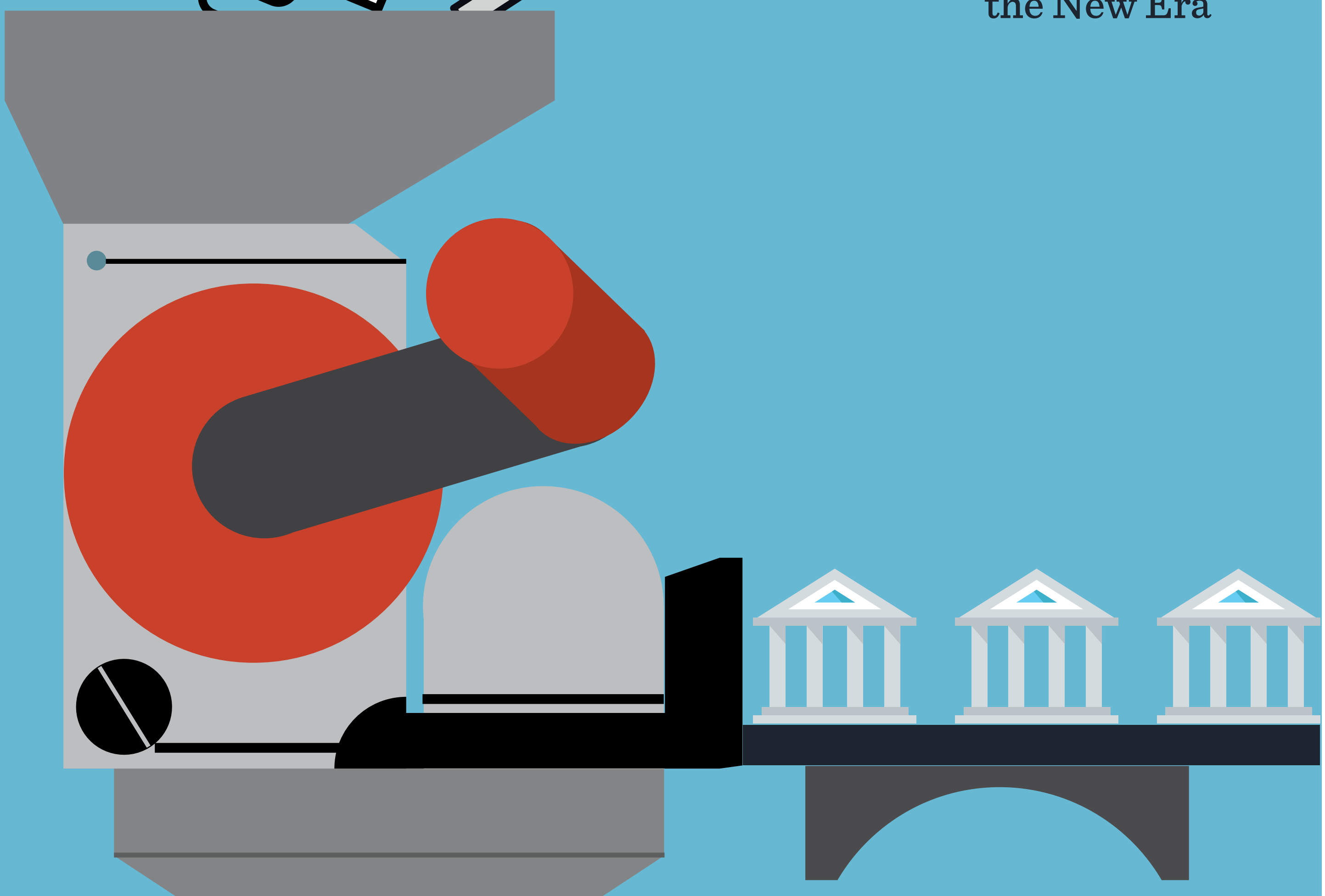
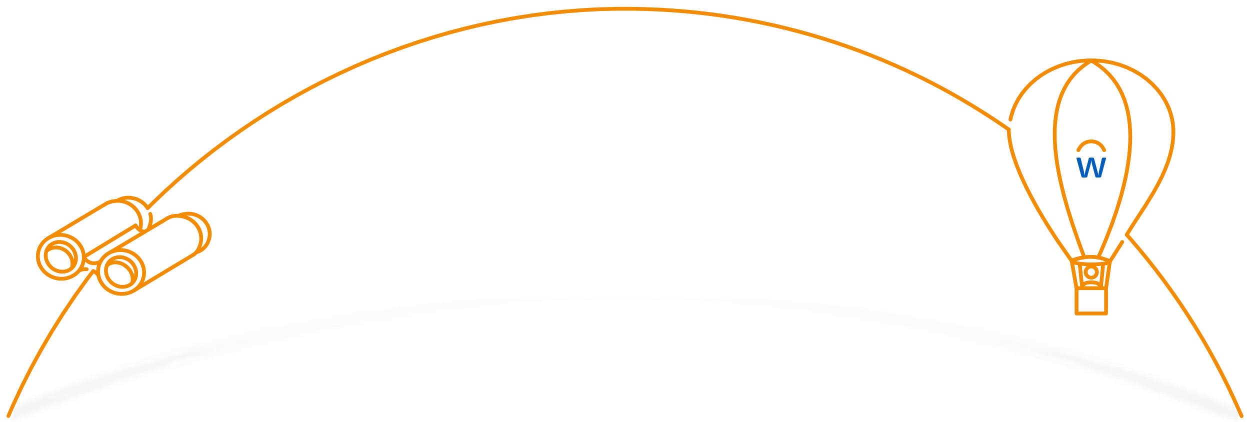
THE CHRONICLE OF HIGHER EDUCATION®

REINVENTING THE ACADEMIC ENTERPRISE:

College Leaders Consider the Challenges of the New Era





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Reinventing the Academic Enterprise: College Leaders Consider the Challenges of the New Era is based on a survey conducted by Maguire Associates and was written by Ben Wildavsky. The report is sponsored by Workday. The Chronicle of Higher Education, Inc., is fully responsible for the report's editorial content.

Executive Summary

Why do we have so many philosophy majors when welders are what society actually needs? How valuable an education are students really getting in exchange for their tuition dollars? How can colleges and universities survive financially when traditional models of higher education are subject to increasing skepticism?

This year it seems that these questions are being asked more loudly and insistently than ever, from the presidential campaign trail to family dinner tables. Little wonder that *The Chronicle of Higher Education's* 2016 Trends Report concludes that higher education remains on the defensive, "under growing pressure to respond to critics on and off campus." Many higher education leaders are engaged in soul-searching about their ability to deliver the educational results that society wants, all the more so at a time when post-recession higher education spending is only slowly recovering from deep state-level cuts.

None of this surprises Donald Heller, a longtime scholar of higher education who after four years as dean of the Michigan State University College of Education recently became provost and vice president of academic affairs at the University of San Francisco. "Those of us in higher education have been under intensive criticism on all fronts," he says, and this climate of suspicion has shaken the confidence of some college leaders.

Heller sees plenty of reasons to be bullish about the state of U.S. higher education: "It's still the best in the world," he says, and it has proven to be resilient in the face of many earlier predictions of decline. Still, the views of the world outside campus walls matter a lot: "We may think that what we're doing in terms of educating students is correct, but if the perception is out there that the external economy doesn't see it that way, then we have to question ourselves and what we are doing."

To assess the impact of these developments, *The Chronicle* collaborated with Maguire Associates on a survey of college leaders at a wide range of two-year and bachelor's-granting institutions throughout the United States. More than 8,000 presidents or chancellors, provosts or executive vice presidents, academic officers, and chief information officers or chief technology officers at public and private institutions were asked to complete an online survey in February 2016. Nearly 1,200 participated, most of them presidents and provosts, divided almost evenly between public and private not-for-profit institutions.

The results show in stark terms the anxieties—even gloom—many college and university leaders are feeling in terms of their institutions' educational mission and financial stability. At the same time, these institutional leaders aren't taking the challenges they face lying down.

In the near term, they're planning new programs and looking forward to enrollment increases in the next year. Looking further ahead, many are throwing themselves into strategic planning to help ready their institutions for a changing era in postsecondary education.

And they're trying to figure out which items on today's long menu of education innovations have been, or are likely to be, most successful. Of those, hybrid courses, data analytics and learning dashboards, and free online materials and textbooks are seen as the most beneficial. Those that do not receive high marks include clickers, online discussion boards, MOOCs, and social gaming.

Nearly three-quarters of respondents reported that their institution had made a major technology investment in the past three years. These include redesigning websites, starting or expanding social media campaigns, installing campus-wide Wi-Fi, transferring paper records to electronic storage, and moving electronic files to cloud storage.

