



INDUSTRY ROUNDTABLE

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Colleges adapt to changing times

HIGHER EDUCATION LEADERS PROMOTE VALUE OF COLLEGE EXPERIENCE



JIM COURTNEY

Leaders of area colleges, universities and education groups discussed their challenges and how to address them during a Business First Industry Roundtable on March 19.

BY DAN MINER

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By now, the post-recession narratives about higher education in America have hardened into fact.

Cost-conscious students and their families are paying attention to sticker prices like never before and flowing toward majors with a distinct professional pathway, such as STEM, to the detriment of liberal arts.

In a recent Business First Industry Roundtable, a collection of local college presidents and experts said

the key going forward is a laser focus on the needs of students.

That includes new ways of marketing, focusing on the campus experience and balancing the hard skills that are in demand with soft ones that will provide a lasting benefit.

But changing the long-held ways of traditionally conservative institutions can be easier said than done. The challenge “is to look at the world and say, ‘What is it that we are going to have to do for our students that is going to enable them to compete in a world that is really moving at warp speed?’” said Canisius Col-

lege President John Hurley.

That will involve “getting faculty members who were used to doing something for a particular era and thinking about where that new future is taking them, and that really involves culture change.”

The group met March 19 at the downtown Buffalo office of Hodgson Russ LLP, which sponsors the series along with Freed Maxick CPAs.

It’s not just culture but also structure.

The University at Buffalo is seeing some majors soar in popularity while others undergo a decline.

That has led to growth in overall enrollment but also serious logistical questions.

“We have always admitted to the university and then allowed students to really sort of go wherever they want,” said Andrew McConnell Stott, UB’s dean of undergraduate education.

“We are starting to look at that again and see whether we can do more to actually control the number of students that go into specific courses, programs and schools so that we don’t have inflation ... followed by some kind of depression or bubble bursting.”

► BY THE NUMBERS

2,270

Daemen College’s full time-equivalent enrollment in fall 2014, an increase from the previous year

29,945

The University at Buffalo’s fall 2014 total enrollment, a record for UB

\$83.3M

Projected operating revenue for the 2014-15 year at Canisius College, down from \$96.6 million in 2011

\$50M

Fundraising milestone passed in December for the Buffalo State College Foundation

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► What is the biggest challenge you face right now?



KATHERINE CONWAY-TURNER

President, SUNY Buffalo State

My biggest challenge is always financial. How do we continue to provide affordable education for students

in New York? For us, that means both to make sure that the state appropriation does not shrink anymore as well as to reach out to friends to help to support the college. It just really touches every part of campus because whenever there is a new initiative or something new that we would like to do, it requires resources. And it's really hard to handle that.

IRBY SULLIVAN

President, Alfred State College

Certainly on the mind of most presidents is resources, resource

► CLOSER LOOK AT THE ROUNDTABLE

The Higher Education Business Industry Roundtable is the 19th in an ongoing series of discussions with Western New York business leaders.

Each month, decision makers from diverse industries meet for a discussion moderated by Business First. Excerpts from the conversation are published two weeks after the roundtable.

Upcoming topics include architecture and tourism, business of sports and manufacturing.

Roundtable discussions, sponsored by Hodgson Russ LLP and Freed Maxick CPAs, are held at Hodgson's Pearl Street offices in Buffalo.

development – whether it's from the state side, the tuition side, the advancement work. But we have to be fiscally responsible for our institution, and those are very critical areas we have to deal with. There are always issues related to the college vision – where do we see ourselves in 10 years – and we have to continue to address that, but that is much harder than it used to be. Now our strategic planning and visioning is one to three years rather than five and 10 years out. It's the nature of the business. The industry changes so quickly that you have to be nimble and flexible enough.

