
  - ❖ *integrated courses, experiences, and research opportunities*
- ❖ *assessment and alignment of resources to support institutional priorities and our “profit formula”*
- ❖ *assessing our processes’ capacity to support needed change*

# *Other challenges raise fundamental questions about the value of and values held by institutions of higher education, including SLU*

- *traditional ideas about and missions of universities are being questioned; e.g., idea that universities are “public goods” or are contributing to (or should bear some responsibility for) effective civic and democratic engagement*
- *the value of many traditional degree programs, particularly in the liberal arts, is being challenged publicly and politically*
- *Some perceive that universities exacerbate rather than meliorate economic and social disparities due to admission policies, pricing, and programs*
- *<https://www.youtube.com/watch?v=n1Z062nzoc0>*



# Where would you place SLU?



# Where would you like SLU to be?

To identify and take advantage of our opportunities we must explore pathways to

**innovation**

# What's needed for innovation to flourish?

Adapted from Hundrieser, "Preparing for the Next Decade,-- Transforming SLU"

*stakeholders who recognize the need for change*

*technological developments integrated into activities*

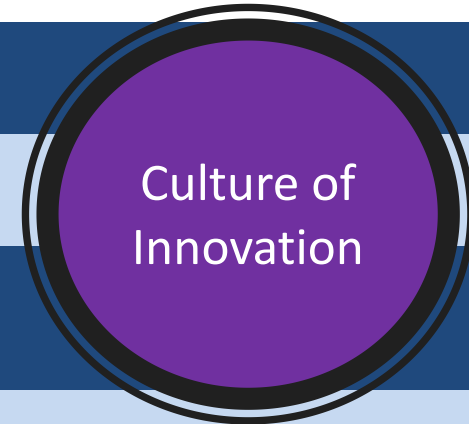
*Openness to ideas from anywhere in the institution*

*Patience, experimentation, risk tolerance, and acceptance of failures*

*Persistence because real innovation will stimulate opposition*

*Altering or discontinuing processes/policies that inhibit innovation*

*leveraging what is unique in the organization and community, building on strengths, and addressing particular needs and aspirations*



*"Culture determines and limits strategy"* Edgar Schein, *Organizational Culture and Leadership*  
3/26/2018

# Principles for creating a culture of innovation

- *Focus on current and long-term priorities and assumptions*
- *Commit to building and sustaining a culture of institutional collaboration*
- *Foster readiness for change, be willing to accept and monitor risk, and employ a structure that ensures proper oversight and participation in innovation*
- *Commit sufficient resources*
- *Gain understanding of the strategic role of technology*



What conditions at SLU . . .  
support innovation?  
inhibit innovation?

