

**Flourishing & Engagement Subcommittee
Environmental Analysis White Paper**

EXECUTIVE SUMMARY

APPROACH

The Flourishing & Engagement subcommittee explored a breadth of issues, challenges, trends, and opportunities that contribute to (1) William & Mary's ability to flourish as an institution, and (2) the flourishing and engagement of individuals who make up the W&M community. After arriving at a shared understanding of issues to be explored in each area, we consulted the higher education and popular press in an effort to scan the external environment for trends and diverse perspectives on those key issues. Committee members then interviewed a wide range of W&M constituents in order to scan the university's internal environment. By asking similar questions of all, we discerned the most salient themes for consideration in our planning process.

EXTERNAL SCAN THEMES

In reviewing the higher education and popular press the subcommittee identified relevant trends that we expect to see develop or intensify over the next few decades. Many trends are inter-related.

- **Changing Demographics** – the pool of prospective students of traditional age is shrinking; student and faculty populations are diversifying; different students require different approaches.
- **Diversity and Belonging** – as students and faculty continue to diversify, inclusion efforts are essential for supporting the success and thriving of individuals.
- **Sustainability** – climate change is likely to top of the list of institutional priorities worldwide.
- **Financial Uncertainty** – the funding model for public higher education is increasingly unpredictable; demand for services and competition for talented faculty/staff is increasing.
- **Accountability, Transparency, Value for Money** – stakeholders increasingly demand more from universities; keen interest in understanding how money is spent, data on outcomes, and knowledge of institutional priorities; intense focus on students' career outcomes including internship opportunities and competencies that meet employers' needs.
- **Changing Role and Perception of Higher Education** – increasing national and political skepticism about the value of a liberal arts and sciences education, and of higher education in general.
- **Developments in Technology** – digital educational and operational modes will increasingly become the norm, opening up new curricular and pedagogical opportunities.
- **Wellness** – heightened demand for health and wellness programs on campus, especially from students and increasingly from faculty and staff; mental health issues are growing in severity and incidence; wellness initiatives support excellence and promote flourishing.

INTERNAL SCAN THEMES

- **Belonging** – Belonging is affirmed as a W&M value; members of the community describe conditions that hinder a sense of belonging; concerns expressed about gaps, both experiential and structural, within and between different communities on campus.
- **Flourishing** – Another goal for W&M should be to achieve a balance between offering productive challenges in the workplace and the academic setting, and the need for flexible, supportive structures and policies that prevent overload and stress for students, faculty and staff.

Environmental Analysis White Paper

1. Introduction

At the outset, our subcommittee recognized that a tremendous breadth of issues, challenges, trends, and opportunities contributes to (1) William & Mary's ability to flourish as an institution, and (2) the flourishing and engagement of individuals who make up the W&M community. Our first task was to determine how we would understand and explore these two concepts -- Flourishing & Engagement. Once we arrived at a shared understanding of issues to be explored in each area, we delved into the higher education and popular press in an effort to scan the external environment for trends and diverse perspectives on those key issues. Committee members then interviewed a wide range of W&M constituents in order to scan the internal environment. By asking similar questions of all, we discerned the most salient themes for consideration in our planning process. Appendices include details about committee membership, an annotated bibliography of external articles and reports, a list of constituent groups interviewed as part of the internal scan, and the specific questions asked during our constituent interviews.

2. Definitions

The following are concepts we discussed in an effort to define and explore Flourishing & Engagement. We considered implications at both the institutional and the individual levels.

