

HIGHER EDUCATION'S BIG RETHINK

OPENINGS



**Higher Education's Challenge to Change
in the Face of the Pandemic, Inequity and Racism**

Georgetown University
GRADUATE PROGRAM IN LEARNING, DESIGN, AND TECHNOLOGY

HIGHER EDUCATION'S BIG RETHINK

OPENINGS

**Higher Education's Challenge to Change
in the Face of the Pandemic, Inequity and Racism**

Georgetown University

GRADUATE PROGRAM IN LEARNING, DESIGN, AND TECHNOLOGY

January 2021

HIGHER EDUCATION'S BIG RETHINK

OPENINGS

**Higher Education's Challenge to Change
in the Face of the Pandemic, Inequity and Racism**

Principal Authoring and Editorial Group

Bryan Alexander	Bre'Ana Deen
Amelia Auchstetter	Kelli Harris
Randall Bass	Sandy Lee
Cristina Benitez	Madeleine Olson
Andrea Cammack	Wesson Radomsky
John Clarke	Angie Zenuni

**Higher Education's Big Rethink — Community of Practice
(July-August 2020) and (October-December 2020)**

Webinar Interview and Web Resource Team

Bryan Alexander, Amelia Auchstetter, Cristina Benitez, Andrea Cammack, John Clarke, Alexandra Chuganova, Bre'Ana Deen, Kelli Harris, Kamaria Hill, Chandrika Khera, Kristen Kucko, Sandy Lee, Anne Musica, Oluwafikayo Odugbemi, Madeleine Olson, Wesson Radomsky, Angie Zenuni

Community of Practice Contributors

Margaret Debelius, Bret Eynon, Mark Kozitka, Phil Long, Sue Lorensen, Edward Maloney, Shannon Mooney, Yianna Vovides, Jan Andrew Zubiri

Graphic Design by Adriana Cordero

Final Editorial: John Clarke, Antonia Provost

**Georgetown University
Graduate Program in Learning, Design, and Technology
January 2021**

Made possible with support from the
Baker Trust for Transformational Learning



Published under Attribution 4.0 International CC BY

To cite this work: Higher Education's Big Rethink Project, *Openings: Higher Education's Challenge to Change in the Face of the Pandemic, Inequity and Racism* (Georgetown Program in Learning, Design, and Technology, 2021).

Ring the bells that still can ring
Forget your perfect offering
There is a crack in everything
That's how the light gets in.

Leonard Cohen

Dedicated to the learners and educators of 2020

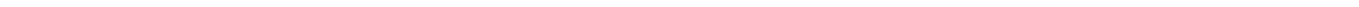


TABLE OF CONTENTS

Foreword	8
Introduction	9
What are we learning?	15
<i>The Two Pandemics are Deeply Connected</i>	16
<i>The Digital Divide is not just Digital</i>	18
<i>Quality Teaching Matters to Student Learning</i>	20
<i>Higher Education can be Resilient and Resistant to Change</i>	22
What are the openings?	25
<i>How will institutions take responsibility for long-term change?</i>	27
<i>How will institutions turn their awareness of inequity into a response to injustice?</i>	30
<i>How will institutions deepen their investments in quality teaching and organizational learning?</i>	33
<i>How will institutions prioritize structural change in the face of financial constraint?</i>	38
Conclusion	43
Resources	46
Bios of the Interviewees	47
Bios of the Authors	52

FOREWORD

When we launched the Learning, Design, and Technology (LDT) Program in 2017, we did so with the recognition that higher education was changing. Whether the change was slow and evolutionary or rapid and disruptive, our understanding of what higher education would and could be needed revision. We needed to turn the lens of scholarship on the intersecting disciplinary influences of design thinking, technology studies, learning analytics, and critical studies in higher education.

We saw the LDT as the first brick in the foundation of a new interdisciplinary field, one that brought together scholars and practitioners who not only studied higher education but helped define its next phase of development.

We also recognized that this next generation of learning innovators—the practitioners of these intersecting disciplinary fields—needed a place to learn about and study this emerging field. The Master’s degree in Learning, Design, and Technology brings together students from an array of disciplinary backgrounds and fields. Students who share an interest in understanding and contributing to the future of higher education. Students who we hope one day will help shape this future.

The students and faculty in the LDT are committed not only to scholarly inquiry but to applying the understanding and knowledge gained through study back onto the object itself. Studying something from within is no easy feat, but it is work that is necessary for higher education to take seriously the moment in which we find ourselves, a moment that sees higher education’s mission and fundamental existence challenged from many sides.

The COVID-19 pandemic forced higher education to move quickly into a mode of teaching that was mostly unfamiliar and for many the antithesis of what higher education is about: in-person instruction. It required a shift in emphasis that put the pedagogical relationship between the students and the faculty front and center. In doing so, it necessitated a new attention on how we teach and on the central role of learning in higher ed. Almost simultaneously, the increased attention on racial injustice in the United States has highlighted the role that higher education has played in structural racism throughout the history of this country. Challenges of equity, access, and inclusion are fundamental to a future of higher education that seeks to fulfill its promise of serving the common good.

As you will see, the students and faculty who met over the summer of 2020 under the auspices of a project called Higher Education’s Big Rethink endeavored to shine a light on this moment. They sought to understand how higher education was responding to the challenges of the Coronavirus pandemic, just as they sought to understand the implications of structural racism on higher education. In many respects, this collection of essays and field work in *Openings* reflects how important this dual natured work of *applied scholarship* is at this moment in time.

My thanks to Randy Bass for leading this Big Rethink. The work presented here is an important realization of the promise of a program like the LDT to bring together scholars and students, innovators and practitioners, to help think about what is happening now and to see how understanding this moment can contribute to the future of higher education.

Eddie Maloney

Founding Director, Learning, Design, and Technology Program (LDT)
Executive Director, Center for New Designs in Learning and Scholarship (CNDLS)

Snapshot of a Pivotal Moment

The revelations of 2020 were not news to everyone. At the societal level, racial trauma and violence, with their roots in structural injustice, have been well-known to those who are the subject of that violence for a long time and excruciatingly present and visible in recent years with repeated violence to Black lives. In higher education, the inequitable circumstances of our students and the complicated needs—and distinctive assets—they bring to college and university campuses have all been well-known to the people on those campuses whose daily work focuses on equity and inclusion. In the realm of teaching and learning, the transcendent importance of core pedagogical values that can make virtual and remote learning successful, such as care, community, active learning and designed engagement, have all been part of the collective and growing wisdom promoted by educational developers for decades.

What made 2020 (and beyond) an unprecedented moment in the history of higher education is the act of making these revelations widely known to people whose daily lived existence was not already defined by them, especially in the context of higher education. It is this phenomenon, the radical widening of the aperture of awareness, understanding and response, that we are calling *Openings*. Ever since the start of the COVID crisis, the idea of “opening” has loomed, whether in talk about opening the country, the economy, or re-opening schools and campuses to students. But the crises of 2020 have generated a set of potentially transformational openings:

- The violent deaths of Black men and women at the hands of police, and subsequent protests, have opened an unprecedented conversation about systemic racism;
- Pivoting to remote instruction has opened everyone’s eyes to the inequitable circumstances of our students; and
- The consequential emerging demands for educational adaptation, as well as racial justice, on campuses gives higher education new openings for creating and sustaining meaningful change.

This first publication from the project, *Higher Education’s Big Rethink*, is focused on what these openings might mean for the future of higher education. This publication is a snapshot in time; it is a modest record of the adaptations of 2020, capturing the thinking and voices of a group of national experts reflecting on the lessons of the pandemic shift to remote instruction and the national reckoning around racial justice.

Higher Education’s Big Rethink as a Community of Practice

We launched *Higher Education’s Big Rethink* to be a “community of practice.” Rooted in Georgetown’s master’s program in Learning, Design and Technology (LDT), the project was framed at the outset as two six-week “courses” that marked the bookends of the period from Summer to Fall 2020, where schools were shaping their plans for Fall and adapting and improving from the Spring pivot to remote instruction. Our belief was that this was a particularly important moment to study and capture because it represented something like a massive sector-wide calculation of the best way that each institution could adjust to public health conditions, navigate its difficult financial positioning to enroll and house as many students as possible, while at the same time improving the overall teaching and learning situation from the quick pivot in the spring. Every institution and system in the country (and the world) was in the same position. In many ways every institution’s plan was a hypothesis that this was the best possible plan to achieve mission and survive financially.

INTRODUCTION

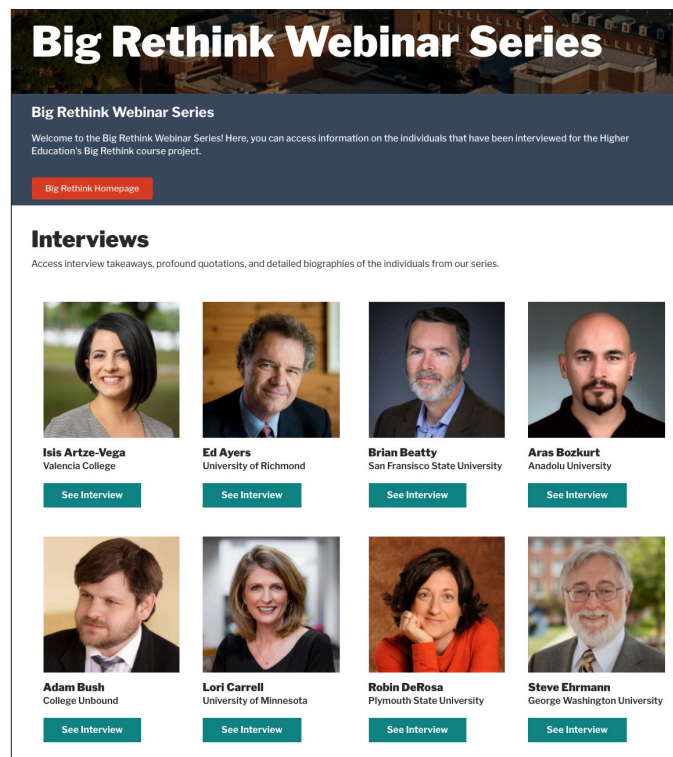
This two-part drama of planning and preparation (Summer 2020) and execution and monitoring (Fall 2020) was initially what we created *Higher Education's Big Rethink* to study. The project is informed by the same values that inform the LDT Program:

- A critical studies approach to higher education.
- A vision of learning that is transformative and holistic, equitable and inclusive.
- A transdisciplinary approach to learning design that integrates the learning sciences and design methodologies with creativity and making.
- A focus on the future as an object of study.
- An agile and broad approach to learning design that is practical and applied to professional contexts.
- A commitment to social and racial justice and the goal of positively shaping the future of higher education in the service of the common good.

With these values in mind, a group of 25 students (current students, some taking it for credit, others not, as well as entering and even prospective students), alumni of the program and several faculty set off on exploring this complex and historic moment bridging. Our work was as equally informed by the emerging racial protests responding to the killings of George Floyd, Breonna Taylor, Ahmaud Aubrey, Tony McDade and many others, as it was to the Covid-19 pivot to remote instruction. The visibility of the inequitable impacts of crisis on our students were in important ways a bridge between “the two pandemics,” which became evident in our discussions and the interviews. Over the six weeks of the initial community of practice sessions, the community explored the nature of institutional planning, tracked campus case studies across the US higher education ecosystem, looked at national and global dashboards, and studied reopening plans for fall. Through all of this activity we consistently asked questions that came to define the project and ultimately this volume: What are we learning? What should we be watching and measuring heading into Fall and beyond? Where are the openings for transformational change beyond 2020?

The *Big Rethink* Interviews

At the center of the initial community of practice were a set of 19 interviews with experts and academic leaders. The interviews were conducted and organized by Bryan Alexander, whose extensive work on the future of academe is well-known throughout higher education. For each interview he was joined by one or more of the graduate masters students in the Big Rethink, who helped frame the interviews with biographical material, joined in the recorded interview and distilled key take-aways, all of which are available online at the Big Rethink site. Each of the interviews was shaped by the same set of core questions to reflect on the lessons from the spring pivot, the conjunction of the two pandemics, the metrics and indicators that they were watching, the connection between these crises and larger looming ones such as climate change, the credibility gap around science and truth, and some projections about the openings for change they would be watching heading into Fall and beyond. This question template informed each conversation, although each interview took on its own character and direction, shaped by the perspective and context of the interviewee.



A few elements are important to note about the series of Big Rethink Interviews:

- Though the interviews were conducted from mid-July to mid-August, and are a snapshot of the time between the spring pivot and resumption of fall, the resonance of their insights, hopes and concerns remain very current for 2021 and beyond.
- The interviews are meant to bring in a range of voices, emphasizing the complexities of the higher education ecosystem, including larger and smaller private institutions, public institutions, community colleges and alternative models.
- The voices also range in the roles that the interviewees hold, from faculty leaders, educational developers, equity advocates, consultants and analysts of the higher education sector.
- The interviews emphasize the need to listen across the ecosystem, to hear the commonalities and differences depending on institutional context. This underscores the need not just for looking across the ecosystem, but for different parts of the ecosystem to listen to each other and connect to each other.
- Although the voices in the interviews often speak from their distinctive positioning and contexts, the questions were asking them to make observations about higher education as a sector and generally.
- This current volume, *Openings*, is harvested from these 19 interviews, selected and arranged to create a narrative that is part dialogue, part chorus.^[1] Over the selections, the contours of an agenda for higher education emerges.

[1] Note: All of the cited content in this volume is taken directly from the interviews. They have been edited for sense, clarity, brevity and adjustments to off the cuff verbal style, always preserving the original meaning of the statements.

Key Themes of *Openings*

Openings is about questions not answers. If there is a single primary or core question that emerges from *Openings*, it is this: Higher education institutions have demonstrated the capacity to respond with agility – but can they convert that agility – fueled by self-preservation— into meaningful change that will surely necessitate a reconsideration of priorities and practices? This will be an especially difficult change in light of the persistent intractable dimensions of structural racism and systemic inequality, and the constraining nature of resources, the business model and public financing of higher education.

The voices of these interviews have been shaped and arranged by the perspectives of the graduate students and faculty engaged in Higher Education’s Big Rethink community of practice. They explore and break down this question through a series of observations, opinions and questions, which are laid out in the pages that follow.

Openings is arranged in two sections, reflecting the founding premise of the entire project Section I: What are we Learning? And Section II: What are the Openings? Section I is organized around four findings or lessons that our interviewees felt we could take from the 2020 experience so far.

The two pandemics are deeply connected.

The digital divide is not just digital.

Quality teaching matters to student learning.

Higher education can be resilient and resistant to change.

Section II, *The Openings*, is organized around four questions that both reflect a collective vision for the openings for potential transformation, but also that remain open questions for all of higher education.

How will institutions take responsibility for long-term change?

How will institutions turn their awareness of inequity into a response to systemic injustice?

How will institutions deepen their investments in quality teaching and organizational learning?

How will institutions prioritize structural change in the face of financial constraint?

Under each section’s heading is a brief summary of these lessons and questions, as they are explored in the diverse contours of the interview excerpts. Certain themes unite the whole project. First among these is the idea that for higher education, the *two forces of structural racism and the COVID adaptation cannot be separated*. The interviews were designed to explore not only the adjacency and convergence of these two forces as we looked to campuses reopening in the Fall of 2020, but their historical and systemic connections. The inequity of students’ experience in the COVID pivot, the realities of the digital divide, and the stratification of the higher education ecosystem are all symptoms of the deeper systemic connections between the two pandemics.

