



Where the Wind is Blowing *Higher Education's Recent & Emerging Trends*

Town Hall, Elizabethtown College

November 2020

Raymond Barclay, MDIV, MS, PhD, LEED-AP

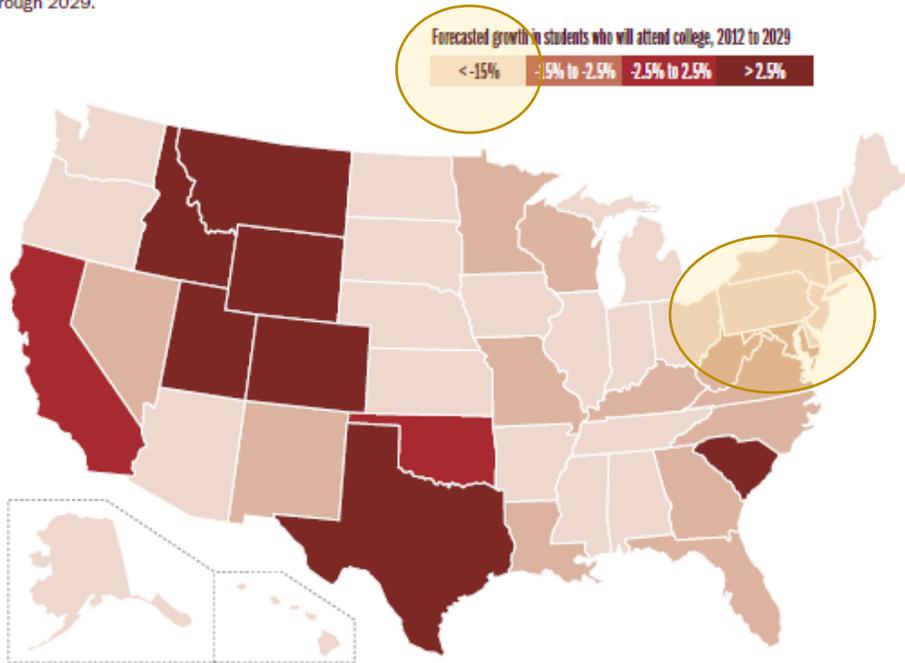
Enrollment x Design, LLC

Landscape

Capital Growth, Enrollment Declines, Resiliency & Sustainability
(financial, climate, pandemic)

DECLINING STUDENT DEMAND

A leading state-level forecast of traditional-age college-going students shows sharp declines across much of the country through 2029.



Note: Forecast is of 18-year-old college-going students.
Source: Demographics and the Demand for Higher Education by Nathan D. Gross

HIGH SCHOOL GRADUATES IN THE U.S.

The number of new high-school graduates in the United States is expected to increase each year from 2020-21 through 2024-25. It will then fall each of the following four years, dropping by nearly 300,000 graduates from 2024-25 to 2028-29, a loss of more than 8 percent.



Note: The number for 2010-11 is the reported count. Projections begin with 2011-12. Totals include graduates of both public and private high schools but exclude home-schooled students.
Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2016, www.wiche.edu/knocking

Source: WICHE Commission via Chronicle of Higher Education (Looming Enrollment Crisis, 2019)

A BIG JUMP IN EXCLUSIVELY ONLINE LEARNERS

From 2012 to 2017, enrollment of students who were exclusively taking distance-education courses dropped by more than 260,000 in the for-profit sector as that sector shrank.

But growth in other sectors resulted in a net gain of nearly half a million students enrolled in distance education only.

Sector	2012	2017	% change
4-year public	576,262	915,454	↑ 58.9%
4-year private nonprofit	468,284	778,775	↑ 66.3%
4-year for-profit	901,590	652,567	↓ -27.6%
2-year public	655,920	743,259	↑ 13.3%
2-year private nonprofit	767	19,721	↑ 2,471.2%
2-year for-profit	21,534	10,157	↓ -52.8%
All 6 sectors	2,624,357	3,119,993	↑ 18.9%

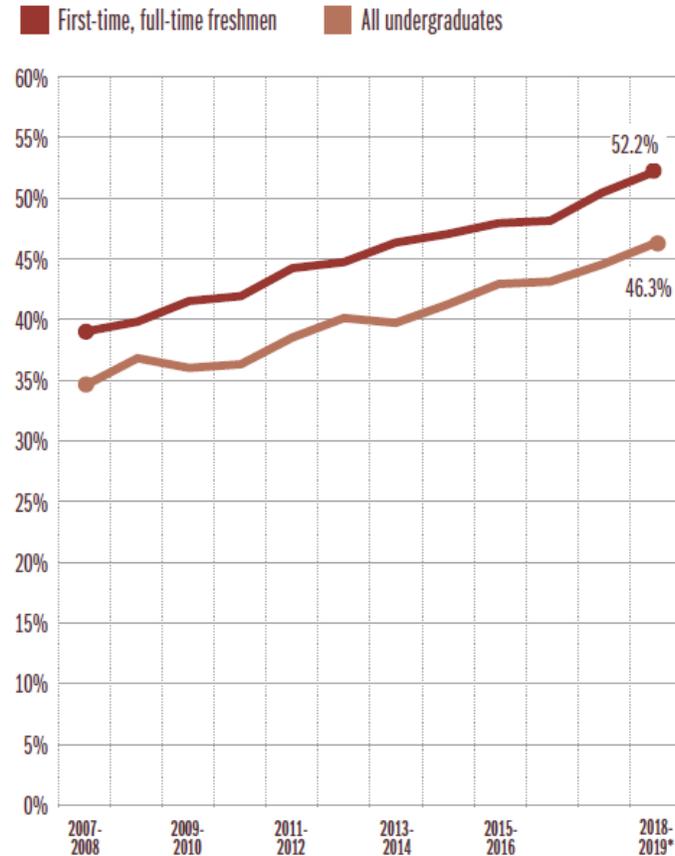
Note: 2012 was the first year the U.S. Department of Education required reporting of students enrolled exclusively in online education.

Source: Chronicle analysis of U.S. Department of Education data

Online Modality already tracking at significant rate among privates prior to Pandemic

TUITION-DISCOUNT RATES KEEP GETTING MORE GENEROUS

The share of revenue from tuition and fees that went back to first-time, full-time freshmen at private nonprofit institutions in the form of scholarships and grants surpassed 50 percent for the first time in 2017-18.



