



Yale SCHOOL OF MANAGEMENT
Chief Executive Leadership Institute

Higher Education's Worldly Wisdom: Global Reach and What We Teach

Executive Summary

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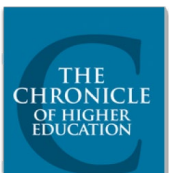


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Kerry Healey, 13th President, Babson College

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Kevin O'Leary, President, Endowment and Philanthropic Services, TIAA

Verne O. Sedlacek, Senior Fellow, MJ Murdock Charitable Trust; Former President, Commonfund

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 Patricia Finkelman, Chair, Board of Trustees, Grinnell College
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 Martin Michaelson, Partner, Hogan Lovells
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 Leonard A. Schlesinger, 12th President, Babson College
 Catherine Bond Hill, 10th President, Vassar College
 Stephen J. Friedman, 7th President, Pace University
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 Peter Salovey, 23rd President, Yale University

Welcome & Overview

Overview

Higher education has a powerful value proposition: it improves people's lives, opens doors to greater economic opportunity, prepares students for jobs in a changing world, benefits communities, and is the engine for innovation. But this value proposition is under assault. Many Americans mistakenly believe that education does not have a positive effect on individuals and on society, and that higher education is a luxury, not a necessity. Higher education leaders must act to rebuild public trust in higher education by delivering messages about the benefits of a college education in a way that resonates with Americans.

Context

Yale President Peter Salovey framed the discussion for this meeting by laying out some of the most significant challenges facing the higher education sector and describing actions that higher education leaders must take to address these challenges.

Key Themes

Higher education continues to have a powerful value proposition.

Everyone who has committed their life to higher education knows the story: a college education makes life more meaningful and enjoyable. A liberal arts education prepares graduates for a rapidly changing world and equips graduates to be lifelong learners. It opens doors to economic opportunity and results in higher income. Two pieces of data illustrate the value of higher education:

- The median earnings for a millennial with a college degree are \$17,000 per year higher than for a millennial without a degree.
- 91% of college graduates say, "College was worth it." And close to 100% of graduates say that college helped them grow personally and intellectually.

"Most who have attended a college or university believe that it improves their life and their economic opportunity."

The benefits of higher education are not just for individuals, but for entire communities. Institutions of higher education are drivers of local economies. Universities create jobs, generate tax revenues, and produce innovations. As research spending at a university increases, the average income in the area also increases.

Yale, for example pays \$2 billion per year in wages and benefits, and has an overall economic impact of about \$8 billion. Yale pays taxes that support New Haven, has a home buying program to support employees who want to live in New Haven, and has created the New Haven Scholars program to support students from New Haven in getting a college education.



Peter Salovey, 23rd President, Yale University

Despite higher ed's strong value proposition, there is declining trust in colleges and universities.

While previous generations generally believed in the transformative power of higher education, criticisms of higher education are not new. Some people believe the dialogue about higher education changed in 1967 when then-California governor Ronald Reagan described higher education as an intellectual luxury that perhaps we could do without.

Today—in our world of social media and 24-hour news cycles that tend to focus on the negative—many Americans see college campuses as hotbeds of liberalism that are stifling free speech. Americans also worry about the high costs of college, are concerned about crushing levels of student debt, and have doubts about whether a college education will lead to a good job.

"Many Americans are skeptical about the role that higher education plays in society."

Recent polls show the deep skepticism that many Americans have about college education.

45% of Americans say colleges have a negative effect on our country, and 58% of Republicans have this view (Pew)

44% of U.S. adults have a great deal or quite a lot of confidence in colleges and universities, while 56% have only some or very little confidence in U.S. higher education (Gallup)

Higher education leaders must act to rebuild public trust.

Since the facts suggest that higher education has a strong value proposition, yet public trust in higher education is declining, sector leaders must be more effective in delivering messages that resonate.

“We are doing a lot of good, but we are not sharing messages in a way that is resonating as fully as they could. We need to be more effective in rebuilding trust in our communities.”