This deep structural connection is the most salient touchstone for what makes the prospects for long-term change most challenging to believe in. Listening across the interviews, and in the selections that have been made here, the interviewees express both hope and skepticism that the intensity of 2020 will last. Collectively, the voices agree that higher education has demonstrated enormous capacity to respond with agility (in 2020 and historically). However, higher education’s ability to

adapt to change only so much as it needs to in order to survive has long precedent. Serious questions remain about the capacity to sustain long-term transformation. This is due to the most intractable elements: 1) higher education's foundation in an inequitable system of injustice and structural racism; and 2) the overall business model and financing model (in the public sector) of traditional institutions and systems and the stratification and inequality across the ecosystem that results. This system, by and large, provides fewest resources to the institutions that serve the neediest students with the fewest historical advantages.

Recognizing this dilemma, or wicked problem, the interviewees agree that at minimum this is a time to embrace some level of discomfort, rather than merely seek to get “back to normal.” A key message from the interviews is that this is a time for self-sustaining discomfort, a sense of shared activism and the collective need to maintain a sense of urgency. The interviewees all expect there will be some student activism, but argue that there should be a broader sense of activism from faculty, from staff, from parents and other stakeholders. There will be pressure—financial and emotional—to respond to the crisis by looking for stability. Yet, the overall ethos of *Openings* is that this is the moment to be in the moment of discomfort, to continue to listen to the voices of the most traumatized and impacted by events, and to look to keep fixated on the ways that the 2020 moment is making new ways of thinking and doing possible.

Finally, the strongest message of *Openings* is that if change is to be lasting, then it must be structural. Structural change requires investments both in equity and the quality of teaching and overall student support. The COVID crisis has demonstrated the Return on Investment from having committed resources to professional learning, including the role of learning designers and other educational developers. Whether or not this lesson translates into enhancing resources for making teaching and learning more intentional, and the supporting structures for student success across campuses more robust, remains an open question.

Ultimately, *Openings* is about questions not answers. As a snapshot of the temporal space between spring and fall, the voices that make up *Openings* are about holding these questions open, for broader dialogue and deeper analysis. Yet these questions are also *calls to action*. Although there are no answers here, by articulating the questions that institutions should now be asking, and the indicators they should be watching, this volume seeks to help illuminate the openings for meaningful change and the stakes for pursuing them.

WHAT ARE WE LEARNING?

The global health pandemic in tandem with the jolted mass ‘reckoning’ of racial injustice has catapulted higher education institutions in the United States into an extraordinary space of uncertainty and tension. Contending with dual crisis-level externalities has elevated the acute awareness of many institutions of the need to examine their own historical and structural inequities as well as adapt their value proposition in seeking to retain competitive momentum in an evolving new space.

Closing classroom doors on campus, for many institutions, afforded the capacity in the Spring to keep moving forward in the face of immense challenges. The pivot to virtual modalities of learning have afforded the prioritization of public health as well as the collaborative cultivation of new pedagogical practices. Many unfolding institutional narratives in adaptation point towards reorganization and restructuring of resources. However, even when well-intentioned, innovation that does not spring from human driven agency and choice seems to come with a steep cost.

How have sweeping institutional changes impacted individuals? What are the equity-efficiency trade-offs for the student experience? For faculty? For staff? For whole learning communities of practice?

What insights do these shifts reveal? Through the tension and uncertainty, how are faculty, staff and students thriving across academia? How are institutions providing space for healing? What are the societal implications?

The interviewees’ insights point towards the revealing and unfolding of four themes, or openings:

- **The Two Pandemics are Deeply Related**
- **The Digital Divide is not just Digital**
- **Quality Teaching Matters to Learning**
- **Higher Education can be Resilient and Resistant to Change**

These insights, which point to the openings in section II, seem along a chronological and spatial convergence that is revealing emergent inequities compounding pre-existing historical and systemic inequities. Many interviewees we spoke with have observed that institutional changes tend to impact the most vulnerable among a campus population. Some interviewees spoke of a need to recalibrate the whole value proposition of higher education. Yet, many also spoke of hope—the capacity for institutional change across the field seems to pivot towards advancing mission values. Through the discernment of these four openings for progress, institutions are poised to reimagine learning and the value of higher education.

The Two Pandemics are Deeply Connected

THE TWO PANDEMICS OF COVID and racial injustice that is confronting higher education institutions has revealed multiple connections between these two challenging dynamics. There is a pedagogical connection between the need to generate and incorporate inclusive pedagogies to adapt to online learning and also to incorporate anti-racist pedagogies into a changing curriculum. There is a systemic connection between the inequities exposed by the COVID crisis (economic, health care, and technological, among others) and the racial justice movement that are related to the widening economic divides and long-standing inequities in society that are both racial and economic. There is also a financial connection between the resources available to cope with the financial stresses caused by COVID and to respond to the needs of an anti-racism agenda, issues which will both more significantly impact people of color and first generation students.

ROBIN DEROSA (Plymouth State) Most of what has really been hardest about all of the events of the last few months have been things that we've been struggling with in higher ed and just particularly nationally in the U.S. for a long, long time. So I guess what I'm feeling is that the intersection of COVID with some of the call outs from the Black Lives Matter protests is really showing us how precarious Higher Ed has been and how vulnerable so many folks in the system have been. It shows us how culpable Higher Ed has been in not only not fixing some of the challenges that we are facing, but actually exacerbating them. I think it's been a wake up call for some folks. But for other folks, it's just been a long overdue reckoning.

GINA GARCIA (University of Pittsburgh) And so I think there is this focus on how we can do a lot more. We just weren't really trying maybe. I don't know, or we were okay with the status quo. We were okay with what was going on and this pandemic just pushes into like, it's not okay. It's not okay that there are lots of inequities and we need to respond to them. We were okay with anti-blackness and racism also for the most part, besides a couple of us on the ground saying like, "Hello, we should be talking about this and it can't be diversity and inclusion talk anymore." Colleges



We really want to make sure that we are understanding and addressing those issues that our students of color are being asked to face because of COVID and health disparities. It's really kind of

a merger of these two and it's a crisis, but it's a watershed moment as well.

LENÉ WHITELY-PUTZ

and universities as structures, as systems were okay with that. Right. And now all of a sudden maybe it's not okay.

KEVIN GANNON (Grand View University) I'm actually seeing two almost contradictory things existing at the same time, speaking generally about higher education. One is I see institutions who have realized, since our pivot to remote instruction laid bare the inequities that exist in society, what kind of learning support needs to be in place. And that's even before we get into the murder of George Floyd, and Breonna Taylor, and other tragedies this summer. And so, some of

WHAT ARE WE LEARNING?

those institutions say, ‘We really need to either commit or recommit to this work,’ and they had already been thinking about ways in which they could do that. And other institutions that I’m seeing maybe have been committed to the work, but are so overwhelmed by a pandemic fall, that this work is losing momentum; there’s only so much bandwidth for big institutional things. Unfortunately, some institutions haven’t been able to muster the will, capacity, and leadership to be able to continue with the work of anti-racism, whereas to me there is no more urgent time to be doing this work than right now. We know, whether it’s the digital divide, infrastructure, learning support, access, learning how to learn online, what sort of things are in the academic preparation toolbox, we know that racism has shaped all of that among our students. To stop doing that work, or to say, ‘We have to really think about online and pivoting, as opposed to social justice,’ you can’t stir those things apart as far as I’m concerned.

LENÉ WHITLEY-PUTZ (Foothill College) We had already been working on what we’re calling an equity affirmation that was about the gap and the disproportionate impact on students of color in our online courses, and we fast tracked that in order to have a cogent response and to really make sure that the students who were being most impacted on a personal basis by COVID-19 and by taking online courses, that we were addressing the places where there’s an intersection there. What we worried about, and I think what we see across the nation now as more results are coming in is that our students of color are more impacted by health disparities as well. So, now, all of a sudden, the amount of things that our students are being asked to face, either personally or because of familial situations, are greater than what middle class or wealthy people are being asked to face, or White people. So, we really want to make sure that we are understanding and addressing those. So, it’s really kind of a merger of these two. It’s a crisis, but it’s a watershed moment as well.

GINA GARCIA (University of Pittsburgh) People always want to look at graduation rates, but I’ll also argue strongly that that can’t be the only measure right now. One of the big ones is are you assessing your climate, are you assessing whether or not you have a good number and equitable number of black faculty, black graduate students, black administrators—and not just black—because when we get to those levels of faculty, graduate students, administrators, boards of trustees they’re very white? How are you assessing whether or not Black Lives Matter on your campus and how do you move forward with actually making sure you’re centering those initiatives and those voices and those folks on your campus?” Institutions are quick with their statements about Black Lives Matter and ‘we’re committed to racial justice,’ but the next step is actually, ‘What does that look like in practice?’ Are you disaggregating your data? Are you really centering your



People have been fighting against this for a while but a moment like this is a time where faculty members can say, “This is a time where we can actually rethink a range of pedagogical elements about

our department and then a range of symbolic elements about our department.”

LESTER SPENCE

black students? Are you really starting to think about how we are teaching anti-racism in the institution? So, I think it’s just given us a moment where we can actually elevate those conversations and people are willing to have them.

SABRINA MANVILLE (Edmit) The changes in how colleges use standardized testing, I think, is one of the most dramatic changes we’ve seen in a very short period of time... there has been a lot of pressure from the education community to reduce reliance on these standardized tests for various reasons over the years. Studies repeatedly show that they reinforce inequality and do not contribute to greater access to higher education. Now, a lot of colleges have gone test optional because of the reduced availability of testing and some are going to scramble to figure out how they decide who gets in and who gets scholarships.... Tests have been a kind of a shortcut that everyone has always known is imperfect, but has been very hard to get rid of. The change may well be permanent—and hopefully this will have big racial and economic equity implications. I think the data will be really interesting to look at on that front—though I will say that unfortunately a lot of other factors will be harming underserved students this year which are outside of a college’s control broader economic issues and the unequal impacts of COVID, for example.

ISIS ARTZE-VEGA (Valencia College) The most elite institutions in our country enroll a small number and a small proportion of the total population of college students. We know that. And yet they’re the most visible and continue to be, certainly in the public’s mind, the point of reference for colleges and universities and for our sector. It is also the case that they have the kinds of resources that it takes for students to be successful. So, I would want to continue to track what proportion of students from historically underserved groups are attending these institutions and I want to see more progress. We see a little progress, but the numbers are pretty flat over time, in general. I would want to see some significant changes there if we’re committed to equity.

The Digital Divide is not just Digital

MANY STUDENTS WERE STRUGGLING with access to technology even before COVID-19, but now that problem is impossible to ignore. Institutions have launched efforts to identify students' basic needs during the crisis, including technology needs. However, we have also observed that technology may create even more problems. When we think of the digital divide simply in terms of provision of technology hardware and connection, we ignore its complexities. Students may have access to these technologies, but they may not have the time and space to engage in the types of digital learning that are facilitated by them. As higher education institutions consider their instructional plans, they must have a clear vision of their students' lives or they can risk further exacerbating inequities.

PHIL HILL (Mindwires, LLC) Well, I guess I'll start with somewhat of a critique or to at least be aware of the assumptions that go into the digital divide distinction. The phrase implies it's the technology where the divide is...But even greater numbers of students have basic issues of 'I've got the equipment, but I don't have a reliable time when I can have quiet to listen in on my class'...You're taking the group's lower income—predominantly disadvantaged—students and you're increasing their stress and making it more difficult for them to participate. And I think that's a more important subject than even the access to broadband or computers. It's more pedagogical. It's giving students an understanding of their lives. And the implication, for example, if you go all video and if you go all synchronous, you're going to disproportionately affect lower income students who can't guarantee a quiet place to work during that time frame. I think the social pedagogical issues are bigger than pure connectivity.

ISIS ARTZE-VEGA (Valencia College) These [inequities] were already there, and COVID-19 either put a spotlight on them or they floated up to the top.... The inequities existed everywhere, they became more visible to us. How much inequity and how much our students were challenged with as they engaged with our institutions. To think that our students were riding buses and relying on us exclusively for online access, or to borrow our computers and our technolo-

gy, and to say 'I don't have access to a technological tool with which to learn'... we heard it now. It became concrete in a way that we knew it, but we can't ignore it.

ED AYERS (University of Richmond) The crisis has called our attention to the digital divide and also the need to upgrade digital technologies, which are important tools. This moment has created a real opportunity to rethink these technologies so that they don't simply serve as a substitute for analog. We should fuse existing technologies and upgrade to something new that would amplify teaching and research.

GINA GARCIA (University of Pittsburgh) From the beginning, I wanted to know how are HSIs (Hispanic-Serving Institutions) responding? What I saw was grassroots efforts on the ground trying to figure out exactly what students need; ... Not 'let's think really big and broad.' 'What do they need at a basic level? What do they need right at this moment?' And so we saw things popping up like parking lots with Wi-Fi for students who don't have access to Wi-Fi. Let's just give them access and also social distance at the same time. You can drive up in your car, and you can sit in your car, and you can access your synchronous or asynchronous courses here in our parking lot. You don't have to come into the building, you can stay in the parking lot in your car.

WHAT ARE WE LEARNING?

LENÉ WHITLEY-PUTZ (Foothill College) We are tracking the overall retention rate of students between spring, summer and fall quarters. Also, to understand the impact on students, we should be tracking whether students have enough and appropriate equipment and access to the internet. Using technology will not be perceived as an add-on skill for faculty that can be used to augment their work in their classrooms. It's going to be a necessary part of learning how to use the classroom.



You're taking the group's lower income predominantly disadvantaged students and you're increasing their stress and making it more difficult for them to participate. And I think that's a more important subject than even the access to broadband or computers...

PHIL HILL

ARAS BOZKURT (Anadolu University) But I have witnessed that so-called technology centric solutions, purely technologic solutions, will solve one problem but they may cause some other bigger problems. Therefore, I think the inequity, inequality and injustice issues are bigger than we assume, and we really need to focus on these issues. I think we closed our eyes for a long time, and we failed many of the learners before the COVID-19 crisis. Yes, a lot of things happened with the pandemic, but the pandemic was not the only reason for these problems about inequity and injustice. [COVID-19] just revealed them. They were already there. They were already existing problems.

KEVIN GANNON (Grand View University) One thing that I've been thinking about a lot is that there is a big difference between access to high speed internet, and [ready] availability of high-speed internet.... As higher ed, as we wrestle with this, one of the chief questions we have to ask is this ready availability question. Because the internet should be conceived of as public infrastructure in the same way that we think of sewers and paved roads. It is that ubiquitous and important. And all of the planning and strategic visioning that we're doing in higher education depends upon it. So, if we don't have a clear understanding about what our students' relationship is with this public good, with this vital infrastructure, then we risk creating a whole series of mismatches, which are going to have disastrous consequences for both equity and learning.

ROBIN DE ROSA (Plymouth State) I think what's important about OER (Open Educational Resources) is not so much the free digital material that you share compared to a textbook. What's important is the value of knowledge existing in 'a commons' rather than behind a paywall, so that in education things that are designed for learning should be as accessible as possible. That is the value to lead with, which means you are always thinking about the digital divide.