The process of reinventing the academic enterprise to meet the needs of a new era seems to be more evolution than revolution. But that doesn't mean the academy is quite as insular as it once was—and as it can no longer afford to be.

HIGHLIGHTS

DECLINING CONFIDENCE IN THE VALUE OF HIGHER EDUCATION

There has been a sharp decline over the past three years in the percentage of presidents at large institutions who say the higher education system is providing good or excellent value for money. The figure has dropped from 98 percent to 75 percent. And the decline is even more dramatic at small institutions, where just 66 percent of presidents say higher education is providing good or excellent value, down from 85 percent in 2013. Similarly, the percentage of presidents who say higher education is meeting the needs of today's economy has declined at most institutions in the past few years.

WIDESPREAD AND EXPENSIVE TECHNOLOGY INVESTMENTS

Ensuring that campus technology meets institutional needs, while remaining up to date and well maintained, is expensive. Despite hopes that education technology will boost productivity and lower costs, for now higher education leaders view it as a significant cost driver. Nearly three-quarters of respondents reported that their institution had made a major technology investment within the past three years. At large universities, technology improvement and maintenance was cited as the third most significant contributor to cost increases after declines in state support and health care costs.

OPPORTUNITIES AND PITFALLS

As they sift through the multitude of available innovations, campus leaders offer a wide range of views about which are most valuable, and which are most widely implemented. Tech innovations to maintain, according to a Maguire Associates analysis of return on investment, include hybrid courses, which are being implemented by 74 percent of respondents and are viewed as improving the higher education industry by 65 percent. Innovations to divest or define more carefully include online discussion boards, which are being implemented by 57 percent of institutions but are viewed as improving the higher education industry by 32 percent.

WIDESPREAD PLANNING FOR TRANSFORMATION

Despite their anxieties, presidents, provosts, and chief technology officers are not sitting still. Eighty-two percent of campus leaders report that a transformation process is underway at their institution. Eighty-four percent report new strategic planning efforts, mostly performed internally rather than by external consultants. Forty-three percent say that their institution is revising its mission, vision, and/or goals.

SHAKY FINANCES

Campus leaders are extremely gloomy about the financial health of the postsecondary sector. In a 2015 survey of provosts and chief financial officers conducted by Huron Consulting Group for *The Chronicle*, two-thirds of those leaders said the financial stability of the U.S. higher education industry is generally moving in the wrong direction. In this year's survey, which included presidents and CTOs as well as provosts (and didn't include CFOs), the "wrong direction" percentage jumped to 79 percent.

SIGNIFICANT SUPPORT FROM PUBLIC LEADERS FOR FREE COLLEGE AND COMPETENCY-BASED EDUCATION

Two much-discussed reforms yielded significant differences between public and private leaders: recent proposals to offer free tuition at all public colleges and universities, and the advent of degrees based on demonstrated competency rather than seat time in class. Among public leaders, 63 percent agree that colleges should award competency-based degrees rather than rely on the traditional credit-hour system. Among private leaders, support drops to 48 percent. The gap is wider still on the subject of free college: the policy was supported by 47 percent of public leaders but only 17 percent of private leaders.

Value of Higher Education

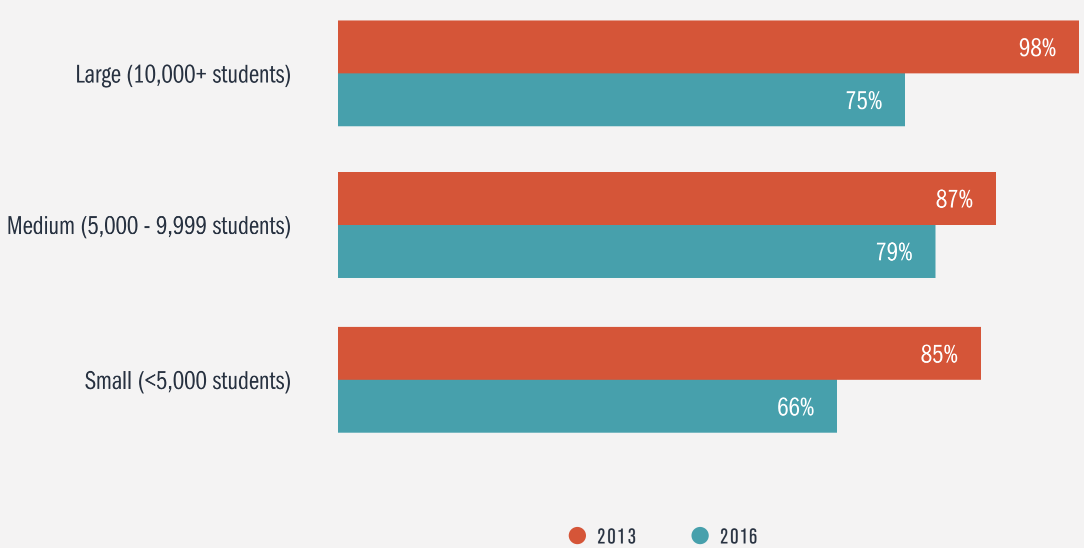
It's no secret that, following years of hefty tuition increases, students and their families—and policy makers—are deeply concerned about whether colleges and universities are providing good value for what they charge. More surprising, growing numbers of presidents are saying no.

The survey, posing the same question used in a 2013 Maguire survey that was limited to presidents and CEOs, asked respondents to rate how well the higher education system is doing in terms of providing value for money. Among large institutions of 10,000 students or more, 75 percent of presidents responded "good" or "excellent," which doesn't sound terrible—until it is compared to the 98 percent who gave a positive answer three years ago.

A marginally higher percentage of CEOs of mid-sized colleges and universities, 79 percent, offered a positive assessment of higher education's value. But just two-thirds of presidents of small institutions with fewer than 5,000 students said higher education is providing good or excellent value, nearly 20 percentage points lower than in the 2013 survey (see Figure 1).

"It's too easy to assume it's ill-informed people going after colleges and universities."

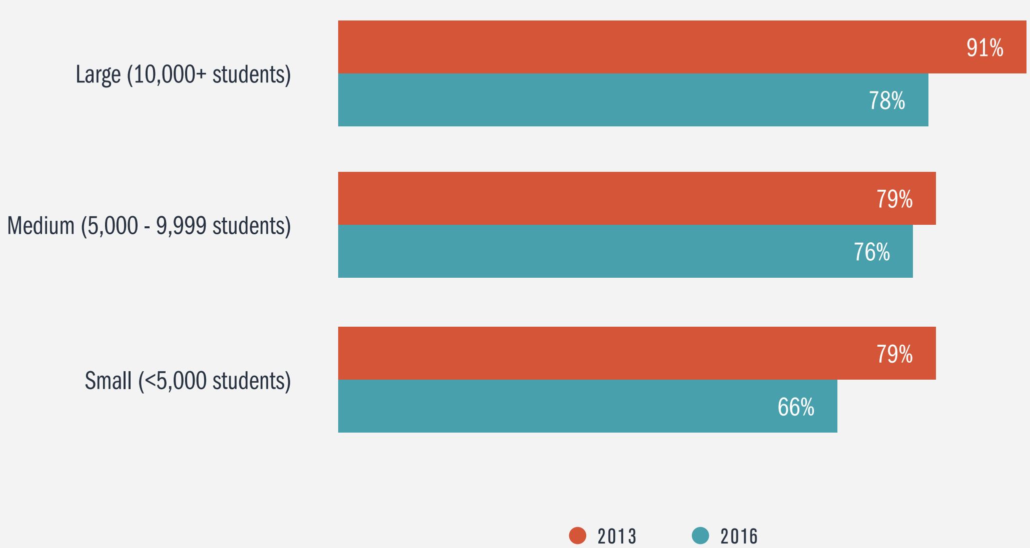
FIGURE 1
HOW CAMPUS LEADERS RATE HIGHER EDUCATION IN PROVIDING VALUE FOR MONEY
PERCENT RESPONDING "GOOD" OR "EXCELLENT"



In a similarly pessimistic vein, the percentage of presidents and CEOs in the new survey who said the higher education system is doing a good or excellent job "providing the academic programs that meet the needs of today's economy" fell by 13 percentage points, from 91 percent in 2013 to 78 percent in 2016. Positive responses among presidents of mid-sized institutions fell only slightly. But leaders of small institutions were significantly less likely than before, and less likely than their peers, to give positive responses, dropping from 79 to 66 percent (see Figure 2). Why such a loss of confidence in just a few years? Given today's heightened scrutiny of higher ed, says Heller, "I'm surprised the drop wasn't even greater."

> "We really do have a responsibility for workforce development . . . . It's not just a community college issue."

