



Yale SCHOOL OF MANAGEMENT
Chief Executive Leadership Institute

Teaching Colleges to Learn:

Governance, Administration, Campus Life, & Community Engagement

Executive Summary

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Michael B. Alexander, President, Lasell University

RESPONDENTS

Georgina Dopico, Interim Provost, New York University
Rick Goings, Chair, Board of Trustees, Rollins College
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Robert W. Iuliano, 15th President, Gettysburg College
Patricia A. McGuire, 14th President, Trinity Washington University

RESPONDENTS

Michael L. Lomax, President & CEO, United Negro College Fund
Anne Coyle, Higher Education Practice, Russell Reynolds Associates
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RESPONDENTS

Elizabeth McMillen, Executive Editor, *The Chronicle of Higher Education*
 Joanne Lipman, Former Editor-in-Chief, *USA TODAY*
 Tamar Szabo Gendler, Dean, Faculty of Arts & Sciences, Yale University
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Yale Higher Education Leadership Summit

Teaching Colleges to Learn: Governance, Administration, Campus Life, and Community Engagement

The eighth Yale School of Management Higher Education Leadership Summit, led by Jeffrey Sonnenfeld, Senior Associate Dean at the Yale School of Management, was held at Evans Hall on January 24, 2023.



Jeffrey Sonnenfeld, Senior Associate Dean, Yale School of Management

This Summit brought together college and university presidents, board chairs and trustees, administrators, faculty members from different disciplines, and experts on higher education.

Participants discussed the many challenges confronting higher education, including governance and administrative challenges, financial challenges, enrollment challenges, doubts in the value of higher education, and challenges creating diverse, inclusive campuses. Leaders shared how they are dealing with a rise in mental health and addiction issues among students and how they are working to revitalize their campus culture, despite the obstacles they face. These leaders also examined the disruptive impact of new AI technologies and the importance to higher education leaders of using their voices on important societal issues.



Peter Salovey, 23rd President, Yale University

Key Themes

Governance & Administration

Many higher education leaders are concerned by the governance, financial, and administrative challenges facing their institutions. Some leaders are guiding organizations in various stages of a crisis. In a crisis situation, the priorities include stabilizing the financial situation – which might involve fundraising, managing enrollment, and right-sizing the infrastructure. Then, once stabilized, it is essential to develop a vision for the future. This might involve reimagining the institution and focusing narrowly on what is core and what differentiates a particular college. It also might involve some form of partnership, affiliation, or even a merger.

Those who have been through a crisis advised to try to act early and proactively to prevent a crisis from arising, as opposed to waiting until the situation is desperate and it is too late.

Revitalizing Campus Culture

Colleges and universities have been through a great deal over the past few years, with numerous disruptions impacting the learning experience and the campus culture. Higher education leaders believe that technology innovations have transformed education, but don't want to overly rely on remote learning to the peril of campus culture. In addition, college presidents believe that higher education has made progress in DEI practices, but still has a long way to go.

Other areas of focus in improving the culture on college campuses are increasing access to mental health services and putting more of a priority on addressing addiction.

Innovative models, such as multigenerational learning that actively engage adult learners, are creating new types of campus cultures and are growing in interest.

Rethinking Institutional Mission

A debate took place around whether colleges are causing the political divide in the United States and if higher education has undermined a sense of genuine meritocracy. The majority of Summit participants believe the US is a country of inequities and of haves and have nots, but don't believe this is caused by colleges. Higher education leaders strongly believe in the value of education, are passionate about their institutional missions, and see education as a way to lift people up.

This applies not just to exclusive four-year colleges but also to public land grant schools and community colleges, which are more accessible and affordable. These institutions provide students with education, skills, and capabilities that serve as a bridge to future opportunities that can better their lives.

Community Engagement & Impact

Summit participants overwhelmingly believe that colleges have a civic responsibility to engage in the needs of their nearby towns and communities and also believe it is their role as leaders to speak out on pertinent national and global issues. This includes making further advances on DEI and preparing students for the future world of work.

Research shows that it will be important that future engagement activities focus not just on traditional student populations but also on the tens of millions of adults who lack a degree and could benefit greatly from a college diploma. Educating more of these individuals will transform many lives, boost communities, and improve America's competitiveness.

Legend in Leadership Award

The Legend in Leadership Award was presented to Hanna Holborn Gray, the 10th president of the University of Chicago. Hanna Holborn Gray was recognized as a trailblazer who shattered countless glass ceilings. She was the first female president at Yale and the first female president at the University of Chicago. She is a phenomenal teacher, leader, mentor, and a friend. She has transformed lives and served as an inspiration to numerous educators and leaders.