*Preliminary estimate

Source: National Association of College and University Business Officers

Equity, Justice, & Inclusion

The many facets of addressing justice on campuses today

Multiple Approaches (example)



This new funding has enabled the College to begin implementation of the following initiatives this semester:

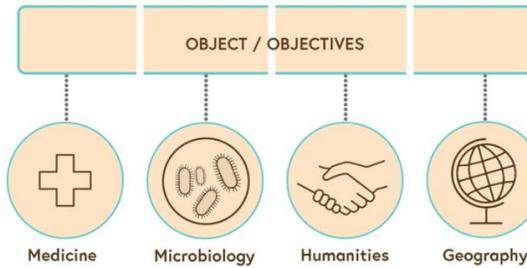
- **Faculty Associate Dean of Diversity, Equity, and Inclusion.** This new role will develop strategies for hiring and retention of underrepresented faculty and inclusive pedagogy, while serving as a resource and collaborator for diversity and inclusion efforts Collegewide. This Associate Dean will be appointed from within the Scripps faculty and will continue to have partial teaching responsibilities. Vice President for Academic Affairs and Dean of Faculty Amy Marcus-Newhall is assembling a working group to articulate the role and responsibilities of the position and determine a structure that will advance equity and inclusion efforts across the College.
- **Racial Justice and Equity Fellows Program.** This new program will provide grants to faculty and students for research, internships, and service projects designed to advance scholarship and explore topics relevant to racial justice, inequality, equity, criminal justice reform, and related areas. Additional details about the fellowship focus, eligibility, timing of award, application components, implementation timeline, and funding will be forthcoming this fall in preparation for launching grant opportunities in the spring semester.
- **Anti-Racist Learning Modules.** The College has partnered with the California Conference for Equality and Justice (CCEJ), a human relations organization dedicated to eliminating bias, bigotry, and racism through education, conflict resolution, and advocacy, to present a [racial justice training series](#) for students, faculty, and staff. Topics will include "Building an Anti-Racist Identity," "Valuing Black Lives," and "Communicating in Emotion and Conflict."
- **Assessment of Institutional Climate and Diversity, Equity, and Inclusion Programs.** Scripps is conducting an inventory of College programs related to diversity, equity, and inclusion to identify opportunities for integration and enhancement. Scripps has joined the [USC Race and Equity Center's Liberal Arts College Racial Equity Leadership Alliance](#), which provides professionals in postsecondary institutions with learning opportunities, tools for assessing climates of inclusion for people of color and other marginalized groups, and access to an online repository of resources to advance racial justice and equity work on campuses. The College will utilize this membership to conduct a campus climate assessment to be administered later this year.
- **Diversity, Inclusion, and Equity Dashboard.** The IDEA website now features the first iteration of a [public dashboard](#) highlighting data about the diversity of our student, faculty, and staff community and key performance indicators of student success, segmented by gender, race, and first-generation status. The dashboard also includes a link to historical data in the Scripps College Factbook.
- **Educational and Community-Building Programs.** The fall season of [Scripps Presents](#) features a diverse slate of authors, scholars, and performers who will provide thought-provoking opportunities for education, dialogue, and reflection in a series of programs designed to confront the political, social, and economic ramifications of racism, bias, and cultural divergence. Programs will offer student discussion sessions for deeper exploration of the ideas raised by

<https://www.scrippscollege.edu/president/messages-to-the-community/supporting-racial-justice-and-equity>

Transdisciplinary

Complexity, Wicked Problems
& Applied Research & **Application**

We are speaking of **disciplinary** research, when each discipline uses its set of tools (methodological approaches) to address its object or objective and no exchange exists between disciplines. The disciplines set the starting points – and also predetermine the outcomes of the research.

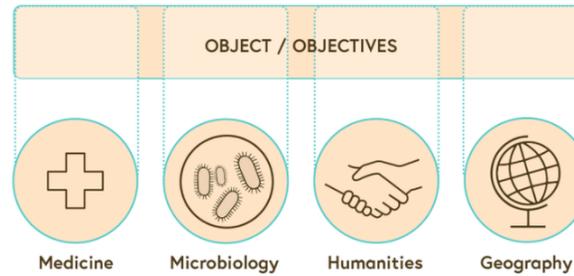


Graph one: disciplinarity
© adapted from Darbellay 2008

In **interdisciplinary** research, there is an integrative collaboration of researchers from different disciplines addressing the same object or objective. Concepts or methodologies are explicitly exchanged and integrated, resulting in a mutual enrichment. It is encouraging to see that funding agencies ask for interdisciplinary research, and recently it has become easier than it was in the past to publish interdisciplinary projects. However, defining joint, and sometimes new, approaches requires more time than disciplinary programmes. Hopefully this will also soon be increasingly considered.



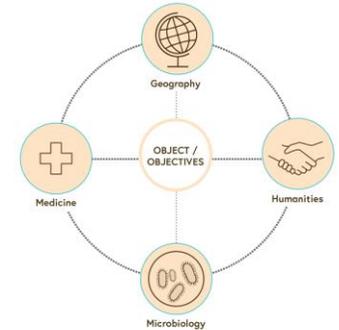
We call it **multidisciplinary** research when different disciplines address a shared objective and want to link research results, without, however, a coordinated and integration-oriented collaboration between researchers from different disciplines. In other words: each discipline works in a self-contained manner with little cross-fertilisation or synergy in the outcomes.



Graph two: multidisciplinary
© adapted from Darbellay 2008

In **transdisciplinary** research, the object becomes a partner and there is mutual learning between academia and 'real world actors'. Transdisciplinary research addresses real-world problems that are characterised by scientific uncertainty, a relatively high level of conflicts of interest and values, and institutional barriers. At the early stage of a programme, uncertainty of knowledge raises several questions such as:

- Which parameters are relevant?
- How are they connected in processes?
- Which disciplines need to be involved?



Graph four: transdisciplinarity
© adapted from Darbellay 2008

Disciplinarity Frameworks

Sources: <https://www.futurelearn.com/courses/one-health/0/steps/25498>

Place-based

Civic Engagement & Considerations of Place

2019-20 Place-based Partnership Projects

This year's place-based seed grant projects plant the seeds of sustainable partnerships across Colorado communities and encourage education faculty to explore creative and synergistic scholarship, teacher education opportunities and professional development, policy work, and community-engaged projects across roles and disciplines in geographic areas identified as a faculty for our intensive work.