FIGURE 2
HOW CAMPUS LEADERS RATE ACADEMIC PROGRAMS IN MEETING THE NEEDS OF THE ECONOMY
PERCENT RESPONDING "GOOD" OR "EXCELLENT"



But while the higher education sector may understandably feel under assault, it should try not to be too defensive, says another college leader, Steven Poskanzer, president of Carleton College in Minnesota. "It's too easy to assume it's ill-informed people going after colleges and universities," he says. "There may be some of that, but there are some things we ourselves can or should be doing" to be a less attractive target.

Above all, he says, college leaders need to demonstrate the "multi-decade" value proposition of earning a degree by making concerted efforts to develop and embrace quantitative and qualitative measures of success. "We're living in an era of accountability," says Poskanzer, whose career in higher education includes nine years as president of the State University of New York at New Paltz and stints at the University of Chicago and the University of Pennsylvania. "That's not going to change, and it's not necessarily bad so long as we're trying to get better at measuring the things we're really trying to do—and that we think really matter."

College leaders need to demonstrate the "multi-decade" value . . . of a degree.

At Eastern Connecticut State University, President Elsa Núñez has taken a practical approach to demonstrating the return on investment of the education her students receive. She's made concerted efforts to offer students internship and work opportunities during and after their time on campus. "We really do have a responsibility for workforce development," she says. "It's not just a community college issue." Eastern Connecticut has a partnership with Cigna in which some students majoring in subjects such as computer science or business information have paid internships with the company in its on-campus facility. Ninety-five percent get jobs at Cigna when they graduate. Programs such as this, says Núñez, have kept Eastern's enrollment strong during a demographic downturn in the region.

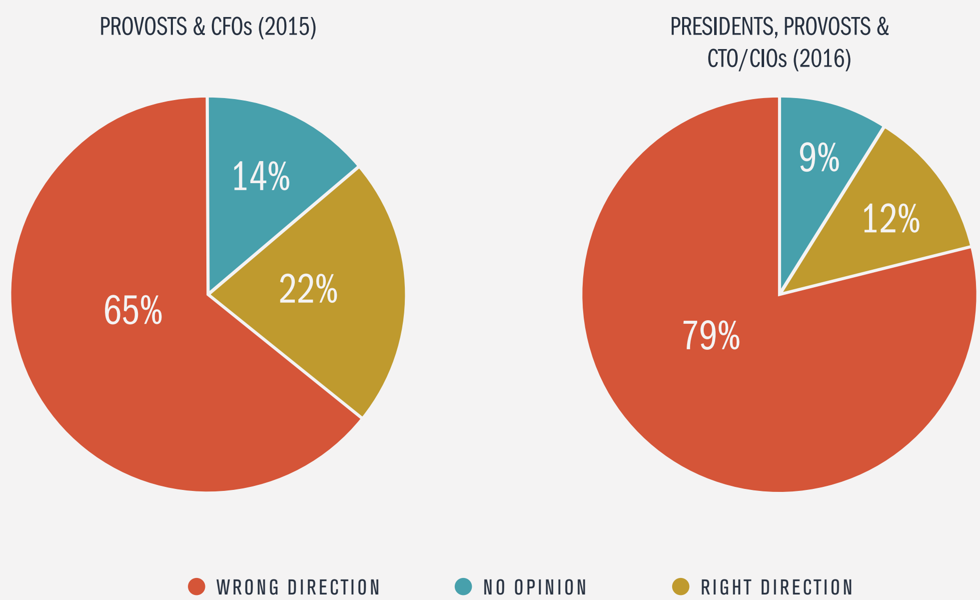
Financial Challenges

As glum as many of the campus leaders surveyed are about the value of their product, they are positively morose about the financial health of the postsecondary sector. In a 2015 survey of provosts and chief financial officers conducted by Huron Consulting Group for *The Chronicle*, two-thirds of those leaders said the financial stability of the U.S. higher education system is generally moving in the wrong direction. In this year's survey, which included presidents and CTOs as well as provosts (and didn't include CFOs), the "wrong direction" percentage jumped to 79 percent (see Figure 3).

"Two-thirds of leaders see financial stability of higher education headed in the wrong direction."

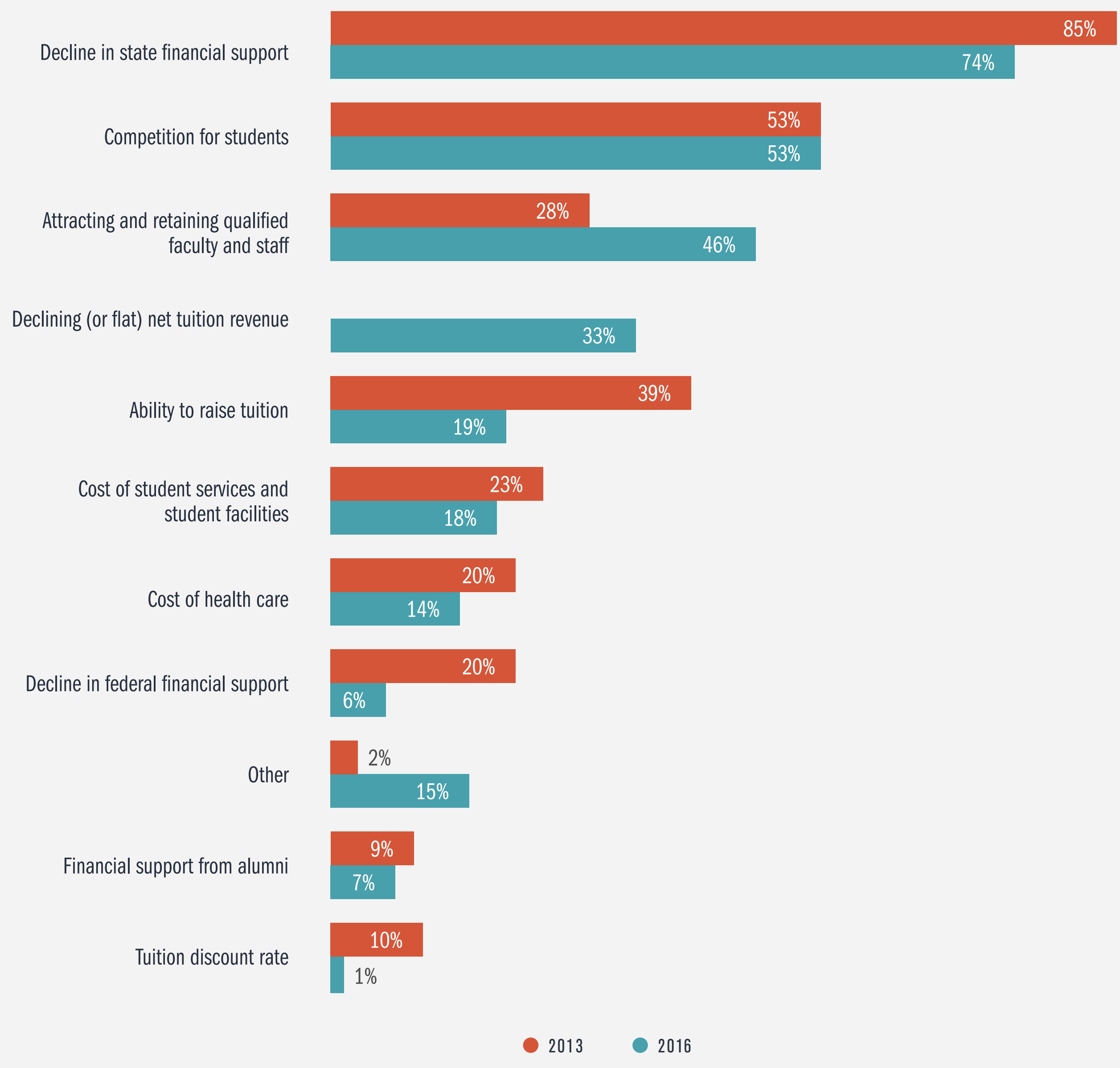
Presidents of public colleges and universities are somewhat less worried about declining state support than they were three years ago, but the issue continues to head their lists far above all others—74 percent say they still consider it one of their top three concerns. Despite a modest rebound in overall state spending on higher education over the past three years, nine states recently reported spending decreases from the previous year, and 15 states are still spending less than they were five years ago, according to "State Spending on Higher Education Continues Slow Improvement," by Erick Kelderman, which was published in *The Chronicle* on January 25, 2016. For public presidents, the top three issues also include worries about competition for students (53 percent, the same as in 2013) and attracting and retaining qualified faculty and staff, which rose significantly from the 2013 survey, from 28 to 46 percent (see Figure 4).