GARY OLSON

President, Daemen College

It's always going to be a matter of resources, and as the number of college-age students continues to shrink, we are going to have to

find more ways of doing more with less. That's the challenge. So it's external funding through donors. It's foundation grants. It's trying to figure out how do you strike a balance between a healthy enrollment size and being able to deliver a really high-quality education.

ANDREW MCCONNELL STOTT

Dean of undergraduate education, University at Buffalo

We have a challenge in enrollment management, which is to say not only admitting the best class that we can but also making sure that they are proportionate within our schools because we have a very large number of academic units and we want to make sure that they have a healthy number of students. We have always admitted to the university and then allowed students to really sort of go wherever they want. And

we are starting to look at that again and see whether we can do more to actually control the number of students that go into specific courses, programs and schools so that we don't have inflation, hyper-inflation here, followed by some kind of depression or bubble bursting, which is problematic obviously when you're thinking about hiring someone and tenuring them in potentially for 20 or 30 years.

JOHN HURLEY

President, Canisius College

Certainly the finances and resources are a part of it, but I find myself kind of getting used to that here over the last year, that that's going to be a fact of life going forward. The bigger challenge now, I think, is to look at the world and say, 'What is it that we are going to have to do for our students that is going to enable them to compete in a world that is really moving at warp speed and appears to be requiring



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lots of different things?’ And trying to get faculty members who were used to doing something for a particular era and thinking about where that new future is taking them. That really involves culture change. So that, I think, is the big challenge right now: to get people to really understand where the world is going and what we need to do to remain relevant in that world.

► **Do you think we’re at a point where we’ve gone from needing evolutionary change to revolutionary change or somewhere in between?**

JOHN HURLEY

Canisius College

There are certainly people out there who are writing about the need for revolutionary change in higher ed. And when we look at our undergraduate product, the residential face-to-face experience, the faculty teaching that program understandably get very nervous about revolutionary change because there are many good parts of that that remain. So there is a part of assuring people that, yeah, there is going to be relevance there. Although that product is going to have to change, too. But there is a lot that goes on in a young person’s life when they come to us at age 18 that will continue to be very relevant and very important. The question is: What other parts of higher ed need to respond to where the world is taking us? And that gets into lots of areas: lifelong learning, adult learning, nontraditional learning, things like that.



STEVEN HARVEY

Executive director,
WNY College
Connection

I don’t work with one institution; I work with 21 collaborating competitors. What our job is

is that we look for the sweet spot of collaboration and, fortunately for Western New York, this consortium since 2009 has exploded with collaborative activity. Each time we have a conference, we save about \$100,000. We have 32 groups that hold conferences throughout the year. So there is a great deal of collaboration going on, but what that collaboration does, I think, is even more impressive. They are really targeting, doing

things differently. Here in Western New York, for example, we have a collaboration with our K-12 system, particularly the high schools. We are doing things that no one else in the country is doing to a depth that we really think are going to realize some great results. Looking at how we are going to better prepare our students. The next step we’ll be looking at is how as a collaborative sector are we going to do that for our graduates and how are we going to work with the business community.



ANNEMIEKE RICE

Vice president,
Campus Labs

I think one of the things that is most unique in higher education as an industry is how really willing each institution is to be transparent

with its peers and to collaborate. I think it’s unique as an industry in that method. And taking the Western New York group and looking at that compared to the national peers, there is not a region of the country that doesn’t have those challenges that have been listed today. I think that to the point of having limited financial resources, which is a reality that is difficult to change. What John mentioned about innovation and disruption is, in fact, what I see as I talk to campuses, regardless of their initiatives. The ability to change management in an established, sometimes very large institution where people stay for a long time, their security is an important factor in the employees’ reasons for being there. It is a difficult thing to do. It’s also a challenge because institutions are unique, so the ability to get a one-size-fits-all model is something that we really haven’t been able to see. There is not a single way to do academic advising or a single way to do teaching and learning or a single way to gather and assess the impact of the college student experience, which means that applying those models at each institution takes time and consensus or quick, agile disruption. And I think the environment of agility in education is a newer but exciting one. There are some institutions that are really embracing that and I think taking that challenge head-on, which I think is a wonderful model for the future overall.