Suggestions for rebuilding public trust include:

- Communicate in a different way
- Do a better job of talking about how colleges and universities contribute to local communities and to society nationally and globally
- Tell better stories
- Make connections about how education prepares students and what students do with their education after they graduate
- Make the case for the value of a flexible liberal arts education in best preparing students in a rapidly changing world
- Be in front in talking about the connection between education and future employment opportunities
- Convey that the challenges of the 21st century are going to be met by students who have received a college education
- Speak more explicitly and loudly about the role of higher education in R&D and as an engine of innovation

“Higher education institutions play a critical role in R&D. Institutions are engines of innovation.”



Anthony P. Monaco, 13th President, Tufts University



Meeting or Missing the Mission: American Academy of Arts and Sciences' Commission on the Future of Undergraduate Education

Overview

Undergraduate education is the core of American higher education. The strength of undergraduate education is linked to the strength of our economy, democracy, and society. While access to higher education is generally seen as a strength, there are significant challenges that need to be addressed including affordability, completion, and inequities.

As society undergoes a transformation due to technologies such as artificial intelligence (AI) and robotics, higher education will become even more important for individuals and for society. In an era of rapid change, individuals will need to constantly retool by engaging in continuous learning. Educational leaders will have to drive institutional transformations, which will often be difficult and contentious.

Context

Participants shared research on challenges faced in higher education and discussed the need to change aspects of how education is delivered, while retaining a strong liberal arts foundation.

Key Themes

Some institutions are struggling to fulfill their mission.

When asked if higher education institutions have lost their way in terms of the clarity of their mission, 47% of participants believe that many colleges have lost their way, while 53% disagree. However, a broader consensus seems to be that even at institutions with clear missions the greater challenge is in fulfilling the mission.

In particular, institutions are often falling short in providing adequate access to higher education, helping students complete and graduate college, and making higher education affordable. Inequities remain, as do issues of racism. It is for this reason that it remains necessary to have institutions with a special mission, such as historically black colleges and universities (HBCUs) and women's colleges.

"I live for the day when [institutions with a special mission] are no longer needed, but that day is not here. If these institutions didn't exist, we would have to invent them."



Peter Salovey, 23rd President, Yale University, and Johnnetta Cole, 7th President, Spelman College; 14th President, Bennett College; President Emerita, Smithsonian National Museum of African Art

At times fulfilling the mission is hindered by lack of alignment between key stakeholders, including lack of alignment between the president and the board on the need for diversity, or lack of alignment with the faculty on the need for change. As participants said:

- "I have experienced a lack of understanding by sets of trustees as to why diversity is important."
- "I have had alums threaten to stop giving money if we continue to admit so many minority students."
- "People are okay with the idea of changing to become more diverse, but are not comfortable with how the entire institution must change."

There is a tight link between undergraduate institutions and the overall health of society.

TIAA's Ron Pressman discussed a recent report from the American Academy of Arts and Sciences' Commission on the Future of Undergraduate Education. This report shows a tight link between the strength of undergraduate institutions and the health of the economy, democracy, and society as a whole. This report was based on the belief that undergraduate institutions are responsible for preparing students for a changing global economy, are equipping students to understand and participate in democracy, and have cultural awareness to thrive in a diverse society.



Ron Pressman, CEO, Institutional Financial Services, TIAA

Main points from the report include:

- **Accessibility** is a strength of the U.S. higher education system, with 90% of high school graduates accessing higher education in some way.
- Delivering **educational quality** at scale is a challenge for undergraduate education.
- The **completion rate** for undergraduates who pursue a bachelor's degree is about 60% and is only 30% for those who pursue a certificate or an associate's degree.
- Rates of completion are **unequal** and differ greatly based on gender, race, ethnicity, and socio-economic status. The disparities are enormous.
- **Cost and affordability** remain major issues, as is student debt.
- The **value proposition for higher education is good**. The economic benefits of higher education are proven. In addition, those with an education are healthier and more likely to participate in democracy.
- In the future, **more jobs will require higher education**.
- The **U.S. has fallen off** in terms of global educational leadership.

