

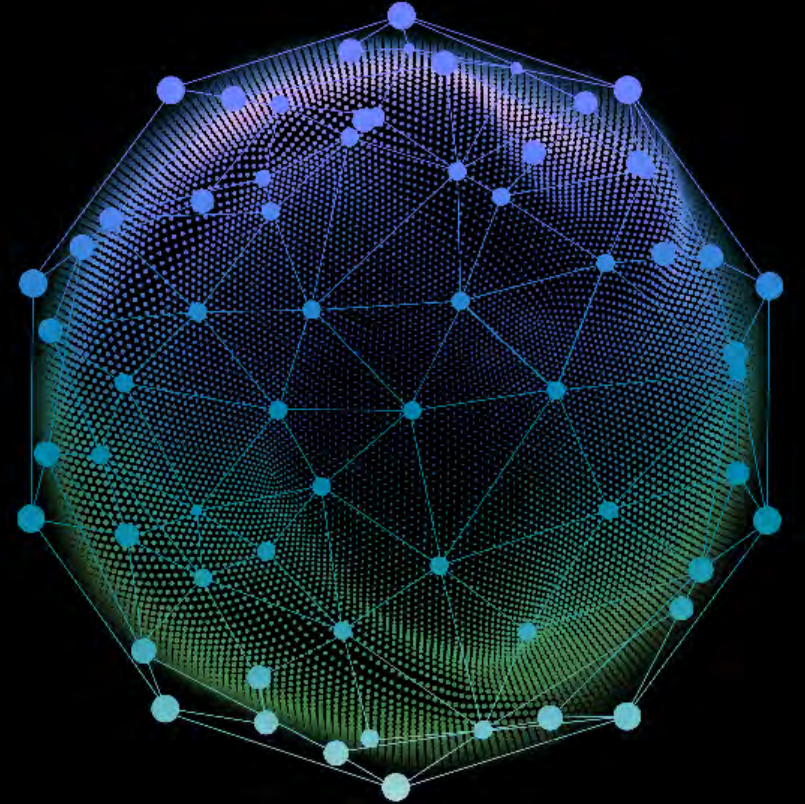


Council of Graduate Schools

Virtual Summer Workshop

Plenary: Graduate Education in a Post-Covid-19 World

July 2020



”THE GREATEST DANGER
IN TIMES OF TURBULENCE
IS NOT THE TURBULENCE;
IT IS TO ACT WITH
YESTERDAY'S LOGIC“

PETER DRUCKER

The changing nature of higher education in a COVID-19 World

How can colleges and universities build resilience to the pandemic

RESPOND

Manage continuity

How do we protect our students, faculty, and staff while maintaining essential operations and response activities?

RECOVER

Learn and emerge stronger

How do we build on the lessons learned from response as we return to campus and transition to a post-COVID-19 world?

THRIVE

Prepare for the next normal

How do we restructure academic operations to support resilience, maintain adaptability, and prevent future risk?

A network of institutions that serve roughly 200M students and employs 50M+ people in what has traditionally been primarily on-site, has suddenly and abruptly been transformed into remote learning and remote work.