Flourishing

- Conditions that promote institutional thriving for the long term
- Conditions that promote individuals' thriving in their work/study/life
- Effective collaboration across units
- Sustainability, broadly defined
- Financial model in alignment with programming and operations
- Support for higher education as a public good
- Mental health and personal well-being
- Individuals as contributors to the whole
- Anticipating, adapting to, and transforming for change
- Values-based, not fear-based, reflection and planning
- Professional/career/leadership opportunities for all members of the community
- Supportive and productive social structures in which individuals can flourish
- Words associated with individual flourishing: *happiness, meaning, excitement, health, wholeness, feeling like you matter and can make a difference, productivity, fulfilment, resilience, wellbeing*

Engagement

- Philanthropy and development efforts reflect engagement
- Strengthening alumni relationships (alumni as lifetime members of the W&M community)
- Leveraging technology to connect people and initiatives
- Enriching students' co-curricular involvements/out-of-class activities
- Importance of shared governance (employee assemblies, college-wide committees, etc)
- Diversity & Inclusion – establishing a sense of belonging for both engagement and flourishing
- Ensuring full participation by all in life of university
- Establishing mutually beneficial relationships with people with whom we work

- Importance of civic engagement/community service – W&M in local, regional, national and global community
- Provide lifelong learning opportunities

3. Environmental scan: external trends

Ideas and information in this section are drawn from research (including articles posting to the Strategic Planning website); information and responses from outreach meetings; notes from the campus-wide fora; and discussion among subcommittee members.

The subcommittee identified the following relevant trends (in no particular order) that we expect to see develop or intensify over the next few decades. Many trends are inter-related. In-text citations refer to articles posted on the Strategic Planning website.

i. Changing demographics

As the pool of prospective students of traditional age shrinks (Grawe 2019), universities are going to need to strategize about how to expand and diversify their applicant pools (first generation students, adult students, continuing education students, international students and so on). This in turn will increase demand for educational programs, resources and services: enhanced support for student parents, international students, adult returners, economically and educationally disadvantaged students, and so on.

ii. Diversity and belonging

Truly diverse campuses and workplaces are an ethical and social imperative, and are critical to innovation. Employers will increasingly look for recruits who have experience in diverse communities (Holger 2019). The demographic pressures outlined above make diversifying the campus a pragmatic choice, a moral necessity and an educational and social opportunity. Nationally, racial demographics are shifting towards minority white, with younger generations shifting most rapidly (Frey 2018). The exciting opportunity to recruit more students of color, international students, and students from currently underrepresented populations, will require the intentional, systematic, and strategic embrace of programs and resources to ensure that student wellbeing, success, and retention rates, are improving evenly across all groups. Support for students of color, for example, will need to be integrated into all programs and units on campus, not just into targeted offices such as the Center for Student Diversity. Frenk (2019) describes the need for a “scholarship of belonging”: “representation means little if people do not have a sense of being at the right place, where who they are and what they do matters.” The pool for faculty recruits will also gradually diversify over time, and it will be crucial for the health of the university to ensure that we devote increasing resources to intentionally building and retaining a more diverse faculty and staff, including awareness of the particular challenges faced by employees of color and international employees (Burton 2019). We will also need to be mindful and deliberate in our programming and communications with an increasingly diverse pool of alumni.

iii. Climate change

The climate crisis is one of the pressing issues of our time, and it will only become more pressing in the years to come. The university will continue to invest in sustainable practices (including the commitment to carbon neutrality by 2030). But we will need to do even more than that, partly in response to the increasing danger that surrounds us, and partly in response to what will undoubtedly be the demand of the next few generations that the climate crisis be at the top of the list of institutional priorities world-wide. In addition to developing an increasingly “green” campus, we will need to “educate students on

the necessity of sustainable development by integrating sustainable development issues” into all aspects of the campus experience (Blessinger et al 2018).

iv. Financial uncertainty

The funding model for public higher education is increasingly unpredictable. The demands for services and competition for talented faculty and staff – and the associated costs of providing them – continue to increase. State funding will likely continue to decline on an inflation-adjusted basis. Depending on increases in undergraduate tuition for revenue growth will become increasingly untenable, and although enrollment growth will generate more revenue, growth also carries new costs and places additional demands on faculty, staff and infrastructure. Philanthropy, although growing, is unlikely to fill the funding gap entirely. In response to these financial pressures, the campus workforce may have to shrink, requiring greater operational efficiency, and distributing to those who remain the work of those who have left. The university will need to develop increasingly flexible fiscal and organizational structures so that it can respond rapidly to sudden shifts in funding sources and expenses (e.g. benefits).