Developing Critical Consciousness through Dialogue with our Neighbors: Uni Hill and SOE Partnership for Equity

Deb Palmer, Andrea Dyrness & Krishna Pattisapu

[abstract](#) 

Accountability and Assessments in Small Rural School Districts

Terri Wilson, Ben Shear & Kendra Anderson

[abstract](#) 

Partnering with Bilingual Educators to Improve Writing Instruction and Outcomes for Low-Income, Latinx English Learners

Mileidis Gort, Molly Hamm-Rodríguez, Laura Hamman-Ortiz & Vanessa Santiago Schwarz

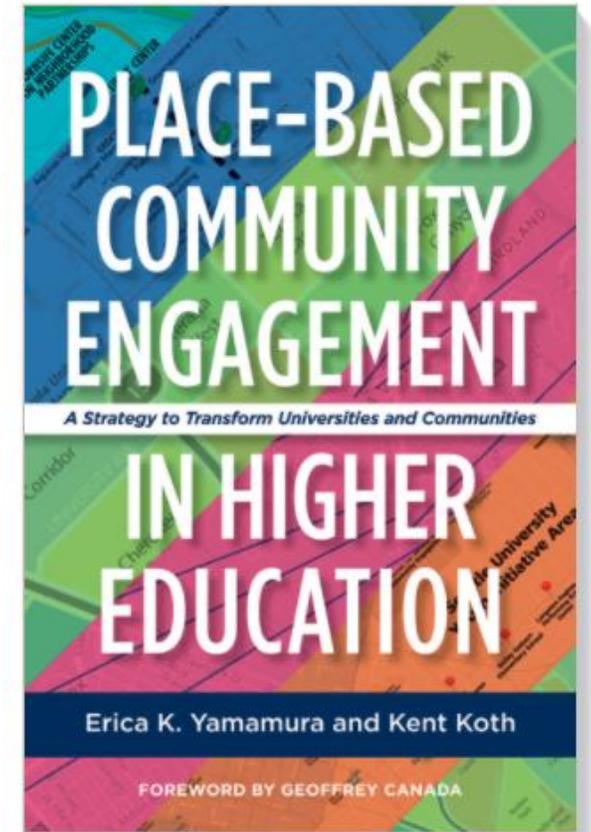
[abstract](#) 

Building School-University Partnerships to Support Humanizing, Place-Based, and Community-Based Elementary Teacher Preparation

Jamy Stillman & Melissa Braaten

 University of Colorado Boulder

School of Education



Place-Based Education Certificate



Journal for the Study
of Postsecondary and
Tertiary Education

An Official Publication
of the Informing Science Institute
InformingScience.org

JSPTe.org

Volume 5, 2020

**INTERTWINED HIGHER EDUCATION
PLACES AND SPACES**

Diversity and Democracy

Place-Based Reflection as a Foundation for Civic Engagement

By: Sharon Meagher

"It's really about involving students with the community, taking students outside of the classroom means making curriculum authentic and relevant." Camilla Thomassen-Tai '20

Discover Place-Based Education at UVM!

11/23/2020

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Third-Spaces

Brave Spaces for Innovation, Transgressions, & Social Justice

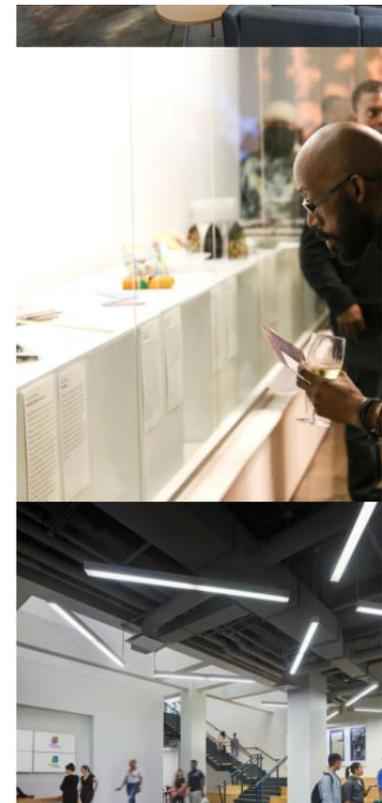
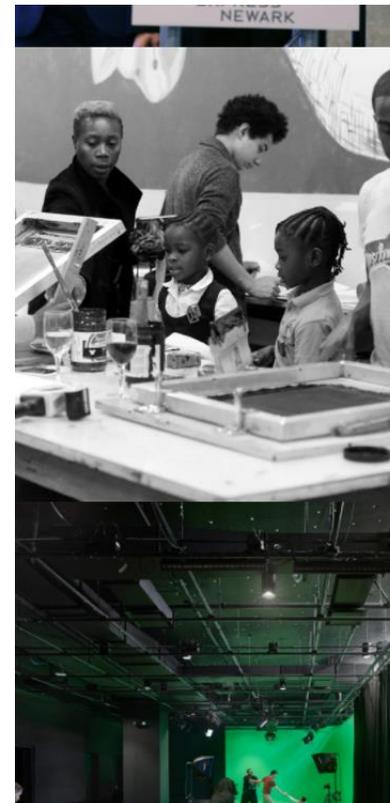
Third Spaces

(Beyond “Civic” and “Place-based” Engagement)

Notions of ‘curriculum’ are often bounded by assumptions of space and place in programmes of study and the ‘hard’ and virtual walls of the institution

We need to refocus the open education debate on physical spaces and locations, including the relationship between educational institutions and the communities they sit within

<https://3eeducation.org/2015/12/24/within-across-and-beyond-third-spaces-in-tertiary-education/>



<https://www.expressnewark.org/plan-your-visit/>

Digital Humanities, Equity & The “Post Digital” Age

Visual, Information & Digital Literacy
Requirements in General Education

Objectives

The ability to engage in the digital world plays an increasingly important role in intellectual life. Every discipline has been affected by the digital revolution in its own way. Students will master the critical digital resources and techniques relevant to the scholarly or creative endeavors of their discipline.