FIGURE 3
MORE CAMPUS LEADERS SEE FINANCIAL STABILITY OF HIGHER EDUCATION HEADED IN THE WRONG DIRECTION



Whereas state higher education funding recovered significantly with the economic growth that followed previous recessions, the same hasn't been true during today's anemic recovery. "You simply haven't gotten the rebound," says Heller of the University of San Francisco. Among public university leaders "there's concern that this is the new normal," that per-student spending simply won't recover.

FIGURE 4
TOP CONCERNS AMONG LEADERS AT PUBLIC INSTITUTIONS



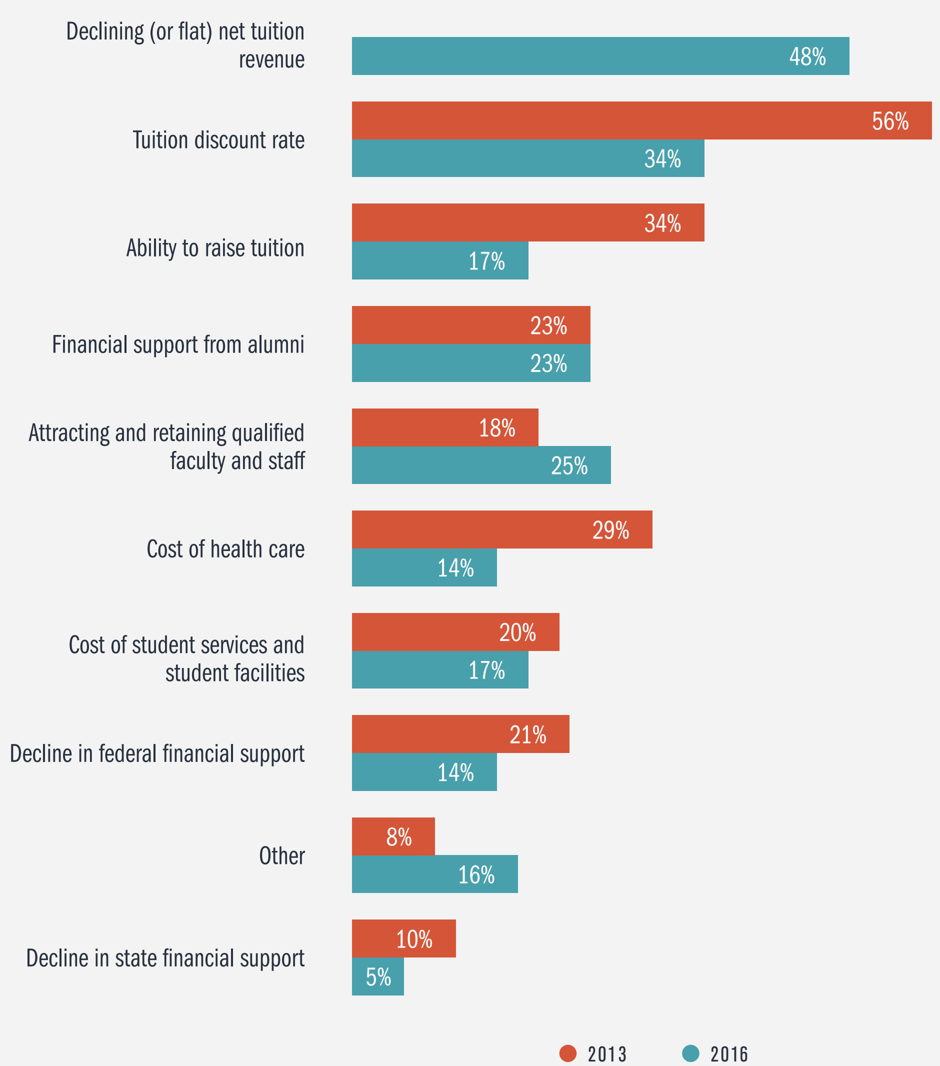
This unstable environment causes difficulties for presidents like Núñez. "You cut your budget, and you cut your budget, and you stay pretty confident—but your cuts are never restored, so your base is lower," says Núñez, who previously served as vice chancellor for academic and student affairs in the University of Maine system. She says she worries about the prospect of making layoffs, and although she counts herself a union supporter, she contends with the headache of working with public sector employees whose lucrative contracts are negotiated with the state, not by her.

When asked about their top concerns, private college presidents above all else mention tuition.

Perhaps unspurprisingly, when asked about their top concerns, private college presidents above all else mention tuition. Forty-eight percent said declining or flat net tuition revenue is one of their three biggest concerns (see Figure 5).

FIGURE 5

TOP CONCERNS AMONG LEADERS AT PRIVATE INSTITUTIONS

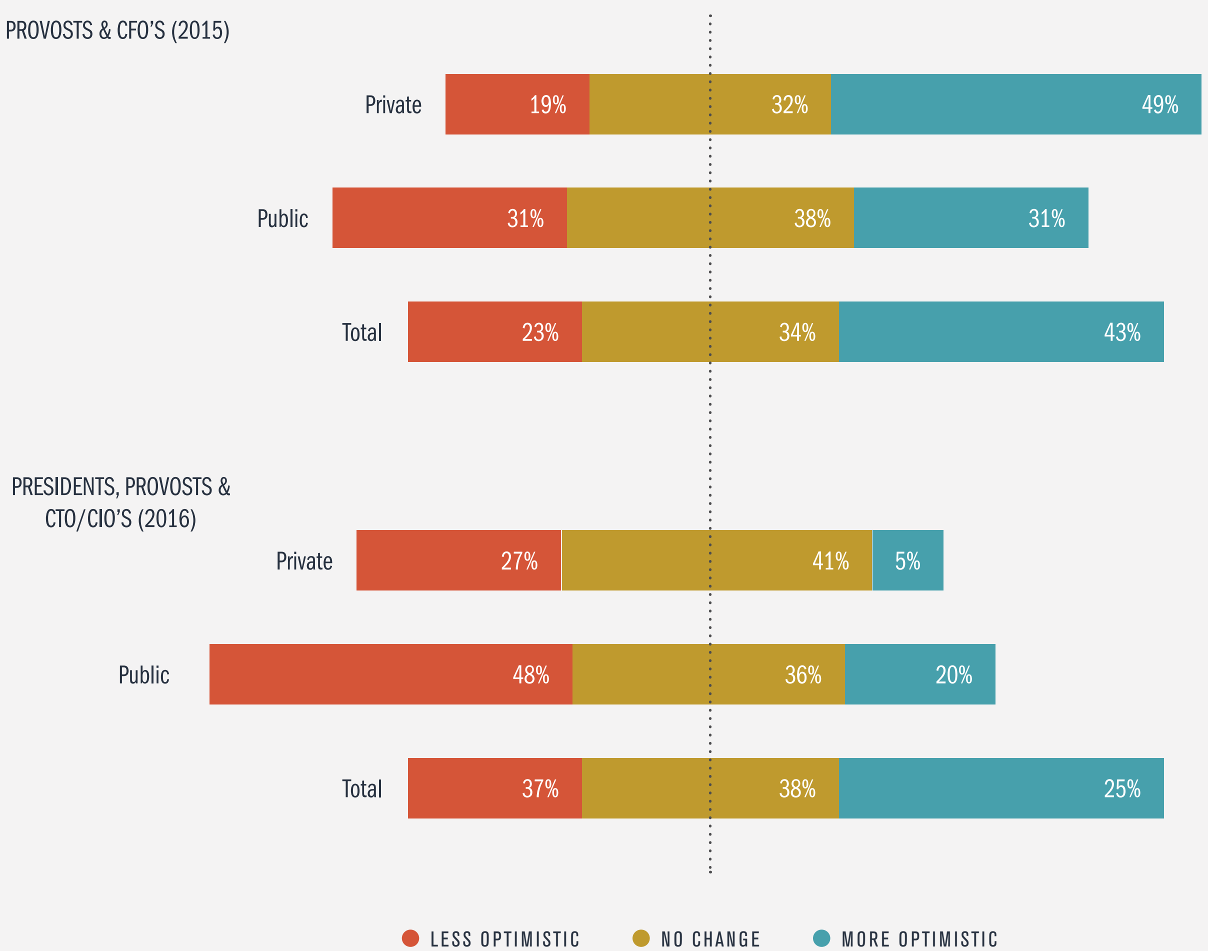


Still, the level of concern about specific aspects of tuition appears to have declined a good deal since 2013. Thirty-four percent of private presidents placed tuition discount rates on their top-three lists, down from 56 percent in 2013. The third biggest concern, ability to raise tuition, declined from 34 percent to 17 percent during the same period (see Figure 5).

Overall, a different survey question found that 48 percent of public college and university leaders said they feel less optimistic than a year ago about the financial prospects for their institutions. Twenty-seven percent of private university leaders and 37 percent overall also feel less optimistic (see Figure 6).