Who is Doing What These Days?

Governance & Administration

Overview

In the current environment, many institutions – especially those that are dependent on tuition – are struggling financially. In many instances, these financial struggles are emblematic of governance issues. Often what is needed is bold leadership to financially stabilize the organization and reimagine the institution by focusing on what is unique and distinctive. In some situations, after stabilization, the best course of action may be some form of a partnership, affiliation, or merger.

Leaders with experience helping institutions navigate through crises offered the following perspective: Institutions often wait until it is too late to take the necessary steps to achieve financial stability and differentiation, and to enter into partnerships. It is necessary to act early, before a situation becomes desperate.

Context

Participants discussed the most significant challenges facing higher education institutions, which for many institutions are finances, enrollment, and sustainability.

Key Takeaways

On the one hand, presidents recognize that students and faculty are frustrated by administrative procedures, but presidents seem to have bigger concerns.

In response to real-time polling questions, presidents acknowledged student and faculty frustrations with administration.

Summit polling question	% Agree	% Disagree
We often hear that the administrative machine frustrates students.	61%	39%
Faculty and students complain that our administrative procedures have taken on a life of their own.	70%	30%

However, when asked if their university has too much bureaucracy or if administrative staff pose unnecessary impositions, most presidents don't seem terribly concerned.

Summit polling question	% Agree	% Disagree
Our university has too much administrative staff/bureaucracy.	24%	76%
I am concerned that administrative staff pose unnecessary impositions on my faculty and students.	40%	60%

When asked to discuss their most pressing challenges, administrative topics didn't rise to the top of the list. Instead, Summit participants focused on growing skepticism and mistrust of higher education, along with questions about the affordability and value of a college education. These higher education leaders also discussed challenges associated with rising costs and lower enrollment, which creates financial pressures and threatens the viability of some colleges.

An investment banker observed that many smaller liberal arts schools are wrestling with challenging business models. Tuition is the sole source of revenue for many schools, which often have no endowment and are undercapitalized. Out of necessity, these institutions have to increase their tuition, which limits their applications. Ultimately, these institutions must either find more capital or change their mission. This banker explained that businesses and colleges tend to go bankrupt slowly, over a period of time . . . then all at once. To survive, it is essential that boards and leaders at vulnerable institutions take action sooner rather than later, because once leaders realize that they need to act it is often too late.

For institutions in crisis, urgent action is required; the specifics will differ based on the situation.

Several presidents described assuming their roles amid a major crisis, when everything was seemingly broken. Because everything is broken and the organization is in crisis, such situations present an opportunity to drive change. While the specifics varied, the strategies discussed included:

- **Stabilizing the finances.** This is often the first and most important task. It can mean stopping the hemorrhaging by cutting costs, right-sizing the institution, and forcing the organization to live within its means.



Suzanne Elise Walsh, 19th President, Bennett College

- **Stabilizing the IT infrastructure.** In some instances, an antiquated IT infrastructure can be contributing to an organization’s crisis and dysfunction.
- **Right-sizing the infrastructure and facilities.** In one example, an institution was able to consolidate and use only half of its facilities. This decreased the operational costs and presented options for putting its unused assets to use in generating value for the organization.
- **Engaging in enrollment management.** This involves determining the right number of students for the institution’s infrastructure, while not necessarily obsessing over growth.
- **Revising the best accreditation option.** A crisis presents an opportunity to revisit accreditation and consider alternative options.
- **Reimagining the institution** by developing a vision for the future that focuses on the institution’s core, what is unique and distinctive, and how the organization will differentiate itself in a crowded marketplace.



Mark Becker, 7th President, Georgia State University; President, Association of Public Land-grant Universities

- **Engaging in aggressive fundraising.** Using the adage of “let no crisis go to waste,” some institutions saw the Covid crisis as an opportunity to engage in fundraising.



John Comerford, 21st President, Otterbein University

- **Considering partnerships.** Partnerships can take multiple forms,



Christopher Howard, 8th President, Robert Morris University; EVP & COO, ASU Public Enterprise

such as resource sharing, affiliation agreements, or acquiring, integrating, or absorbing. Among the goals of any partnership are greater scale and scope, with lower costs, while achieving differentiation.