SARA GOLDRICK-RAB (Temple University) If you don't know what you're missing, then you don't know what your ask is, and you don't really understand necessarily how you're being disempowered.... There's so many people on the left and right who were insisting that it is profoundly inequitable to let the semester end, or it's profoundly inequitable to have online courses only. But guess what? In-person was not possible. That's also inequitable, right? I think we just have to stop pretending this is going to be anything but horrifically unequal until we address these underlying things.

Quality Teaching Matters to Learning

TEACHING IS AN ESSENTIAL responsibility of higher learning institutions. Yet, the discussions that emerged early about online vs. face-to-face instruction were flawed in many ways. As with inequitable impacts, the shift to remote instruction exposed limitations in teaching quality that were long there. Not enough faculty have enough knowledge about evidence-based pedagogies, from active learning to a pedagogy of care. Similarly, not enough institutions have invested in sustained faculty development and professional learning resources that could help prioritize quality teaching and learning as an institutional priority. Among the lessons of the pandemic transition to remote instruction is that the focus now needs to shift to what matters for sustained quality of teaching and learning. In the current online teaching environment there is a bigger need than ever for institutions to track hear student voices and track student engagement, in order to identify needs of their students and, ultimately, to strengthen the quality of their degrees. Just as learning is deeply social, teaching innovations that benefit students will stem from both intra- and inter-institutional learning communities, through collaborations and research, that can further develop education for public good.

ISIS ARTZE-VEGA (Valencia College) When we remembered what was essential and when we acted, we focused on teaching. For so long we have neglected teaching in many parts of our systems and our decision-making. And yet we closed a lot of the labs and the research, and we said “teaching must continue.” This was a powerful reminder that no matter what institution type we are, we held on to teaching for a reason and we remembered that that was a key part of our responsibility of why we exist as institutions of higher learning.

ARAS BOZKURT (Anadolu University) Learning is a social process, but we limit learning to what’s happening in our brains. However, we forget that learners also have hearts. Both COVID-19 and Black Lives Matter remind us that without touching learners’ hearts and souls, learning cannot happen...When you come to a European or Asian context, the problems are very similar but the actors are different and



This was a powerful reminder that no matter what institution type we are, we held on to teaching for a reason and we remembered that that was a key part of our responsibility of why we exist as

institutions of higher learning.

ISIS ARTZE-VEGA

the examples are contextual. We have seen that black people [in America] are treated unfairly but what about Syrian refugees or those in the middle of civil wars in Africa or in the Middle East? There’s a global problem in the educational

WHAT ARE WE LEARNING?

landscape, but the solution is beyond conventional pedagogical approaches...Higher education needs new business models, especially in the US and England where international students constitute a great [proportion] of learners.... Higher education is now aware of the importance of pedagogy of care and trauma-informed pedagogy.

NOAH PICKUS (Duke University) I think we will see growth in the quality of online education. At the same time, we will see a very small number of students with access to an even more high-quality, immersive and fully augmented residential experience. The good news is that more students will get a higher quality online education. But the gap is also going to widen further between the educational experience for a majority of students and the learning environment provided to those select students who get a customized immersive and online experience.

BRIAN BEATTY (San Francisco State University) What we're seeing now is this groundswell of movement towards approaches that combine multiple modes. We may not call it HyFlex, but essentially multimodal teaching—though one that doesn't necessarily have a lot of student choice built into it right now. But in the future, as we figure out that actually we can teach this way... that realization, I think, will be pretty broad and I think that will carry on. At the end of this, I think we'll have a lot more faculty who are willing to give some more of that control to students as to how they're participating, so that the students have more responsibility, but also more flexibility as to how they're completing programs.

ISIS ARTZE-VEGA (Valencia College) How many of us had invested deeply in our faculty and our teaching? And I am at an institution that absolutely had done that and thank goodness because it made it possible for us to support our students through that transition. Our faculty supported one another. They had been training and learning together with our teaching and learning team how to teach online.

KEVIN GANNON (Grand View University) We have an early alert system. We try to figure out what that network is around that student, and effectively, reach out to that student and try to get things back before it's too late.... We do progress reports for every student, and a lot of the classes in this division are fully online anyway, even before pandemic times. But we have always been very cognizant of the higher attrition rate in online courses. This system was already kind of built up, and we've scaled it out to everybody, now that we're in a more remote environment. But every student gets a second, or third week of an eight-week course, progress report.

PHIL HILL ((Mindwires, LLC) If you just keep getting people to adopt technology without dealing with the accessi-



I think the inequity, inequality and injustice issues are bigger than we assume, and we really need to focus on these issues. I think we closed our eyes for a long time, and we failed many of the learners before the COVID-19 crisis.

ARAS BOZKURT

bility concerns, you're setting yourself up for a huge problem. And it's the right thing to do. You need to help provide access for all students, and Universal Design for Learning helps us understand that access implies meeting students where they are. This wraps back into the income inequality issue...It's not necessarily classroom support. You need to have additional support structures to ensure that all student groups, however you break them down, have opportunities to succeed. That means your advisors need to have information to know how to help students. If you have mentoring programs, you need to have support for training and for doing this. Basically student support, particularly with appropriate advising, has to be part of your budget priorities.

NOAH PICKUS (Duke University) People are talking primarily about how do you teach, how do you do it in a quality way, in a flexible way, and in an equitable way? Everyone's having that conversation and instructional designers are very much part of it. There's more focus on how to think about remixing and reusing different parts of what you teach and what others teach, on creative mash ups. That's a terrific development that I hadn't expected. Post-pandemic, though, the key is whether we all go back to normal. Will we go back to, "yes, we have instructional designers," and "yes, it's good to have a teaching and learning center," but not much more? That would be the status quo, as opposed to an intentional and sustained focus on the ways in which my institution and your institution—or our institutions in collaboration—see innovations in teaching and learning as truly necessary and worthwhile.

ROBIN DEROSA (Plymouth State) I guess what I was feeling when I saw COVID hit was that we were just chucking that stuff out the window and just flailing around for the quickest technology tool that we thought would solve the problem. But the problems are a lot older than COVID and it seems like we need a framework that's a lot richer. What I'm trying to do is not so much train faculty and administrators, but instead to involve them in a vision and a set of values that will guide us as we re-make ourselves if things are

WHAT ARE WE LEARNING?

going to change. We're going to develop education collectively and I think that's the best way to make sure that people who need education are having their needs met, because

they're involved in how we build it and how we deliver it, how we organize it and how we talk about it.

Higher Education Can be Resilient and Resistant to Change

HIGHER EDUCATION CAN BE a leading sensor of what is happening in our broader society. The question is, 'Is Higher education adaptable and resilient when drastic change is required?'

Higher education has demonstrated that it can adapt and it can be resilient. But, it is uncertain whether that will continue at both an institutional and a macro higher education level. On a more micro level, are institutions using this situation for innovation or contraction? How are institutions and individuals doing at the tolerance of ambiguity? Are institutions willing to be both attentive, yet also patient, to explore the emergent potential of a post-pandemic campus and education? Are elements collapsing or supporting each other? In this environment of change, are institutions giving, as well as asking? And is the broader public losing support for higher education? Will this lead to a slow collapse of higher education if its ability to adapt is constrained and not supported?

ED AYERS (University of Richmond) This gives you some idea of the cultural power that our institutions have that we sometimes don't recognize. There are strengths that are hidden from us and that have become so familiar and have even become known as weaknesses that we can convert into strengths if we do it with a sense of purpose and self-awareness.

GINA GARCIA (University of Pittsburgh) When it comes to COVID and the pandemic that we're all experiencing, I'm trying to figure out what this looks like to continue to operate as colleges and universities.... As the landscape is changing, how are we going to do this? The response has been dramatic; that we have somehow just taken this leap of faith and we are all saying, 'We can do this; we can do this online and we can learn to teach differently.' And we can learn from it.... I recognize I am at a well-resourced insti-



There are some faculty and staff who would see any attempt to work collaboratively on jointly agreed goals as being, ipso facto, an invasion of their academic freedom...

It's the need for a cultural change of that sort, as much as anything else, that's going to be a limiting factor on universities' abilities to work on a scope that's larger than a single faculty member, center, research program, or course.

STEVE EHRMANN

WHAT ARE WE LEARNING?



The issue is, ‘why do our institutions not flex?’ For all of the rhetoric about high flex learning and flexible environments, we expect students and teachers and community members to contort their

lives to fit education and institutions, but institutions don’t bend back reciprocally...The challenge, I think, is for every time your institution asks you to do something, we should expect our institutions to do something in return.

ROBIN DEROSA

tution. Because I study institutions and inequalities across institutions, I know that’s not the case everywhere. We’re at a moment where we can figure out what this looks like, and we can do this. I’m hopeful.

PHIL HILL (Mindwires, LLC) No matter what happens, higher education is resilient and adapts more than it completely changes. I think there’s a lot more ability to adapt in institutions and in faculty and staff than people give it credit for. And, I’ll give you one example the fact that almost all schools went online in a matter of three weeks...My point is that the pandemic didn’t shut down the system. You didn’t hear about this entire state that couldn’t even offer classes to community college students. I think you have to, in my opinion, give credit to how resilient and how adaptable higher education has proven itself to be.

LESTER SPENCE (The Johns Hopkins University)

At the same time that we have a world altering crisis that we are all on pins and needles about as far as what it’s going to mean, we have increased austerity. A number of universities have used this as an opportunity to make cuts in benefits; to make cuts in salaries; and also, to make cuts in labor. There are austerity policies that Johns Hopkins put forth when the pandemic started. How are other institutions following this? We know that when we talk about Hopkins or Georgetown, we’re really talking about a thin slice of the university population. Most universities are not like Georgetown and Hopkins. Most universities barely have an endowment, much less an endowment in the billions of dollars. How do these dynamics actually affect them?

LORI CARRELL (Chancellor, University of Minnesota, Rochester)

I’m also watching how well we’re doing with the tolerance of ambiguity, a student learning

outcome many of us measure. Yet now, as higher education professionals, we are also being challenged to tolerate ambiguity – like never before. And how are we doing with that challenge? Are we building resilience? Are we collapsing? Are we supporting each other? Are we turning on each other? Are we turning toward each other, becoming more of a cohesive community across roles? The well-being of the whole enterprise is not just about the money, it’s also going to be about how we manage, individually and collectively, as we endure a period with many unknowns.

DAVID STALEY (The Ohio State University) I am not seeing as much opportunity as I was anticipating in institutions rethinking, or reinventing, themselves, or thinking about innovation. In other words, taking the opportunity of COVID-19 to rethink their mission, to rethink what their value proposition is. I suppose one might have thought that the COVID-19 crisis was an opportunity to visit innovative models, to really re-imagine what an institution could be. I don’t know if I’m seeing as many instances (of innovation) as I would have hoped.

ROBIN DEROSA (Plymouth State) The issue is, ‘why do our institutions not flex?’ For all of the rhetoric about high flex learning and flexible environments, we expect students and teachers and community members to contort their lives to fit education and institutions, but institutions don’t bend back reciprocally.... The challenge, I think, is for every time your institution asks you to do something, we should expect our institutions to do something in return. What changes are you making for COVID? What shifts in how this is shaped are you willing to bring to the table with innovative pedagogy and students willing to go on Zoom while they’ve got their baby brothers and sisters hanging on them and their parents are out of work? Everybody’s trying, but how do we get our structures to try just as hard as we are?

ED AYERS (University of Richmond) The great strength of American higher education is biodiversity. As we standardize, we lose the flexibility that comes from each institution being able to adapt itself in a way that different organisms do to these different situations. So I worry a lot about the monoculture that’s emerging and...about the retraction of public support which has fed the cycle, in which institutions should have to take care of themselves.... So what do I predict? I predict that too many people have too much at stake to let the system collapse. But I do believe you can see it erode. You might actually think about this as global climate change. We’re not going to wake up tomorrow and not be able to breathe. But we are finding that there’s going to be a degradation of the environment over time.

WHAT ARE WE LEARNING?

STEVE EHRLMANN (The George Washington University, Ret.) One of the features of institutions, especially in research intensive institutions, is extensive autonomy for faculty. Lots of people were attracted to colleges because they really valued that individual autonomy. There are some faculty and staff who would see any attempt to work collaboratively on jointly agreed goals as being, ipso facto, an invasion of their academic freedom. But if faculty are unwilling to adjust their courses so that learning is cumulative, it will be almost impossible to improve learning outcomes from those academic programs. It's the need for a cultural change of that sort, as much as anything else, that's going to be a limiting factor on universities' abilities to work on a scope that's larger than a single faculty member, center, research program, or course.

ADAM BUSH (College Unbound) When we're talking about changes of this moment and changes tied to this COVID moment, they are now urgent. But what we define as a moment is not just a 2020 moment, it's a big "M" moment. The intricacy and creativity of this moment that is necessary. And that's about a government response with higher-education. If we look at it as a public good, it then has a need to be nurtured and cared for in different ways. What does it mean to support an infrastructure of democracy and health and well-being that itself is going out of business?



I am not seeing as much opportunity as I was anticipating in institutions rethinking, or reinventing, themselves, or thinking about innovation,... taking the opportunity of COVID-19 to rethink their mission, to rethink what their value proposition is. One might have thought that the COVID-19 crisis was an opportunity to visit innovative models, to really re-imagine what an institution could be. I don't know if I'm seeing as many instances (of innovation) as I would have hoped.

DAVID STALEY

NOAH PICKUS (Duke University) Most of higher education combines three elements: the brand value of the degree, the social experience, and the education itself, whether vocational skills training or a broader humanistic experience. To date, consumers haven't been able to disaggregate these very well. But we're starting to see that happening as they question the value of their overall educational experience depending on which parts of that organic experience are now diminished or removed. When you lose the organic combination of the three components, we're seeing how precarious each aspect is.

WHAT ARE THE OPENINGS FOR MEANINGFUL CHANGE?

As Fall 2020 unfolded, the summer-long efforts to prepare faculty to deliver a higher quality of hybrid and remote learning began to be realized. Similarly, the mounting evidence of differential impact on students started to emerge. The insights of the interviewers in this section provide a framework and set of questions for approaching the lessons of 2020 overall, and how campuses might look forward to what is beyond.

What will this turn into? Will it move us forward or backward? Everyone acknowledges that institutions are paying attention in new ways, and in the case of racial and systemic justice are making statements of intentions. Much of the insight in this section speaks to the questions of turning those intentions into action. The openings of this moment are many. We have arranged these insights into four compelling questions and challenges:

- How will institutions take responsibility for long-term change?
- How will institutions turn their awareness of inequity into a response to injustice?
- How will institutions invest in quality teaching and institutional learning?
- How will institutions prioritize structural change in the face of financial constraint?

This section begins with higher education's intrinsic qualities both for consistency and adaptability. But the challenge is in seeing this moment for something deeper—the “root cause”—of problems that we have a fresh choice to see and address. How will institutions move beyond “cosmetic or token change” to lasting changes along the vectors of equity, inclusive and engaging pedagogies and systemic justice? How will institutions maintain the passion and intensity of the Summer and Fall of 2020? The insights here situate these questions not only in terms of building on the momentum of adaptation but in finding new ways for higher education to provide societal leadership on these issues.