# Imagining what innovation might look like . . .

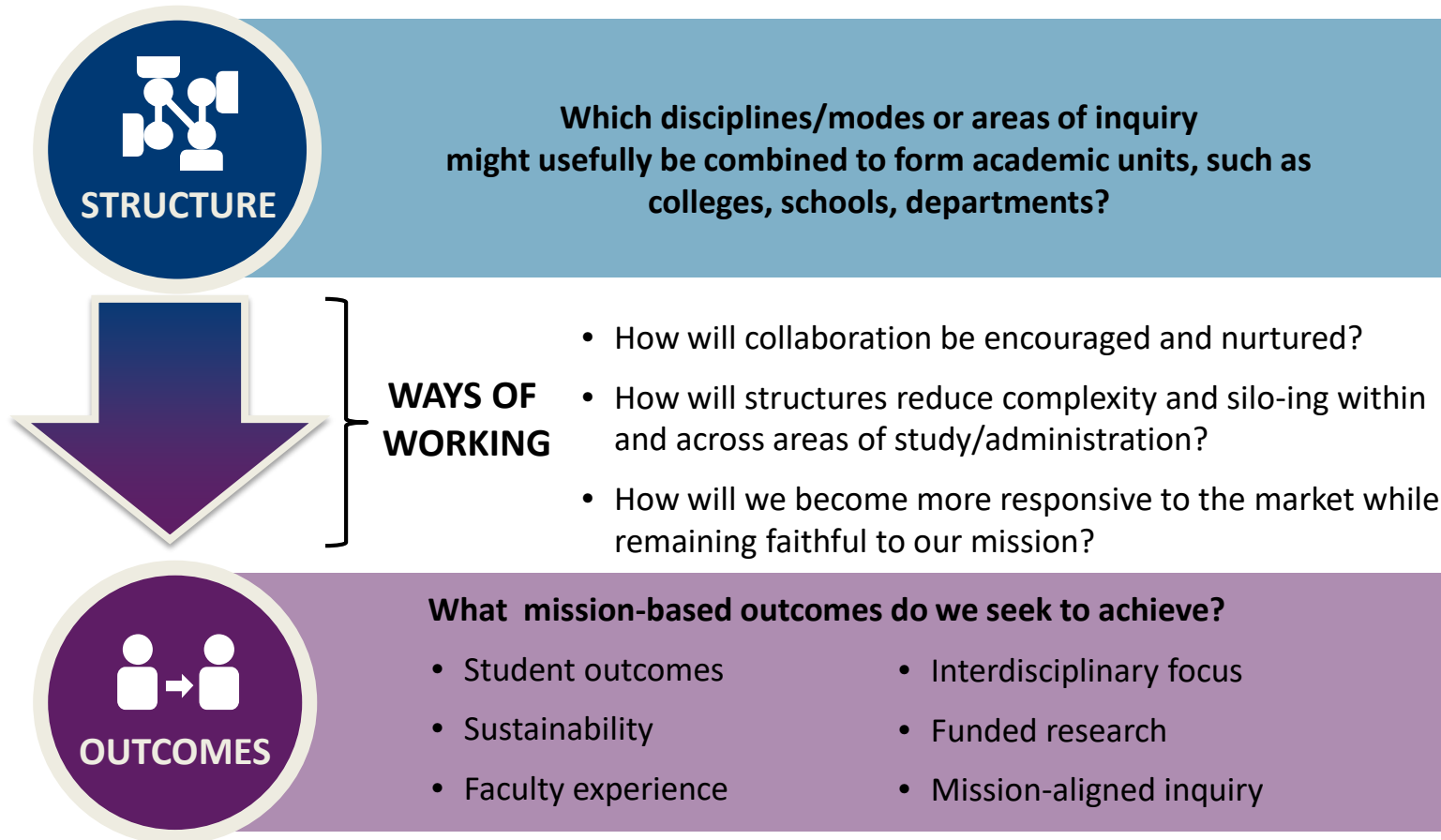
- Stanford's 2025 project:  
<http://www.stanford2025.com/>

*Pathways  
to  
Innovation*



## Structural approaches:

Academic reorganization changes the ***structure*** of an institution to improve its ***ways of working*** and promote desired ***innovation***





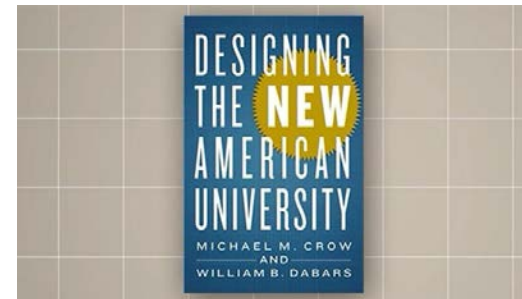
**Beginning in 2006, Arizona State reorganized its colleges and restructured departments to support innovative research and programs.**

**These efforts have gained for ASU USNWR recognition of being America's "most innovative" university**

**ASU's enrollment has increased by about 18%**

**Its retention rate has increased from 77% to 87%**

**Its total research dollars have grown from \$202M to \$518M**



# George Mason unleashed synergies among closely associated departments through reorganization

## CONTEXT

The **State Council for Higher Education in Virginia** restricted GMU from **establishing graduate programs** in many of the sciences because of concerns of **program duplication**.

GMU developed graduate programs in computational sciences not offered by other universities.

Department of Computational and Data Sciences with strong affinities to science departments, housed in the College of Science.