Participants' reactions and comments to elements of this report included:

- **Many students are not adequately prepared for college.** Incoming students are often not prepared academically. An assumption may be that the student is not capable, but in reality the student may not have been prepared and exposed. Many students and first-generation college students from families with incomes of less than \$40,000 per year are often not adequately prepared for the college experience. The biggest challenge for these students, and many others, is the transition between high school and college.
- **Institutions often fail to focus on completion.** Institutions often focus on admissions, but not on completion. As a result, the institution doesn't take institutional ownership and accountability to ensure that admitted students are able to graduate. Per one participant, "Colleges and universities don't think about the role of the institution in completion."

"Colleges need to make sure that those who are admitted are able to graduate."

- **Institutions too often ignore cost control.** Over the past 30 years, higher education has raised prices faster than inflation. While inflation might rise at 1% per year, universities would increase their costs by 3% per year. College presidents would actually say, "If we don't raise our fees by 3% per year, people will think we are in trouble." Institutions seem largely unwilling to confront rising costs and lack of affordability.
- **There is huge mistrust in higher education.** A participant referred to additional research which found that higher education leaders are not trusted or believed by parents and students. The public perceives education as a commodity and many believe that endowments result from excess profits generated by institutions. Just having presidents as spokespeople about the value of higher education may not be most effective. It is important for institutional leaders to listen in a new way, and perhaps to have communications come from board members and students, which would be more credible, as opposed to from presidents.



John B. King Jr., 10th U.S. Secretary of Education; President & CEO, The Education Trust

In a time of rapid technological change, higher education must focus on a solid foundation and lifelong learning.

Northeastern University president Joseph Aoun, author of the new book *Robot-Proof: Higher Education in the Age of Artificial Intelligence*, believes that robots and AI could make up to 50% of jobs obsolete. He argued, "Everybody will become obsolete unless they retool." To remain employable, humans will have to focus on those areas that are distinctly human—like creativity, innovation, empathy, and a systems approach. In this environment, educational institutions will have to help people retool by providing lifelong learning. This learning must be on demand, customized, and highly personalized.



Joseph E. Aoun, 7th President, Northeastern University

"Most institutions today look at continuing education as a second-class operation, and not part of the core mission. But in the future, 85% of learners will be lifelong learners."

Others stressed that ongoing, lifelong learning works best when there is a strong liberal arts foundation. At Babson—a business school where graduates are scooped up by employers—50% of the curriculum is focused on business and the other 50% is liberal arts, which will remain relevant even as technology changes.

"Liberal arts is a basis for lifelong learning. It is a mistake to discount liberal arts. I believe everyone deserves the foundation of a liberal arts education."

Institutional transformation is necessary and requires strong presidential leadership.

In light of the challenges faced by higher education, and in response to the changes occurring due to disruptive technologies, one industry expert posed the question to institution leaders, "What are you going to do?"

It is essential that higher education institutions must change to become more diverse and more innovative. Making these changes will be a long-term process that might make some stakeholders unhappy and uncomfortable. There will be pushback. But for leaders to bring about the transformation that is required, it is essential to plant the seeds now.

Political Axes and Punitive Taxes: Funding, Support, and Public Trust

Overview

Higher education has a political problem at both the federal and state levels. Politicians, especially in the Republican Party, are not strong supporters of higher education. Participants believe lack of political support is attributed to high tuition prices, poor communication, lack of industry cohesion, and not engaging in effective outreach.

Higher education leaders also have not been effective at combating populism, including initiatives such as “free tuition for all.” Such initiatives may sound good, but they tend not to be good policy, as limited funds are spent on those who don’t really need them. Some argue that these dynamics are a result of market forces within higher education, resulting from the provision of financial aid to individuals. Others agreed that market forces are shaping higher ed, but argued that the market is working. Entrepreneurial institutions are seizing on opportunities to attract new groups of students to higher education and leverage technology to educate at scale.

Among the solutions suggested to political challenges include achieving collective action, telling better stories – particular stories involving students, engaging in greater outreach to the public, and forging stronger relationships with the business community.

Context

Participants discussed the political challenges that higher education faces and strategies to address these challenges.

Key Themes

Higher education has a political problem.