One example that was shared involved one struggling college maintaining its identity as a separate college within a larger institution. For those who have undertaken partnerships, among the lessons learned are that partnerships are a hard, complex, messy process and that most institutions wait until it is too late and then engage in partnerships out of desperation.

Other advice for struggling institutions was to first stabilize the institution so it is viewed as an attractive asset before considering a partnership, and when considering potential partners, ensure alignment of the mission.



Jonathan GS Koppell, 9th President, Montclair State University

Higher education leaders have challenging jobs, and varying motivations for serving in these roles.

Many higher education leaders have been in academia for years, typically as a faculty member and then in the role of a dean or a provost, while other leaders become presidents after a career in politics, business, or the nonprofit world.



Sylvia Mathews Burwell, 15th President, American University

Presidents agreed that the complexity of this job is extremely high, due to the complexity of the various stakeholders involved as well as the complexity of the external environment. Summit participant shared why, despite all of this, they choose to serve in these difficult roles, and the sense of satisfaction that they feel:

- The proximity and nearness to the mission is inspiring.
- The ability to interact with students, faculty, and staff is energizing and rewarding.
- Seeing faculty research and student achievement provides joy.
- Serving as a college or university president is a calling.
- Being a college president provides the ability to have impact at scale.
- It is not a job; it is about a mission.
- Especially for an institution in crisis, stepping in as president is a calling and an opportunity for change.



Dannel P. Malloy, Chancellor, University of Maine System; and Judy D. Olian, 9th President, Quinnipiac University

For presidents who served for a period of time and then decided to move on, reasons include feeling satisfied with accomplishments that had been attained, believing that effectiveness had waned, and wanting to recharge and pursue other opportunities.

Revitalizing Campus Culture Regardless of Structure, Rules, & Finances

Overview

The Covid-19 pandemic disrupted teaching, driving technological innovation and hybrid learning. Another disruption occurred as a societal awakening has increased the emphasis on DEI, particularly in higher education. In addition, society and campuses are experiencing increased mental health and addiction issues.

It is in this context that higher education leaders are working to revitalize the culture on their campuses by continuing to push for even more progress on DEI; by not relying on remote learning; by encouraging staff to come into the workplace to interact with others in person; by increasing access to mental health services; and by experimenting with innovative models such as multigenerational learning. It is the combination of constant innovation with a concerted focus on the campus culture that defines the priorities of today's higher education leaders.

Context

Participants discussed the many ways in which they are focused on revitalizing the culture on their campuses, despite various governance challenges.

Key Takeaways

DEI remains a top priority on campuses. Despite progress, there remains a long way to go.

DEI and racial equality remain top of mind for college presidents. One president stated, "There is always someone unhappy." A majority of presidents believe that higher education has done better than other sectors in DEI, yet there is still a long way to go.

Summit polling question	% Agree	% Disagree
Higher education has done a better job than other sectors in DEI practices.	58%	39%
Higher education still has a long way to go in DEI practices.	74%	26%
We are experiencing backlash to our DEI practices.	58%	42%

DEI remains a hot-button issue as many institutions look at their history, symbols, and culture, and consider changes in both substance and style.

One president described the sensitivity around DEI, detailing an off-campus incident that initially appeared to be racially motivated. However, following an investigation, it was determined that the incident was not in fact racially motivated. When this was communicated to the campus in an update, some faculty accused the president of minimizing the situation, showing the difficulty presidents face.

As progress has been made on DEI in higher education, there is a growing backlash to DEI among some stakeholders and particularly in some geographies. Several governors and state legislators – in Florida and Texas – are seeking to monitor and minimize state funds spent on DEI, putting pressure on presidents in these states. However, another president invoked religious arguments in favor of diversity and DEI.



Roslyn Clark Artis, 14th President, Benedict College



Tania Tetlow, 33rd President, Fordham University

Culture on campuses is affected by enormous mental health and addiction issues.

Even before the pandemic, both students and staff faced growing mental health challenges. One president cited data indicating that 89% of people claim their life is getting worse and 73% of higher education employees have had to take on additional work. This president observed that many people are feeling unhappy and isolated and have a sense of malaise. As this occurs, people are recalibrating their lives and their work, rethinking what they believe happiness means for them.

Another president commented that an underreported side effect of Covid is long-term depression, which may be affecting many people including faculty, staff, and students.

Yet another president observed that people are not good at knowing what makes them happy. In fact, for many people, getting up, going to work, and interacting with others in a workplace brings enjoyment. For this reason, this president suggested encouraging people to come into a workplace on a regular basis, to at least have a hybrid model.