This is especially salient with regards to pivoting from a recognition of inequity to a commitment to racial justice. For predominantly white institutions, what might it look like to become institutions that are not “centered on the white experience” or to design educational experiences for all students, especially minoritized students, to produce “liberatory outcomes” and not merely track graduation rates? The widening awareness of the inequitable impacts of COVID in the context of remote learning open outward into the deepening awareness of the systemic inequities that are hardwired into the system. Our interviewees ask, “what could transformation look like given these complexities?”

Among the directions pointed to are the ways that institutions might continue along the vectors already valued by educational developers on campuses. These include the evidence-based practices behind inclusive and engaged pedagogies, high-impact practices, professional development, and intentional learning design. The adaptation to the forces of 2020 has the potential to give new energy to these efforts, including a new openness to hearing the voices and needs of diverse students, as well as the interests and commitments of faculty and academic staff.

WHAT ARE THE OPENINGS

This section ends with a set of reflections on the cautionary conditions of financial constraints posed by pandemic and its aftermath. Will institutions use these conditions to shift institutional priorities? Will the lessons of 2020 have influence on the shape and direction of these priorities? Ultimately these questions are rooted in the visionary potential that our interviewees pose throughout these excerpts. Will higher education capitalize on the expansion of hybrid and virtual learning to similarly expand the reach and access of high quality learning and degrees? Will higher education seize this moment to expand what is politically possible? Will colleges and universities sustain their apparent commitment to structural change and contribute to the dismantling of systemic injustice? The perspectives here do not claim any clear pathways, but seek to give at least some shape and texture to these openings.

How will institutions take responsibility for longterm change?

THE EVOLVING CRISES IN 2020 put forth the impetus for real, lasting structural changes across the broader higher education ecosystem. How might we sustain the energies and attitudes needed to overcome a honeymoon period and move beyond reactions to the external environment? Interviewees remind us of the power and responsibility of higher education institutions to live up to our institutional missions by first responding internally to address reactionary obstacles. Interviewees' urgent calls for change include the restructuring of traditional academic modules and the increasing necessity of inter-departmental collaborations to break down academic silos between faculty and other educators, academic staff and professionals. On a systematic level, interviewees challenge our leadership and policymakers to reevaluate educational access which currently hampers equity and justice.

KEVIN GANNON (Grand View University) I think the twin pandemics has shown us the complete inadequacy of cosmetic or token change. It has shown us the urgent need for systemic change. Which leads to the second point that it's laid bare the imperative for us to think boldly and imaginatively, because systemic solutions don't just come out of status quo thinking. We need to be thinking systemically. Really look at the root level of these things and say, 'What are we going to do differently as an institution, as a system?' Because I think you know the inadequacy of surface level change. You can't ignore it anymore.

GINA GARCIA (University of Pittsburgh) Colleges and universities are supposed to be at the forefront of new ideas. We're the ones creating new knowledge. We come up with solutions. We're the big thinkers of the world really and people look to us. So, why aren't we the ones that are leading the way of thinking innovatively and outside the box? We need to be thinking how to do all of these things: anti-racist work, being committed to climate change, and positively addressing climate change. We need to be the ones and we can't



If we're concerned about public perceptions of higher education, we must understand that there is no one else to take on this responsibility except for educators.

LORI CARRELL

keep doing it the same way we've been doing it since 1920. One hundred years have passed and we let it solidify in 1920, and have just continued to reinforce those structures that don't allow us to be all that innovative and think outside the box. We come from across the whole spectrum, but we are all the big thinkers and we need to start being the ones that are able to think and push for new ideas.

DAVID SCOBAY (Bringing Theory to Practice)

I am struck by, at least in this moment, the seriousness of

WHAT ARE THE OPENINGS

institutional response. Seriousness in the sense that people are understanding the dimensions of this. That it's about changes in curriculum. That it's about having a welcoming campus that doesn't center the experience of white students and white faculty. And that names in a direct way racism and white supremacy. That doesn't soften our grappling with the problem. I think that seriousness has not yet translated into a kind of well-set form of responses, and different institutions are doing it in different ways.

ED AYERS (University of Richmond) We're our best chance — 'we' being higher education. But we're also canaries in the coal mine. We are built to sense what's going on in the larger environment. We feel things before anybody else does and feel them more strongly. We're criticized for being 'snowflakes' or politically correct, but what it really means is that we're paying attention to who people are and we're seeing them when they're 18 or 19 as they come into the world. I think that what you'll see is that the institutions are going to prefigure what the rest of the society will be feeling ten years from now.



Every school is a public institution and needs to act like that for the public good. I think too often schools are acting for their own safety and security. So there's a reframing of 'What does it

mean to be a school that centers on the public good,' where at each level of the school each person is able to be their full self in that space?

ADAM BUSH

LENÉ WHITLEY-PUTZ (Foothill College) What happens is that the protests become a memory. They become part of 2020—"Oh My gosh, the summer of unrest." Or, "The summer of COVID" and then institutional change doesn't happen. So how do we maintain that sense of passion and desire to change when things do settle down a bit? That's going to be the key— can we maintain our desire for change?

LESTER SPENCE (Johns Hopkins University) We really have to think about what political resistance should look like in this moment because we are in a fight. We're in a struggle that's going to take the rest of our lives. One way to think about four years out is about defeating Trump and then everything is gold. No — this is just the beginning. This is a worldwide tendency and what we have to also think about is

what taking politics seriously means; not politics as consensus building or as technocracy; politics is people fighting for our interests; fighting to seize power. What does that look like and what should that look like? We may even find that once everything seems to be OK, the window for change closes if the pandemic is somehow defeated. Moments like this create for more progressive racial politics or more progressive black politics. We can extend that to a range of issues.

ADAM BUSH (College Unbound) In higher-ed, there's schools that are seen as public institutions, there's schools that are seen as private institutions, there's schools that are seen as non-profit institutions, and for-profit institutions. Every school is a public institution and needs to act like that for the public good. I think too often schools are acting for their own safety and security. So there's a reframing of 'What does it mean to be a school that centers on the public good,' where at each level of the school each person is able to be their full self in that space?

ROBIN DEROSA (Plymouth State) Universities need to start listening to students, staff, and faculty to make changes that work for them. Instead of creating systems that cater to the contours of an institution, institutions should flexibly adapt to the contours of the lives of the real people who learn within them.

NOAH PICKUS (Duke University) Most institutions are scrambling to respond to changes in the external environment: doubts about higher education, rising costs, improving technology, and demographic change. But few have an internally driven innovation system that enables them to anticipate and shape that environment. For the long-term, schools will be best served by developing this internal capacity rather than always scrambling to respond to the latest (real or imagined) trend. One area in particular is especially challenging: taking on issues like inequality requires universities to put their foot on the gas; fostering an atmosphere in which there is genuine give and take among different perspectives asks universities to tap the brakes and slow down the rush to judgment. It's difficult, but necessary, for institutions to do both of these at the same time.

LORI CARRELL (Chancellor, University of Minnesota, Rochester) This situation showcases the need for all of us (especially faculty) to lead from within higher education, as opposed to letting the external events be The Disruption that shifts everything for us. How we adapt is critical, but even more vital is how we become intentional as a collective. We want to lead rather than react. We have this commitment to educate citizens for the democracy. Where's the critical thinking? Where's the ethical foundation? Where is the evidence and impact of the core competencies we

WHAT ARE THE OPENINGS

thought our lives and institutions have been producing in graduates? The demand for action is for new action — different action — because what we've done hasn't worked to the extent we expected. The impetus to be creative is there, and yet, we have this exhaustion and ongoing fear of being ill or making others ill. Can we create new ways forward in this historic time, or is endurance all we can hope for?

LESTER SPENCE (The Johns Hopkins University)

Part of what we're seeing is a wave of attempts to seize the moment. Moments like this are moments in which an opportunity exists to expand the borders of what we think is politically possible.... People have been fighting against this for a while but a moment like this is a time where faculty members ... can say, 'This is a time where we can actually rethink a range of pedagogical elements about our department and then a range of symbolic elements about our department'.... You can refigure the university at both the undergraduate level and the graduate level as far as teaching, and then the faculty level as far as hiring.

SARA GOLDRICK-RAB (Temple University) I believe that over 4000 institutions in this country could be the right number, but not the way we're doing it. We need fewer institutions that are tiny and that are not accessible to the public in real ways — accessible and accountable to the public. We need fewer places with high price tags and low admission rates. We need a lot more community colleges and regional universities located in as many counties as possible all over the country, with democratic control. Pennsylvania is one of the least affordable in the country and having so many challenges. People are talking about colleges closing. We have an enormous number of private colleges and yet 18 counties without a college in them. We do not need to downsize Pennsylvania higher education; we need to grow it. We need to grow the community college system.

LORI CARRELL (University of Minnesota, Rochester) If we're concerned about public perceptions of higher education, we must understand that there is no one else to take on this responsibility except for us, the educators.

How will institutions turn their awareness of inequity into a response to injustice?

HIGHER EDUCATION APPEARS to be increasingly aware of its built-in inequities and is recognizing how inequitable structures were created, and how marginalization was built into the current system. Will this reckoning lead higher education to re-imagine its structures to envision the possibilities of a racially just system? Will institutions strive to hear the unheard, see the unseen, empower students, and engage their communities in achieving equitable outcomes? Will schools use a racial justice lens to examine their campus culture, curriculum, admissions, financial supports, and other school elements? Will institutional leadership, including trustees, band together to actively do anti-racist work? On a broader level, will outside influencers take an active, engaged role in influencing systemic change? Will institutions collaborate to advocate for their one common element: their students and their needs?

ADAM BUSH (College Unbound) In this essay from Arundhati Roy that everyone was sharing at the start of the pandemic, she described the “pandemic as a portal.” How do we in this moment then think about the possibilities of re-imagining? There’s this other quote of hers that I look to a lot where she provocatively suggests, “There’s no such thing as the voiceless. There’s only the deliberately silenced or the preferably unheard.” I think that’s what higher ed is grappling with. We’ve been deaf to our own ideals. It’s really in this moment now we’re thinking about, what does it mean to work in solidarity with communities that are marginalized and most challenged by racial, economic, and gender injustice around issues that impact them and us? What does it mean to build institutions that don’t further inscribe those injustices but dismantle them?

GINA GARCIA (University of Pittsburgh) If we’re going to be active and doing anti-racist work, we’ve got to be active and be politically engaged as well. And I’ve been talking a lot about what I’m calling liberatory outcomes. Graduation



Even though it may not be intentionally designed for inequities, those inequities are built into the system. And if we don’t understand that better, track that better, and then make changes that are systemic in nature... we may be in the same place we are now, and no one can afford to have that happen.

BRIAN BEATTY

rates aren’t enough. What are those liberatory outcomes? What are outcomes that show liberation for particularly minority groups, and civic engagement is one of them. Civic engagement is a value that colleges and universities have had historically. If I think about the history of higher ed, we’ve

WHAT ARE THE OPENINGS

historically valued being engaged with communities. But it hasn't been necessarily for the sake of social movements or liberating minorities. If we want civic engagement and civic outcomes in higher ed, which we always have, how do they tie in to empowering and liberating minoritized groups? It's not about altruistic work by universities and colleges. It's about empowering students to do it themselves.

KATHLEEN FITZPATRICK (Michigan State University) Now that we are looking at a moment of much greater diversity in higher education, we're forced to recognize the ways in which all of the structures of these institutions were determined at a moment of some really deep exclusions that still run through the ways our institutions work: what they value, what they reward, and how they hire and promote in order to ensure a community that is really in communication with the world that surrounds it.

LORI CARRELL (Chancellor, University of Minnesota, Rochester) In terms of racial justice and equity, we documented hundreds and hundreds of efforts that already exist in our university system. I talked before about The Great Exhaustion. I want to also exhale with The Great Disappointment in ourselves that all of these efforts in our stated commitments, our declarations, our strategic plans, our special programs – all of this effort has not put a dent in systemic racism and that's discouraging to those of us who've given our lives to higher education. So, the demand for action is for new action, different action, because what we've done hasn't worked. The clarity of now can be a catalyst for creativity. And so your question itself inspires me and tonight I hope I get enough sleep to do something more and different tomorrow. And I hear in many conversations that's where a lot of faculty and staff are, emotionally and intellectually.

BRIAN BEATTY (San Francisco State University) I was an administrator for eight years on our campus. We knew we had gaps and yet we didn't know what to do about it. We tried tweaking things around the edges and we'd have a little impact. But guess what, this is part of a huge social system and that system is pretty powerful. Even though it may not be intentionally designed for inequities, those inequities are built into the system. And if we don't understand that better, track that better, and then make changes that are systemic in nature...we may be in the same place we are now, and no one can afford to have that happen.

DAVID SCOBIEY (Bringing Theory to Practice) Predominantly white institutions and white academics like me have not fully and honestly grappled with [systemic racism].... We need to come to grips with, in the case of higher education institutions, how deeply and subtly and insidiously



Obviously, there is still massive structural inequality and many entrenched policies like legacy admissions that I haven't seen movement on, but that have been big contributors to inequality and unequal outcomes. So we'll see if some of those things also shift in the coming years.

SABRINA MANVILLE

marginalization is designed into very ordinary and unexamined institutional practices and what we can do about it.

SABRINA MANVILLE (Edmit) What is the value of higher education? This is an important question because so much of the traditional student experience has been pushed into disarray. Colleges are having to adjust what "product" or "service" they can provide in a pandemic and how they will price it.... The financial issues that families are seeing as a result of COVID have also forced changes in financial aid and admissions practices which may result in greater equity and access (for example, the test-optional movement, or a higher availability of need-based financial aid).... Obviously, there is still massive structural inequality and many entrenched policies like legacy admissions that I haven't seen movement on, but that have been big contributors to inequality and unequal outcomes. So we'll see if some of those things also shift in the coming years.

GINA GARCIA (University of Pittsburgh) I write about long term change at universities, I write about structural change and what structural change will look like. I know that structural change is going to take time; that's where I get sort of worried that we're going to fall back into our old ways if we don't stay diligent and if we don't keep pushing each other to continue to do this work well long after 2020. This has got to go on; this has got to be our new normal, to use that term normal, that we have to be constantly doing anti-racist work in colleges and universities, which means deconstructing a lot of what we do. We've got to redo a lot of things. What if your Board of Trustees isn't committed to anti-racist work? or being a Hispanic Serving Institution? Or, when is it going to be a part of the accreditation process, to be doing anti-racist work, not diversity and inclusion work? Not those coded terms we use about multiculturalism or internationalism, or whatever it may be, but are you doing anti-racist work or not? Because it's going to be in the accreditation process. And so I think that until all those external influences are doing it, then it's not going to happen.

WHAT ARE THE OPENINGS



I worry tremendously that particularly the Black Lives Matter part of this is going to wash over, and someone will hire another Chief Diversity Officer and think they're done. I hope that's not the

case, but I see a lot of reasons for higher ed to try to maintain the status quo because whiteness is just so integral to the enterprise, probably in ways I don't even know about.