STRUCTURE

- 2004: GMU initiated a restructuring of College of Arts and Sciences and School of Computational Science
- Result, July 2006: two new colleges : the College of Liberal Arts and Human Sciences (LAHS) and the College of Science (COS)
- The Department of Social Work, formerly housed in the College of Arts and Sciences, moved to the College of Health and Human Services.

## WAYS OF WORKING



- Computational programs more closely associated with their scientific counterparts



OUTCOMES

- Elimination of duplicated coursework at the introductory levels





## Innovation spaces – incubators for faculty to design and develop proposals for new programs and structures

Georgetown’s “Designing the Future(s)” and “Red House,”

<https://futures.georgetown.edu/>

SNHU Sandbox Collaborative,

<http://www.sandboxcollaborative.org/about/>



## Innovation initiatives – specially formed teams to address particular or institution-wide challenges

Carleton College, Visualizing the Liberal Arts,

<https://apps.carleton.edu/campus/viz/about/>



MIT, Institute-Wide Task Force on the Future of MIT,

<https://future.mit.edu/charts/class-features>



Portland State Office of Academic Innovation,

<https://www.pdx.edu/oai/provosts-challenge>

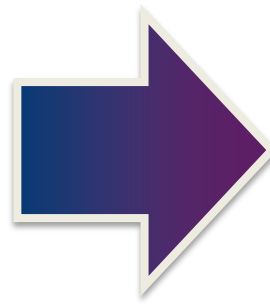
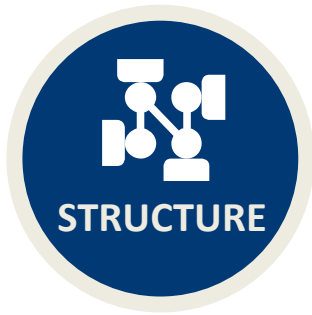


# *Innovative programs*

- Mount Holyoke's "Nexus" and "Lynk" programs,  
<https://www.mtholyoke.edu/acad/nexus>;  
<https://www.mtholyoke.edu/lynk>
- Carleton College, "QUIRK" --  
<https://apps.carleton.edu/quirk/>
- Carnegie Mellon University's BXA Intercollege Degree Programs,  
<https://www.cmu.edu/interdisciplinary/index.html>



# A Closer Look -- CMU's BXA Intercollege Degree Programs – fostering student ownership over their learning



## WAYS OF WORKING



- BXA Intercollege Degrees merge components in the arts and humanities, natural sciences, or computer science into an interdisciplinary/multidisciplinary study
  - Bachelor of Humanities and Arts
  - Bachelor of Science and Arts
  - Bachelor of Computer Science and Arts

The BXA Intercollege Degree has increased...

- Support for students generating new information, challenging questions, and innovative theory in collaboration with diverse faculty
- Multifaceted advising across colleges
- Innovative pedagogical strategies
- Focus on the impact arts have on technology and vice versa
- Utilization of resources (e.g., faculty expertise) across four undergraduate colleges

Position students as...

- Leaders of their own educational experience and growth
- Creators of innovative and complex approaches to learning
- Responsible contributors in an interdisciplinary world

**Carnegie  
Mellon  
University**

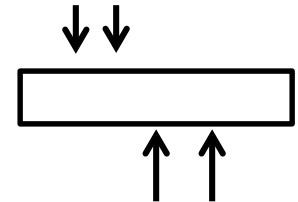
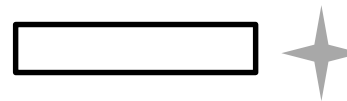
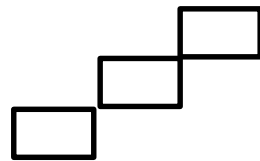
# Innovative Delivery Methods

David Attis, "Academic Program Innovation"