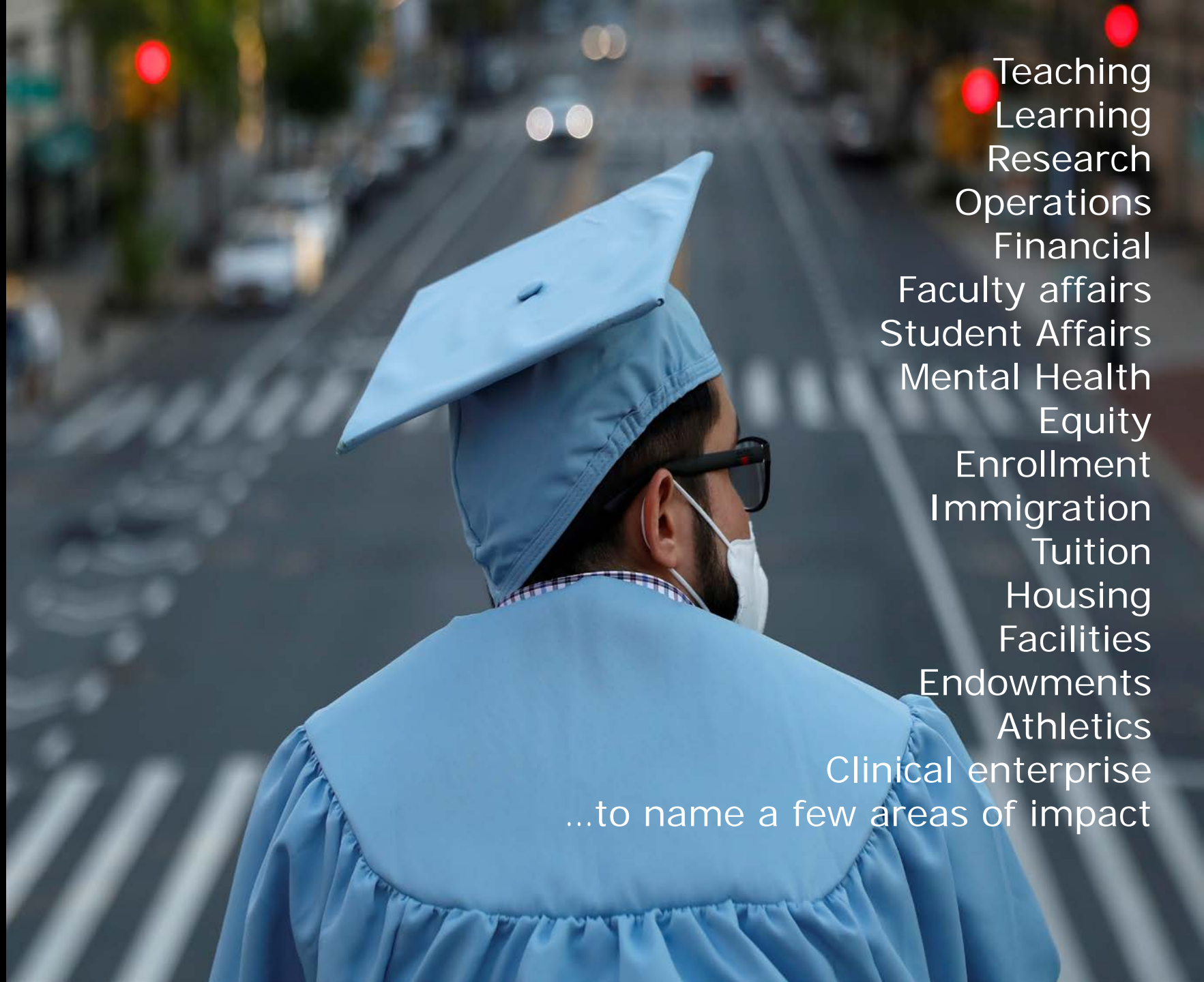


The COVID-19 pandemic has already inflicted significant disruption to the global higher education ecosystem and has unleashed significant uncertainty.



RESPOND | RECOVER | THRIVE

Teaching
Learning
Research
Operations
Financial
Faculty affairs
Student Affairs
Mental Health
Equity
Enrollment
Immigration
Tuition
Housing
Facilities
Endowments
Athletics
Clinical enterprise
...to name a few areas of impact



As we look at the extraordinary impact C-19 is having on higher education, it is imperative to address the unique impact this health pandemic is having on black and brown communities.



Recovery

How do we build on the lessons learned from response as we return to campus and transition to a post-COVID-19 world?

Institutions are looking to **reopen and recover** from the disruption caused by COVID-19



Key Considerations

Understanding the Decision to Reopen

- Is reopening more “expensive” than remaining virtual? And for how long?
- What are the **relevant liability concerns** and appropriate steps to managing that risk and what are the second-and third-order risks associated with each option?
- What **policies may need to be adjusted** to prioritize safety while enabling blended (face-to-face and virtual) activities over the next 12 –18 months?
- **If we do reopen, then how?** Should we open **all at once**? Or should we do it in **phases**? And what if there is a **resurgence** in COVID-19?
- **If we can’t reopen** in the Fall, then **what should we do in the meantime?** What steps should we take to ensure we’re prepared when the time and conditions are right to reopen?

Sensing the Impact to Students, Faculty and Staff

- How do I prioritize the **safety and wellbeing** of students, faculty and staff as we transition from **immediate response** to **what’s next**?
- How do we **balance student success with program requirements**, particularly for programs that require more hands-on learning?
- What are the **considerations for “town and gown”** relations and what proactive steps should be taken to minimize conflict and community concern?

Scenario Planning the Physical Campus

- How should classroom / workplace / common areas be **configured for the minimum necessary contact** between students, faculty, and staff?
- What **physical plant preparations** need to be completed and **what procedures need to be in place** to maintain the safety, preparedness, and cleanliness of facilities?

Flipping Orthodoxies in Higher Education

Some examples

A personalized student experience
requires a "human touch"

Most university services must be delivered in person

Recruiting and hiring faculty and staff is a lengthy, in-person process

Regulation is a lengthy, inflexible process

"Line-of-sight" supervision is essential



Digital technology can provide an accessible and personalized service

Fewer and fewer services require in-person delivery in person

Virtual, AI-driven recruiting can find the right talent quickly

Regulation as agile and adaptive

Telecommuting becomes the norm;
"on campus" work and meetings,
the exception

Looking ahead

Plan for enterprise risk and resiliency

Institutions stand to gain from a stress-tested risk and resiliency plan – including a strong leadership team and change management approach.

Challenge orthodoxies

Institutions may need to rethink the priorities underlying the conventional operating model and academic structures, including evaluating athletic and research investments and the traditional academic calendar.

Data and analytics driven decisions

There is likely to be an increased emphasis on decision-making based on accurate and comprehensive data.

Rethink administration and operations

Institutions should evaluate the administrative apparatus of the institution to determine what is mission-critical and seek opportunities for operational efficiency.

Assess financial health

Accelerate discussions regarding medium-to-longer term financial health. If institutional mergers are likely/eventual, preparations should begin.

Curate the student experience

The in-person, residential modality of many higher education institutions is unique. Assess how to preserve – or adapt – the student experience or “sense of belonging” that often drives enrollment and student success.

Invest in academic digitization

The quick shift to virtual course delivery will impact the academic experience. Raise the bar on what a high-quality blended or online model can look like.

Revisit the academic portfolio

The perceived value of a degree will likely shift. Advanced technical and agrarian skills may become more favorable than liberal arts as the vocational outcomes of education take center stage. Academic portfolios will likely shift to support this demand.

Prioritize diversity, equity & inclusion

The shift to virtual learning has highlighted inequalities in access to education. Institutions should gather insights into how heightened barriers to access and affordability may shape their target markets.

Bolster relationships with private sector

Align expectations of workforce skills, roles, and responsibilities with the evolving needs of students and society.



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