For many students, the stresses of life exacerbated by the pandemic and the loss of proximity when classes went virtual have led to mental health challenges. A positive development is that students today are less concerned about any stigma associated with seeking mental health services. As a result, the demand for these services is soaring.



Katherine G. Kennedy, Trustee, Wesleyan University

However, to help them cope, many students have not sought mental health services; they instead have turned to screens, alcohol, and drugs. Consequently, substance abuse on campuses is a huge issue, as is addiction.

Experts on addiction urged higher education leaders to understand and prioritize addiction as a critical issue. Examples of steps that can be taken include increasing resources for mental health and addiction counseling, lowering the barriers to being able to access Naloxone, and making fentanyl test strips available. Presidents at institutions with a medical school or a school of public health can tap experts at these schools for assistance. But even without these schools, leaders in other social sciences can be asked to help advance efforts on campus to deal with addiction.



David A. Fiellin, Professor of Medicine, Yale School of Medicine

A unique way to revitalize the culture is through multigenerational learning.

Lasalle Village is an independent senior-living community that is located on a college campus and is focused on lifelong learning and wellness. It presents a unique model by tapping into the older demographic and a unique culture of multigenerational living and learning.

Residents are required to take 450 hours of classes per year, which is about 9 hours per week. These seniors are high-caliber students who are interested in learning, don't feel stress related to grades, and contribute by giving back to the community. This culture improves the mental health of both the older learners, who stay sharp, and the younger students.



Anne E. Doyle, Former President, Lasell Village

Many other presidents are interested in this multigenerational concept, the culture it creates, and the annuity-like revenue stream of having seniors live on campus year-round. However, most presidents acknowledged that they are better equipped for traditional than non-traditional students.

Summit polling question	% Agree	% Disagree
We are better equipped for traditional than non-traditional students.	91%	9%

Most presidents are satisfied with the methods of teaching and learning on their campuses.

While teaching and learning methods quickly shifted at the outset of the pandemic, the majority of presidents do not believe their campuses are over-relying on remote learning to the peril of the culture.

Summit polling question	% Agree	% Disagree
We are now over-relying on remote learning to the peril of campus culture.	28%	72%
We are doing less well in hybrid learning now than before the pandemic.	17%	83%
Post-pandemic technology innovation in teaching has receded.	49%	51%

Summit participants examined a few incidents that had received media attention, where professors failed a large number of the students in their class. In the incidents that were discussed, the teachers were ultimately fired.

While some observers might say the institutions were catering to their pampered students, the majority of presidents do not think a person has actually taught if no one has actually learned. If bright students have been admitted to an institution, the expectation is that they have the ability to learn, and it is the job of teachers to teach. For this reason, most presidents see a high failure rate not as a badge of honor for a hardcore teacher, but as a sign of failure for the teacher. However, while garnering a great deal of media attention, such incidents are rare.



Andrew Hamilton, 16th President, New York University



When the Ivory Tower Falls — Rethinking Institutional Mission

Overview

While some may believe that colleges are responsible for causing the political divisions that exist in the United States, most Summit participants disagree and believe that divisions and inequities already exist in society. Higher education faces profound challenges related to access and affordability, but education is a way to close gaps, provide opportunities, and build bridges.

Context

Will Bunch, national columnist for the *Philadelphia Inquirer* and author of *After the Ivory Tower Falls*, summarized the main ideas in his new book, where he suggests that US colleges are causing the national political divide.

Key Themes

One theory is colleges are *causing* the political divide in the United States.

Drawing from his book, Mr. Bunch described how previously most Americans viewed a college education as a public good. Policies such as land grant institutions and the GI Bill were a public investment in education, which made education accessible, attainable, and affordable.



Will Bunch, National Columnist, *Philadelphia Inquirer*; Author, *After the Ivory Tower Falls*

But this attitude has changed. Mr. Bunch said, “Beginning around the 1970s, we gave up on the idea that college is a public good, that we’re all responsible for it, and our tax dollars will help keep tuition low for everybody.” He paraphrased Ronald Reagan, who said in 1967, “Taxpayers shouldn’t be subsidizing the intellectual curiosity of young people.”

A Summit participant commented that the decline in government funding for education was supported by data showing that college graduates made far more money in their lifetime than those who didn’t graduate from college. The political reality became that if individuals realized economic benefits from higher education, then individuals should be responsible for making the investments to pay for college.