v. Accountability, transparency and value for money

Accountability and transparency are crucial components of responsible equity and inclusion practices, as is value for money. Stakeholders in the university (including the Commonwealth, alumni, students, parents and employees) will increasingly demand more of the university. They will expect transparency about how their money is spent; data on outcomes; and as much information as possible about institutional operations and priorities. Of especial note is the need for the university to continue to research, make visible, and respond to its history. The Lemon Project is exemplary in this regard. Employees will expect more workplace services: career development and support, wellness services, and training opportunities (see Volini et al, 2019). Alums will expect increased opportunities for engagement, including career and professional development, lifelong learning and continuing education programs (which could also generate revenue). Students will expect enhanced career services, including internships and partnerships with local businesses and organizations, as well as faster, more affordable pathways to graduation (perhaps involving some component of online or competency-based learning). Of note, interest from families in upscale amenities (the “lazy river” phenomenon, Stripling 2017) is increasingly being replaced by an interest in alternative educational models such as makerspaces, digital classrooms, and community learning labs (Prevost 2019).

vi. Changing role and perception of higher education

We will see increasing national and political skepticism about the value of a liberal arts and sciences education, and of higher education in general. National attention is increasingly focused on universities giving students the skills employers want so that graduates can secure a well-paid job to pay off their loans (Lederman 2019). In that environment, we will need to advocate strongly for the advantages of a liberal arts and sciences degree, which develops interdisciplinary thinking and the soft skills that are necessary for career success for all students – including first generation and disadvantaged students (Bauer-Wolf 2019); and offers the potential for substantial life-time earnings (Deming 2019). We will also need to explore wider integration of career support for both undergraduate and graduate students into internships and other curricular and co-curricular activities. In general, we will need to have a flexible and responsive understanding of the university’s social, educational, cultural and economic role going forward, so that we can adapt quickly to shifts in public opinion, expectations, and attitudes; and their consequences for the university’s financial health and for recruitment and retention of students.

vii. Developments in technology

Over the past ten years, we have seen educational and other technologies evolve at a dizzying speed, with consequences for residential higher education that continue to be unpredictable. However, we believe that digital educational and operational modes will increasingly become the norm, opening up many opportunities for online, hybrid, remote and continuing educational programming, as well as for integration of technology into pedagogy (Fiock & Garcia 2019). The university will need to be strategic in integrating digital systems into its operations, ensuring that the form and experience of such systems are satisfying and healthy for users (Peters et al 2018). This includes ensuring that all new online initiatives, including education, are accessible to all.

viii. Wellness

The last decade has seen increasing demand for health and wellness programs on campus, especially (but not only) from students (Mitchell & Ortega 2019). There is no reason to believe that this demand will diminish. If anything, we will see more pressure on campus health services, especially in the area of mental health. Students and employees are experiencing financial stresses, anxiety, and increasing pressure to do “everything.” The university will need to continue to build a culture in which wellness and self-care are the norm; and in which wellness programming and resources are integrated into all campus operations, including academic programs and courses (Mitchell & Ortega 2019). We will see increasing demand for university involvement in all aspects of students’ lives and wellbeing (a new version of “in loco parentis,” Patel 2019). We will also need to continue to upgrade our residential and dining facilities to ensure they are healthy and safe (eradicating mold from all buildings, for example, and installing air conditioning in the dorms that still don’t have it); and to improve campus safety (e.g. employees who work off-peak hours are frequently alone in unlocked and insecure buildings). Flourishing and engagement for all members of the campus community depend on investment in creative and collaborative practices that emphasize agency, connection, communication and freedom. Involving all community members, including those who do not have regular access to email or who work irregular hours, in decision-making processes will be crucial to building a culture of belonging and empowerment for everyone who has a relationship with the university.