While higher education has a compelling value proposition, few presidents believe that politicians understand or support this proposition. The consensus view of higher education leaders is that “higher education is being dangerously attacked” by politicians.

Survey Question	% Agree	% Disagree
Higher education is being dangerously attacked	97%	3%
Higher education has created its own public support problem	85%	15%
Colleges & universities have not been effective political advocates for themselves	88%	12%
Better collective action is required for the voice of higher education to be heard with influence	94%	6%

Source: Real-time poll of CELI attendees

Participants offered explanations for the industry’s political problem:

- **High pricing.** Some participants feel that even with higher education’s strong value proposition, the high cost of education breeds unrest.
- **Poor communications.** Several participants asserted that higher education has not been effective at communicating the value proposition of higher education and persuading politicians to support colleges.

“We have not positioned higher education in a way that is very persuasive.”

- **Lack of cohesion.** An industry representative explained that higher education is a sector of mini-sectors. There are public and private institutions, and there are large and small institutions. And, among both public and private institutions there are multiple bands of different institutions. As a result, the industry is fragmented and doesn’t present itself to policymakers in a cohesive way. As an example, in the recent debate about the taxation of large endowments, many institutions were not engaged because their view was, “This doesn’t affect me.” Lack of cohesion and collective action weakens the industry’s political power.



Robert A. Brown, 10th President, Boston University, Anthony P. Monaco, 13th President, Tufts University, and John D. Simon, 14th President, Lehigh University

One participant called out a fundamental dilemma: while 94% of participants agree that greater collective action is required, institutions are essentially competitive with each other. The nature of competition makes it hard to work together.

- **Not seeing the public as a key constituency.** Institutions are focused on students, parents, alumni, faculty, funding sources, and more. But historically, institutions have not been focused on taxpayers as a key constituency. By creating high sticker prices, institutions have alienated themselves from the public.

Higher education's political problems exist at both the federal and state levels.

John King, a former U.S. Secretary of Education, hears Congress saying, "We can afford to provide funds for higher education," while simultaneously enacting an enormous tax cut. It is not that the government doesn't have the ability to increase funding for higher education; it is that political leaders choose not to. He also sees the current administration adopting the agenda of the for-profit education lobby, which is not supportive to not-for-profit education.

Others expressed concern about the impact of populism on higher education. Conservative populists are suspicious of liberal faculty and institutions that are viewed as a tool of the left. Some politicians viewed this tax bill as a way to punish these liberal institutions. However, presidents are concerned that this action has "broken the seal on taxing nonprofits." There is worry of a slippery slope, where states and localities will now seek to tax higher ed institutions.



Harris Pastides, 28th President, University of South Carolina

Enormous political challenges also exist at the state level. At the University of South Carolina only 8% of the institution's budget now comes from the state. Out-of-state students are financially attractive, as they pay three times more tuition than in-state students, which helps subsidize in-state students. But the state has limited the percentage of out-of-state students that can be admitted. As USC president Harris Pastides said, "We have 8% of the budget from 100% of the regulation."

The situation in California is different, but equally challenging:

- 68% of the population has high approval of the state's 4-year public institutions.
- 59% of the population thinks the state doesn't spend enough on public universities.
- Only 19% think it is okay for universities to increase tuition to students.

Within this context, in response to populist sentiments, the State of California has adopted legislation providing free community college education to all. John Perez, the former Speaker of the California Assembly, is opposed to this populist policy as not being the highest and best use of public resources. Before this policy, community college was almost free for the poor. This policy may sound good, but it is essentially a subsidy for those who don't need it. Others agreed that "free education for all" may sound good, but it is not good policy.



John A. Perez, 68th Speaker, California Assembly; Board of Regents, UC System

"We already subsidized the poor and middle class. Now we subsidize those without need."

Case Study: University of Michigan

The University of Michigan conducted an experiment aimed at good high school students in two low-income zip codes. Some students received information trumpeting "free tuition" while others received information about "financial aid." The benefits were actually comparable, but using the terminology "free" attracted more applicants, more admissions, and more enrolled students from these areas.

UM has expanded this program across the state to lower-income families.

The conclusion: marketing "free tuition" is simple, clear, and easy to understand for students and families. Also, the idea of "free" overcomes perceptions of elitism.