Learning Goals

Each department and interdepartmental program will define the meaning of digital literacy within the context of their major. For example, these goals might include one or more of the following abilities:

1. The ability to evaluate the validity of digital sources
2. The ability to create original work in a digital medium or a work of scholarship that engages digital media
3. The ability to discover, create, analyze, present, and reason about large sets of disciplinary relevant data
4. The ability to negotiate intellectual property, for example copyright and appropriation of works of art
5. The ability to solve disciplinary problems using scripting languages
6. The ability to discover and utilize appropriate digital tools (including software and databases)

Digital approaches and tools will be specific to field and change over time.

How to Fulfill the Requirement

For students entering Brandeis beginning fall 2019, the digital literacy requirement will be fulfilled for through coursework taken in the completion of their major, or through other options described in the requirements for the major. As such, department and interdisciplinary programs will determine which digital literacy goals are relevant to their own discipline. Satisfaction of the requirement could be achieved through completion of one of the following:

- A four-credit course
- A course or series of courses incorporating digital literacy resources into the pedagogy of courses
- An e-portfolio demonstrating key aspects of digital literacy skills relevant to the learning goals established in the major
- On-line modules, coupled with online exams demonstrating competencies
- A two-credit practicum offered in coordination with a course or courses in the major
- Cross-listed courses from different departments to fulfill the requirement

SKIDMORE

Visual Literacy across the Disciplines: From Faculty Engagement to General Education and Beyond

By: Paul Benzon and Katherine Hauser

Visual literacy is critical to communication and citizenship in today's image-saturated global society. Our students live and learn in a world in which creating, manipulating, circulating, locating, and analyzing images are increasingly necessary skills. Images affect every dimension of contemporary life, from social identity to statistical data to geospatial wayfinding. Inspired by this new cultural landscape, Skidmore College faculty have evolved over the past fifteen years by changing pedagogies, course content, and general education requirements in order to promote visual literacy. Faculty and administrators collaborated effectively to obtain grant funding, develop and support new structures on campus, and bring about substantive change in the college's intellectual culture.

Bringing this work to fruition entailed wrestling with a paradox across Skidmore's faculty and student populations: while we were committed to enhancing students' abilities to code and decode images and thus create, interrogate, disseminate, and utilize visual knowledge, we also recognized that many faculty felt unequipped to address visual literacy in their pedagogy. Thus, we committed to facilitating these skills and approaches, catalyzing faculty engagement with visual texts and literacies

Visual Literacy, Digital Literacy - Humanities Gen Ed

STE “A” M

Creative Intelligence & Arts Integration

Appreciation of the Arts vs Engaging in the Arts

STEAM: Using the Arts to Train Well-Rounded and Creative Scientists

[Verónica A. Segarra](#),¹ [Barbara Natalizio](#),² [Cibele V. Falkenberg](#),³ [Stephanie Pulford](#),⁴ and [Raquell M. Holmes](#)^{5,6,*}

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Abstract

Go to:

While the demand for a strong STEM workforce continues to grow, there are challenges that threaten our ability to recruit, train, and retain such a workforce in a way that is effective and sustainable and fosters innovation. One way in which we are meeting this challenge is through the use of the arts in the training of scientists. In this Perspectives article, we review the use of the arts in science education and its benefits in both K–12 and postsecondary education. We also review the use of STEAM (science, technology, engineering, arts, and mathematics) programs in science outreach and the development of professional

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Why innovation needs both art and science

11/23/2020

RIT | Rochester Institute of Technology

ACADEMIC PROGRAM & CURRICULUM MANAGEMENT

Creative and Innovative Thinking

Creative and Innovative Thinking are higher-level thought processes that imagine possibilities. Through the application of imaginative thought and activity, something new is conceived and/or produced. "Creative thinking is both the capacity to combine existing ideas, images, or expertise in original ways and the experience of thinking and working in an imaginative way characterized by a high degree of innovation, risk taking, and risk taking" [quoted from Association of American Colleges and Universities (AACU), Creative Thinking VALUE Rubric].

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Design-Thinking in the Liberal Arts

Ideation, Consensus Building & Prototyping

Design Thinking

(Empathize, Problem Define, Ideate, Prototype, & Test)



2017 General Education and Assessment: Design Thinking for Student Learning

February 23, 2017 to February 25, 2017
Sheraton Grand Phoenix Hotel
340 North 3rd Street
Phoenix, AZ 85004

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**INSIDE
HIGHER ED**

Ad

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#Views #Teaching And Learning #Opinion

A Liberal Arts Approach to Design Thinking

Design thinking marks a way forward for liberal learning in the high-tech, entrepreneurial world now emerging, write Jeffrey Nesteruk and Joel W. Martin.

By [Jeffrey Nesteruk and Joel W. Martin](#) // September 26, 2019



Creation and Integration of STEAM Model in General Education

May 18 · 🌐

On the 21st of May (2020) students and teachers from Portugal, Turkey and Lithuania will meet at the international zoom conference on Circular Economy.

This conference will be held by Lithuanian scientist of Biomedical Sciences, Ecology and Environmental Nature Research Centre Rasa Tumaševičiūtė who will share her experience in the frame of this topic.

09.26.2019 | TEAGLE IN THE NEWS

A Liberal Arts Approach to Design Thinking

Teagle grantee Jeffrey Nesteruk discusses a liberal arts approach to design thinking at Franklin & Marshall College.

The Teagle Foundation supported Jeffrey and his colleagues at Bucknell University and the University of Pennsylvania through a Liberal Arts and the Professions initiative in 2015 as they worked to integrate the liberal arts in undergraduate business education.



Design Thinking as a Strategy for Consensus in General Education Reform

By: Tom Schrand

<https://www.aacu.org/peerreview/2016/summer/Schrand#:~:text=The%20design%20Dthinking%20approach%20involves,or%20stakeholders%20in%20the%20situation.>

Innovation & Entrepreneurship in the Liberal Arts

General Education focus and Innovation Degrees

Innovation & Liberal Arts

Home > Liberaleducation > 2019 > The Confounding Promise of Community: Why It Matters More Than Ever for Student Success



A Creative Legacy: Liberal Arts Colleges Build on Their Innovative Foundations

By: W. Joseph King



Liberal Education

Creativity and Innovation: Building Ecosystems to Support Risk Taking, Resiliency, and Collaboration

By: Fernando Lozano and Amanda Sabicer



NORTHERN ILLINOIS UNIVERSIT

General Education

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Contact Us

Office of the Vice Provost for Undergraduate Studies

Creativity, Innovation and Change Pathway

Coordinator: Sarah Marsh

Creativity fuels innovation which leads to change. Without one, you can't have the other. You'll be working in a world of constant change so why not learn about different types of creativity and innovation, how those work within groups or through individuals, and how you inspire, encourage and use creative thought to be successful in your career?