4. Environmental scan: internal trends

Almost universally, individuals in the outreach groups conveyed a strong commitment to and pride in the university. Participants recognized a need for more whole institution thinking, desiring a more integrated, collaborative approach despite concerns regarding change and the university’s ability to do it well. Contributing to this community, the well-being of others and the betterment of the university formed the basis for comments noting areas in need of improvement. Rather than citing grievances, participants wanted the university to embody more fully the values it espouses, particularly belonging, and flourishing.

i. Belonging

William & Mary’s statement of values defines belonging as creating “a welcoming and caring community that embraces diverse people and perspectives.” The subcommittee’s interviews revealed some general themes hindering the experience of this value for respective members of our community. Firstly, we identified concerns about gaps – both experiential and structural – within and between different communities on campus. Organizational structures sometimes make it hard to communicate effectively, and to keep all interested groups informed and involved. Silos can inhibit the development of effective and inclusive collaborations. Barriers were keenly felt in the working conditions of non-tenure-eligible (NTE) faculty as distinct from (and lesser than) their tenure-eligible

colleagues. Facilities staff, particularly housekeepers, and contract employees also described similar barriers that separate them from other staff colleagues. Departmental leadership – for faculty and staff – matters a great deal in workplace satisfaction. The university will need to continue to develop consistent onboarding to W&M as a workplace, opportunities for supervisor training and mentoring supervisors, and opportunities for recognition, particularly for staff and NTE faculty.

ii. Flourishing

William & Mary's statement of values defines flourishing, in part, as empowering "those who live, learn, and work here to make choices toward a healthy and fulfilling life." Community members noted persistent tensions between well-being and achievement. Students shared comments on stress culture, simultaneously recognizing some aspects were created by the students themselves, including "overengagement." Faculty and staff conveyed feeling absent from an institutional focus on student wellness and called for increasing efforts to support them. Faculty noted the tension between teaching and research in professional achievement. The university will need to explore ways to improve student wellness and encourage a tolerance of intellectual risk, possibly by offering earlier (and more) pass/fail course options. Also, organizational structures are sometimes misaligned with flourishing. For example, students expressed concern about insufficient capacity to meet growing student mental health needs. Faculty and staff shared concerns about difficulties in achieving of work-life balance, and the need for ongoing support for professional growth. Income levels, particularly among lower paid faculty and staff, and financial support for graduate students were noted as barriers to individual flourishing for many. Additional concerns including parking, quality of food and healthy living conditions (e.g. mold issues in housing). Some felt that relationships with the local community need strengthening. The university will need to achieve a balance between offering productive challenges in the workplace and the academic setting, and the need for flexible, supportive structures and policies that prevent overload and stress.

5. Conclusion

The two over-arching goals of the strategic plan (to advance the university's distinctive excellence in a rapidly changing environment; and to position the university for long-term financial sustainability) align well with the trends we identified. We are confident that the university and its community will continue to flourish, and that our people will become ever more engaged and integrated. To reach our goals, we will need to strengthen and develop in the following areas. Firstly, we will need increasingly holistic, integrated and consistent programming and messaging. Secondly, we will need to develop flexible organizational and operational structures and policies to allow us to respond rapidly to changes in our environment. Thirdly, we will need to be vigilant in anticipating these shifts. Finally, it will become increasingly important to demonstrate and disseminate the value of higher education, and its relevance to life and employment in a twenty-first century world, to a skeptical public, including those who fund William & Mary and those who would pay for a William & Mary education.