Comments in response to this case study included:

- **This is good policy and good marketing.** John Perez opposes "free tuition" to all students, because it is not the highest and best use of funds, but supports the targeted use to selected low-income students. He views this as a good policy and thinks the use of "free" terminology is packaging and marketing this program in the most effective way.
- **"Free tuition" can be misleading.** Multiple participants mentioned that marketing free tuition to low-income students can be misleading, because the total costs of college entail more than just tuition, which applicants may not fully understand. Low-income students require support beyond just the cost of tuition.



Shauna Ryder Diggs, Chair, Board of Regents, University of Michigan

Many of the challenges in higher education are a result of the creation of markets.

A long-time industry expert observed that many of the dynamics in higher education today are related to the creation of markets. This can be traced to the creation of federal financial aid in the 1970s. Congress decided that aid would be provided to individuals, not to institutions, sparking the creation of markets.

Among the results from market dynamics are:

- Elite schools being overwhelmed with applications and having an extremely low acceptance rate.
- Low completion rates, due to so many under-resourced students. The market won't fix this problem on its own; it will require a policy solution.
- An elongation of the market, with a broader range of options.

Mark Becker, president of Georgia State University, stated, "The market is working but not at places you're used to." In addition to Georgia State, institutions such as Arizona State and Central Florida are having great success in the market. Georgia State is responding

to the market by leveraging technology to scale, attracting new groups of students – particularly minority students – and offering a compelling value proposition. As one example, Georgia State will graduate more students with Pell Grants than the entire Ivy League combined. This is the market at work.



Mark P. Becker, 7th President, Georgia State University

Participants see several actions that can improve higher education's political status.

To address some of the challenges faced, participants suggested:

- **Achieving greater coordination and collective action** to more effectively represent the industry.
- **Forging stronger relationships with the business community, which can be a strong advocate for higher education.** One group attempting to create strong relationships between business and higher education is the Business-Higher Education Forum (BHEF).
- **Doing a better job of engaging the public.** Donna Shalala explained that when she was president at the University of Wisconsin, she had graduates thank the taxpayers of the state. This symbolic act made a huge difference in signaling to taxpayers how important they were.
- **Leveraging student success stories.** Politicians and the public don't necessarily view presidents of higher education institutions as the most credible messengers. More credible messengers are students who have powerful stories to tell. Higher education must identify and tell great student success stories, which will make a difference in public perceptions.



When in Rome vs. No Place like Home: Scaling Immigration Border Walls and Global Academic Values

Overview

Colleges and universities see great opportunities in becoming more global. This includes expanding the institution's footprint internationally through partnerships, providing more experiences for students to "study away," and attracting more international students to campus in the United States.

But expanding internationally and attracting international students both come with significant challenges. Issues internationally include constraints on academic freedom and working with partners that view diversity very differently. In the U.S., key challenges relate to dealing with policies of the Trump administration that affect immigrants, foreign students, and international perceptions of U.S. higher education.

Context

Participants discussed the challenges and opportunities in seeking to expand internationally and in attracting and serving international students.

Key Themes

When partnering internationally, institutions need a long time horizon and guidelines for managing relationships.

Many institutions are broadening their footprints by forming partnerships and creating campuses in international locations. Universities are making significant investments to create a presence in countries such as China, Saudi Arabia, Singapore, and Russia. In forming partnerships, institutions must decide if they will be flexible in adopting a philosophy of constructive engagement, or if they will be more fixed in their policies and standards. Professor Sonnenfeld explained that U.S. companies have faced the same dilemma for years as they have expanded globally; some have adapted based on circumstances, while others have been fixed in their policies and practices, regardless of the country.

Several presidents advocated for constructive engagement. They argued that the mission of universities is to engage in dialogue and spread knowledge. Babson College president Kerry Healy explained that Babson is creating a campus in Saudi Arabia where male and female faculty will be teaching male and female students in the same classroom. There is some dissent among Babson's faculty about going to Saudi Arabia, but this is spreading Babson's entrepreneurial knowledge more broadly, which is the purpose of higher education. Healy stated, "I am pro constructive engagement."