SARA GOLDRICK-RAB

KEVIN GANNON (Grand View University) There are interests that stretch across higher education, regardless of institutional type. And I think the umbrella that we can all stand under is we need to advocate for our students. And so, I think we need to be much better about communicating. There are a lot of different levels of inequity here, and just because the school is a public school or a second-tier regional university doesn't mean that they should be doing things in an inferior way, if for example, when we say supporting students, we mean supporting the two-year students, the four-year college and university students. And so of course that involves higher education in the larger national conversation

about structures of inequity. Because supporting our students means that minoritized students aren't having their cognitive bandwidth depleted by a days worth of micro aggressions, or encounters with law enforcement, or rent and housing discrimination. Higher ed needs to advocate for that; higher ed needs to advocate as they have for undocumented students, as well as for international students. Institutions, especially institutional leadership, has to be apolitical, and I get that, but take a stand. Take a position. Use your institutional heft for something besides increasing your endowment.

SARA GOLDRICK-RAB (Temple University) The other fact is that inequality and whiteness has pervaded the academy forever. We've been talking more and more in recent years about whether it's possible if higher ed generates as much inequality as it ameliorates, but we've known that. The President of the American Sociological Association gave an address in 1974 about that problem. It's not new. What's happening now is that people who have been speaking about this are being heard a little more. I don't think we should assume that they'll actually be listened to, which means acting on what they hear. I worry tremendously that particularly the Black Lives Matter part of this is going to wash over, and someone will hire another Chief Diversity Officer and think they're done. I hope that's not the case, but I see a lot of reasons for higher ed to try to maintain the status quo because whiteness is just so integral to the enterprise, probably in ways I don't even know about. I think everyday of another thing I didn't notice about where whiteness is sitting.

How will institutions invest in quality teaching and organizational learning?

AS WE PAY ATTENTION to the quality of our teaching and learning, interviewees discuss the intentional decolonization of curriculum design that needs to happen, particularly as it relates to racial justice pedagogy. Specific ideas about equitable teaching, holistic student learning that invites their unique assets to the classroom, and experiences that support student agency are brought to the forefront. Within these learning design paradigm shifts, better integration of real-world project-based learning where students take ownership over existing issues can eliminate the idea of institutions as transactional business models. In return, the image of higher-education's role can be transformed by the meaningful experiences offered to students. Meanwhile teaching and learning centers and instructional designers play a key role in this transformative rethinking as it pertains to racial equity, where faculty are engaging in local and national professional development on this topic.

KEVIN GANNON (Grand View University) We are going through a process of very rigorous and intentional thinking and rethinking of our core structures: Why do we do the things we do? I think that's our job in higher education is to figure that out and be much more sensitive to curricula. Those are the formal structures where we can embed equity. And the curriculum is the formal face of that larger worldview, that larger philosophy. I think what is going to be one of the trends we see in the next several years is a real look at the curriculum, whether it's through a decolonial lens or social justice lens, or informed by what has been laid bare this past year. If we in higher ed aren't sitting back and saying, 'What are we teaching? What are students learning and does it align with the problems that we very clearly see in our world?' If we aren't having that conversation, then we just need to get out.



If we in higher ed aren't sitting back and saying, 'What are we teaching? What are students learning and does it align with the problems that we very clearly see in our world?' If we aren't having

that conversation, then we just need to get out.

KEVIN GANNON

ARAS BOZKURT (Anadolu University) We have to put trauma informed pedagogy as part of the regular curriculum. Our students face all sorts of issues during the COVID-19 crisis but it is not limited to that, especially among minorities. Without eliminating the psychological distance you cannot be successful in any learning modes, online or face-to-face.

WHAT ARE THE OPENINGS

LORI CARRELL (Chancellor, University of Minnesota, Rochester) There's a need for a fundamental, radical change, not just to what we teach, but to how institutions design, develop, and make decisions about curriculum. This revitalization needs to be approached with the learner in mind as we leverage the research on teaching, learning, and equity-based high impact practices. Higher ed is producing relevant research results – let's apply them to our own practice.

NOAH PICKUS (Duke University) The biggest opportunity is what's going to happen with pedagogy. We have the greatest opening I've seen in 30 years to actually focus on what we mean by quality education and top flight teaching and learning. But, I have a lot of doubts about whether we're going to sustain that.

ISIS ARTZE-VEGA (Valencia College) An extension of that equity-minded commitment is to not only remind ourselves that our students come in with enormous talents, abilities, skills and assets, but also to leverage them to devise not just equity-minded, but asset based pedagogical practices where students can bring those strengths, bring them into our institutions, and use their strengths as part of their experiences. We still ask them to leave themselves at the door and then to acclimate to us, to assimilate to us, and be more like us to be successful. I think we're missing out on their enormous talents. I would hope that we spend more time thinking about what it looks like to be intentionally asset-based in all of the ways that we engage with our students in and out of the classroom.



We have the greatest opening I've seen in 30 years to actually focus on what we mean by quality education and top flight teaching and learning. But, I have a lot of doubts about whether we're going to sustain that.

NOAH PICKUS

ADAM BUSH (College Unbound) How is it not the role of the school to allow a student to dictate where they want to go that isn't about the accumulation of these classes leading to a major but about, "This is the work I want to do in the world? How is the school in service of that goal? It's not project based learning, it's 'whole student learning.'" That's a really important switch for undergraduate higher-education and adult learners, but really for higher-education as a whole. To me, that's an asset and equity-based approach towards higher-education.

ARAS BOZKURT (Anadolu University) The biggest contribution among many things would be designing learning spaces that eliminate transactional distance. When I say transactional distance I mean psychological distance, cultural distance, emotional distance, and socio-economic distance... Pedagogy of care is very important. And I think we don't need to design learning just for educational and pedagogical objectives, but we have to always remember that learners are humans with hearts and souls. If we cannot invade their hearts and souls, we cannot access their brains and cognitive dimensions. This is something ignored in many practices, but something we have to focus on.

DAVID SCOBAY (Bringing Theory To Practice) In this moment of crisis and transformation, teaching and learning have to attend to that holistic and embodied affective need of the person learning with all of her faculties. And at the same time, because [a focus on holistic learning] is often taken as a psychological individualism and turning inward, [we need to stress] that it's actually the same process as endowing students with a sense of agency and a calling to make a change in the world and to see themselves as changemakers.

STEVE EHRMANN (The George Washington University, Ret.) Some institutions are cumulatively improving the quality of learning, equitable access, and affordability. If you look at their web pages aimed at potential students, the message is that students are expected to be agents of their own learning. The long-term trend that I'm seeing is towards slowly growing emphasis on students working on complex, real-world kinds of projects, and projects that matter to them beyond the issue of what grade they might get. For instance, projects being able to be used by people outside the university: service-learning kinds of things and internships. We have been presented with several overwhelmingly important issues for students to work on. These are the kinds of challenges that motivate many students to think that 'I've got to take this seriously because this really matters,' – projects having to do with climate change, having to do with Black Lives Matter, having to do with global pandemics. Such projects provide a lot of opportunities for institutions that have begun to shift towards preparing students and giving students exercise in using their own minds, applying what they've learned to something that's important.

ED AYERS (University of Richmond) Students coming to college now are sensitized to the issues of climate in a way that no generation before has been and they seem to have a civic understanding that's greater than those that I've seen before, and a civic commitment that I think is going to play out in lots of powerful ways. I think that the job of

WHAT ARE THE OPENINGS

those of us in humanities is to show that the humanities are tools, too, and that they make a difference in the world and that they are critical.

DAVID STALEY (Ohio State University) Academics will have to think differently now about access to power and about holding power. We like to think about speaking truth to power. Rather than being at sort of a distance from that world, some of us, not all of us, will need to practice policy and political authority. And those of us in academia will need to see that as something valuable and that we reward.

ROBIN DE ROSA (Plymouth State University) What I'm trying to do is not so much train faculty and administrators but instead to involve them in a vision and a set of values that will guide us as we remake ourselves if things are going to change. And I think it is learning communities that are going to be the future of education and that means that instead of delivering education, we're going to develop education collectively. That's the best way to make sure that people who need education are having their needs met because they're involved in how we build it and how we deliver it, and how we organize it, and how we talk about it.

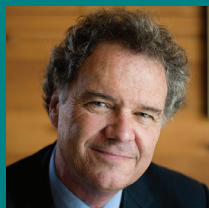
ISIS ARTZE-VEGA (Valencia College) Another of the changes that will likely last is the role of online learning. We have students who realize that this fits their complex lives. We have faculty who have now made the shift and see that it affords them some flexibility. This kind of shift to online learning would have seemed inconceivable. But we did it. We proved this to ourselves that this could be done. We learned something about ourselves.

ROBIN DE ROSA (Plymouth State University) The message was, we have got to do more online learning, that's the future of education. And then when COVID hit, we immediately heard from the same people that online learning is subpar and our students need to be back in the classroom. The future is face-to-face, because that's where real learn-

ing takes place. Obviously, both of these are super flawed narratives. I'm hoping maybe [how] we can come out of this, because I can see a lot of really good work being done, is that we stop talking about the ridiculousness of online or face-to-face. Instead, we talk about the things that matter in learning like connection, curiosity, collaboration.

LENÉ WHITLEY-PUTZ (Foothill College) I think one of the lasting trends is that there will be more professional development for faculty that will become a piece of the professional development landscape from here on out. That technology is not an add-on that people can use to augment their work in their classroom, it's going to be a necessary part of learning how to use the classroom. That the course management system is going to become a much more important piece of how we imagine our courses and what we imagine for a disaster plan. We've been trying to teach people for years that their syllabus should include a disaster plan if they're using technology then they need to have something in their syllabus that says, in case of disaster, 'This is what we're going to do.' I have engaged in national professional development, but in the last few months, the level of engagement has risen exponentially and I hope that we're able to sustain it. I see us engaging in professional development not only locally, but also nationally, and that we're sharing a lot of information. And so I think that the dialogue has just changed, the way that we dialogue, and the desire to work with other people and to share with other people has changed.

ISIS ARTZE-VEGA (Valencia College) I have seen it work remarkably well for faculty who come in thinking that they're going to experience something highly technical, and then through that they embrace the broader teaching and learning literature and opportunities. There's no limit to the impact an Instructional Designer can have in partnership with faculty to advance almost any goals that we want to realize in our students through faculty... As it pertains to our goals around racial equity, how powerful not that just some individuals in Institutional Research or in the top floor know that we have an equity gap when we look at our numbers, but that we say that publicly, we commit to changing it, and then we track progress along those lines, so that we don't see differences in student performance on retention, on graduation, on some of those key metrics that we already track. We want to see the differences based on student's background characteristics become more and more narrow over time. I want us to be more visible around that, as part of the accountability, us holding ourselves accountable and also saying to our stakeholders, "This is important to us, please hold us accountable for making progress here."



Students coming to college now are sensitized to the issues of climate in a way that no generation before has been and they seem to have a civic understanding that's greater than those that I've

seen before, and a civic commitment that I think is going to play out in lots of powerful ways.

ED AYERS

How will institutions invest in learning design and instructional design?

HIGHER EDUCATION HAS SEEN the value of instructional designers. Pre-COVID, many institutions did not invest in learning design, but now universities have seen the need and benefit to invest in designers and accelerate innovation and faculty development as schools consider a larger presence for hybrid methods. Will institutions invest in learning design as an opportunity to utilize digital pedagogy to improve student outcomes by creating collaborative relationships with faculty and staff? Will schools empower instructional designers to seize the opportunity to create better learning environments for all students?

SABRINA MANVILLE (edmit) Instructional designers are on the front lines of the changes that universities are making. So far, there have been a lot of band-aid solutions to shifting online, but, there's definitely an opportunity to bring in new innovations that have not been considered before. Universities will also see the need and value of investing in designers, we hope, as there will be greater scrutiny on what happens in the classroom when other aspects of the college experience are not there.

PHIL HILL ((Mindwires, LLC) The traditional but artificial view of instruction as fully in-person or fully online misses the rich and growing overlap of hybrid methods. With COVID accelerating this trend, we are seeing higher education transition to a combination of the two formats. Instructional designers will be a key resource as faculty adapt to this new learning environment.

ARAS BOZKURT (Anadolu University) Instructional designers, especially those experts on online education, became very valuable during the crisis period. But many of the higher education institutions didn't invest in them and there's just a few of them. They really work a lot like the doctors and nurses at hospitals trying to put content to online space to ensure the continuity of education. Their roles were very critical and probably after this point will be more critical during the emergency or remote education practices. We have seen that most of the people really don't know what online learning is. At this point, instructional designers...have a critical role because what they design, they will echo on the learner's side.

WHAT ARE THE OPENINGS

DAVID SCOBEY (Bringing Theory to Practice) Instructional designers are integral to the future of higher education. In particular, there is a potential for deep collaborative and organic relationships with faculty and staff educators—advisors, program managers, civic engagement workers—to model what is possible for academic innovation. Administrative leaders would do well to provide the space and resources for such collaboration.

KATHLEEN FITZPATRICK (Michigan State University) It is time for higher education to be ready to look at what digital pedagogy can do well and for institutions to reach a mature relationship with technology. Instructional Design has an opportunity to create a collaborative relationship instead of a service relationship.

BRIAN BEATTY (San Francisco State University) As problem solvers, instructional designers are well positioned to bring change by emphasising a variety of best practices, having a range of solutions and developing ‘design stories’ to introduce new ways of instruction to faculty.

ROBIN DEROSA (Plymouth State) What I want instructional designers to say is what are the opportunities that we have in this learning moment right now, in this environment that you’re designing, and who’s at risk and why are they at risk, and how can we address those risks? I think if we don’t do that as instructional designers, as faculty, as provosts who love our missions, then the industry is going to do it to us and it’s not going to be good for students.

KEVIN GANNON (Grand View University) Ironically, in our education sector, more education is actually what’s needed. I think some faculty look at instructional design and they see ‘design’ and they go, ‘Oh, this person is going to build me a template and slap it into my course, and I’ve got to teach by the numbers.’ Of course, that’s not what’s happening. But that opens the door into having a larger conversation about, ‘What is effective teaching and learning?’ ‘How are you promoting student success?’ And then, ‘What resources can we bring alongside you to help you do what it is you already do well?’ That’s where the collaboration piece comes into it. There can be really effective forms of collaboration. As faculty, we should welcome instructional design and instructional support staff because we are allies. We are natural and fundamental allies in this.

SARA GOLDRICK-RAB (Temple University) I think we’re waking up to what instructional designers do and it’s going to be a good moment. I never heard of it before, but I can’t live without a UX designer now. In the world we do, our designer is like a unicorn to me. I wasn’t teaching in the spring when we pivoted online, but I learned I would be teaching online in the fall for the first time. One of my first thoughts was, I need to get an ID. I think instructional designers should be viewed in the coaching role. Professionals respond well to coaching as long the incentives are right to receive the coaching.

How will institutions prioritize structural change in the face of financial constraint?

THE TWIN PANDEMICS HAVE identified challenges and needs in higher education that will require intentionality and resources. This environment has shown not only the urgent need for systemic change, but also the imperative to think boldly and imaginatively. It is also a moment in time with an opportunity to expand the borders of what is politically possible, to refigure the university, and to commit significant financial resources more broadly to K-12 and college education. At an institutional level, the financial impact will not be equal. Schools are more fragile financially than they appear, but they should protect the practices that are known to work. There will be financial pressures on schools, and colleges will have to rethink their value proposition, while simultaneously looking at improving equity and access. At a school and classroom level, teachers need to engage students to monitor their progress and their environments in recognition of years of systemic inequities. Quality, access and affordability have to be thought about together. The financial impacts and affordability concerns require new sources of investment to rescue costs, such as employer partnerships. Higher education has learned from this situation that it needs to change and it needs to prepare for the future and innovate, but there's currently not as much innovation occurring as possible. There is a lot of untapped innovation left in higher education because it has been innovating around markets rather than people.