Appendix A

Members: Flourishing & Engagement Subcommittee of the Strategic Planning Steering Committee

Ginger Ambler, Co-Chair, Vice-President, Student Affairs
Suzanne Raitt, Co-Chair, Chancellor Professor, Chair of the English Department
Babs Bengtson, Director of Leadership, Learning & Performance, Human Resources
Henry Broaddus, Vice-President, Strategic Initiatives & Public Affairs
LaTryce Butler, Fiscal Manager, School of Education
Aida Campos '20, undergraduate student
Kelly Crace, Associate Vice-President, Health & Wellness
Adam Ferguson, Associate Manager, Global Education Information, International Studies
Abigail Grimes, Assistant Director, Volunteer Engagement, University Advancement
Berni Kenney, Deputy Chief Information Officer
Calandra Lake, Director of Sustainability
Chris Lee, Chief Human Resources Officer
Susan Manix '79, member and former Chair of Annual Fund Board
Jeremy Martin, Chief of Staff, Office of the President
Mariellynn Maurer, Director of Conference Services, Auxiliary Services
Barb Ramsey '75, member of Williamsburg City Council

Appendix B

Annotated bibliography of articles and other sources consulted by the committee'

Top 7 articles from public/popular media (full text posted to Strategic Planning website)

The Public's Support for (and Doubts About) Higher Ed – *Inside Higher Ed* (June 17, 2019)

Survey of likely 2020 voters shows they view colleges favorably but increasingly question whether they're delivering on promises. It also suggests a disconnect between priorities of politicians and the public. "Voters on both sides of the aisle believe higher education is essential when it comes to helping more students secure the jobs they need to be successful in today's economy. They also believe that institutions can and should do more to provide value to the students they are supposed to serve -- not just enroll them and cash their checks, but get them to graduation and equip them with the skills they need to get a good-paying job and pay off their loans."

Employee Rewards: What do Employees Value Most – 2019 Deloitte Global Human Capital Trends (April 11, 2019) "With wage growth lagging behind inflation, many organizations are turning to noncash perks and programs to help drive worker retention and performance. But perks and pay aren't what matter the most." Key Findings: "When we ask workers what's important to them, the No. 1 answer is not money but the value of the work to them . . . 'the nature of the work itself' came in first, followed by 'the ability to learn, grow, and progress. This shift from rewards to relationships is critical to creating and embedding a workforce experience that stands alone as a differentiator in attracting and retaining the high talent workers of tomorrow." This 2019 Report looks at the future of the global workforce, the future of the organization, and the future of HR – speaks to what flourishing looks like for employees.

Students' mental health shouldn't be the responsibility of campus counseling centers alone – *Inside Higher Education* (October 30, 2019) Ted Mitchell, President of the American Council on Education, and Suzanne Ortega, President of the Council of Graduate Schools write that "mental health and well-being among students is a serious and complex problem and should not be the sole purview of our campuses' counseling centers . . . A timely observation: "Task No. 1 for all members of the campus community? Talk more frankly and openly about student mental health and well-being and create programs and resources that actively promote well-being. Campus-wide efforts are imperative to tackling this serious problem. Another consideration? Include student mental health as part of the institutions' strategic plan."

Survey: Employers Want Soft-Skills from Graduates – *Inside Higher Ed* (January 17, 2019)

Employers want college graduates who have "soft skills," such as being a good listener or thinking critically, but they have difficulty finding such candidates, according to a new report. The most in-demand talent among employers was listening skills -- 74 percent of employers indicated this was a skill they valued. This was followed by attention to detail (70 percent) and effective communication (69 percent). About 73 percent of the employers said that finding qualified candidates was somewhat or very difficult. Roughly one-third of the employers (34 percent) indicated colleges and universities have not prepared students for jobs.

Designing for Motivation, Engagement and Well-Being in Digital Experience -- *Frontiers in Psychology* (May 28, 2018) "Research in psychology has shown that both motivation and wellbeing are contingent on the satisfaction of certain psychological needs. Yet, despite a long-standing pursuit in human-computer interaction (HCI) for design strategies that foster sustained engagement, behavior change and wellbeing, the basic psychological needs shown to mediate these outcomes are rarely taken into account. This is possibly due to the lack of a clear model to explain these needs in the context of HCI. Herein we introduce such a model: Motivation, Engagement and Thriving in User Experience (METUX). The model provides a framework grounded in psychological research that can allow HCI researchers and practitioners to form actionable

insights with respect to how technology designs support or undermine basic psychological needs, thereby increasing motivation and engagement, and ultimately, improving user wellbeing.”