New York University has also been aggressive internationally. This university now confers four-year bachelor degrees in New York, Shanghai, and Abu Dhabi, and has 11 other sites around the world where students can "study away" (as opposed to studying abroad). In the United States, NYU is a private institution, but in China and UAE, NYU is essentially a public institution, with significant funding from the local government. There was a situation where tenured faculty were denied visas into Abu Dhabi, angering some U.S. faculty, who questioned whether NYU should be operating there. But other participants noted that there are often instances where international faculty, students, or guests have similar difficulties entering the United States.

In another example, St. John's—a Catholic and Vincentian university—had invested significant time and effort working to establish a partnership in China. But when the Chinese government told St. John's that the university was not allowed to teach theology and would have to change the titles of certain courses, St. John's drew the line and decided to walk away.

Advice from those with experience managing these partnerships included:

- **Take a very long-term perspective.** One participant described working with a very sophisticated university that looked at establishing an international location with a 50-year time horizon. The leaders at this institution made a major strategic decision. They knew there would be bumps in the road, but they were patient and not distracted by short-term challenges.
- **Have a clear set of guidelines to manage relationships.** The vast majority of participants agreed on the need for standards and guidelines, and examples were shared of using guidelines to elicit agreements from foreign governments and international partners.



Katherine E. Fleming, Provost, New York University



Conrado Gempesaw, 17th President, St. John's University



Kimberly W. Benston, Raynard Kington, Valeris Smith, and Kerry Healey

However, a poll of participants showed that only 27% of institutions have clear guidelines on when to break ties with a partner university in a foreign country. Adopting guidelines seems an important next step for many institutions.

The policies and behaviors of the Trump administration are making it harder to attract and serve international students.

A participant from Yale who is an immigrant said that for decades the United States has attracted the best and brightest students in the world for two reasons: because U.S. institutions have been focused on the pursuit of truth – and nothing matters more; and because U.S. institutions have provided access to the best students from across the world. Because of this, American higher education has flourished.

In addition, many of the best and brightest students have often chosen to stay in the United States, enriching America's talent pool, strengthening the economy, and benefitting society. However, at the same time that foreign universities are improving and countries are trying to keep their best students at home, the United States is erecting barriers that make it more difficult for students to study here.

“We are closing doors [to U.S. higher education] at a time when we need the best people.”

Many participants believe that policies by the U.S. government under President Trump and the President's general rhetoric have caused international students to become fearful, have hurt international recruiting, and have reduced the number of international applications. This is not just uncertainty over DACA, but anxiety going back to the Administration's initial travel ban.

54% Agree that the U.S. image abroad has hurt recruiting

43% Agree that international applications have declined

43% Agree that international students are fearful of studying here

“For so long, higher education is what the United States has done so well. What is happening to the luster and global prestige of U.S. colleges and universities is concerning.”

Several participants commented that the idea of becoming a “sanctuary campus” – which is supported by faculty at some institutions – is largely symbolic and somewhat meaningless. In instances where the faculty has been educated on exactly what this means, they have tended to stand down. The more important issue than adopting some policy of becoming a sanctuary campus is simply taking care of students; this is what matters most. Currently, 80% of participants say that their school is doing a good job of helping guide students through the present immigration stress.



Michael G. Riley, CEO & Editor in Chief, *The Chronicle of Higher Education*



Heroes, Villains, and Administrators: Untangling Symbolism and Substance in College Leadership

Overview

Controversies can arise on campuses at any time. When they do, it is imperative that presidents personally immerse themselves to take personal ownership for the situation. Often when controversies fester and spiral out of control, it is because leaders failed to respond to red flags and intervene early. It is the role and responsibility of a president to step in when others are stepping back.

In this era of social media, where storms can quickly arise and controlling the narrative is extremely difficult, leaders must be guided by ethics and values – and must demonstrate courage and moral leadership.

Context

Higher education leaders discussed challenges associated with managing crises, which can draw in all stakeholders and can affect an institution's reputation.

Key Themes

Presidents must take personal ownership at the first signs of a scandal.