What ensued was that at the same time that employers started demanding a college diploma for many job categories, tuition started to rise. Mr. Bunch asserted that this created a division between the 37% of Americans who have a college degrees and the 63% who don’t. He said that while America said it was a meritocracy, this wasn’t true, because those who lack a college degree aren’t likely to do as well in the job market or in life. He attributes the resentment and grievances of those without college degrees (who tend to be Republican) as the factor driving the political divisions versus the “elites” with college degrees (who tend to be Democrats.)

Summit participants do see issues contributing to the perception that higher education seems rigged.

Summit polling question	% Agree	% Disagree
Testing and test prep businesses have created a rigged system of haves and have nots.	90%	10%
Have colleges made the meritocracy seem rigged?	79%	21%

Mr. Bunch credited Summit participants for recognizing that colleges have made meritocracy seem rigged. He said this perception of seeming rigged is shared by many Americans and many in the media. He also said that “perception is reality.” He feels that higher education leaders need to be cognizant of these perceptions and take them seriously, as such perceptions may be causing few people to believe in the value of a college education and fewer people to apply and enroll.

Most Summit participants do not believe higher education has worsened rifts in society.

While Summit participants acknowledge the political divisions in American society and inequities between haves and have nots, the majority of these higher education leaders do not believe that higher education has undermined meritocracy or has worsened the rifts in society.

Summit polling question	% Agree	% Disagree
Higher education has undermined a sense of genuine meritocracy.	31%	69%
Our system of higher education has worsened rifts in society.	30%	70%

Comments in reaction to the ideas in Mr. Bunch's book included:

- **A view among many that America remains a meritocracy.** A higher education leader said that in the aftermath of World War II, there was a belief—reflected in the GI Bill and in other forms of federal support for students, scholars, and scientists—that education was good and the more education the better. The idea was that education and educational institutions would create a greater democracy, as education would not be limited to the privileged but would be broadly available. The idea of meritocracy was intended to mean that education would be available to the most meritorious in society.

When meritocracy is now used in some instances as a negative term, it is a claim that society has become stratified and that equal opportunities are not available for all. This may be true in some ways, but it does not diminish the idea that democracy needs to be a meritocracy. This means the best violin players and best quarterbacks are identified based on merit, since a meritocracy distinguishes those having the most merit. Despite criticisms of America's meritocracy, it is still alive and is a key element of democracy.

In fact, in recent decades America's meritocracy has been strengthened by expanding the opportunities available for women, minorities, and people of different sexual orientations.

- **Some define meritocracy narrowly.** Previously, discrimination denied admission to higher education to people who had merit. Now, court cases have been brought against colleges and universities, such as Harvard, arguing that the admissions process is not meritorious enough. However, in this argument merit is being defined narrowly as just a student's grades and SAT score—as if those measurements alone defined merit. An observation of a participant was, "We're all more than our numbers . . . there are very, very different definitions about what constitutes merit."



Lawrence S. Bacow, 29th President, Harvard University

- **Haves/have nots not caused by higher education.** Participants argued that colleges and universities didn't cause the political divide in America; education is simply being used as a convenient scapegoat for other issues. "Higher education sometimes becomes kind of a surrogate for inequality, which we all know is a huge problem in America," said one participant. There are a host of cleavages in society that go far beyond higher education and the haves and have nots are aligned in too many ways to view higher education as the root cause.



G. Gabrielle Starr, 10th President, Pomona College

- **A different theory for the political divide: leaving home.** One participant said what is distinctive about American education is the idea of leaving home. For K-12 education, people stay at home, in their community, with teachers who are part of the community. But in the US, tertiary education usually isn't available locally. It means going away, being exposed to specialized educators, and having a certain sophisticated and cosmopolitan experience, where a person learns that the world is far more complicated than where they grew up. Thus, the fundamental political divide in the US is between those who have left home and those who haven't.
- **Anti-elitism is global.** One participant argued that the issue of haves and have nots and resentment toward elites is not restricted to the US; it is a global issue. As such, it isn't appropriate to hold American universities responsible for causing these issues.
- **There are models other than elite four-year colleges.** Some participants stressed that the rising costs of tuition and limited access are issues for elite four-year colleges, but not for all of higher education. Summit participants who lead community colleges described offering a wide range of educational programs, for little or no cost. This includes ESL programs as well as workforce training programs for paramedics, EMTs, phlebotomists, electricians, plumbers, and more. For many of these programs, enrollment is surging.