► **Is there any particular administrative strategy or philosophy?**

ANNEMIEKE RICE

Campus Labs

I think any industry – any organization, rather – is motivated by the verbal reinforcement or words of their leaders. So I would say to a president or VP or cabinet member, it’s about asking questions in the elevator ... A lot of what I work with is assessments and data and showing impact. It’s about saying: What is the data saying about that? The internal PR about what people are doing and the ability for faculty and staff who are stepping up and being innovative or digging into results on these things, and putting them on a pedestal or giving them an opportunity to be acknowledged. I think it doesn’t cost much. Time, obviously, but it’s something that is more valuable than any amount of raise or resource oftentimes for some of those folks who will be the champions of change in the institution.

JAMES SUNSER

President, Genesee Community College

In my time I’m yet to find a president who doesn’t have financial challenges and wouldn’t acknowledge that. I think we all wrestle with that every day to make sure our institution is strong and healthy. What is a little different for me right now and I think is a big challenge is for the first time I can remember – it’s certainly in my history in higher education – we have well-educated, well-intended people asking the question of whether or not an education is worth it. I have never heard that in my life, whether an education is worth it. I’m a first-generation college student. I grew up in an era where parents believed and I believed that an education is the pathway to success and to a better life. I think as leaders we need to be mindful of student debt issues and making sure that we are fiscally responsible, providing opportunities but also reminding people of what education means to the greater good and what it means in terms of a civilized society and what it means in terms of everybody. The people who are taking part in the education – but everybody around them, as well – are better off because of education. I think we’ve lost our way a little bit on that question, and I think we need to continue to push back and remind people that if not education, what else? What is the answer for a better life, a stronger country, better neighbors, better families?

GARY OLSON

Daemen College

I think the public discourse around higher education has become so preoccupied with college as sort of workforce training; that’s the

problem. So long as people have convinced themselves that the only reason they can go to college is to get a particular job, then we run into the exact problem that Jim has mentioned. I think we need to change the discourse. We need to be better spokespersons for the larger college experience and get it away from the narrow confines of workforce training discourse.

JAMES SUNSER

Genesee Community College

We absolutely talked about that with students. I had a conversation with some students yesterday and we need to not only educate people around those skills that they are going to need, but we need to help them to build an appreciation and a love for learning because they are going to have to learn from now on. And I tell students every day that I have the chance to have that conversation that the day I am not looking to learn something new is the day I’m ready to say, ‘OK, that’s been a nice run.’ You should always be looking to do that, but we have to help them understand the value in that, the value in being a lifelong learner and continually invest in yourself.

GARY OLSON

Daemen College

It’s not just the students; the real problem is legislators. It’s the politicians. The larger discourse is preoccupied with college as workforce training.

► **So how and when does that change? Because you’re talking about people you don’t control.**

GARY OLSON

Daemen College

Right. And sometimes make our budgets for us. ... First of all, we in this room need to be better spokespersons because we are somehow not getting the message across. You can’t answer the question, ‘Is a college education worth it?’ by pointing to a particular job. Did you get that job or not. You have to point to the whole and what kind of person are you with what kind of skills, what kind of social skills even, and the larger picture of what are you when you leave.



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KATHERINE CONWAY-TURNER

SUNY Buffalo State

We also have to introduce data back and forth for discussion. Every data point says that someone who is educated, has a college education, does better than someone who does not. Whether or not it's the amount of money that you earn in your life, your private health, your participation as a citizen. ... I think that institutions and presidents often get fatigued with talking about it over and over again. I think we have to push past our fatigue and continue to give the message of public good, even though we said it once and twice and a thousand times. We still have to continue to keep it going and it has to be a unified voice across all institutions. It can't be just a few of us talking about it.