Higher Education’s Key Role in Sustainable Development – University World News (September 7, 2018).

"Creating a sustainable future is much more than just creating green campuses or implementing recycling efforts or global citizenship initiatives. It may also involve implementing more blended learning programmes, creating more university partnerships involving sustainable development as well as integrating sustainable development issues and initiatives into the curriculum across all disciplines at all levels."

Why We Need a “Scholarship of Belonging” – *The Chronicle of Higher Education* (May 15, 2016)

"Today we are in a defining moment when universities must themselves embrace the values we hope to see reflected in society. At a time when many voices question the worth of universities, I would submit that we must trace our value to our values. One of the most important ways a university can be exemplary is by embracing diversity in all its dimensions — race and ethnicity, national origin, gender, economic assets, sexual orientation, religion, age, physical capacities. But representation means little if people do not have a sense of being at the right place, where who they are and what they do matters. Diversity can flourish only in a climate of tolerance — a value that is also under threat. In our turbulent times, universities must lead the way in intentionally cultivating the free expression of diverse perspectives."

Additional Resources Considered by the Subcommittee during Environmental Scan

In the Salary Race, Engineers Sprint but English Majors Endure -- *NY Times* (September 20, 2019)

"The advantage for STEM (science, technology, engineering and mathematics) majors fades steadily after their first jobs, and by age 40 the earnings of people who majored in fields like social science or history have caught up. ... A liberal arts and sciences education fosters valuable “soft skills” like problem-solving, critical thinking and adaptability. Such skills are hard to quantify, and they don’t create clean pathways to high-paying first jobs. But they have long-run value in a wide variety of careers."

Designing for ‘Employee Experience’ will increase Engagement and Business Impact of IT Projects -- Gartner

(Oct 9 2018) “Ignoring the employee experience weakens the impact of critical IT projects on business outcomes — it alienates employees. Application leaders focused on the digital workplace should strengthen technology planning with employee experience design and actively partner with HR for this initiative.”

Digital Engagement Update | Student Affairs and Technology – Inside Higher Ed (July 21, 2019, Eric Stoller)

“Change is a constant when it comes to all things related to social media. There’s a seemingly endless stream of new apps, functionality, acquisitions, and more. The digital engagement landscape requires thoughtfulness, strategy, planning, and agility. In 2019, new social media apps have emerged and the old guard (OG) are still largely relevant. This post was inspired by a recent talk that I gave at a career services technology event in Washington, D.C. Speaking about 'Industry 4.0,' I re-introduced the need for digital engagement specifically from a career services context and mentioned some of the latest social media / digital engagement platforms as well as some of the more established OG apps/sites.”

Overburdened Mental Health Counselors Look After Students. But Who Looks Out for the Counselors? – *The Chronicle of Higher Education* (September 18, 2019)

More students are coming to college counseling centers asking urgently for help. They often have multiple diagnoses or previous suicide attempts. For the counselors who try to help them, the student mental-health crisis is taking a toll. “The number of crisis clients, those with immediate safety issues at stake, has grown 900 percent since 2004. Rising rates of depression and burnout are, according to Onestak, “the lived experience of most counseling-center

clinicians.” – Speaks to (1) trends in student mental health and (2) challenges to flourishing for clinicians in counseling centers.

Forget Tanning Beds. College Students Today Want Uber Parking. *The New York Times* (June 25, 2019) In contrast to the article listed “The Lure of the Lazy River” from 2017, this article shares about the shift of focus from the fancy amenities of residence halls and recreation spaces trend to makerspaces, digital classrooms, and community learning labs. What I found interesting is that the article assumes that the upgraded residence halls are all already in place due to the past trend and now, universities are building on that with a new view of what “mixed use” facilities means. I pulled this article because I think it uncovers challenges that W&M may be facing in the area of external trends (residence halls still awaiting improvements as well as the “new” expectation of amenities on campus).