Among public university leaders "there's concern that this is the new normal," that per-student spending simply won't recover.

FIGURE 6
OPTIMISM ABOUT FINANCES IS DECLINING AMONG UNIVERSITY LEADERS



Institutional Priorities and Change

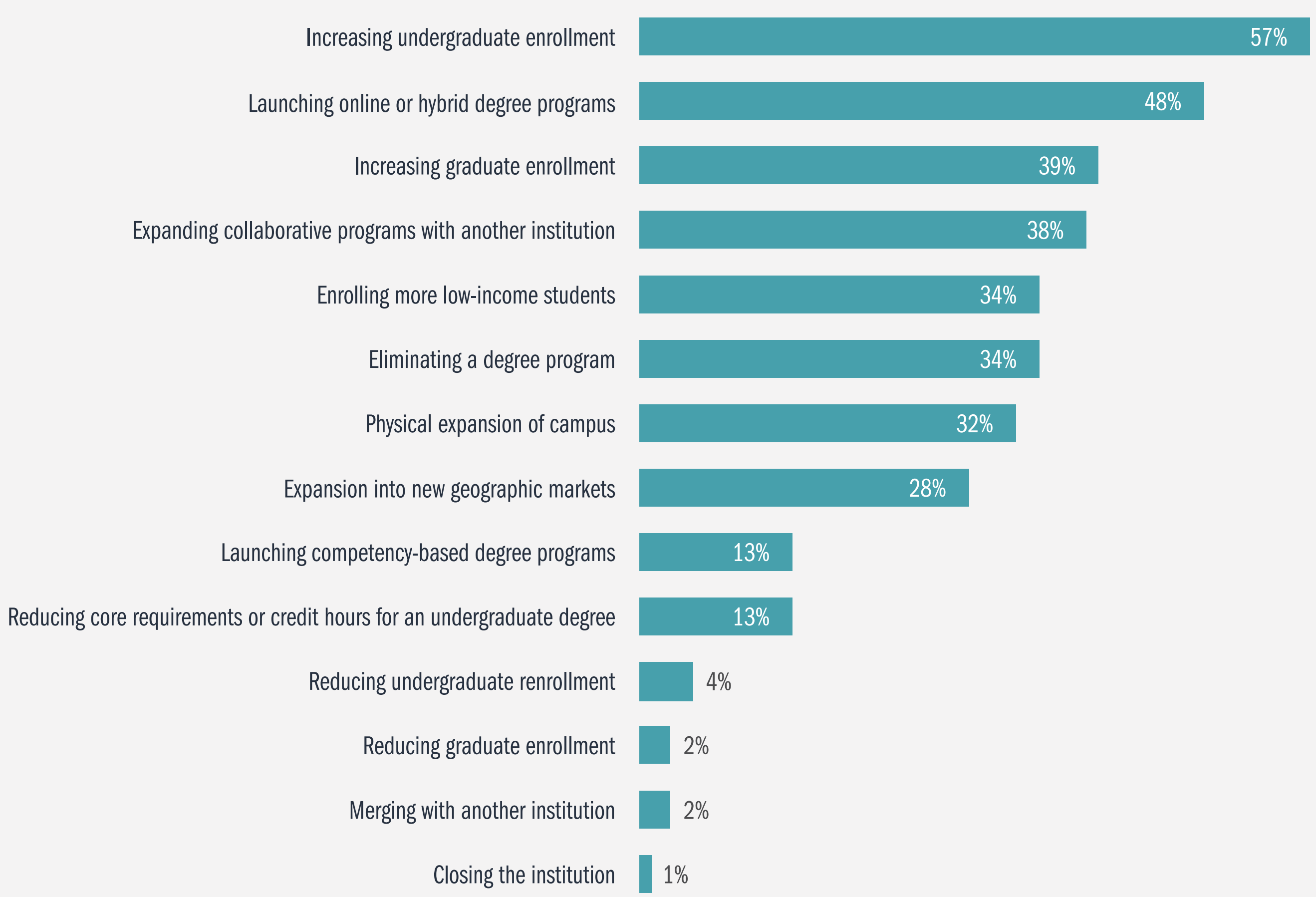
Even as they ponder the sobering realities of heightened public scrutiny, failing confidence in the effectiveness of their own institutions, and sometimes-precarious finances, college and university leaders are not hesitating to forge ahead with new plans.

In the near term, 48 percent say they plan to launch online or hybrid degree programs in the next year; 38 percent plan to expand collaborative programs with another institution; 32 percent foresee a physical expansion of their campuses; and 28 percent expect to expand into new geographic markets.

On the enrollment side, 57 percent foresee increasing undergraduate enrollment in the next year, 39 percent expect to see higher graduate enrollment, and, at a time of increased concern about flagging socioeconomic diversity on campus, 34 percent anticipate enrolling more low-income students (see Figure 7).

Four out of five presidents, provosts, and chief technology officers report that a transformation process is underway at their institution.

FIGURE 7
CAMPUS LEADERS' PLAN FOR THE FUTURE

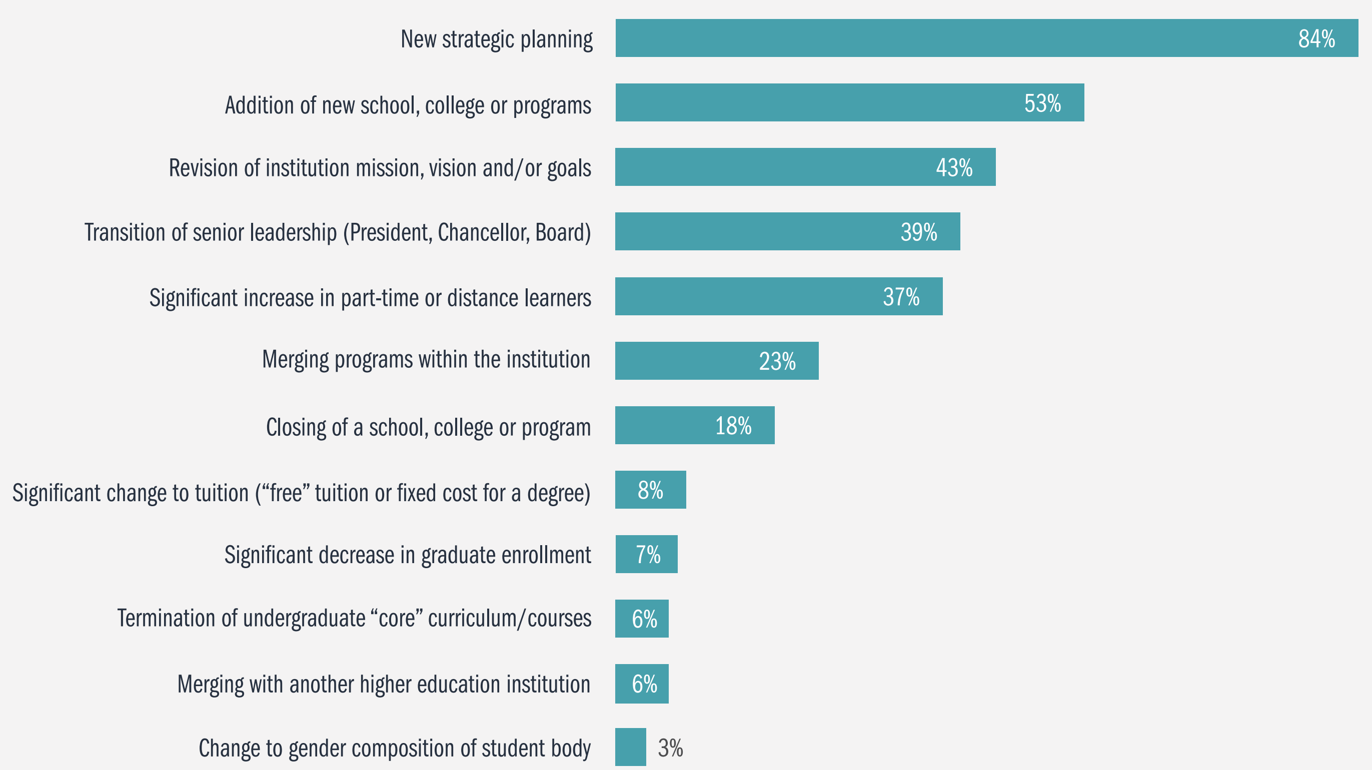


Eighty-four percent reported new strategic planning efforts, mostly performed internally rather than by external consultants.