ANNEMIEKE RICE

Campus Labs

One of the very interesting things about an employer-driven conversation is recent studies of employers who were asked to identify the top 10 things most important to them. ... There is a big gap between what the employers are looking for and what we know is the mission of institutions. And the area where employers do not seek is in humanitarianism, civic engagement and interpersonal development, which I think is very interesting because that came out in both of your points – the public good, citizenship. Especially at institutions like those of religious affiliations or certain leadership associations that are about giving beyond others, not just to one's own career, who might encourage their graduate to choose a lower-salaried job or not-for-profit association.

STEVEN HARVEY

WNY College Connection

I don't think they are mutually exclusive. I think we prepare students to be citizens of the world, as well as preparing them for their careers. Those go hand in hand. The other thing that we are not talking enough about is the fact that the skill sets employers are looking for are largely going to be developed by proactive students, which means the students need to take greater responsibility for their own learning. If they are going to be lifelong learners, that is what they have to do. And there's really not going to be any other environment in our society that is going to cultivate that other than colleges and universities. So the role that colleges and universities play is extraordinary in moving our democracy forward.

JOHN HURLEY

Canisius College

One of the things that higher ed bears some responsibility in terms of this debate is not coming up with sufficient data about the success of our programs and doing what we think they are supposed to be doing. This is where the whole accreditation move is pushing higher education. So it's not enough for us to say, 'Well, we turn out good citizens of the world.' I think we have to try to quantify that and we have to show that there is a consistency of what we do and that 80 percent, 90 percent of our students are hitting the mark on that. I don't want to fault our faculty in the humanities, but for too long the faculty in the humanities has been content to say this will help people live a richer life without being very specific about what that really means. As I have said to our faculty, this is not about a vocational training program. On the other hand, you can't be blind to the reality of the world. People have to go out and make a living. So we have to balance the two, understanding that there is a value in studying philosophy, in studying history, in studying theology. But at the end of the day we have to also be thinking about what are we doing that is going to make our students successful in the world, and let's define success as broadly as we can.



ROBERT CHRISTMANN

Executive director, WNY Educational Service Council

For the last 22 years I served as a New York state school superintendent, most recently in Grand Island, prior to taking

the position as executive director. Let me mention a concern and an observation. The concern would be that we know that colleges and universities are faced with the same financial stresses that we face in public education. Our concern is that in an effort to increase enrollment, that any one of you might have a tendency to lower standards for the students who you are accepting. We would understand how that might be possible, but we would encourage you to continue to keep the high standards that you have, and the tendency will be that your graduates will be far more successful if you make sure that even with fewer numbers you'll continue to educate only the best.

GARY OLSON

Daemen College

I want to object. The suggestion that colleges would purposely lower their standards just to get more bodies in is just not true.

ROBERT CHRISTMANN

WNY Educational Service Council

I wasn't suggesting. I said our concern would be that that not happen.

GARY OLSON

Daemen College

I don't think that is going to happen. Especially when you have strong programs, you have real competition. I have a few programs at Daemen where there are literally 22 slots and about a thousand students trying to get into those programs. So we are not going to be lowering standards just to get people in.

► **Some have, though. Medaille College is very open about the fact that it can't sustain the enrollment at the level of academic standards**

it has had, so the college consciously lowered those standards and changed its entire business model...

► **Students are increasingly attracted to STEM careers, which they perceive as giving them a direct pathway to a technical job that will pay them well. Is this going to continue?**

KATHERINE CONWAY-TURNER

SUNY Buffalo State

I think that the trend has been going on for a long time and it's just sort of increasing in recent years. And it's not just students interested in STEM, but they are interested in more professionally oriented majors where they are more likely to call themselves something when they leave, rather than having a broad undergraduate liberal arts kind of background. So it's been happening for a long time, and I think what's driving it has been economics, the need to really feel more secure that they are going to step into a position when they finish. ... I think the external environment is going

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to impact what happens in higher education. So I think to the extent that the external environment is really calling for new areas, that really is incumbent on institutions to move and provide the area of focus. For instance, we have a very popular major on campus that is forensic chemistry. That's not something that was even in the cards years ago. We are going to continue to see a need to create sort of new areas, which tend to be interdisciplinary. ... But I do believe that the basic liberal arts foundation is important for all of us because we all want to write well, read well, think critically, understand the broad world and be flexible, as well as be able to get a first job as we leave.