Work with your advisor to select one course from each category below to earn your Creativity, Innovation and Change Pathway focus (three credit courses unless otherwise noted).

Courses in Creativity and Critical Analysis

- ART 100 - Drawing Foundation I
- ART 102 - 2-D Foundation
- ART 103 - 3-D Foundation
- ARTH 292 - Art and Design since 1900
- ARTH 340 - Studies in Modern and American Art
- ARTH 350 - Studies in Contemporary Art
- FSMD 262 - Design Trends in Western Costume
- HIST 352 - Popular Culture in Japan
- HIST 369 - Women in United States History
- MEE 382 - Design Thinking



The Harvard Crimson



NEWS

Harvard Law School Makes Online Zero-L Course Free for All U.S. Law Schools Due to Coronavirus



NEWS

For Kennedy School Fellows, Epstein-Linked Donors Present a Moral Dilemma

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Op Eds

Innovation Through the Liberal Arts



By Akhil S. Waghmare, Crimson Opinion Writer

October 13, 2017



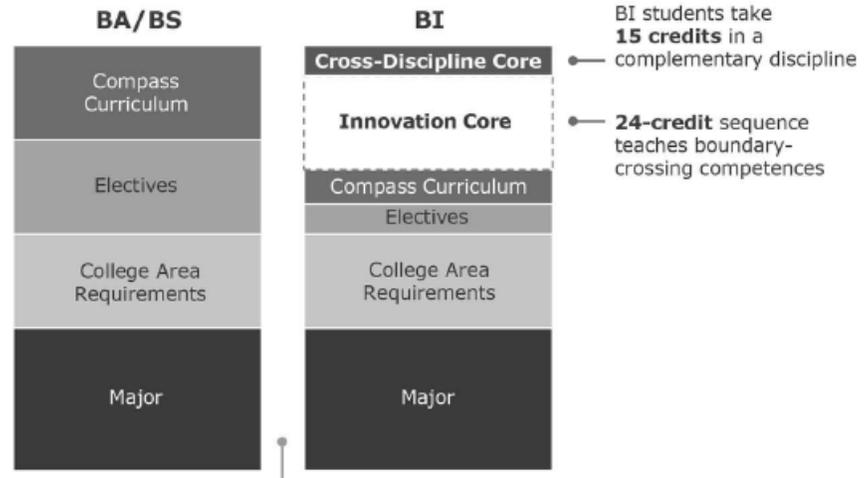
One of the iconic features of Harvard's education is the liberal arts system. The underlying idea is to expose students to a wide variety of types of thinking. In contrast to this age-old academic idea is "innovation," which seems to be the new buzzword for college campuses and young people. Although these two ideas sit at opposite ends of the timeline, they are inherently and necessarily intertwined.

Many times when we think of innovation in a particular field, we recall the fundamental advancements that drove the whole field forward. There are many examples of this phenomenon: the silicon-based transistor revolutionized the whole computer industry, the impressionist technique of art opened a new way to experience paintings. However, if we look at the truly great innovations of humankind, such as the wheel, writing, and democracy, these innovations have a different flavor. They don't fit into any existing category—they force a whole new one to be defined.

Innovation Degree

A degree model with a more applied core curriculum

The University of Colorado, Colorado Springs has gone even further by offering a completely new degree type. In 2012 UCCS launched the Bachelor of Innovation (BI) as an alternative to the traditional BA or BS degree that students can take in a variety of disciplines ranging from the pre-professional to the liberal arts. The program replaces many of the traditional general education courses with the "Innovation Core," a series of courses built around entrepreneurial and cross-disciplinary competencies, while leaving the major coursework untouched.

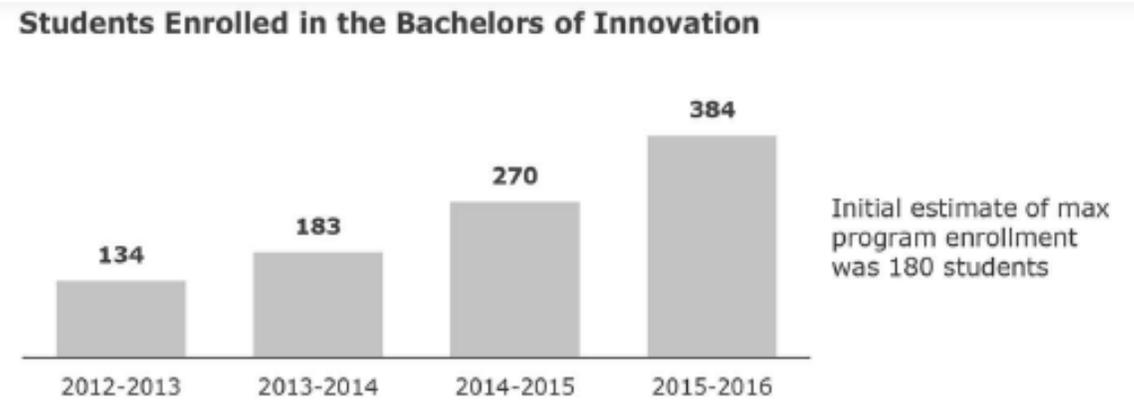


The BI degree type leaves the traditional academic major untouched

This integration of a traditional major with a more professionally-oriented core has made the BI attractive to programs outside of pre-professional and technical fields and UCCS now offers the BI degree in four majors in the College of Arts and Humanities. For example, in Women's and Ethnic studies, BI students develop the skills necessary to manage non-profit and activist organizations.

While UCCS initially expected the BI program enrollment to peak at 180 students, the program has proven to be far more popular. In 2015-2016 enrollments hit 384 students and the demand

<https://eab.com/insights/expert-insight/academic-affairs/how-3-institutions-are-rethinking-general-education/>



<https://eab.com/insights/expert-insight/academic-affairs/how-3-institutions-are-rethinking-general-education/>

Liberal Arts “Co-ops”

Not Just for Engineering and Business Programs!