Rodney K. Rogers, 12th President, Bowling Green State University



Kenneth Adams, 4th President, LaGuardia Community College

One of the challenges is educating potential students on the opportunities available through community colleges and upending the way that people talk about community college. Instead of community college being viewed as a second-rate education, it needs to be viewed as having transformative power in terms of social mobility and access to opportunity. It is a bridge.



Lynn C. Pasquerella; 18th President, Mount Holyoke College, 14th President AAC&U



Do Educators Still Have Civic Voices?

Community Engagement & Impact

Overview

In addition to the governance, financial, and cultural issues discussed in other sessions, higher education faces other major disruptions. These include political intrusions as state legislators are increasingly weighing in on what should and shouldn't be taught, which is an unprecedented breach of academic independence. At that same time, the workforce is undergoing massive disruptions as the demand for labor dramatically exceeds the supply and occupation churn is rising. In addition, new technologies – most notably AI and the recent introduction of ChatGPT – are disrupting how writing occurs, which will shift teaching and learning. This is not a time for the faint of heart in higher education.

Context

Participants discussed disruptions in education, including political intrusions, shifts in the workforce that demand different skills, and disruptive technologies that will force a rethinking of education.

Key Takeaways

Higher education leaders are concerned about political intrusions, and many feel the need to speak out on relevant issues.

Polling among Summit participants showed that the vast majority see political intrusions as undermining academic discretion and threatening the nation's competitiveness.

Summit polling question	% Agree	% Disagree
Political intrusions are undermining academic discretion, teaching, and research.	83%	17%
Increasing political intrusions in academic decision-making threaten our nation's competitiveness.	84%	16%



Grant H. Cornwell, 15th President, Rollins College

One participant expressed great concern about the attack on and mistrust in higher education. This individual is shocked by proposals to ban the teaching of critical race theory, to prevent credit for AP courses in African American History, and to prevent discussion of reproductive rights when teaching medical students.

A college president from Florida described legislative intrusion and a combative environment in the state where there is legislative opposition to teaching critical race theory, instituting of post-tenure review for tenured professors, scanning of syllabi for ideological content, and a required detailed analysis of all money spent on diversity and inclusion at state institutions. (A legislator in Texas has initiated similar legislation for analysis of all D&I spending at Texas colleges and universities.) Education leaders view these actions as scary and inconsistent with the values and ethics of higher education.



Lawrence Schovanec, 17th President, Texas Tech University

In this increasingly politicized environment, these higher education leaders are not sitting by silently. Most believe their institutions have a responsibility to support their local communities and many view it as their obligation and responsibility to speak out on important social issues.

Summit polling question	% Agree	% Disagree
Colleges have a civic responsibility to engage in the needs of their nearby towns and communities.	91%	9%
Speaking out on national and global issues is a primary duty for me as a college president.	57%	43%
As a college president, representing disparate communities, it is important to stay neutral on social issues.	23%	77%

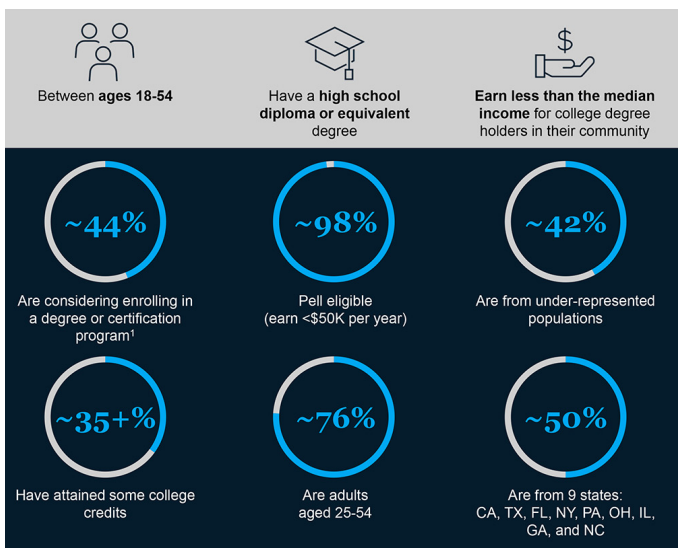
McKinsey research highlights major challenges and opportunities for higher education.

Last year at this Summit, McKinsey shared research indicating that while many higher education institutions had made commitments to improve diversity and inclusion, there had not yet been a great deal of movement in this area, and many four-year institutions were less diverse than one might expect, with major differences on an institution-by-institution basis.