GARY OLSON

Daemen College

What we have done is instituted what we call the "plus up program," which is a program where you can still manage to get a major – let's say, in Spanish – but you also get credentialed in another area. So you might be a Spanish major and a global business major or you might be a philosophy major and also be studying health care studies. So this is enabling the students to purposely go into one of their fields that they know is not going to directly result in a particular job but also get credentialed in another area. It seems to be catching on.



IRBY SULLIVAN

Alfred State College

An institution's mission kind of drives what our philosophy may be. I happen to think, coming from business and industry for 20 years, that education is about workforce training and education,

and the combination of the two is terribly complex. The metric and measure that parents are interested in more than students at the time is, 'Is my kid going to get a job when they get done? And is that return on investment a good one?' So we have to be very sensitive to that. ... You also have the balance of what does business and industry need? What is the interest of students? So we have to not necessarily carry that line, but it is our responsibility – whatever program our students come from – that they have the components of the core or distinctions of our college: sustainability, civic engagement, project-based learning and those types of things. ... I have folks that I

talk to who just say, 'Being away from Mom and Dad, having to make my own decisions, having to make good choices or learning from the choices that are not so good that I make is a valuable thing that helps me grow up and mature as a person.' They are exposed to so many different things on a college campus, so many types of people, diversity. And all the things that they might experience on campus are not the things that they might see in their own cocoon. So I think that's extraordinarily important. You need to enjoy college, as well. It's a time where there is an expectation that you are going to learn and get the skill sets that you need, but there is a broader experience.

GARY OLSON

Daemen College

Which is precisely why doing an entire degree online from your bedroom is probably not a good idea, even though people are doing it.

► Are students more concerned with getting a job when they graduate or how much they are going to earn versus college experience?

STEVEN HARVEY

WNY College Connection

When we were at the University of Buffalo and we did a survey on the top 10 reasons why students attended college, seven of the top 10 were career-related. The top five were career-related. No. 1 was to get a job. The problem is a lot of students come in and they hear that if I have a STEM major I am going to make great money. Some think they are going to make a ridiculous amount of money. I can't tell you how many times, working with thousands of students, you have a student say, 'I want to make \$100,000 when I graduate.' I'll say, 'I don't know what that job is, but when you find out, let me know.' So when a student goes into a major and they really carefully thought that through, they are more likely to graduate on time. They are more likely to have a higher GPA and they are more likely to be placed within six months of graduation. A lot of students aren't doing that. And again, I go back to we have all these conversations about what colleges are going to do and how we are going to adjust and what our faculty are going to do, but there is a reality that students from K through 12 have been handheld all the way through. They have become the product of education. They go to college and instead of being able to be a consumer, they are just not there, and that goes right on through

to their major. These students have to have this shift. College is going to be the place where they are going to do that; where they make decisions and they are gonna make mistakes and things like that. ... Colleges have everything the student needs to be successful. Every college does, but those students have to find it and engage in it, and they have to do that on their own. And unfortunately, students right now are not doing that. So somehow we have to create this culture change, and as the saying goes, culture eats strategy for lunch. I think we have a lot of great strategies, but in the end we have to keep impressing upon our students at a very early age right through the elementary levels that they have to be in charge of their own learning. That shift has to occur.