Are Liberal Arts Colleges Doomed? The cautionary tale of Hampshire College and the broken business model of American higher education -- *Washington Post Magazine* (October 21, 2019)
Hampshire College’s struggle to survive in the changing financial, social, cultural and demographic environment.

The New ‘In Loco Parentis’ – *The Chronicle of Higher Education* (February 18, 2019)

As a matter of law, in loco parentis has been in retreat in recent decades. But as an organizing principle for college behavior, it’s making something of a comeback. Past iterations were paternalistic, but the new version is driven by tuition-payers’ expectations, colleges’ concerns about legal liability, shifting cultural and social norms, and an evolving understanding of human development . . . These pressures are “encouraging universities to exercise their supervisory and decision-making roles in more-active ways,” says Julie Reuben, a Harvard historian who studies the role of education in American society and culture. “Institutions are taking a more heavy-handed involvement with their students.”

Women of Color: Invisible, Excluded and Constantly ‘On Guard’ -- *Wall Street Journal* (October 15, 2019)

More than half (56%) of women of color reported being “on guard” in the workplace, which is attributed to often thinking of quitting. Feeling invisible and excluded was reported by 18% of faculty women of color in a 2018 study. [Note: the faculty study, though from the Journal of Vocational Behavior, is interesting in its findings among faculty of color simultaneously experiencing hypervisibility as diversity tokens and invisibility due to exclusion.]

The Lure of the Lazy River -- *The Chronicle of Higher Education* (October 15, 2017)

Sharing the story of the campus recreation renovation at LSU and examining the model used to finance the building of the “lazy river” (by increasing student fees), this article draws attention to the declining state support of LSU and how the university addresses the need to have “lavish amenities” to draw students and compete in the marketplace. The student perspective is also shared – not all students were in support of spending on an item not directly related to their academic pursuits. The article also shares the value of priority on health and wellness.

The Business Case for More Diversity -- *Wall Street Journal* (October 26, 2019)

"Diverse and inclusive cultures are providing companies with a competitive edge over their peers. So concluded The Wall Street Journal’s research analysts in their first ranking of corporate sectors, as well as the individual companies in the S&P 500 index, based on how diverse and inclusive they are. ... 'The bottom line is that companies that are able to attract and retain talent are going to be more successful financially over the long term,' says Valeria Piani, sustainable-investing strategic engagement lead at UBS Asset Management."

The Enrollment Crash Goes Deeper than Demographics – *The Chronicle of Higher Education* (Nov. 1, 2019)

“Perhaps the implication of demographic change is that colleges need to spend more time attending to unchanging fundamentals critical to institutional sustainability. After all, whatever we may do to prepare for the future — and we have many options — even the best-endowed college can’t add to the number of Americans born in 2015. The challenges facing higher education are multiple, and most of them will be made more difficult as prospective-student pools shrink in the next decade. Before the brunt of the birth dearth is upon us, now is the time to address the cracks already visible in our practices and financial models. By attending to nondemographic threats, we may just find that the demographic stresses are reduced.”

More Colleges use Chatbots to Communicate Online Voice of America (October 19, 2019) “Having human beings available to answer people’s questions and **complaints** can be costly, requiring many workers. And in most cases, employees can only work a set number of hours in a day, increasing the amount of time **customers** wait for a response. So not just companies, but a growing number of colleges and universities have also begun using chatbot technology, says Keith Rajecki. He is with Oracle Higher Education, a computer software company that serves these **institutions**.”

The Future of Sustainability in Higher Education – *Journal of Sustainability Education* (March 24, 2017). The author presents a “vision of the future of sustainability education in higher education is grounded in transformative, experiential, and place-based approaches. Engaging students in authentic inquiry in the classroom enables students to become better citizens and stronger problem solvers within the context of sustainability and beyond.”