SABRINA MANVILLE (Edmit) There's certainly a rising awareness that there needs to be a clear and more well-defined value proposition if you're going to be spending that much money, so I hope that this results in colleges and universities shaping that [value proposition] and figuring out what is truly important to their students. They urgently need to justify the investments that families are making if they want to remain financially healthy, valued, and trusted.

LORI CARRELL (University of Minnesota, Rochester) When we listen to the students, we hear what it is they perceive they're paying for when they get to go to college. And then we administrators look at what actually costs money. And those two perspectives don't quite align. We know going online like this is a different experience but does it cost less? Faculty teaching the courses haven't had their salaries go down because they changed modalities; we still have to pay fairly. What's driving the cost and what's driving a perception of "I'm doing college and this is what college

WHAT ARE THE OPENINGS

means"... So there are expectations about cost and there are the actual drivers. Requests for lowered tuition during the pandemic are going to reveal a lot to us — like which things are extraneous to learning. ...And then it will be time to determine how we will make our choices as institutions, as an enterprise? Eventually, we'll discover how students of the future will make their choices about college, after being in K-12 during the pandemic. We can drive down costs by removing some of those things that are more ancillary — will that be acceptable?

KEVIN GANNON (Grand View University) Budgets in this sense, are moral and ethical documents. Because what you think is important is where you are allocating even scarce resources towards, and I think we see a generation of students now that is much more savvy, and much less willing to do with just puffery, that are going to hold institutions accountable to the things that they supposedly stand for. And I think that that's a development that will reshape many of the ways in which institutions of higher education go about their day-to-day business in the coming years...We've been seeing this for several years already in universities who have connections to enslavement in the slave trade, for example, and that history. Student pressure and community pressure to get university endowments to divest from fossil fuel, for example. 'Where is the apparel made that you're selling in your bookstore?' We have seen that idea of holding institutions accountable to the values that we say in our mission statements. These are things that we supposedly stand for as institutions anyway. So, I see a continuation of that, and perhaps more sharp edged and more urgent, more militant, and in my opinion, deservedly and happily so.

GINA GARCIA (University of Pittsburgh) For me, the way I'm thinking about it is actually bringing these two big major things going on at the same time together. So when I think about, 'How do I expand my own teaching and how do I expand the way I'm teaching these topics of racial justice, in the current environment where I'm going to be teaching online and continuing to social distance not be present with people?' I'm thinking about them together. What an opportunity to think differently about my teaching and also to think differently about how I can continue to do racial justice work in the classroom.

LORI CARRELL (Chancellor, University of Minnesota, Rochester) Costs are going to be a problem. Finances are going to be a problem. What's getting cut? How are we going to contract? If we're going to become protective as the cuts come, let's be protective of those practices we know are working to fuel student success. So first protect your experiential programs and undergraduate research. Your first year seminars and peer mentors. Your integrated writing



I know that structural change is going to take time; that's where I get sort of worried that we're going to fall back into our old ways if we don't stay diligent and if we don't keep pushing each other to

continue to do this work well long after 2020. This has got to go on; this has got to be our new normal, to use that term normal, that we have to be constantly doing anti-racist work in colleges and universities, which means deconstructing a lot of what we do.

GINA GARCIA

programs and capstone projects. These are among the types of learning experiences that all students need if we're going to get to equity. And the key to some of these decisions will be forming partnerships. Some of those partnerships may include future employer investment in undergraduate education, in public universities, and that's tricky as we consider values alignment as essential. There surely needs to be another funding source and it can't be students, especially if we're pursuing equity... I think partnerships are very much in our future. A fundamental question is presenting itself to us: How can we work together to drive down costs?

STEVE EHRMANN (The George Washington University, Ret.) Some institutions have been demonstrating that a single coherent set of initiatives can simultaneously improve the quality of learning, equitable access, and affordability. Here's one way that can happen. Learning improves enough in courses to improve retention, graduation rates, and speed to graduation. Some of those changes are called High-Impact Practices (HIPs) because they also accelerate the development of students from underserved groups. Affordability is improved too because improved retention, graduation rates, and speed to graduation save the student time and money; the institution earns more money while saving faculty time because they don't have to teach those students twice.

ROBIN DEROSA (Plymouth State) What I'm hoping we can start doing is to stop thinking about where the next market is and to start thinking instead where the needs are. Needs are attached to humans and markets are attached to money. When you investigate a need, you're talking to people and I feel like there's a lot of innovation left untapped in higher ed because we have been innovating around markets rather than people....The risks and opportunities that ed

WHAT ARE THE OPENINGS

tech, that multi-billion dollar industry was identifying were not risks about people's lives or opportunities for learning. They were about profit and loss. That cannot be the future of how we design. It cannot be based on a multi-billion dollar industry that's weighing opportunity and risk during a global pandemic on profit and loss.

ISIS ARTZE-VEGA (Valencia College) I hope that this momentum that I'm seeing and the action orientation I'm seeing around racial equity will manifest itself in curricular changes; and those tend to last. I'm also seeing, importantly, attention toward more inclusive hiring practices, and we know that faculty also stay if they are hired, treated well, and find themselves in a place that respects them and their many strengths.

DAVID SCOBIEY (Bringing Theory to Practice) We are in an incredibly existential nexus of crises, and there are many emerging trends and conversations on how academic institutions may thrive and survive in the long term, both in terms of resources and in taking new institutional forms. Although there is a lot of differentiation across the landscape in terms of responses, this is a transformative time and we need to push the needle in terms of what we think and what we do in response.

LESTER SPENCE (Johns Hopkins University) It (the digital divide) requires us to rethink how we allocate our resources. One of the dynamics that happens with the neo-liberal turn is that people, or institutions, or populations, who perform are given the resources, whereas people who aren't able to perform or aren't able to function properly, have resources withheld from them. I think one of the things that this moment takes us back to is the idea of actually giving resources to the populations that are in need of it, because



There are many emerging trends and conversations on how academic institutions may thrive and survive in the long term, both in terms of resources and in taking new institutional

forms. Although there is a lot of differentiation across the landscape in terms of responses, this is a transformative time and we need to push the needle in terms of what we think and what we do in response.

DAVID SCOBIEY

there was a moment in time where the digital divide, actually, was a bit more complicated than people thought because black and brown populations were more likely to have cell phones than other populations. ... So, what higher education can do is just ideational, is just articulating a set of ideas and standards about how to make higher education resources act more equitable, even in this moment, even when it's clear that there are some schools that have certain resources and some schools that just don't.

SARA GOLDRICK-RAB (Temple University) We built a system of second chances in higher ed. We then systematically defunded it. Now we need it more than ever, so it's time to embrace it. We need a Marshall Plan for higher ed that really solidifies our support of our public, regional, comprehensive universities, and our community colleges. That should help with economic inequality, not just for today's students, but for the people who could be students. I don't like it when people say that's just a transfer from less wealthy people to the people who go to college. Nonsense. Everybody is a potential college student. There are enormous swaths of people who haven't finished high school. We can help with that. I think that after the Great Recession, all of the gains, any of the recovery that we had, went to people who got education beyond high school. That's going to happen again. Rather than perpetuate the gap, there are so many people who seem so intent on the college wage premium existing, but they don't want to broaden access to higher education, lest the wage premium fall. I think you're just thinking about the problem all wrong.

ADAM BUSH (College Unbound) Intergenerational hope. How do you measure that? How in this moment—when we are in folk's homes differently through Zoom, through webcams, through courses where that's where the student is doing their learning and their documentation of that learning—how are we aware of that and the impact that a parent doing college at the kitchen table has on the larger household? How do we measure the justice we're creating and supporting in the world? At the heart that's what I always want to be grappling with.

DAVID STALEY (Bringing Theory to Practice) One of the long term changes will come in the definition of what we mean by 'grand challenges'...I think one of the things that will happen is that we are going to have to redefine grand challenges. Most certainly one will be global health, and the systems of global health...[another] of the grand challenges will be around the questions of systemic racism. The idea of a combatting or challenging or ending systemic racism gets defined as one of these grand challenges. I would like to see systemic racism as something that the university as a whole responds to as a grand challenge.

WHAT ARE THE OPENINGS

NOAH PICKUS (Duke University) If the high brand value institutions were to decide to expand their online presences, that could be good for students but bad for other schools. Of course, there's also the dystopian version of that, right? There's the Audrey Watters kind of version in which you combine a fixation on technology with a venture capital Masters-of-the-Universe approach and growing inequity, which leads to the worst version of education's future. Depending on who you're talking to and what vision they're giving you, it's easy to see pluses and minuses in their different models for that future. On the ground, what I see mostly happening right now, particularly for campuses that deliver a liberal arts education, there's more focus on augmenting than replacing their existing residential experience. Some of the schools are actively seeking, and others will likely be forced to seek, ways to provide higher quality immersive experiences, reduce the time to completion and tuition, and expand more forms of dispersed, non-residential education. Those are all salutary developments.

KEVIN GANNON (Grand View University) We are going through a process of very rigorous and intentional thinking, and rethinking of our core structures: Why we do the things we do?...And so we're already looking at ways that might we use these less than good circumstances, use these times, to sort of pilot, what hyflex might look like in sort of well-chosen areas for the future? Could it be part of our longer-term strategy going forward?... We're trying to be nimble. What we really decided we need to be looking for is, "What are the tools that will help build community, presence and engagement in courses?" I think having that sort of strategy in terms of responding to short-term needs, thinking about if we're going to make this investment, let's make sure that it's going to be one that continues to yield dividends for us, even after the immediate, or first wave of the pandemic, is over.



I think, at least at my own institution, a \$350 million question is how you figure out how to make something that we call a "shared sacrifice" not just rhetorical and not empty but instead figure out how to genuinely support the people that make up the institution and the lives that they live with us. It is not easy. I do not have an answer for this, but I do know that if we're not capable of doing that, perhaps our institutions shouldn't survive.

KATHLEEN FITZPATRICK

KATHLEEN FITZPATRICK (Michigan State University) I think most institutions right now are facing some budgetary challenges and are thinking very hard about how they're going to survive financially. And so we're going to see a wave of closures, we're going to see a wave of layoffs, and we're going to see general retrenchment, I think, across higher education institutions. How do we remain generous when basically you've circled all of the department chairs in your college and said one of your departments is going away? How do we maintain a sense of generosity and community at a moment when all of a sudden administrative staff positions seem disposable while faculty positions become more tenuous, but not in the same way? When those hierarchies and fractures on campus become visible, how do you maintain a feeling of community and generosity? I think, at least at my own institution, a \$350 million question is how you figure out how to make something that we call a "shared sacrifice" not just rhetorical and not empty but instead figure out how to genuinely support the people that make up the institution and the lives that they live with us. It is not easy. I do not have an answer for this, but I do know that if we're not capable of doing that, perhaps our institutions shouldn't survive.

From Adaptation to Transformation

Openings is about questions not answers, as this is a moment of open questions for higher education institutions. As we come to the end of Fall 2020, colleges and universities continue to adapt to the external forces of crisis and change, while at the same time looking to the ways that they can emerge stronger. The contours of this shift from adaptation to transformation, are at least outlined in the insights of the interviews here. These excerpts point to the constellations of questions that face all institutions.

These questions are at once challenging and hopeful. In preparing for Fall 2020, most institutions mounted efforts that at least exposed faculty on an unprecedentedly wide scale to evidence-based pedagogies and practices. Can this new awareness accelerate and deepen progress on active, engaged and inclusive teaching? On the other hand, 2020 has exposed the systemic inequities that have long existed, but were partially obscured and not well understood. Can institutions respond to this in structural ways?

Within these larger questions are many openings created and illuminated by the events of 2020:

- An opening for listening to student voices in new ways.
- An opening for sustaining momentum around faculty openness to evidence-based pedagogies and the role of sustained professional learning.
- An opening for increasing flexibility through virtual learning for institutions where online learning was less available or segmented from “traditional” learning formats.
- An opening for addressing inequities in systematic ways.
- An opening for new connections across silos, loosening barriers between academic and student affairs, faculty and academic staff, advising and other holistic student supports.
- An opening for revisiting what matters most to education in the context of new financial constraints.

One of the clear messages of these insights is whether and how institutions take advantage of these openings depends in large part on which commitments they are willing to make and with what accountability.

There are of course many ways to track institutional and system responses across the whole higher education sector. One salient approach constitutes the emphasis of the next phase of this effort, *Higher Education’s Big Rethink*: to focus on campuses and the ways that they are able to turn from “adaptation to transformation.” Specifically, how can institutions use responses and changes in practice deployed in the adaptation to Fall instruction as building blocks for long-term and sustained transformation? What are the most promising of these building blocks? How are they shared among institutions? What is unique to particular campus contexts, types of institutions or constituencies?

CONCLUSION

Based on the interviews excerpted throughout this volume, the Georgetown Big Rethink Team has begun to identify the outlines of these building blocks for change. The list below is based on the critical categories that emerged throughout this process, as well as scanning the trends and patterns of the national and international conversation about higher education. We might think of this list of questions as the beginnings of a strategic checklist for institutions as they take stock of their short term responses to change as proxies for their latent capacity for longterm transformation. Here is a sampling of how such a strategic checklist might take shape out of the kinds of insights excerpted in *Openings*:

Teaching, Learning and Student Engagement

What can be sustained and expanded from the ways that faculty were prepared for teaching in the fall to strengthen a quality teaching and learning agenda?

- What has a broadened population of faculty learned about evidence-based practices that can influence widespread practices moving forward—practices such as asset-based pedagogies, culturally-inclusive practices, asynchronous learning engagement, flipped classroom pedagogies, online and hybrid learning, an ethic of care, and holistic student outcomes?
- How can the broadened flexibility around course-based assessment from spring and fall lead to campus-wide conversations about more equitable assessment and grading practices in general?
- Are new learning design skills emerging that the campus is systematically investing in? Will a new teaching and learning center be created, or a preexisting one expanded?

From Equitable and Inclusive Practices to Systemic Justice

- Which key responses and changes to campus equity issues, as they arose from the shift to remote learning, have the potential to change campus practices longterm?
- What key lines of change were made in response to equity issues that can pave the way for structural changes, such as reallocated resources and cross-silo connections and communication?
- Are campus responses to the expanding consciousness around racial justice, diversity and inclusion seen as separate or connected to the equity issues related to the COVID adaptation?
- How might academic responses to COVID equity issues form the basis of strategies confronting systemic racism, from academic policies to decolonizing the curriculum?
- How might faculty engagement in preparation for virtual learning be leveraged into professional development equity and racial justice?

Data, Feedback and Organizational Learning

- How can campus leaders and educators leverage the lessons from what they needed to know in order to make decisions about student success and engagement during COVID as indicators of new directions for institutional data?

CONCLUSION

- How might campuses leverage the ways data were gathered and shared to inform new forms of feedback and transparency?
- How do the emerging priorities from teaching, learning, equity and systemic justice drive new data practices?
- How might new practices related to professional learning imply new strategies for organizational learning, with regards to feedback loops, mechanisms, and metrics for institutional effectiveness, growth and self-accountability?