Looking more broadly and further ahead, four out of five presidents, provosts, academic officers, and chief technology officers report that a transformation process is underway at their institution. To be sure, 15 percent disagree with the view that a big shakeup of higher education is needed. But 84 percent reported new strategic planning efforts, mostly performed internally rather than by external consultants. Forty-three percent reported that their institution was revising its mission, vision, and/or goals, with 39 percent seeing senior leadership transitions at the presidential or board level. Other significant trends included the addition of new schools, colleges, or programs (53 percent), a significant increase in part-time or distance learners (37 percent), and merging of programs (23 percent) (see Figure 8).

Poskanzer of Carleton College was somewhat surprised by the degree of pessimism among his peers—but not by the finding that so many institutions are making concerted efforts at strategic planning and institutional transformation. "Everyone I talk to [among college leaders] is trying to figure out what they need to do to help their institution or the type of students they serve to flourish and do well."

FIGURE 8
MOST LEADERS ARE UNDERTAKING NEW STRATEGIC PLANNING/INNOVATIONS



Innovation Opportunities—and Underperformance

Higher education leaders are conflicted: they're seeking new ways to achieve their missions, but also experiencing widespread innovation fatigue. One way to resolve the dilemma is to recognize that not all innovations are created equal. A Maguire Associates analysis of technology innovations on campus provides a striking framework for evaluating which innovations are likely to provide the most bang for the buck.

"Not all innovations are created equal."

The analysis draws on a series of survey questions that first asked respondents to identify which of a series of technology innovations are being implemented at their institution. The options included free online course materials and textbooks, distance learning, flipped classrooms, data analytics, clickers, MOOCs, personalized adaptive learning, and more. Respondents were then asked, "If implemented successfully, which of the following technology innovations will improve the state of higher education in this country? Select all that apply."

FIGURE 9
INNOVATIONS PRESIDENTS PLAN TO INVEST IN OR MAINTAIN

INNOVATIONS TO INVEST IN		
LOW IMPLEMENTATION; HIGH IMPACT *Opportunities to enhance or initiate innovation*	**Percent of respndents currently implementing program**	**Percent of respondents who believe innovation will improve the industry**
Free, online materials and textbooks	**28%**	**43%**
Competency-based education	**22%**	**44%**

INNOVATIONS TO MAINTAIN		
HIGH IMPLEMENTATION; HIGH IMPACT *Current priorities with strong perceived return on investment*	**Percent of respndents currently implementing program**	**Percent of respondents who believe innovation will improve the industry**
Distance Learning	**60%**	**41%**
Hybrid courses	**74%**	**65%**
Student Information and Tracking Systems	**52%**	**46%**
Flipped classrooms	**57%**	**54%**
Data analytics and learning dashboards	**44%**	**55%**

“Higher education leaders. . . are experiencing widespread innovation fatigue.”

Two categories are most promising. The first, which Maguire calls “Innovations to Maintain,” includes such current priorities as hybrid courses (implemented by 74 percent of respondents and viewed as improving the higher education industry by 65 percent) and data analytics and learning dashboards (44 percent implementing, 55 percent viewing as beneficial). The second, which Maguire calls “Innovations to Invest In,” contains two innovations that appear to be worth implementing on a wider scale: free online materials and textbooks (28 percent implementing, 43 percent saying will improve the industry) and competency-based education (22 percent implementing, 44 percent seeing as beneficial). (see Figure 9 on previous page).

However, the survey results suggest that other innovations have a much less favorable return on investment. Some are used fairly widely but get poor marks from higher education leaders on their ability to improve the sector. These include clickers (used by 43 percent but considered beneficial by only 17 percent) and online discussion boards (implemented by 57 percent but just 32 percent believe will improve the industry).

The last, least promising, category consists of innovations that are not being implemented widely and that respondents see as providing little benefit. These include MOOCs, viewed by critics as having been excessively hyped, which are being implemented by 6 percent of respondents and are viewed as beneficial by just 7 percent, and multi-student social gaming, implemented by 10 percent and seen as improving the industry by 12 percent (see Figure 10).

FIGURE 10
INNOVATIONS TO DIVEST OR DEFINE; INNOVATIONS TO AVOID

INNOVATIONS TO DIVEST OR DEFINE		
HIGH IMPLEMENTATION; LOW IMPACT *Cut back/discontinue unless impacting another aspect*	**Percent of respndents currently implementing program**	**Percent of respondents who believe innovation will improve the industry**
Clickers	**43%**	**17%**
Cloud storage and computing	**46%**	**31%**
Online discussion boards	**57%**	**32%**

INNOVATIONS TO AVOID		
LOW IMPLEMENTATION; LOW IMPACT *Little perceived benefit will be gained from implementation of current practices*	**Percent of respndents currently implementing program**	**Percent of respondents who believe innovation will improve the industry**
Massive Open Online Courses (MOOCs)	**6%**	**7%**
Multi-student social gaming	**10%**	**12%**
Personalized adaptive learning	**14%**	**35%**
e-Advising	**29%**	**34%**
Applications for mobile devices	**35%**	**34%**

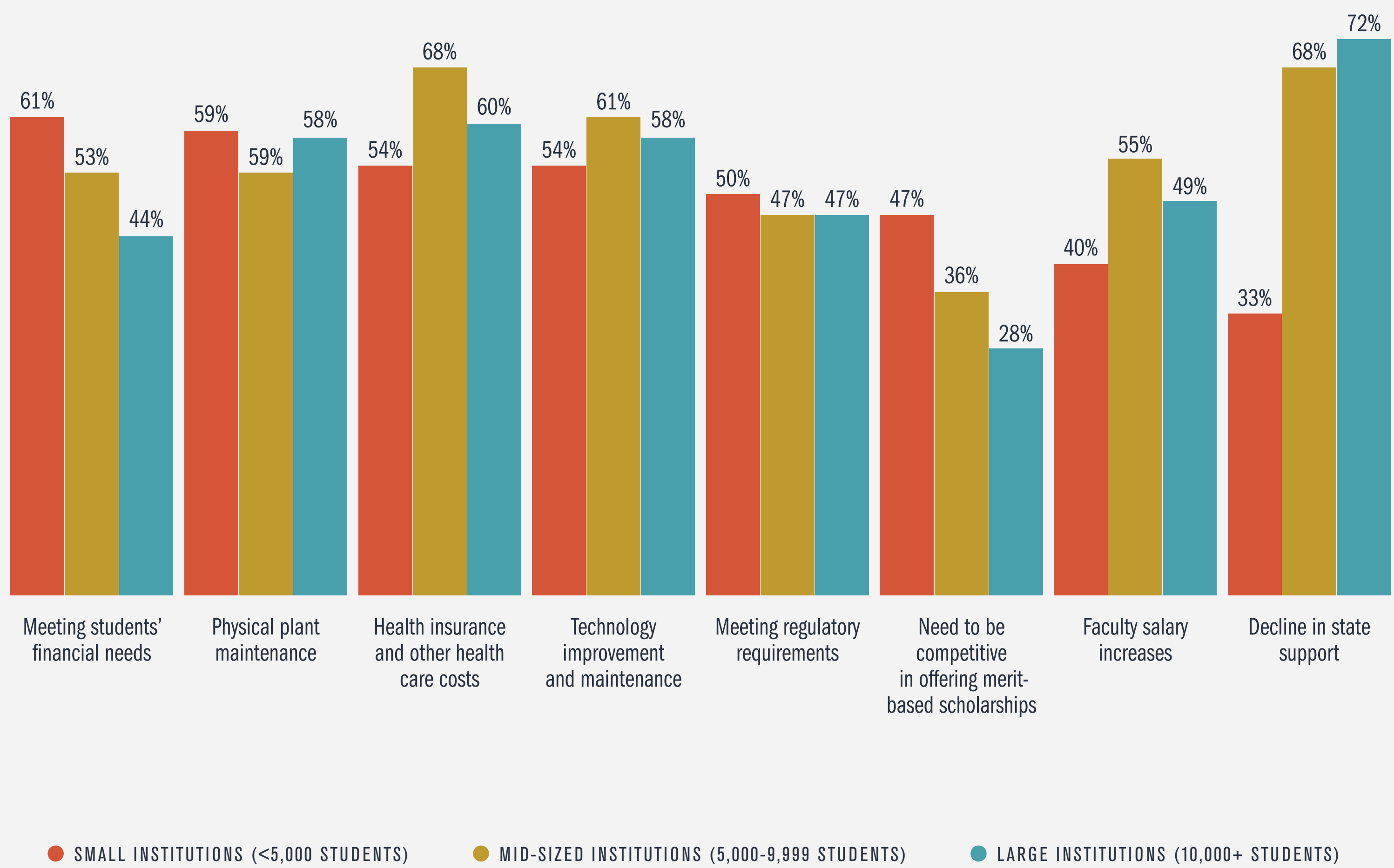
The Cost of Technology

Innovation and technology are not interchangeable, but the two often go hand in hand. Ensuring that campus technology meets institutional needs, while remaining up to date and well maintained, is an expensive business. Despite hopes—and some evidence—that educational technology may eventually boost productivity and lower costs, for now higher education leaders view it as a significant cost driver.