At the earliest sign of a problem or controversy on a campus, the president must personally dig in and drill down to understand the situation and determine a course of action. When asked how effectively Michigan State University's president responded to the crisis related to a doctor who had abused gymnasts, 90% of participants believe the response at MSU was unacceptable.



Stephen J. Friedman, 7th President, Pace University

Participants commented that there were red flags and telltale signs, which MSU's president missed. She didn't respond to the red flags and failed to intervene early. Presidents can't rely on lawyers or investigators; they have to personally dive in to understand the situation and manage the crisis. One president said, "Presidents have to drill down themselves when managing a scandal to understand every aspect."

"The president's job is to step in when everyone else is stepping back."

Others commented that in addition to the president drilling down, it is also incumbent upon trustees to ask difficult questions and to probe sensitive topics.

Social media accelerates scandals and makes managing them more difficult.

Joanne Berger-Sweeney described an extremely difficult situation at Trinity College. A Trinity professor posted comments on Facebook that were profane and inflammatory, creating a social media storm. The professor received hate mail and death threats, and the incident led to some campus reforms.



Joanne Berger-Sweeney, 22nd President, Trinity College

Amid this storm, the institution decided to place the professor on temporary leave. This was not a punitive action; it was done to protect his safety during the investigation. But the professor viewed this as a punitive action and was outraged. Even after the investigation determined that the professor had not violated any policies, he chose to remain away from campus for the rest of the semester. During this time, the professor directed anger toward the administration for placing him on leave, as opposed to acknowledging campus reforms or taking issue with his critics. Some faculty supported the professor, and while the controversy is somewhat diminished, it still lingers.

It was an especially difficult period for the institution and the president, as criticism was coming from all sides – including students, faculty, alumni, trustees, and the media. Due to social media, when a narrative gets into the public conversation, even if it is inaccurate and untrue, it is very difficult to have people understand a counter-narrative.



Donna E. Shalala, 18th U.S. Secretary of Health and Human Services; President, University of Miami (2001- 2015)

"What do you do when you are being attacked on all sides? You stand on your island of values."

At a time when higher education is already struggling to gain the public's trust, issues on campuses that show a failure of moral leadership – like the incident at Michigan State or various free speech incidents – only fuel greater distrust.



Elizabeth McMillen, Editor, *The Chronicle of Higher Education*

Legend in Leadership Award

Johnnetta B. Cole, 7th President, Spelman College; 14th President, Bennett College; President Emerita, Smithsonian National Museum of African Art

Presented by

Donna E. Shalala, 18th U.S. Secretary of Health and Human Services; Former President (2001-2015), University of Miami

John B. King Jr., 10th U.S. Secretary of Education; President & CEO, The Education Trust

Peter Salovey, 23rd President, Yale University

The presenters honored Johnnetta Cole for her leadership in education and society.

As president of Spelman College, Johnnetta was a legendary leader. She was a prodigious fundraiser, and transformed and raised the level of excellence for the institution. She was also an outstanding leader as president of Bennett College and as a director at the Smithsonian National Museum of African Art.

In addition, as an anthropologist, she has made a tremendous difference in her writing, which has focused on women of color and inequality, as well as race and gender issues.

John King termed Johnnetta a trailblazer at Spelman and internationally. She is an inspiration who has given a voice to and paved the way for future generations.



John B. King Jr., Peter Salovey, Johnnetta B. Cole, Donna E. Shalala, and Jeffrey A. Sonnenfeld