Financial (Re)Investments

- How should the investments made pre-COVID that were instrumental in the institution's response inform the priorities for future investments?
- What messages can be taken from the redirection of funds under COVID to inform future priorities?
- How will an institution balance new investments that need to be made going forward based on the lessons of 2020 (e.g. student financial aid, racial justice initiatives, learning design, technology) against the pressures of financial constraints?
- How will new partnerships and collaborations take shape as institutions balance new commitments and accountabilities with financial realities?
- How do the new capacities and flexibilities afforded by the extensive shift to online learning open up the potential for new variations on institutional business models?

Beyond Binaries and Easy Solutions

The sum of the questions is daunting. Yet, they pose in their totality an enormous opening for institutions to advance their missions in a time of unprecedented disruption and renewal. Together they pose a challenge to colleges and universities not merely to think and act in creative ways but to do so to by seeking systemic and not incremental change. This has been perhaps the greatest set of lessons captured in *Openings*: what is needed going forward is not merely new approaches to delivering higher education, but new practices—including cultural practices—that can inform those approaches.

Ultimately, to take advantage of the openings that 2020 has made possible requires perhaps a willingness, as asserted in the Introduction, for institutions to stay in a place of discomfort. Just as faculty found themselves open to being learners in new ways in the sudden pivot to online, so too, perhaps, should institutions see themselves as in a position of learning, experimenting, and even risk-taking in order to live up to the daunting challenges ahead.

Similarly, to fully document and understand this historic moment in the history of higher education will require critical approaches that do not belong to any one discipline or methodology. It will require a new kind of interdisciplinary listening and interpreting. This has been the invitation of the tragic and challenging reality of 2020 and the terrain of *Openings*. The story continues.

RELATED RESOURCES

TRACKING CAMPUS OPENING AND ENROLLMENT TRENDS

College Crisis @ Davidson College. The College Crisis Initiative (C2i) is an initiative of Davidson College to learn how colleges and universities innovate in a crisis mindset by providing a data resource dashboard for higher education leaders and researchers to explore.

COVID-19 Transfer, Mobility, and Progress, National Student Clearinghouse Research Center. A report created by The National Student Clearinghouse Research Center that details the transfer pattern data for higher education students and institutions from September 2020 until December 2020.

Higher Ed's Response to COVID-19 and Plans for Reopening: A Synthesis of Fall 2020 College Reopening Plans. An effort launched by Ithaka S+R to facilitate institutional collaboration and planning and aggregate and synthesize information related to the fall reopening of colleges and universities.

DAAD: COVID-19 Impact on International Higher Education: Studies & Forecasts. A comprehensive overview created by The German Academic Exchange Service (DAAD) that details the current state of COVID-19 research and expertise in the field of international higher education.

Digital Promise, Suddenly Online: A National Survey of Undergraduates During the COVID-19 Pandemic. A report that details the results from Digital Promise's national random-sample survey, which was completed by more than 1,000 college students, who transitioned from in-person learning to online learning in Spring 2020.

Making Sense of Even More College Student COVID Surveys: A Meta-Analysis. E-Literate. A meta-analysis that summarizes the surveys, sentiments, and plans for students affected by COVID-19 for Fall 2020 enrollment.

IMPACT OF THE CRISIS ON THE FUTURE OF HIGHER EDUCATION

SELECT RECENT PUBLICATIONS

Nine Questions That Matter (And Answers to Move Forward) @ UPenn. A paper detailing academic innovation solutions to resolve the challenges the pandemic posed to educators, students, and families based on the outcomes of EDTECH WEEK 2020, a four-day remote learning and networking conference presented by Catalyst @ Penn GSE and StartEd.

The Post-Pandemic College. Chronicle of Higher Education. In this Chronicle report, leading experts examine how the pandemic will shape higher education in the years to come and what the college of the future may look like.

Taking Higher Education Online. Inside Higher Education. A survey of impacts on higher education institutions in the pivot to remote and online learning. Explores faculty confidence, student engagement and institutional practices.

Learning Futures: Imagining Higher Education in 2025. Perkins Eastman. Perkins Eastman convened an expert panel from different academic backgrounds, disciplines, localities and positions in a series of conversations focused on the future of higher education. The group's multidisciplinary expertise and diverse viewpoints enriched discussions as the participants considered the future of higher education in the year 2025.

INTERVIEWEES BIOS

Isis Artze-Vega serves as Vice President for Academic Affairs at Valencia College in Central Florida, long regarded as one of the nation's most innovative community colleges, serving more than 70,000 students each year, and a recently designated Hispanic-Serving Institution. She provides strategic leadership for the areas of curriculum, assessment, faculty development, distance learning, career and workforce education, and partnerships for educational equity. Prior to joining Valencia, Isis served as Assistant Vice President for Teaching and Learning at Florida International University. There, she provided leadership for such university-wide initiatives as a multi-year gateway course project, a hybrid course initiative, and the comprehensive redesign of teaching evaluation. Prior to joining FIU, Isis taught English Composition and Enrollment Management at the University of Miami. She earned a Bachelor of Arts in English and French from Duke University, a Master of Arts in Literature from the University of Miami, and a Doctorate of Education in Higher Education Leadership from the University of Miami. Isis is an active member of the national educational development community, currently serving on the board of the Professional and Organizational Development (POD) Network. Most importantly, she is the proud wife of visual artist Sinuhe Vega; the proud mami of Kamilah, 13, and Delilah, 11; and forever indebted to extraordinary parents, Mayra and Elias. Her work is fueled by a commitment to equity and justice, implemented through love and service.

Edward "Ed" Ayers is Tucker-Boatwright Professor of the Humanities at the University of Richmond, where he is President Emeritus. He was formerly professor and Dean of Arts & Sciences at the University of Virginia. Ayers has been named National Professor of the Year, and has served as both President of the Organization of American Historians and as the founding chair of the board of the American Civil War Museum. In 2013, President Barack Obama awarded him the National Humanities Medal, hailing his "commitment to making our history as widely available and accessible as possible." Ayers is host of **The Future of America's Past**, a television series that visits sites of memory and meets the people who keep those memories alive. He is also the executive director of New American History, an online project based at the University of Richmond, designed to help students and teachers to see the nation's history in new ways. Edward Ayers has written and edited twelve books, including, **In the Presence of Mine Enemies Civil War in the Heart of America**, winner of the Bancroft Prize and the Beveridge Prize; and **The Promise of the New South Life After Reconstruction**, a finalist for the National Book Award and the Pulitzer Prize. His newest book, which will be released later this year, is *Southern Journey The Migrations of the American South, 1790-2020*. Ed received a B.A. in American Studies, summa cum laude, from the University of

Tennessee in 1974. He received a Ph.D. in American Studies from Yale University in 1980.

Brian Beatty is Associate Professor of Instructional Technologies in the **Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State University (SFSU)**. Brian's primary areas of interest and research include social interaction in online learning, flipped classroom implementation, and developing **instructional design theory for Hybrid-Flexible learning environments**. At SFSU, Brian pioneered the development and evaluation of the HyFlex course design model for blended learning environments, implementing a "student-directed-hybrid" approach to better support student learning. Previously (2012 – 2020), Brian was Vice President for Academic Affairs Operations at SFSU, overseeing the **Academic Technology unit** and coordinating the use of technology in the academic programs across the university. Brian received his Ph.D. in **Instructional Systems Technology** from **Indiana University Bloomington** in 2002. Dr. Beatty has more than 25 years experience as a classroom teacher, trainer, and instructional designer at high schools, higher education institutions, and in the United States Navy.

Aras Bozkurt is a researcher and faculty member in the Department of Distance Education at Anadolu University, Turkey. He has an MA and PhD in distance education. He conducts empirical studies on online learning through resorting to critical theories including connectivism, rhizomatic learning and heutagogy. He is interested in emerging research paradigms including social network analysis, sentiment analysis and data mining.

Adam Bush is the co-founder and Provost of **College Unbound**; a degree completion college working both inside and outside carceral spaces of Rhode Island **to ensure all adult learners are valued as scholar-practitioners**, and have access to a Bachelor's degree pathway. Dr. Bush has always loved to see how things work and take them apart. His work and practice has always revolved around improvisation, learning, collective action, and imagination. Dr. Bush has directed Imagining America's Publicly Active Graduate Education fellowship program from 2010-2012, and sat on Imagining America's National Advisory Board (2010-2019). He has sat on the Strategic Planning Committee of the **Ashe Cultural Arts Center** in New Orleans and is on the Steering Committee of the Great Colleges for the New Majority Network. He was also the director of experiential education for the Big Picture Company, where he designed and led oral history travel programs for public high schools around issues of race, music, migration and human rights, working to bring civic engagement to the forefront of liberal arts curricula. Notably, he is the 2011 recipient of the K. Patricia Cross Future

INTERVIEWEES BIOS

Leaders Award for Commitment to Academic and Civic Responsibility from the AAC&U, and the 2015 recipient of the John Saltmarsh Award for Emerging Leaders in Civic Engagement from the AASCU's American Democracy Project. He has received his PhD from USC's Department of American Studies and Ethnicity for his dissertation "Passing Notes in Class" which examined the origins of early jazz programs and the student and teacher-activist musicians that led to that institutionalization. His *Building People's Histories Graduate Student Pedagogy, Undergraduate Education, and Collaboration with Community Partners* has been published in the Journal of American History. Notably, his Catalyst Paper, *Full Participation Building the Architecture for Diversity and Public Engagement in Higher Education*, offers a framework to integrate projects and people working under the umbrella of equity, diversity, and inclusion with those working under the umbrella of community, public, and civic engagement addressing the access and success of traditionally underserved students. Prior, he earned a BA from Columbia University and began his doctoral studies at UC Santa Cruz's History of Consciousness program. As quoted in a USC News article *A Leader With His Eyes on the Future* Dr. Bush explains his innovative approach "Through all of this work, what I'm really interested in is full participation that calls for a fundamental reorientation of higher education toward addressing equity and opportunity in deeper, systemic, more complex and more transformative ways."

Lori J. Carrell, a passionate, creative educator, focuses on transformative communication, learning innovation and well-being in higher education communities. Chancellor Carrell previously served as the Vice Chancellor for Academic Affairs and Student Development at the University of Minnesota Rochester from August 2014 until July 2017, and then as Interim Chancellor until her selection as chancellor in February 2018. With faculty learning research and exemplary teaching as priorities, she has been the catalyst for several evidence-based innovations at UMR. Those include *Health Care Scholars Day*, a scholarship competition that showcases stories of student resilience and *Health CORE* (Community of Respect and Empowerment), a covenant-based living, learning community that enhances the success of underrepresented students. Prior to UMR, Dr. Carrell devoted twenty-three years to the University of Wisconsin Oshkosh as faculty and in key leadership roles, where together with colleagues she implemented a nationally-acclaimed curricular reform. Studying human communication, psychology and education, Carrell received her PhD from the University of Denver, her MS from the University of Alaska Anchorage and her BA from Anderson University, in Indiana. She began her career as a teacher in her Hoosier home-town, then sought to learn through adventure as a counselor and teacher in a remote Yup'ik Eskimo village in

Alaska. Such adventure-seeking has taken her to the Middle East, as a contributor to the launch of a new university in Oman; to a remote tribe in Ecuador, to study intercultural learning; to the Green Lake Conference Center in Wisconsin, to investigate change in the communication between preachers and thousands of their listeners; and finally, to this innovative campus of the University of Minnesota. "Learning is essential to human progress, to discovery and to our collective well-being," says Lori. "At the heart of each learning moment is a human connection, a rare relationship to be honored." Dr. Carrell is convinced that "Collaborative academic communities can lead transformation in higher education while also creating inclusive environments in which all involved can flourish."

Robin DeRosa is the Director of the Open Learning & Teaching Collaborative – a dynamic, praxis-powered hub dedicated to innovative teaching and learning and a community-driven approach to academic professional development – at Plymouth State University, part of the University System of New Hampshire. There, she focuses on instructional design, open education, interdisciplinary learning, and increasing the public impact of the academy. Robin is a national leader in open pedagogy, and an advocate for public infrastructures and institutions for higher education. As an undergraduate, she majored in Women's Studies and English, and participated in campus activism around LGBTQ+ issues, race and financial aid, and sexual assault policies. After college, she taught high school English and Theater before returning to school to complete a PhD in English with a focus on early American history and literature.

Her interest was in how history is produced through narrative and popular culture. Her research includes work on the Salem Witch Trials in American memory, postmodern redefinitions of the tourist, and simulated environments in contemporary media. In 2015, Robin DeRosa produced a tour book focused on women's history for Bodie State Historic Park in California. She was an English professor for fifteen years before she moved into the field of Interdisciplinary Studies and helped to develop a radically student-centered pedagogy for Plymouth State's customized major program. As the director of the Open Learning & Teaching Collaborative at Plymouth State University, Robin DeRosa often pulls from her experience in humanities to think critically about the future of higher education, and important collaborations that will help make academic scholarship more relevant and accessible to the public. Robin DeRosa has written numerous articles and given interviews on Digital Pedagogy and Open Education Resources. Her most recent article, "*Values Centered Instructional Planning*" can be found on Inside HigherEd.

INTERVIEWEES BIOS

Stephen C. Ehrmann is a former grant-maker, consultant, and vice provost for teaching and learning at George Washington University. He has a forthcoming book, *Pursuing Quality, Access and Affordability A Field Guide to Improving Higher Education*, which will be published in early 2021. In his book, Ehrmann uses a study completed on the recent histories of six colleges and universities simultaneous improvements in quality of learning, equitable access, and affordability. He draws on salient findings on how institutions are more likely to attain such 3fold gains if, over the years, they assemble a constellation of mutually reinforcing institutional strengths and initiatives. Ehrmann also notes that crucial to such constellations are appropriate educational strategies for inclusive excellence such as first-year learning communities, undergraduate research, and service learning. He emphasizes that, to sustain such teaching and learning activities on an institutional scale, its constellation must also include enough re-aligned institutional practices and features (e.g., learning spaces, reward systems, transcripts) that sustain a new normal. His various roles and positions have centered around educational uses of technology, including online learning; the ways in which institutions and programs can change themselves; and strategies and tools for evaluation and assessment. Previously, he was founding Vice President of the Teaching, Learning, and Technology Group (TLT Group) and Director of the Flashlight Program for the Evaluation of Educational Uses of Technology. He also served as Senior Program Officer with the Annenberg/CPB Projects; Program Officer with the Fund for the Improvement of Postsecondary Education (FIPSE), and Director of Educational Research and Assistance at The Evergreen State College. He has a Ph.D. in Management and Higher Education from MIT.

Kathleen Fitzpatrick is Director of Digital Humanities and Professor of English at Michigan State University. Prior to assuming this role in 2017, she served as Associate Executive Director and Director of Scholarly Communication of the Modern Language Association. Among other projects in that role, she oversaw the development of the eighth edition of the MLA Handbook. During that time, she also held appointments as Visiting Research Professor of English at NYU and Visiting Professor of Media Studies at Coventry University. Before joining the MLA staff in 2011, she was Professor of Media Studies at Pomona College, where she had been a member of the faculty since 1998. Fitzpatrick is author of *Generous Thinking A Radical Approach to Saving the University* (Johns Hopkins University Press, 2019), *Planned Obsolescence Publishing, Technology, and the Future of the Academy* (NYU Press, 2011), and *The Anxiety of Obsolescence The American Novel in the Age of Television* (Vanderbilt University Press, 2006). She is project director of Humanities Commons, an open-access, open-source network serving more than 23,000 scholars and practitioners in

the humanities. She is also co-founder of the digital scholarly network MediaCommons, where she has led a number of experiments in open peer review and other innovations in scholarly publishing. She serves on the editorial or advisory boards of publications and projects including the Open Library of the Humanities, Luminos, the Open Annotation Collaboration, PressForward, and thresholds. She currently serves as the chair of the board of trustees of the Council on Library and Information Resources, and as Vice-President/President-Elect of the Association for Computers and the Humanities.