Liberal Arts Co-Ops – Moving into Schools of Arts & Sciences & Liberal Arts

CREATING A "CO-OP CULTURE"
IN THE LIBERAL ARTS:
LESSONS FROM A FORMER
COMMUNICATION STUDENT
Annie Straka, Assistant Professor // University of Cincinnati



CO-OP STORIES



She's providing security in the COVID-19 pandemic

04.21.20

Co-op student gives migrants a voice

ALL STORIES

07.23.14

College of Social Sciences and Humanities About People Academics Research Resources Stories Events Apply

EXPERIENTIAL ACADEMICS



Co-op

In Northeastern's signature co-op ecosystem, students undertake six-month research and work experiences with businesses, non-profits, and government agencies in Boston, across the United States, and around the world.

Integrated Pathways

Themed and Values-based vs Menu-driven General Education

Role of Centers & Institutes in Program Delivery

Goucher Commons Gen Ed

COMPLEX PROBLEM EXPLORATION COURSES

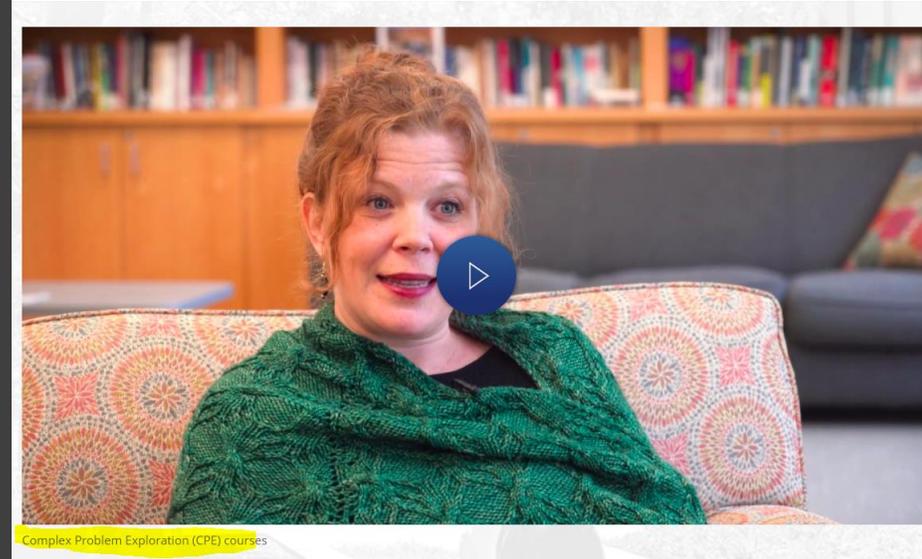
To produce graduates capable of solving complex problems as part of diverse teams, Goucher has created Complex Problem Exploration courses. These courses are interdisciplinary, center around a contemporary issue, and require students to work in sustained collaborations in a student-directed research or creative project. These courses build on Goucher's model for teaching and learning which revolves around twelve academic centers. Centers are responsible for creating courses that allow students a path of exploration by choosing among courses that allow the study of specific ideas, values, or problems using different methods and approaches. Between their second semester at Goucher and the end of their junior year, students will take two Complex Problem Exploration (CPE) courses in two different areas (areas outlined below). Students are limited to one CPE course per semester.

Transfer Students and Transfer Courses:

1. Students who have earned an Associate's Degree are exempt from the CPE requirement.
2. Students transferring to Goucher without an Associate's Degree but with at least 30 credits will complete one CPE course.
3. Students matriculating with less than 30 credits will complete two CPE courses.
4. After matriculating at Goucher, students must complete all remaining CPE courses at Goucher College.

CPE Areas and their associated Academic Centers:

Area Designation	Area	Academic Centers Typically Involved in Creating CPEs
CPEA	Arts	<ul style="list-style-type: none"> • Center for Art and Media • Center for Dance, Music, and Theatre
CPEB	Social and Behavioral Sciences	<ul style="list-style-type: none"> • Center for Education, Business, and Professional Studies
CPEC	Humanities and Interdisciplinary Studies	<ul style="list-style-type: none"> • Center for Geographies of Justice • Center for Humanities
CPEB	Biological and Natural Sciences	<ul style="list-style-type: none"> • Center for Natural Science • Center for Psychology



1. First Year Seminar

2. Complex Problem Exploration Courses

3. Proficiency Areas:

- College Writing Proficiency
- Data Analytics
- GCR Foreign Language

4. Common Inquiry Areas:

- Race, Power, and Perspective
- Environmental Sustainability
- Study Abroad

5. Capstone Experience/Signature Project

Modalities

Hybrid, Hyflex, Microcredentialing and Stackable Degrees

Condensed Time – UCCC

<https://teaching.uncc.edu/teaching-guides/short-courses-part-term-courses-0>

COURSES: CONDENSING COURSE CONTENT

TEACHING GUIDES

- Access and Accessibility
- Assessment and Feedback
- Building Inclusive Classrooms
- Course Design
- Curriculum Mapping
- Online Academic Integrity
- Online Learning
- Blended & Hybrid Learning
- Active Engagement & Physically Distancing
- Lecture, Studio, and Large Classes
- Short Courses / Part-of-Term Courses
- Teaching Through Tragedy
- Working with Students

UNC Charlotte is now offering shorter courses, sometimes called "part-of-term courses," to better meet the needs of our diverse students. As an instructor looking to condense a course to this new format, shorter courses bring a new challenge: determining the appropriate balance of efficiency and rigor in the higher learning experience. Whether you need to transform your existing 15-week course into a 7-week, 10-week, or 5-week format, the following strategies will help.

Benefits and Challenges of a Shorter Format Course

Benefits:

- More directly focused on outcomes
- Encourages more succinct learning objectives
- Faster grading turnaround for student

Challenges:

- Faster grading turnaround for instructor
- Keeping students on task
- Courses can be overwhelming to students

High Quality Courses in a Condensed Format

Shorter courses allow the instructor to focus more on the outcomes of academic rigor and efficiency.