Duwain Pinder, Partner, McKinsey and Company

McKinsey is about to debut new research that finds more than 50 million Americans would benefit from a college degree – and about 75% of them are adult learners. Not completing college affects these individuals personally and impacts the US economy and competitiveness. A key question is how the higher education sector can focus on this population.



Slide from McKinsey & Co. Source: IPEDS, National Student Clearinghouse, National Center for Education Statistics of the US Census, the Institute for College Access & Success, College Board, US Department of Education, Lumina Foundation 1.Represents 44% of adult Americans not currently enrolled in a degree

Additional research by McKinsey identifies five insights about the future of work in America, which are relevant to higher education leaders.

- 1. Labor demand exceeds supply for the first time in decades.** In April 2022, demand for workers exceeded the supply by almost seven million.
- 2. There have been unprecedented occupation shifts.** In the past three years, nine million workers changed occupations.
- 3. Occupation churn is here to stay for the foreseeable future.** There could be about 12 million occupational transitions between 2021 and 2030, and automation could impact 25% of jobs.
- 4. Low-wage, less-educated workers are most affected.** Low-wage jobs could decrease by almost 2% between 2021 and 2030.
- 5. We need a new level of collaboration among government, private sector employers, and institutions.** In addition to the previous challenges, planned infrastructure spending will result in a gap of almost 400,000 infrastructure positions.

These trends about the future of work in America and expected gaps speak to the needs of employers, and to the situation and challenges facing many individuals.

AI and ChatGPT pose major challenges for higher education—but we’ve been here before.

Real-time demos of ChatGPT showed how powerful this tool is at being able to instantly write an essay or a speech in the voice of any author. Immediate reaction from the media and from academics is that students will be able to use ChatGPT to write their essays for them, which will hurt students’ ability to think critically and write their own essays.



Joanne Lipman, former Editor-in-Chief, USA TODAY

Some cities and school districts quickly banned the use of ChatGPT. Summit participants are in agreement that schools are unprepared for this innovation and faculty need guidance.

Summit polling question	% Agree	% Disagree
Schools are unprepared for the intellectual integrity challenges of AI and ChatGPT.	91%	9%
Faculty need more guidance in embracing AI as a learning tool.	57%	43%

Summit participants shared ideas of the impact ChatGPT might have. It could affect how assessments are administered, with students being prevented from accessing technology and possibly having to write responses by hand. Another idea was that ChatGPT could lead to greater use of oral exams.



Laura R. Walker, 11th President, Bennington College

However, a participant mentioned a high school in California that responded to ChatGPT by forcing students to handwrite their exams. The students were unhappy with this approach, as they were unfamiliar and uncomfortable with handwriting their assignments, and the teachers were unhappy having to review and grade these handwritten essays. This wasn't seen as a good solution.

A different perspective was offered by presidents who believe it will be necessary to help students analyze the results produced by ChatGPT (and other such tools) to determine if the results that are returned are accurate. One president said, "Let's learn how to use this."



Kerwin K. Charles, Dean, Yale School of Management

One participant stressed that higher education faced a very similar situation in the 1970s. Previously, in STEM disciplines, education focused on students performing calculations efficiently by hand. But from 1975 to 1985, the world changed completely due to personal computers. Now, instead of students performing the calculations, the computer performed the calculations. Students had to be able to interpret the output and determine if what the computer was providing was accurate or nonsense. What is happening with ChatGPT related to writing is the same thing that previously happened with calculations. Education must shift to equip students to use the technology intelligently and interpret the output.

Legend in Leadership Award

Hanna Holborn Gray, 10th President, University of Chicago

Presentation

Peter Salovey, 23rd President, Yale University

Lynn C. Pasquerella, 18th President, Mount Holyoke College; 14th President, AAC&U

Andrew Hamilton, 16th President, New York University

Hanna Holborn Gray is a true legend in leadership. She was a trail-blazing pioneer in academia who shattered countless glass ceilings. She was the first female teaching fellow at Harvard, the first female provost of Yale, the first female president of Yale – and of any Ivy League institution – and the first female president of the University of Chicago. Hanna has been awarded the Presidential Medal of Freedom, the Medal of Liberty, and honorary degrees from 60 colleges and universities.

She has had a profound and lasting impact on academia, has inspired countless other to become leaders, has been a mentor and a friend, and has been a phenomenal teacher who transformed lives through her work in the classroom.