At large and mid-sized institutions, the survey found, technology improvement and maintenance was cited as the third most significant contributor to cost increases after declines in state support and health care costs. At small institutions, technology costs tied for third with health care after financial aid, physical plant maintenance, and health care. Overall, nearly three-quarters of respondents reported that their institution had made a major technology investment within the past three years (see Figure 11).

Higher education leaders view technology as a significant cost driver.

FIGURE 11
FACTORS INCREASING COSTS AT INSTITUTIONS BY SIZE



Where does all the money go? Tracy Futhey, Duke University's vice president for information technology and chief information officer, says networks are particularly expensive. Her campus spends tens of millions on fiber infrastructure, connecting electronics, and more. At a large research university such as Duke, she says, "it's important to have fundamentally the best and most accessible bandwidth to support faculty and research." Students and staff also expect Wi-Fi everywhere, of course. All this means a need for both wired and wireless networks all over campus, from basements to laboratories. And although some assume wireless networks must be cheap, they're actually expensive to install and maintain because they connect on the back end to wired infrastructure, she explains.

Technology costs can also grow as new kinds of tech-enabled instruction emerge alongside legacy systems that remain popular. That requires constant juggling and spending tradeoffs, Futhey says. About a decade ago, for example, Duke began recording campus lectures using smart cameras in the classroom. This "lecture capture" became popular among students who liked to review material online, and it continues to be in demand.

FIGURE 11 CONT.
FACTORS INCREASING COSTS AT INSTITUTIONS BY SIZE

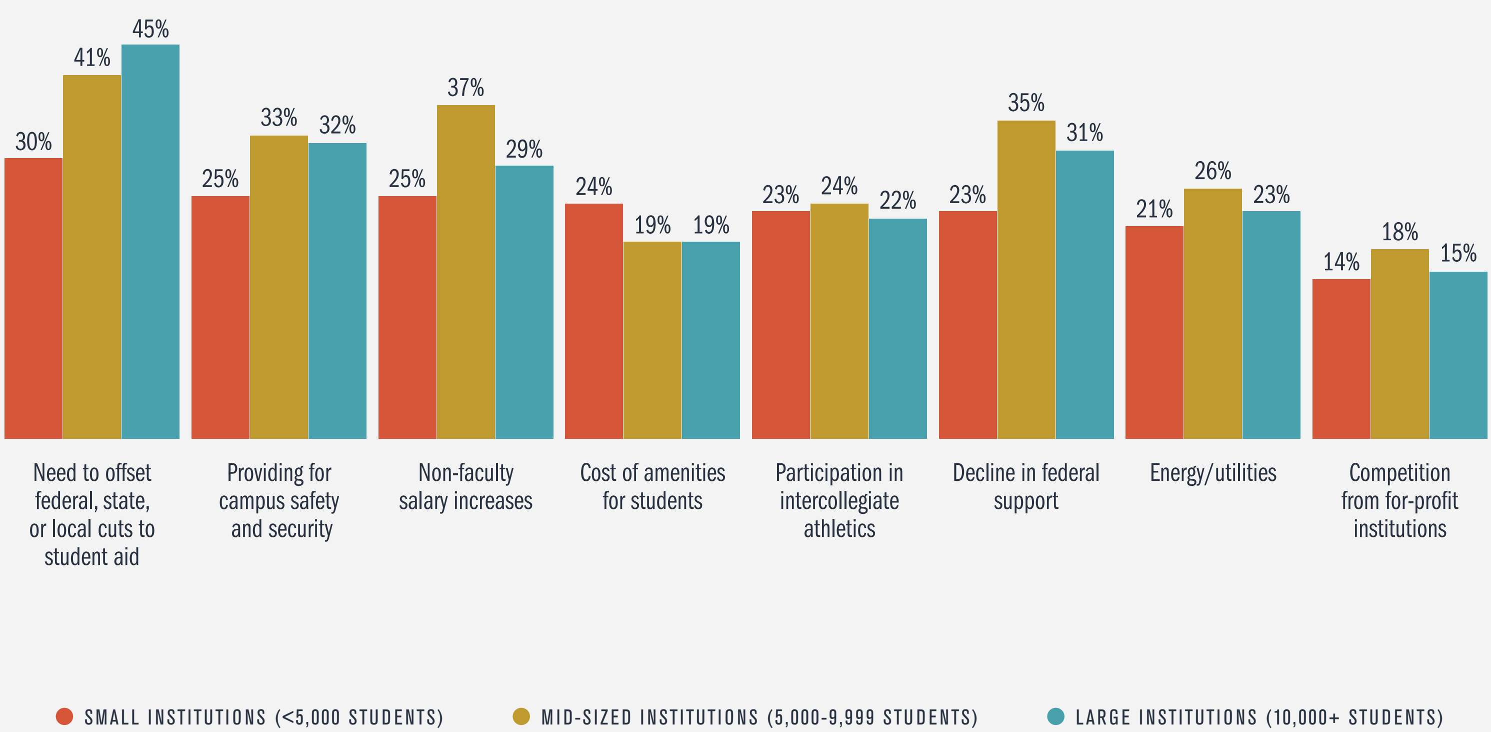
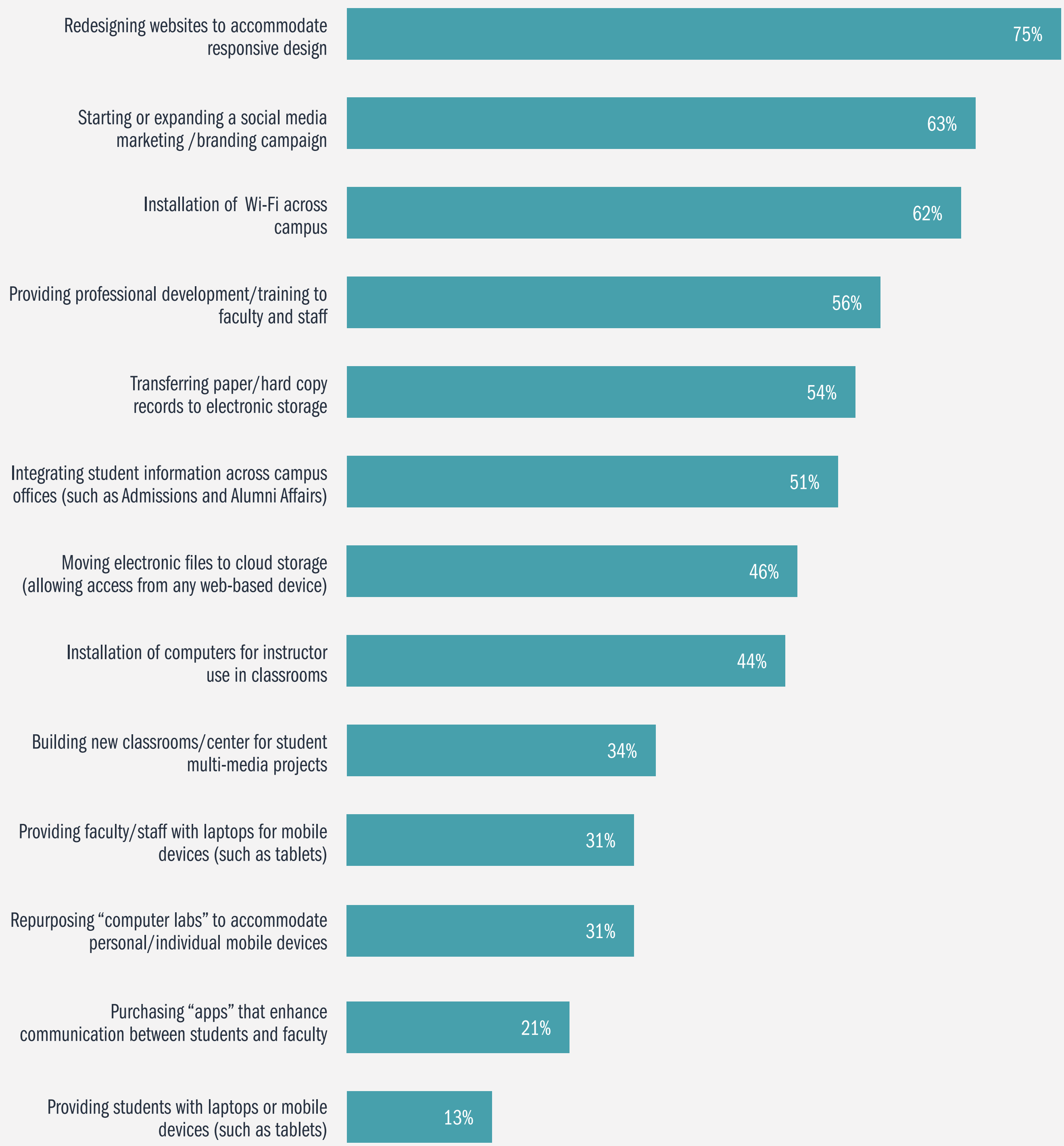


FIGURE 12
INVESTMENTS IN TECHNOLOGY VARY



Nearly three-quarters . . . reported that their institution had made a major technology investment within the past three years.