Characteristics of Successfully Shortended Courses:

- Are well planned
- Use various methods for face to face instruction (microlectures, small group work, individual work, etc.)
- Utilize a multitude of teaching strategies
- Focus on learning outcomes and student assessment (Kops, 2014)

A well-built condensed course should also focus on its specific goal(s), which should ensure that the student leaves the class having learned the essential knowledge and skills.

Asynchronous, synchronous, hybrid, & Hyflex!

	Credits	Faculty instruction per week (hours)	Student out of class work per week (hours)
15 weeks	1 credit	50 min	1 hr, 40 min
	2 credits	1 hr, 40 min	3 hrs, 20 min
	3 credits	2.5 hrs	5 hrs
10 weeks	1 credit	1 hr, 15 min	2.5 hrs
	2 credits	2.5 hrs	5 hrs
	3 credits	3 hrs, 45 min	7.5 hrs
5 weeks	1 credit	2.5 hrs	5 hrs
	2 credits	5 hrs	10 hrs
	3 credits	7.5 hrs	15 hrs

Stackable Credentials

Microcredentialing, Affordability, and Monetizing

RADFORD UNIVERSITY IMPACT

ABOUT PROGRAMS LEARNERS PARTNERSHIPS FAQs

EARN ASSET MICRO-CREDENTIALS

ASSET's Available Micro-Credentials:

Effective Instruction for Inclusive Classrooms

This micro-credential is designed to help you help all of your students access your instruction, including math! After a review of inclusion in U.S. public education, you will learn how you can use UDL, DI, and RTI/MTSS to improve learning outcomes for all students during math instruction.

Availability: Available Now

Intended Audience: All Elementary Teachers

Length of Time: Approximately 10 hours

Difficulty Level: Low

Research Foundation: WWC Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (Rti) for Elementary and Middle Schools*

Modularity & Micro-credentialing:
Stackable Credentials Affordable,
Related to Professional Credentialing

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CSU GLOBAL Request Info

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With CSU Global, career advancement doesn't have to wait until after graduation. Your career is happening now, so you should choose an educational path that meets your current *and* your long-term goals.

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More Students Are 'Stacking' Credentials en Route to a Degree

With record numbers of Americans jobless, some are turning to nontraditional programs that offer rewards for completing short courses on specific skills.

Financial Sustainability, Planning, & Work

**Addressing the Changing Nature of the Workplace and Needs for
Resiliency**

Financial Sustainability & Planning

- ✓ Building Data analytics and predictive modeling (financial, student success, and residential planning) capacity
- ✓ External Events and Conferences more central in fundraising and enterprise revenue development
- ✓ Alumni Relations and explicitly defining role in Enrollment/Admissions
- ✓ Auxiliary planning & Enterprise Revenues (who else can raise or save money)?
- ✓ Shared services (Health, Counseling, dining services, police/safety, landscaping, facilities, etc.)
- ✓ More Athletics, intramurals, and clubs feasibility reviews and re-organization
- ✓ Procurement is key to sustainability (environmental, financial, and resiliency)!
- ✓ New construction vs Retrofit to address resilience and sustainability (retrofitting the second chapter and harder)

Work Life Balance & Growth

Addressing the Changing Nature of the Workplace, Rewards and Recognition

Work-Life Balance & growth

- ✓ Training and Development for building staff and team capacity (Investment and organization alignment outside of HR) that is both process and content focused
- ✓ New work life balance and faculty affairs programs being developed post-COVID (when do we shut off, shut down?)
- ✓ New faculty workload models (part-of-term, summer included, 9, 10, 12-month options, flexibility)
- ✓ Faculty and staff compensation model development to address compression and discipline –specific market needs more effectively
- ✓ Release for staff and faculty to pursue additional education/professional development
- ✓ Teaching and learning infrastructure investment related to new modalities for instruction
- ✓ Development of progressive “People, Talent, and Culture” functions (inside HR and external to HR)

Residence Halls, Physical Plant & Learning Space

Flexibility, “Nooks”, & *Confluence Zones* for Integration

Learning Spaces & Physical Plant

- ✓ Residential flexibility and interactive spaces
- ✓ Shrinking residence hall bedrooms to gain interactive, expansive social areas
- ✓ Hallways/corridors as social spaces, not just conduits to use as impromptu study areas, nooks, small gathering areas
- ✓ Integrative Space/Area directors (more than just Hall directors)
- ✓ Learning space designers for creating flexible, adaptive learning and technology spaces to meet changing needs
- ✓ Campus sustainability in operations, physical/building materials and design/architecture and building
- ✓ Chief Interior designer (COVID, resiliency, retrofit)!

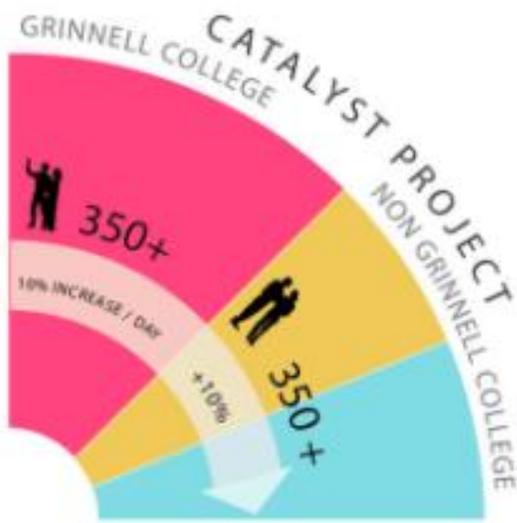
Grinnell College Zone of Confluence

GRINNELL, IOWA

StudioMB's plan for an area adjacent to campus envisions a place where the life of the college and city come together. Designed to host a range of uses, the project brings academic, student residential, retail, administrative offices and community spaces into a 3 block area to increase downtown visitor-ship and provide 18-hour vibrancy. Extensive outreach generated tremendous support which has propelled acquisition of numerous critical parcels to begin work.