## It's All in the Delivery

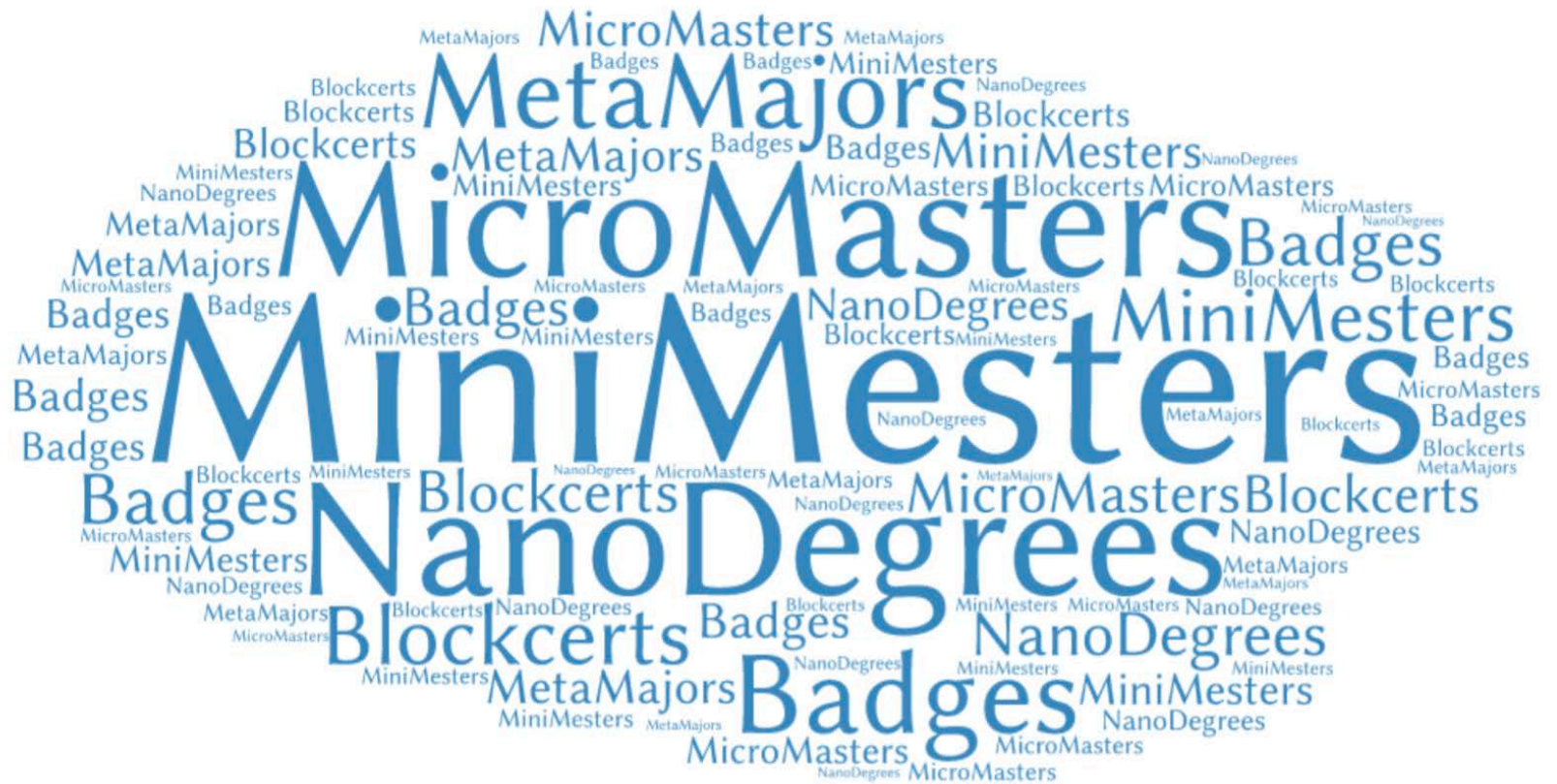
Format Increasingly Essential for Program Success