Participants

Joseph E. Aoun, 7th President, Northeastern University
 Roslyn Clark Artis, 14th President, Benedict College
 David Bach, Deputy Dean, Yale School of Management
 Mark P. Becker, 7th President, Georgia State University
 Kimberly W. Benston, President, Haverford College
 Joanne Berger-Sweeney, 22nd President, Trinity College
 Robert A. Brown, 10th President, Boston University
 Kai Bynum, 109th Head of School, Hopkins School
 Brian W. Casey, 17th President, Colgate University
 Johnnetta Cole, 7th President, Spelman College; President Emerita, Smithsonian Nat'l Museum of African Art
 Shauna Ryder Diggs, Chair, Board of Regents, University of Michigan
 Daniel Dougherty, President-elect, Cristo Rey New York High School
 Phyllis Worthy Dawkins, 18th President, Bennett College
 Jeannie H. Diefenderfer, Vice Chair, Board of Trustees, Tufts University
 Richard Doherty, President, Association of Independent Colleges & Universities in Massachusetts
 Dan Egol, Client Success Manager, Cook Ross
 Bruce R. Evans, Chair, Board of Trust, Vanderbilt University
 Adam F. Falk, 17th President, Williams College; President, Alfred P. Sloan Foundation
 Patricia Finkelman, Chair, Board of Trustees, Grinnell College
 Katherine E. Fleming, Provost, New York University
 Stephen J. Friedman, 7th President, Pace University
 Conrado Gempesaw, 17th President, St. John's University
 Kimberly M. Goff-Crews, Secretary & Vice President for Student Life, Yale University
 Kerry Healey, 13th President, Babson College
 Brent L. Henry, Vice Chair, Board of Trustees, Princeton University
 Catherine Bond Hill, 10th President, Vassar College
 Anjani Jain, Acting Dean, Yale School of Management
 John B. King Jr., President & CEO, The Education Trust; 10th U.S. Secretary of Education
 Raynard S. Kington, 13th President, Grinnell College
 Marvin Krislov, 14th President, Oberlin College; 8th President, Pace University
 Richard D. Legon, President, Association of Governing Boards (AGB)
 Pericles Lewis, VP for Global Strategy & Deputy Provost for International Affairs, Yale University
 Linda Koch Lorimer, Former Vice President for Global & Strategic Initiatives, Yale University
 Patricia A. McGuire, 14th President, Trinity Washington University

Elizabeth McMillen, Editor, *The Chronicle of Higher Education*
 J. Kenneth Menges Jr., Vice Chair, Board of Trustees, Boston University
 Martin Michaelson, Partner, Hogan Lovells
 Anthony P. Monaco, 13th President, Tufts University
 Gjoko Muratovski, Director & Chair, Myron E. Ullman Jr. School of Design, University of Cincinnati
 Kevin O'Leary, President, Endowment and Philanthropic Services, TIAA
 Elizabeth S. Palmer, Senior Vice President/Chief Communications Officer, TIAA
 Harris Pastides, 28th President, University of South Carolina
 Martin D. Payson, Life Trustee, NYU School of Law; Past Trustee, NYU, Tulane
 John A. Perez, 68th Speaker, California Assembly; Board of Regents, UC System
 Ron Pressman, CEO, Institutional Financial Services, TIAA
 Gregory S. Prince Jr., 4th President, Hampshire College
 W. Russell Ramsey, Founder, Ramsey Asset Management; Former Board Chair, The George Washington University
 John Rice, Founder & CEO, Management Leadership for Tomorrow
 Michael G. Riley, CEO & Editor-in-Chief, *The Chronicle of Higher Education*
 Christine M. Riordan, 10th President, Adelphi University
 Dorothy K. Robinson, Former Vice President & General Counsel, Yale University; Trustee, TIAA
 Meredith Rosenberg, Practice Leader – Digital Education, Russell Reynolds Associates
 Peter Salovey, 23rd President, Yale University
 Jake B. Schrum, 21st President, Emory & Henry College
 Verne O. Sedlacek, Senior Fellow, MJ Murdock Charitable Trust; Former President, Commonfund
 Donna E. Shalala, President (2001-2015), University of Miami; 18th U.S. Secretary of Health and Human Services
 John D. Simon, 14th President, Lehigh University
 Valerie Smith, 15th President, Swarthmore College
 James D. Staton, Former Chief Procurement Officer, District of Columbia
 Stephen Joel Trachtenberg, 15th President, The George Washington University
 Myron E. (Mike) Ullman III, Retired Chairman & CEO, JCPenney Company; Trustee, Gordon College
 Thomas White, Senior Vice President, Institutional Marketing, TIAA
 Julie E. Wollman, 10th President, Widener University
 Robert M. Zemsky, Chair, the Learning Alliance for Higher Education