At the same time, in keeping with emerging trends in instructional design, Duke now records teaching videos in small chunks, creating clips that faculty can use to focus on discrete concepts or to create interactive exercises. "We have to figure out how much storage to use [for] the growing files of last year's lecture versus how much effort to put into a more compelling and professional version of this week's lecture," Futhey says.

The survey found that technology investments are varied. A majority of campus leaders—75 percent—are investing in redesigning websites to accommodate responsive design. Sixty-three percent are starting or expanding social media campaigns, while 62 percent are installing campus-wide Wi-Fi. Among other investments highlighted in Figure 12, a little more than half of campus leaders say their institutions are transferring paper records to electronic storage, and 46 percent are moving electronic files to cloud storage that can be accessed from any device (see Figure 12).

Free College and Competency-based Education

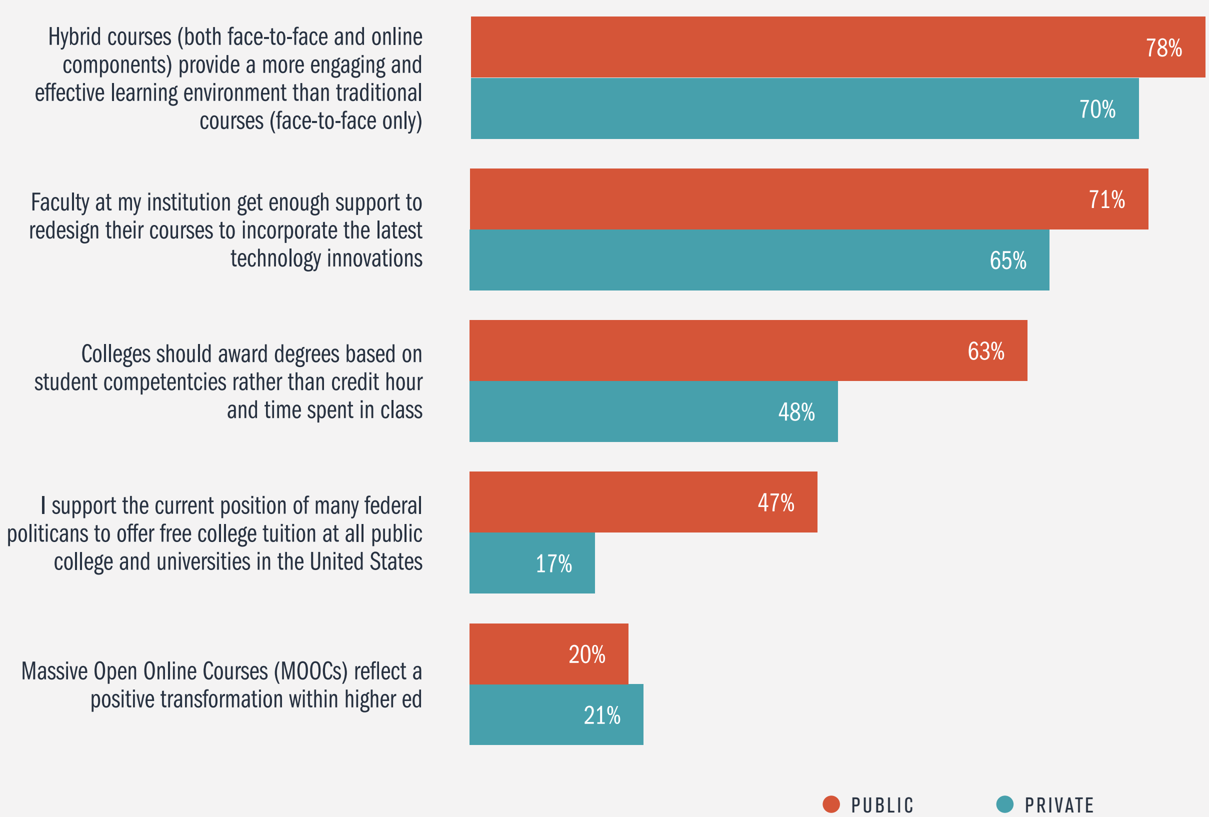
The survey also scrutinized potential differences between the views of public higher education leaders and their counterparts in the private, not for profit sector on a range of innovation-oriented policies.

In some instances, as with support for hybrid courses that offer both face-to-face and online components, there were relatively modest differences. For example, 78 percent of public leaders said they agree or strongly agree that hybrid classes "provide a more engaging and effective learning environment than traditional courses (face-to-face only)," compared to 70 percent of private leaders.

But two much-discussed reforms yield significant differences in support: recent proposals to offer free tuition at all public colleges and universities in the United States, and the advent of degrees based on demonstrated competency rather than seat time in class. Among public leaders, 63 percent agree that colleges should award competency-based degrees rather than rely on the traditional credit-hour system. Among private leaders, support drops to 48 percent. The gap is wider still on the subject of free college: the policy was supported by 47 percent of public leaders and just 17 percent of private leaders (see Figure 13).

Higher education leaders view technology as a significant cost driver.

FIGURE 13
LEADERS AT PUBLIC AND PRIVATE INSTITUTIONS DIFFER IN SUPPORT OF REFORM POLICIES



At first blush, the discrepancy in views about free college may seem obvious: "My comment when I read this was 'Well, duh" says Carleton's Poskanzer. "The publics are desperate—they will grasp at anything that will solve the problem they're in," while privates are fearful that heavier subsidies to publics will be a huge competitive blow when it comes to attracting students.

But Núñez of Eastern Connecticut State is surprised that support runs so high among public institution leaders. And she is particularly concerned about the prospect of making community college free, as President Obama proposed last year. Like many critics, she notes that Pell Grants, state aid, and low tuition mean community colleges are already effectively free for many students. And she's concerned that a policy of free tuition at community colleges "is going to shift my entire population" to those institutions. More broadly, taxpayers see higher education as an individual good more than a public good, she believes, and won't be willing to pay for free college. "Students should have some skin in the game."

As for competency-based education, Poskanzer says "it doesn't get talked about a lot in the privates," particularly at small liberal arts colleges whose value proposition rests heavily on a residential experience and close connections with professors. For his part, Heller suspects that today's enthusiasm for focusing on subject mastery rather than seat time, despite considerable support among those surveyed, may fade in the same way as previous innovations that were initially embraced with enthusiasm. "In some ways I think that's the MOOCs of 2015-2016," he says. "It will be curious to look back 20 years down the road to see how many places implemented true competency-based programs." He notes that Western Governors University, while still attracting tens of thousands of students, hasn't taken off at the mass scale its initial promoters had expected.

Conclusion

Amid considerable soul-searching in academia about the future form, content, and finances of higher education, the negative views of presidents, provosts, and chief information officers about the value of postsecondary education do not inspire confidence, all the more so because their assessments have recently become more gloomy. Nor does their ongoing and growing anxiety about financial sustainability seem to bode well for the sector's future.

But university leaders should get at least some credit for looking ahead to reconsider their missions, programs, and methods. Strategizing by itself doesn't get results. "Often the default in times of perceived crisis or great change the default is to say 'let's sit down and do some planning.' That's something we're sometimes overly fond of in higher ed," Heller says. But thoughtful planning is valuable, especially when an institution doesn't try to be all things to all people. "Mission creep is a real danger," says Poskanzer. "Institutions are learning to be more focused and find sustainable economic models for their niches."

The Maguire analysis of innovation provides a particularly useful framework. Rather than trying out innovations willy-nilly and waiting to see which ones stick, campus leaders could proceed purposefully. By focusing on their successes, cutting their losses, and making course corrections to take advantage of untapped potential, they're more likely to make innovation meaningful. That's one promising way to navigate the shifting, confusing, but also promising new world of American higher education.

Methodology

The results of Reinventing the *Academic Enterprise: College Leaders Consider the Challenges of the New Era* are based on responses from chief executive officers, presidents, chancellors, executive vice presidents, chief academic officers, chief information officers, and chief technology officers at U.S. private and public institutions of higher education. Maguire and Associates, of Concord, Mass., which conducted the survey for The Chronicle, invited a random sample of 8,008 officials to respond, and 1,196 completed the survey. The data collection took place in February and March 2016.

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