Higher Education in the Age of Paradox: Fostering a Culture of Evidence

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ECAR Academy
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The Leadership Challenge

“The ability to embrace new ideas, routinely challenge old ones, and live with paradox will be the effective leader's premier trait.”

Tom Peters
Leadership and a Culture of Evidence

Why an ECAR Academy?

"There are lies, damned lies and statistics."

Mark Twain

Benjamin Disraeli
Higher Ed Paradox #1

Building the university of tomorrow, while serving the needs of students, today

- **Key Questions**
  - How do you balance investments between tactical, operational and strategic needs?
  - How can you involve today’s student in solving tomorrow’s problems?
Higher Ed Paradox # 2:

Higher Education Process as a Shared Success vs. Calls for More Individual Accountability

- **Key Questions**
  - How do you implement the principles of learning outcomes while encouraging creativity?
  - How do you train students for careers requiring teamwork, cooperation and collaboration, yet still judge their academic performance as an individual?
Higher Ed Paradox # 3:

Better Leveraging of Faculty Expenses / Staff vs. More Personalized Student Experience

• Key Questions
  – How do you increase the number of students impacted by your best faculty members, yet personalize the learning experience?
  – How do you improve productivity and utilize best practices while allowing students to tailor their curriculum, schedule and personal interactivity?
Higher Ed Paradox # 4:

Needing More IT Security vs. Demanding Greater Open Access to Information

Key Questions

- How do you increase access to information on demand while preserving your institution’s IT integrity?

- How can you improve the involvement of external constituents (e.g. parents, alumni, sponsors, etc.) while preserving the privacy of students and the data of vital IT systems?
Higher Ed Paradox # 5:

Shrinking Funding From Traditional Sources vs. Demand for Increased Services

- **Key Questions**
  - How do you meet the rising expectations of the Net generation while your funding may be reduced?
  - How can you implement new techniques, processes and technologies while reducing your total expense?
Fostering innovation and excellence vs. striving for cost effectiveness

**Key Questions**

- How do you provide for and obtain the benefits of scale?
- While fostering a research tendency to operate at the smallest possible scale?
Why a Culture of Evidence?

**Accountability, Performance, and Outcomes**
- Reporting, business intelligence, and decision support
- Regulatory compliance
- Learning outcomes and higher education ROI

**Constituent Services**
- Constituent expectations for service, convenience, and access
- Personalized education experiences
- Value delivered through lifelong constituent relationships

**Institutional Competitiveness**
- Competition for students, funding, faculty, resources
- Competition from traditional and non-traditional sectors
- Institutional differentiation and competitive advantage

**Funding and Resource Allocation**
- Climate of fiscal and budgetary restraint
- Efficiency, productivity, and capacity
- Extended value of existing investments

**Security, Privacy, and Protection of Personal Info.**
- Protection, compliance, and liability
- Constituent expectation and demand
- Change in culture, process, technology
And Why is this Urgent?
A Perfect Storm?
Declining Affordability
A Perfect Storm?
Declining Traditional Enrollments

Age Distribution of College Students
14 Years Old and Over, 1970-2002
A Perfect Storm?  
Changing Enrollment Patterns

A Perfect Storm – Swirling

### Playing the Field

Of the students who received their bachelor’s degrees in 1999-2000, a majority attended more than one college. About half of these students had started college in a four-year institution, half in a two-year college.

#### Number of colleges attended

<table>
<thead>
<tr>
<th></th>
<th>All graduates</th>
<th>By age at start of postsecondary education</th>
<th>By undergraduate grade point average</th>
<th>About 9 percent of students attending multiple colleges were enrolled at more than one at the same time. They cited these reasons.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>18 or younger</td>
<td>19-23</td>
<td>24-29</td>
</tr>
<tr>
<td>FOUR OR MORE</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>THREE</td>
<td>16</td>
<td>14</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>TWO</td>
<td>36</td>
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</tr>
<tr>
<td>ONE</td>
<td>41</td>
<td>49</td>
<td>34</td>
<td>11</td>
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</table>

Source: Department of Education

Totals may not add up to 100 because of rounding.
A Perfect Storm?
Rising Costs

Source: Common Fund, 2004, College and University
Higher Education Pricing Index, 2004 Update.
A Perfect Storm?
Rising Prices

Average Published Tuition and Fees
(4-year institutions)

Average Tuition, Fees, Room and Board
(4-year institutions)
Elements of a Culture of Evidence

Acquiring the right information

Getting it before the right decision makers

Establishing its validity

Understanding what is significant

Knowing what actionable

Rendering it in a compelling and useable form
Our Goals for You

• Understanding how to find and evaluate the quality of information

• How to use data to marshal an argument
  – Integrating a knowledge of your institutional culture and leadership’s proclivities

• How to tell the story, using data

• How to present your case to the right community of stakeholders
Our Goals for Us

• Your satisfaction and learning
• Your engagement in the idea of a culture of evidence and specifically in ECAR
• Creating a peer network of ECAR activists
  – Revenge of the Nerds??

Anonymous ECAR Nerd
So Let’s Play …

What’s Wrong with this Picture???
One out of every four persons is suffering from some sort of mental illness. Think of your three best friends — if they're okay, then it's you.
Statistics for the Hopelessly Busy

On average, Joe's body temperature is 98.6 degrees
Statistics for the Hopelessly Busy

- Use of biometrics rose by 218% in just 2 years in higher ed! (FN)

FN: In 2003, 1.6% of ECAR respondents indicated that they used biometric authentication. In 2005, 3.5% reported using them.
Statistics for the Hopelessly Busy

“…students at the 63 institutions studied by ECAR reported that…”

OR,

“… higher ed students, as reported by ECAR…”
98% of students responding to the 2006 ECAR online survey of college and university students reported having good or very good network access!
Statistics for the Hopelessly Busy

Average Published Tuition and Fees (4-year institutions)

Average Tuition, Fees, Room and Board (4-year institutions)
And Finally,
You’ll be Ready to Sell Your Ideas
Presenting Data – Making the Case

Source: Edward R. Tufte