Hanna recounted that her life and her career has been one of service, preserving and advancing civilization, and working in collaboration with wonderfully intelligent and interesting people.



from left to right: Andrew Hamilton, 16th President, New York University; Peter Salovey, 23rd President, Yale University; Hanna Holborn Gray, 10th President, University of Chicago; and Lynn C. Pasquerella, 18th President, Mount Holyoke College and 14th President, AAC&U

Participants

Kenneth Adams, 4th President, LaGuardia Community College

Michael B. Alexander, President, Lasell University

Roslyn Clark Artis, 14th President, Benedict College

Lawrence S. Bacow, 29th President, Harvard University

Mark P. Becker, 7th President, Georgia State University; President, Association of Public and Land-grant Universities

Katherine Bergeron, 11th President, Connecticut College

Joe Bertolino, 12th President, Southern Connecticut State University

Simran Bhuller, Publisher & Chief Revenue Officer, *The Chronicle of Higher Education*

Will Bunch, National Columnist, *Philadelphia Inquirer*; Author, *After the Ivory Tower Falls*

Sylvia Burwell, 22nd US Secretary of Health and Human Services; 15th President, American University

Brad Carson, 21st President, The University of Tulsa

Brian W. Casey, 17th President, Colgate University

Kerwin K. Charles, Dean, Yale School of Management

Clifford Chen, Partner, McKinsey & Company

John Comerford, 21st President, Otterbein University

Grant H. Cornwell, 15th President, Rollins College

Anne Coyle, Higher Education Practice, Russell Reynolds Associates

James W. Dean Jr., 20th President, University of New Hampshire

Georgina Dopico, Interim Provost, New York University

Anne E. Doyle, Former President, Lasell Village

William C. Dudley, 27th President, Washington and Lee University

Pam Eddinger, 7th President, Bunker Hill Community College

Stanley J. Garstka, Professor, Yale School of Management

Tamar Gendler, Dean of the Faculty of Arts & Sciences, Yale University

Douglas A. Girod, 18th Chancellor, University of Kansas

Rick Goings, Chair Emeritus, Tupperware Brands; Board Chair, Rollins College

Hanna Holborn Gray, 10th President, University of Chicago

David A. Greene, 20th President, Colby College

Andrew D. Hamilton, 16th President, New York University

Erin Hoffman Harding, Expert Associate Partner, McKinsey & Company

Joseph J. Helble, 15th President, Lehigh University

Gregory D. Hess, 16th President, Wabash College; President & CEO, IES Abroad

Christopher B. Howard, 8th President, Robert Morris University

Robert W. Iuliano, 15th President, Gettysburg College

Katherine G. Kennedy, Trustee, Wesleyan University

Jonathan GS Koppell, 9th President, Montclair State University

Martha Laboissiere, Partner, McKinsey & Company

Pericles Lewis, Dean, Yale College

Michael L. Lomax, President & CEO, United Negro College Fund

Eric Lucchesi, Associate Partner, McKinsey & Company

Dannel P. Malloy, Chancellor, University of Maine System

Patricia A. McGuire, 14th President, Trinity Washington University

Maurie D. McInnis, 6th President, Stony Brook University

Liz McMillen, Executive Editor, *The Chronicle of Higher Education*

Elizabeth Morse, Managing Director, Head of Associations, TIAA

Robert S. Murley, Chairman, Educational Testing Service

Judy D. Olian, 9th President, Quinnipiac University

Anne Ollen, Head of Programs & Operations, TIAA Institute

Lynn C. Pasquerella, 20th President, Mount Holyoke College; 14th President, AAC&U

Duwain Pinder, Partner, McKinsey & Company

Gregory S. Prince Jr., 4th President, Hampshire College

John Rice, Founder & CEO, Management Leadership for Tomorrow

Dorothy K. Robinson, Trustee, TIAA; Board of Managers, Swarthmore

Havidan Rodriguez, 20th President, The University at Albany

Rodney K. Rogers, 12th President, Bowling Green State University

Meredith Rosenberg, Digital Education and EdTech, Russell Reynolds Associates

Peter Salovey, 23rd President, Yale University

Lawrence Schovanec, 17th President, Texas Tech University

Kate Smith, 5th President, Rio Salado College

G. Gabrielle Starr, 10th President, Pomona College

Tania Tetlow, 33rd President, Fordham University

Laura R. Walker, 11th President, Bennington College

Suzanne Elise Walsh, 19th President, Bennett College

Jennifer Widness, President, Connecticut Conference of Independent Colleges

David Kwabena Wilson, 12th President, Morgan State University

Edward Wingenbach, President, Hampshire College