Kevin Gannon serves as Director of the **Center for Excellence in Teaching and Learning** (CETL) and Professor of History at **Grand View University** in Des Moines, Iowa, where he has taught since 2004. Professor Gannon is also a former program coordinator (New Student Seminar) and department chair, and his current role is a blend of administrative and faculty responsibilities. Professor Gannon's teaching, research, and public work (including writing) centers on critical and inclusive pedagogy; race, history, and justice; and technology and teaching. Professor Gannon writes for *Vitae* (a section of *The Chronicle of Higher Education*), and his essays on higher education have also been published in *Vox* and other media outlets. Professor Gannon's book *Radical Hope A Teaching Manifesto*, was published by West Virginia University press in Spring, 2020, as part of their *Teaching and Learning in Higher Education* series, edited by James M. Lang. He is also currently writing a textbook for the US Civil War and Reconstruction eras that's grounded in settler-colonial theory for Routledge. In 2016, Gannon appeared in the Oscar-nominated documentary *13th*, which was directed by Ava DuVernay. Professor Gannon is a **speaker and consultant** about a range of topics on campuses across North America; endeavoring to bring passion, humor, and interactivity to his audiences. Professor Gannon has listed his teaching philosophy on the Teaching US History Collective website "My teaching philosophy is simple I don't want to teach my students to think outside the box; I want to teach them to light the box on fire and dance on its ashes. My courses involve active learning, collaborative work (much of it digital), and as little lecture as possible. I like to think of my classes as labs, or workshops, where my students and I are collectively engaged in *doing* history."

Sara Goldrick-Rab is Professor of Sociology & Medicine at **Temple University**, and Founding Director of the **Hope Center for College, Community, and Justice** in Philadelphia. She is also the Chief Strategy Officer for Emergency Aid at **Edquity**, a student financial success and emergency aid company, and founded **Believe in Students**, a nonprofit distributing emergency aid. Sara is best known for her innovative research on food and housing insecurity in higher

INTERVIEWEES BIOS

education, having led the five largest national studies on the subject, and for her work on making public higher education free. She is the recipient of the William T. Grant Foundation's Faculty Scholars Award, the American Educational Research Association's Early Career Award, and the Carnegie Fellowship. In 2016, *POLITICO* magazine named her one of the top 50 people shaping American politics and she is ranked 7th in the nation among education scholars according to Education Week. Her latest book, *Paying the Price College Costs, Financial Aid, and the Betrayal of the American Dream*, won the 2018 Grawemeyer Award, and was featured on The Daily Show with Trevor Noah. The Chronicle of Higher Education calls Sara, "a defender of impoverished students and a scholar of their struggles," an accurate description of her life's work.

Phil Hill (@PhilOnEdTech) is Publisher of the PhilOnEdTech blog and Partner at MindWires, LLC. As a market analyst, Phil has analyzed the growth of technology-enabled change for educational institutions, uncovering and describing the major trends and implications for the broader market. His unique graphics and visual presentations have been widely used in the industry. As an independent consultant, Phil helps educational institutions, technology and content vendors, and policy makers as they consider and implement new initiatives. Phil's clients have included Western Governors University, California Community College System, Iowa State University, Bournemouth University, Pearson Education, Coursera, multiple investment firms, and others. Previously Phil was an independent consultant through HBO Systems and Delta Initiative. In addition to e-Literate, Phil has also written for EDUCAUSE Review, Inside Higher Ed, and the Washington Post. He has also been interviewed and quoted at National Public Radio, Inside Higher Ed, the Chronicle of Higher Education, the New York Times, Buzzfeed Education, and Washington Business Journal.

Sabrina Manville is co-founder of Edmit, which helps families make smarter financial decisions about college. She was previously an Assistant Vice President at Southern New Hampshire University, where she led growth and marketing for an internal startup, College for America, connecting higher education outcomes with employment skills. Sabrina has worked with leading higher education institutions throughout her career to better serve students and their missions. Her prior experience includes work with venture-backed ed-tech companies, Pearson, and Ithaka. Sabrina has an MBA from Stanford and a BA in Religious Studies from Yale. Sabrina Manville is the coauthor of *Better Off After College A Guide to Paying for College with More Aid and Less Debt*. Sabrina has written numerous articles on navigating college finances which can be found [here](#). The Edmit company website can be found [here](#).

Noah Pickus is Associate Provost and Senior Advisor at Duke University, Dean of Undergraduate Curricular Affairs and Faculty Development at Duke Kunshan University, and Professor of the Practice at the Sanford School of Public Policy. He was previously the Nannerl O. Keohane Director of the Kenan Institute for Ethics at Duke University, the founding director of the Institute for Emerging Issues at NC State University, and a visiting professor at Middlebury College. An American Council on Education Fellow at Franklin & Marshall College, he co-directs the Arizona State University-Georgetown University Academy for Innovation in Higher Education Leadership Intensive Program. He previously co-directed the Brookings-Duke Immigration Policy Roundtable and is the author of *True Faith and Allegiance Immigration and American Civic Nationalism* (Princeton University Press) and *Immigration and Citizenship in the 21st Century* (Rowman & Littlefield), as well as articles and opinion pieces on innovation, globalization, and higher education including *Liberal Arts and Sciences Innovation in China Six Recommendations to Shape the Future*.

David Scobey is the Director of Bringing Theory to Practice. For twenty years, he has worked to advance the democratic purposes of higher education. In his writing, teaching, and programmatic initiatives, he has sought to build bridges between academic and public work, especially through the integration of community engagement into liberal education and the full inclusion of nontraditional students into higher education. He is active in national efforts on behalf of these goals, serving on advisory boards for Project Pericles and Imagining America Artists and Scholars In Public Life. He writes extensively on current issues and the recent history of American higher education. Much of his recent research centers on nontraditional undergraduates—the large majority of U.S. college students—and their importance to the future of higher education. Scobey's historical scholarship focuses on culture, politics, urbanism, and space in 19th-century America. He is the author of *Empire City The Making and Meaning of the New York City Landscape* (Temple University Press, 2002), as well as other studies of U.S. cultural and urban history. David has a Ph.D. from the Program in American Studies at Yale University, a Diploma in Social Anthropology from the University of Oxford, and a B.A. in English Literature (summa cum laude) from Yale University.

Lester Spence is a Professor of Political Science and Africana Studies at Johns Hopkins University. He specializes in the study of black, racial, and urban politics in the wake of the neoliberal turn. Dr. Spence is an award winning scholar, author, and teacher, has published two books (*Stare in the Darkness Hip-hop and the Limits of Black Politics* winner of the 2012 W. E. B. Du Bois Distinguished Book Award, and *Knocking the Hustle Against the Neoliberal Turn in Black*

INTERVIEWEES BIOS

Politics, winner of both the Baltimore City Paper and Baltimore Magazine 2016 Best Nonfiction Book Awards), one co-edited journal, over a dozen academic articles and several dozen essays and think pieces in a range of publications including *The American Journal of Political Science*, *Political Research Quarterly*, *The New York Times*, *Jacobin*, *Salon*, and *The Boston Review*. He is currently at work on two book length projects examining the contemporary AIDS crisis in black communities, and the growing role of police in major American cities.

David Staley is Director of the Humanities Institute and Director of the Center for the Humanities in Practice (CHiP). He is an associate professor in the Department of History—where he teaches courses in digital history and historical methods—and holds courtesy appointments in the departments of Design—where he has taught courses in Design History and Design Futures—and Educational Studies, where he leads the “Forum on the University.” He is the author of *Alternative Universities Speculative Design for Innovation in Higher Education* (Johns Hopkins University Press, 2019); *Brain, Mind and Internet A Deep History and Future* (Palgrave Macmillan, 2014), *Computers, Visualization and History, 2nd ed.* (Routledge, 2014) and *History and Future Using Historical Thinking to Imagine the Future* (Lexington Books, 2007). He is host of the, “**Voices of Excellence in the Arts and Sciences**” podcast. In addition to his written work, he has designed and curated both online and physical exhibitions and has published numerous visual compositions in digital media. From 2003–2008, Staley was the Executive Director of the American Association for History and Computing (AAHC).

Lené Whitley-Putz is Foothill College’s Dean of Instructional Technology, Online Learning. She has been a contributing member of the Foothill College community in many capacities since 2008, early on as a communications faculty member, and then with the California Virtual Campus-Online Education Initiative (CVC-OEI) as the Faculty Professional Development Coordinator for Instructional Development. In her role with the CVC-OEI, she provided training and professional development to support the effective use of digital tools and platforms for the 114 California Community Colleges. Her work with @ONE, the professional development division of CVC-OEI, contributed to @ONE becoming a nationally recognized leader in online teaching and learning.

Before her work with @ONE, Lené taught writing and communication courses for colleges throughout Northern California, including Foothill, Cañada, CSU Monterey Bay, and UC Santa Cruz, where her interest in the intersection of writing skills and media led her to develop UCSC’s first online writing course, “Writing Disney,” an introduction to composition through the lens of race, class, and gender in the Disney corporation. Lené earned her Ph.D. in Rhetoric and Composition/Writing Studies from Rensselaer Polytechnic Institute. Lené is passionate about students and public education in California. She believes in pushing the envelope of technology to aid students and faculty in creating positive collaborations that help students achieve their academic goals. When Lené isn’t working on instructional technology or speaking at conferences, she can be found sewing and costuming for local high school musicals and the Half Moon Bay Coastal Repertory Theatre.

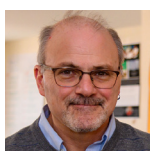
ABOUT THE AUTHORS



Bryan Alexander is a futurist and senior scholar with Georgetown University's Center for New Designs in Learning and Scholarship, where he teaches seminars in the Learning, Design, and Technology program. He curates the Future Trends Forum video discussion and his most recent book is *Academia Next: The Futures of Higher Education*, (Johns Hopkins University Press).



Amelia Auchstetter is a graduate student in Georgetown University's Learning, Design, and Technology program and a research associate at American Institutes for Research. Amelia conducts research on technology for teaching and learning, social and emotional learning, and learning that occurs outside the classroom.



Randall Bass is Vice President for Strategic Education Initiatives and Professor of English at Georgetown University, where he also directs the Red House incubator for educational innovation and the Baker Trust for Transformational Learning. He is also Core Faculty in Georgetown's Master's program in Learning, Design and Technology and the coordinator of Higher Education's Big Rethink.



Cristina Benitez is a graduate student in Georgetown University's Learning, Design, and Technology program. Her career passion for advancing social justice in higher education has included the equitable academic support of globally and culturally diverse learners. She conducts research on educational leadership, embodied cognition, empathy and creativity in learning design.



Andrea Cammack is a graduate student in Georgetown University's Learning, Design, and Technology program and a program manager in the Family Medicine Department at Georgetown University's School of Medicine. Andrea's interests include educational technology and Team-Based Learning (TBL).



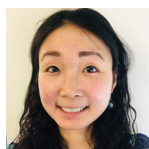
John Clarke is a graduate student in Georgetown University's Learning, Design, and Technology program. He is focused on increasing equity, access, and affordability in higher education.



Bre'Ana Deen is a graduate student in Georgetown University's Learning, Design, and Technology program, with interests in employability, equity and learning design. She also works as a Content Developer at Microsoft, managing technical certifications and training within Microsoft's Worldwide Learning organization.



Kelli Harris is a graduate student in Georgetown University's Learning, Design, and Technology program, and also the Assistant Director of Academic Programs for the Arab Studies program in Georgetown's School of Foreign Service. Her research interests include social and emotional learning, equity in higher education, and graduate student experiences.



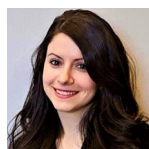
Sandy Lee is an alumna of Georgetown University's Learning, Design, and Technology program. She works at the intersection of higher education and international education on topics related to internationalization, exchanges, and cross cultural competencies. She follows the latest trends and issues across global higher education, including equity and teaching and learning.



Madeleine Olson is a graduate student in Georgetown University's Learning, Design, and Technology program and works with Online Programming team in the institution's Center for New Designs in Leadership and Scholarship (CNDLS). Her most recent research has focused on hypermedia platforms for rethinking close-reading practices in literary studies.



Wesson Radomsky is a graduate student in Georgetown University's Learning, Design, and Technology program. They also serve as Director of Academic Programs and Georgetown's Center for Eurasian, Russian and East European Studies.



Angie Zenuni is a graduate student in Georgetown University's Learning, Design, and Technology program and also an employee of Georgetown's Office of Advancement.



GEORGETOWN UNIVERSITY

Learning, Design & Technology

Master of Arts in Learning, Design & Technology

Georgetown University's Learning, Design, and Technology (LDT) Program prepares students to respond to trends in technology, rising costs, curricular innovation, and changing demographics to meet the needs of higher education. The curriculum balances theory with practice, and exposes students to a broad conceptual foundation in theories of learning and teaching coupled with real-world experience in faculty development, educational technology, and instructional design. Developed in concert with Georgetown's Center for New Designs in Learning and Scholarship (CNDLS), the LDT Program is poised to train the next generation of leaders in impacting the future of higher education.



Applied Innovation

Applied Innovation is a cornerstone of the LDT Program, as students have numerous opportunities to apply what they've learned in the classroom to real-world projects. Throughout their courses, students develop several projects that respond to challenges and opportunities in teaching and learning. At the end of the program, students complete a final curated and compiled ePortfolio of their work. This culminating ePortfolio is meant to give students the opportunity to demonstrate a meaningful representation of the specific professional, intellectual or design expertise acquired in the process of earning their degree.

Developed in concert with Georgetown's Center for New Designs in Learning and Scholarship (CNDLS), the LDT Program trains the next generation of leaders in impacting the future of higher education.

A Portfolio In(ter)action

Ijeoma Njaka

Be Well (Wellness in Higher Education)

Noah Martin

Design Mind

Anel Albertao

Figuring out Diversity in Higher Education

Sarah Chamberlain

Enhancing Empathy through Play

Andrew Zubiri

Problem Kit: How to be a Leader for Equity in Higher Education

Caitlin Salins, Casey Sheahan, & Jasmine Wong

Learning Design for Social Justice: A

Syllabus Sarah Chamberlain, Noah Martin, Ijeoma Njaka, & Dustyn Wright

Lessons in Virtual Reality

Anne Jillian Dumanat

LDT

Apply now at ldt.georgetown.edu/admissions

GEORGETOWN *UNIVERSITY*

Made possible with support from

**BAKER TRUST FOR
TRANSFORMATIONAL LEARNING**

**GEORGETOWN UNIVERSITY
GRADUATE PROGRAM IN LEARNING, DESIGN, AND TECHNOLOGY**

January 2021