ROBERT CHRISTMANN

WNY Educational Service Council

When you think about what that college experience is, remember that just a few months before that, they were getting bathroom passes and now they have everything open to them and they do make good choices and many make bad choices. But they have to go through that process in order to really understand what they are all about. We struggle in public schools to decide where that line is because the idea of the bathroom pass is, in a sense, ridiculous, but at the same time, if we move too far to open up how we deal with our students, we have parents who are screaming that we have no discipline in our schools. It really is a challenge for us, but that's why that freshman year is so important to anyone going to college, because of so many things that can happen based on what they have already experienced in high school.

JOHN HURLEY

Canisius College

This discussion is focused, really, on the student's choice of a major or a program and the student's desire to get a job. And I don't deny that that's at work here, but if we as an industry, as a higher education industry, are going to establish a claim that we are serving some public good, one of the things we have to look at is are we turning out people, graduates, who can do what is needed to push the economy forward. Are we serving a public good here in the United States? And the fact is the jobs are in STEM because that is where the world is going. And the challenge for those in the liberal arts is to say how do you redefine what we do in the liberal arts to also move the world forward. There is a certain amount who will get Ph.D.s and they will explore new ways of thinking, but for the rest, they will be trying to figure out a job. There are studies that

show, for example, the average liberal arts graduate in the United States today qualifies for something like one out of 850,000 jobs at any one time. Those are jobs that require just a college degree with no technical training. If you add just a couple of courses to that history major's curriculum – a course perhaps in accounting or marketing, proficiency in Excel, things like that – you can double the number of jobs that they would qualify for. I think one of the problems in higher ed is we tend to think we have the greatest higher education system in the world and the surveys show that we are falling back, that the rest of the world is passing us by. So we need to be looking and saying, 'What is needed to propel the country forward?'



JAMES SUNSER

Genesee Community College

I think there is a point where we are working ourselves into a conversation of either one or the other and it shouldn't be a conversation of one or the other. We should be taking the best

elements of both and making them meaningful. I agree with you – we have to prepare the students to be successful, but that is incumbent on us to work with our faculties to build curriculums and programs that take all those elements into consideration and have that discussion amongst ourselves. But I do believe that there are elements of both that are necessary and make a difference.

ANDREW MCCONNELL STOTT

University at Buffalo

I think one of the largest problems we face here is actually the structure of our institutions internally and the way that we structure degrees and we structure departments and the way we attribute credit hours. Because it becomes very difficult for us to do things that are truly interdisciplinary. It becomes very difficult to work across schools and work across boundaries, and that is what we are hearing throughout the conversation, and that is desirable. That's what we want. We want students who have



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communication skills, who are creative and critical thinkers and who are well-cultured, but we also want them to have technical capabilities. Engineering at UB is enormously popular and of course it just grows and grows. That's where our enrollment growth is, but many students won't make the grade because of the technical requirements required by external accreditation. I would argue that the level of technical competence you need to graduate with an externally accredited degree is not necessary for the vast requirements or the requirements of a vast number of jobs that you would come out and expect to take at the age of 22. So why aren't we looking toward building more degrees that are, say, 60 credits of technical training and 60 credits of liberal arts? Why aren't we looking to devise programs that use foreign languages, that use some kind of social science or something like that? Blend that with the science, technology and skills in information technology, management, etc., and begin to blend things that will actually give students a very wide pallet of skills. I don't think we are really doing that because our institutions are structured in such a way that it actually mitigates against that. And that is very problematic.

JOHN HURLEY

Canisius College

I think the expense of higher education has contributed to risk conversion. It used to be when it didn't cost that much and you could finance your education by working at a summer job, you said, 'Well, I can take chances because I can figure this out. I can go on to law school or graduate school if this doesn't go in the direction I want it.' But I think students are increasingly looking today, and the parents are understanding, that this is an incredible investment of not only time but money.