Americans Rank A Google Internship Over A Harvard Degree – *Forbes.com* (January 6, 2020)

"Americans are seeing more value in work experience and on-the-job training and less value in traditional higher education...In a separate survey fielded in mid-November (N of 2,000 U.S. adults), a slightly different question was asked: 'If you had \$50,000 to invest in helping your child get a good job, how would you rather spend it?' Two-thirds would have their child do an internship at Google for one year (68%) rather than attend Harvard for one year (32%)."

The US will become 'minority white' in 2045, Census projects: Youthful minorities are the engine of future growth – *Brookings Institute* (March 14, 2018). William H. Frey writes, "The new statistics project that the nation will become 'minority white' in 2045. ...Because minorities as a group are younger than whites, the minority white tipping point comes earlier for younger age groups...the new census projections indicate that, for youth under 18—the post-millennial population—minorities will outnumber whites in 2020.

...Minorities will be the source of all of the growth in the nation’s youth and working age population, most of the growth in its voters, and much of the growth in its consumers and tax base as far into the future as we can see.”

Does Higher Education Still Prepare People for Jobs? – *Harvard Business Review* (January 14, 2019).

"Universities could substantially increase the value of the college degree if they spent more time teaching their students critical soft skills. Recruiters and employers are unlikely to be impressed by candidates unless they can demonstrate a certain degree of people-skills. This is perhaps one of the biggest differences between what universities and employers look for in applicants. While employers want candidates with higher levels of EQ, resilience, empathy, and integrity, those are rarely attributes that universities nurture or select for in admissions. As the impact of AI and disruptive technology grows, candidates who can perform tasks that machines cannot are becoming more valuable — and that underscores the growing importance of soft skills, which are hard for machines to emulate."

Appendix C

Outreach Groups Interviewed

Students

- Students who went through the “Preparing for Life as a University Student” (PLUS) program (Center for Student Diversity)
- Transfer students
- Graduate students
 - General population of graduate students
 - VIMS Graduate students
 - Law School students
 - Arts & Sciences graduate students
- Student tour guides and orientation aides
- Health & Wellness teams
 - Health Outreach Peer Educators (HOPE)
 - Wellness Ambassadors
 - Haven Confidential Advocates
 - Campus health professionals

Faculty

- Pre-tenure faculty
- Non-tenure-eligible faculty
- Tenured faculty

Staff

- Housekeepers on Old Campus
- Contracted employees

Alumni

- W&M employees who are W&M alums

Families

- Parent & Family Council

Particular Communities (not on campus)

- VIMS
 - Faculty
 - Staff
- Washington Center

Appendix D

Environmental Scan Process

After the committee created its list of outreach groups, pairs of committee members were assigned to interview two groups on the list. A set of common questions was created for all members to use. One committee member revised the questions slightly to better communicate the intent of the questions for the population assigned. Upon reporting back to the group, others requested to use the revised set of questions.

Questions for Environmental Scan

- What would it look like for W&M to be flourishing in the future – as both a university and a workplace?
- How engaged are members of the W&M community (students, faculty, staff, alumni, families) with the institution? What aspects of W&M promote meaningful engagement?
 - ALTERNATIVE VERSION: Do you feel like you get a chance to create relationships with faculty, staff and students?
- How does W&M foster an environment of fulfillment and meaning for its community members?
 - ALTERNATIVE VERSION: Does W&M create an environment that makes you feel valued/like you belong?
- How does W&M help build resilience and wellness among its community members?
 - ALTERNATIVE VERSION: Think about your best day at work. How can W&M make sure you have more?
- What inhibits or interferes with engagement, fulfillment, resilience, well-being, and/or productivity at the university?
 - ALTERNATIVE VERSION: What is your biggest hurdle at W&M?

Upon completion of the outreach group interviews, committee pairs gathered their notes and identified themes that emerged from that particular group. Everyone's theme notes were posted in box so that common themes could be derived from the data collected.