GC Marketplace Bookstore (\$)	70+
GC Marketplace Cafe (\$)	100+
GC other uses	150+
Visitor Synergies (10%)	30+
GC TOTAL	350+

ZOC Retail/Restaurant (\$)	200+
Non-College Other Space	100+
Market Residential	50+
NON GC TOTAL	350+



USES

- GRINNELL COLLEGE
 - ACADEMIC
 - ADMINISTRATION
 - STUDENT SERVICES
 - HOUSING
 - PROFESSIONAL
- CITY OF GRINNELL
 - CITY OFFICES
 - VISITOR CENTER
 - PARKING STRUCTURE
 - RECREATIONAL
- OTHER
 - RESIDENTIAL
 - SERVICES/OFFICES
 - RETAIL WOODS

OPTIMAL PROGRAM

- CATALYST**
- OBJECTIVES
 - 18% VISITORSHIP INCREASE (vs. 2011-2012 baseline)
- NO. OF VISITORS
 - NO. OF USERS
 - SALES TAX GENERATING
 - FINANCIALLY CONTRIBUTING
 - INCENTIVIZED BUSINESS

USERS

- GRINNELL COLLEGE
 - EMERGE PROJECT
 - COLLEGE STAFF
 - COLLEGE STUDENTS
 - GRINNELL PARADES
- CITY OF GRINNELL
 - DOWNTOWN EMPLOYEES
 - CITY YOUTH
 - CITY RESIDENTS
- OTHER
 - CAMPUS VISITORS
 - TOWN VISITORS
 - COMMUNITY EMPLOYEES

Vibrancy :

In order to increase an overall sense of vibrancy, the ZOC should serve multiple user groups, and offer a variety of uses for the College, the City and other private interests.

Innovation & Tech Transfer

Sciences, Design, Business, and Industry

Site activations outside WSU's new Industry Innovation Center signal next steps the area

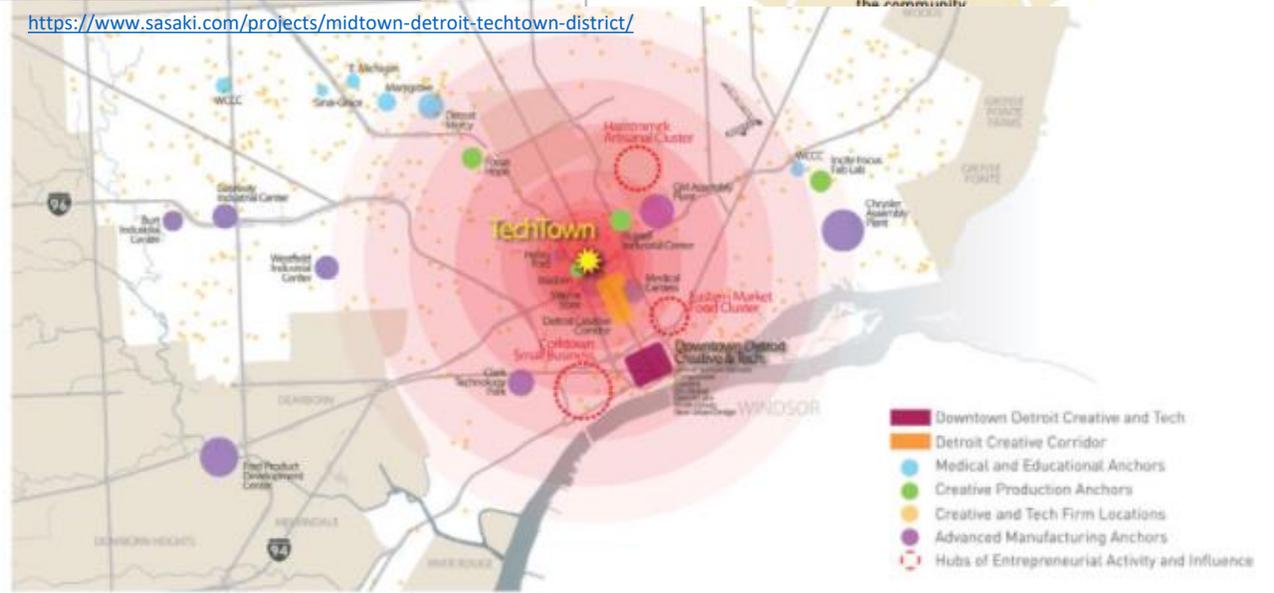
By **Aaron Mondry** | Aug 13, 2019, 3:58pm EDT
<https://detroit.curbed.com/2019/8/13/20804304/wayne-state-university-detroit-urban-innovation-district>



THE ROLE OF ANCHORS IN COMMUNITY REVITALIZATION: STRATEGIC FRAMEWORK

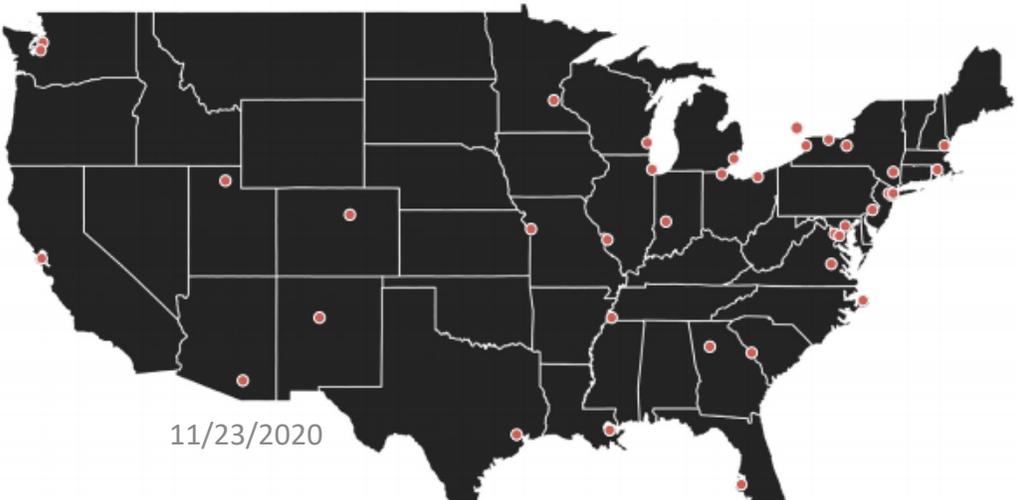


<https://www.sasaki.com/projects/midtown-detroit-techtown-district/>



TechTown is an emerging knowledge district that is leading the city's transition from an automobile-based to an Innovation-based economy. The District is situated along the Woodward Ave corridor where a new light rail line is currently being implemented.

ANCHOR COLLABORATIVES IN THE US



11/23/2020

Questions/Comments