GARY OLSON

Daemen College

Part of this consumerist attitude that we are talking about, too, is a sense of entitlement. 'So I pay my money and I get a particular thing. I get a ticket that is supposed to get me a job.' I see that entitlement even down on the class level where students don't want to do the extra work. This is sort of what you're saying, Steven, and (they) really just expect to get a good grade even without working hard. I don't know where this has come from but it's very much now a part of higher education, linking this consumerist attitude and a sense of entitlement. 'I paid my money. I want my degree and I want to get out as soon as possible.'

STEVEN HARVEY

WNY College Connection

I was just working with this student who said he was going to make \$110,000 as a computer programmer. I said, 'I don't think so.' And he said, 'Yeah, I saw it online.' So I went online and I showed him, 'See, no. It's \$45,000.' I said, 'So what do you want to do?' 'Well, I want to move to a big city.' So I said all right. Let's calculate this out. By the time we figured out all his costs and he was going to live in a very, very small apartment, he had about \$200 per month extra. And he said, 'What are you trying to do to me? Bum me out?' I said, 'No. I'm trying to show you the reality.' So we do need to spend more time with our students and educate them. Our career services office is a great place for them to start.

► What do you see in the future for higher education?

ANNEMIEKE RICE

Campus Labs

I hope that the future of college and higher education lies in the hands of institutions themselves and not in the external forces or standardization that I think is starting to be a problem. Innovation happens best in small teams and I think it happens by the people who are doing the work. So I hope that the commitment to innovation and change and looking at data and in the small environments that are led by the individuals here today would result in a far greater output than any attempt by regulators or government to standardize what education looks like.

STEVEN HARVEY

WNY College Connection

I think in Western New York, as we have seen between K-12 and higher ed, you are going to see an attack on the fragmentation of the entire P-16 continuum, which means basically in the same efforts and in the same way that we are trying to collaborate with the P12 system and really kind of blend the lines between K-12 and higher ed, that you'll see that with employers, as well. ... We will be working to bring employers into the classroom, working to get faculty into the industry and also provide more opportunities other than internships, which are great, but other opportunities for students, real-life experiences. And that will target our seven growing sectors in Western New York.

ANDREW MCCONNELL STOTT

University at Buffalo

I think we are going to see an enormous amount of student mobility, transferability from one

institution to another. We are going to see one student, multiple institutions, essentially. I think that is going to be very interesting, and I think it's going to have some very positive benefits in terms of access and opportunity and being able to educate people who may not have had access to higher education in the past. But it's also going to provide challenges to the four-year residential model.

GARY OLSON

Daemen College

I see new types of disciplines and majors maybe that we can't even imagine right now. I think we are going to see further blurring of interdisciplinary boundaries. I think we are going to see a lot more integration of technology into the way that we deliver courses and degrees. We are going to see a much more diverse student body than we have now, and we are going to have a much more diverse faculty than we have now. We already see these trends; they have already started.

IRBY SULLIVAN

Alfred State College

Technology is incredible. I think we need an understanding by institutions of what students are coming in the door

now. They are different than they were 10 years ago or five years ago or 20 years ago. I was at the airport yesterday and there was an 18-month-old kid with an iPhone scrolling across the screen, playing a game, flipping the screen up so he could get a broader view of it. That's incredible. And we still have faculty members who don't want iPhones in the classrooms. They throw them out the windows. So adjusting to the changing student coming into the classroom is going to be critical to success as we move forward.

KATHERINE CONWAY-TURNER

SUNY Buffalo State

I think there will be a great deal more collaborations between institutions. I think we all see ourselves as being separate in lots of ways. Of course, the SUNY family works together in lots of ways, but I think it's going to push all of us to work across institutional boundaries to meet the needs of students in the future. The new innovations that are going to occur in the world are going to continue to force us to respond by new curriculum and delivery in new ways, and particularly I'm thinking about hybrid courses, courses that have an in-person portion and online portion. We are going to be pressed to do that to better utilize our resources.



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