### A Tour of Emerging Program Design Options



Accelerated	Modular	Experiential	Demonstrated Mastery
<p>Shorter than a typical academic program</p> <ul style="list-style-type: none"> <li>• Microcredentials</li> <li>• Mini-MBA</li> <li>• Second Bachelor's</li> <li>• Bootcamps</li> </ul>	<p>Short modules that combine into credentials</p> <ul style="list-style-type: none"> <li>• DIY Programs</li> <li>• Modular Master's</li> <li>• Tiered Content Portfolio</li> </ul>	<p>Integrated opportunities to build skills</p> <ul style="list-style-type: none"> <li>• Client-Based Projects</li> <li>• Team Capstone Projects</li> <li>• Virtual Internships</li> </ul>	<p>Progress Based on assessment of competencies</p> <ul style="list-style-type: none"> <li>• Project Based Master's</li> <li>• MOOC to Master's</li> <li>• Course to Assessment</li> <li>• Competency-Based Education</li> </ul>

# “Rethinking Legacy Structures”



# Processes and Governance

## Self-Inflicted Wounds?

- **Operating procedures and policies which no longer align to the market place and prevent revenue**
- **Decision-making processes that inhibit innovation and are unresponsive to rapid economic and social change**
- **Continuing to operate in silos often due to size, structure, and complexity**
- **Leadership transitions**
- **Lack of accountability for profit margin**
- **Mission is blamed for reasons why we can't versus why we can**
- **Risks taken that have failed result in blame and shame**



???

Which structural approaches to innovation might SLU productively pursue?

What kinds of innovative programs/methods of delivery would you be most interested in pursuing or learning more about?

How might our processes and governance be revised to better support innovation?

*And finally, let's imagine SLU in the decades ahead*

**“vision, or what no administrator [or university] can do without”**

Mark Roche, *Realizing the Distinctive University*

“The most powerful motivation is identification with a vision”

“the pursuit of truth for the greater glory of God and for the service of humanity”

??

Can you describe 3-4 priorities that you believe would advance our mission and position SLU well for the decades ahead?

# Materials and Questions for Further Reflection

# *Trends and Challenges*

## **GROWTH TRENDS**

- Net-Tuition / Affordability
- Transfer students
- Adult degree completion
- Hispanic market
- Job skills based programs
- Certifications / Credentials
- Digital delivery of academic content
- Coaching and mentoring
- Service and speed
- Fewer prepared students

## **CHALLENGES**

- Deflationary pricing and net price erosion
- Demographics and alternative delivery methods will reduce market demand for campus based delivery
- The big will get very big and take market share from small and mid-sized institutions
- Innovation requires funding
- Speed to implement
- Continued cost cutting without revenue growth consideration results in a long slow path to irrelevancy

# SLU's opportunities ?

- *offer distinctive and innovative academic programs (e.g., the new undergraduate core curriculum) that build on areas of strength*
- *link academic success in our programs to career opportunities*
- *graduate/professional degrees, credentialing and other “unbundled” offerings demanded by the market*
- *increase access -- attract and retain different and non-traditional segments of the student population*
- *grow the research enterprise and connect it to the grand challenges of our times – e.g., health and access to health care*
- *collaborate with new partners – industry, community organizations, education partners (e.g., INTO), other colleges/universities*
- *enter new markets (geographic and product)*



- *Consider SLU's "business model" . . .*
- *How would you describe . . .*
  - *our "value proposition"?*
  - *our "resources"?*
  - *our "processes"?*
  - *our "profit formula"*
- *What are SLU's greatest opportunities?*

# The key priorities from our strategic plan. . .

- ***a nationally-recognized model for patient-centered health care***, one that integrates compassionate care, health research, and health education
- ***enhanced science, math, and engineering programs*** that position us for growth and expand our research contributions to the well-being of the world's people and environment
- ***elevated humanities***, highlighting their centrality to our Catholic, Jesuit identity and commitment to educating the whole person
- ***the strongest and most innovative undergraduate programs*** among the world's Catholic, Jesuit universities, providing flexibility and agency to our students and enhancing their capacities to lead creative and productive lives of faith, purpose, and meaning
- ***a commitment to community engagement, applied research, and social justice***
- ***growth in professional programs*** in focused areas of strength and societal need
- ***Increase scholarship and sponsored research***, particularly in innovative interdisciplinary contexts.