


# The Future GIST 1-10: Changes That Impact Student Learning in the Next Ten Years

August 24, 2005 to September 22, 2005

**Introduction:** The Future GIST is a flexible publication designed to inform and stimulate discussion about trends and issues which may impact GRCC in the future. A "GISTER" is an actual occupation found in the federal government and probably other bureaucracies and industries. A "GISTER" reads and summarizes long documents so that Presidents, CEOs, etc. can get the GIST of the document without having to read it. This is what I do with The Future GIST.

The information below has been taken from multiple sources and condensed into manageable chunks of information. The e-mails and attachments were used to stimulate thinking and discussion among the Dean's Group which met September 22, 2005. Below are the e-mails and attachments that led up to that meeting where The Future GIST10 was presented in the form of a MS Powerpoint presentation.

## Mail Message

**From:** Mark CHAMPION  
**To:** Deans  
**BC:** Mark CHAMPION  
**Date:** Wednesday - August 24, 2005 12:03 AM  
**Subject:** **The Future Gist #1: Demographics and the knowable future**  
 Demographics.doc (29696 bytes) [\[View\]](#) [\[Save As\]](#)

Greetings:

Forecast: Over the next 10 years a majority of the Baby Boomers, (1946 to 1964) will reach the 55 to 64-year-old age group, in which over 85% of all Americans traditionally retire.

Forecast: Due to retirement and jobs created by growth in the economy, a massive worker shortage will occur in the US beginning as early as next year, especially in the labor intensive industries such as health care, the construction trades, and of course education. (See attachment for projected shortages in education.)

The following abstract from September's Futurist Update illustrates the impending crisis in the construction trades:

### **BUILDERS WANTED**

A building boom, an aging workforce, and higher technical demands of workers are laying the foundations of a potential skills crisis in the U.S. construction industry.

Now employing nearly 7 million carpenters, electricians, inspectors, and other skilled workers, the industry will need one million more workers by 2012 to fill jobs being left by retiring baby boomers, according to the U.S. Bureau of Labor Statistics.

These workers will also need increasingly sophisticated skills: For example, building inspectors now use laptop computers to monitor inspection activities, and laborers operate high-tech machinery. Construction workers once could learn most of their necessary skills through apprenticeships and on-the-job training, but now they need vocational or technical school training.

"It is absolutely imperative that we address the skills shortage by reaching out to today's youth," says Don Whyte, president of the National Center for Construction Education and Research. The first annual National Careers in Construction Week, October 17-21, "is one initiative the industry is taking to promote a positive image of construction to young people and encourage them to consider a construction career."

SOURCE: National Center for Construction Education and Research,  
<http://www.nccer.org>

Mark Champion  
Information Analyst  
Institutional Research and Planning  
Grand Rapids Community College  
Grand Rapids MI 49503  
Voice: 616.234.4048  
FAX: 616.234.3929  
E-mail: [mchampion@grcc.edu](mailto:mchampion@grcc.edu)

The good is often the enemy of the best. anonymous

## **THE FUTURE GIST #1**

### **DEMOGRAPHICS: PART OF THE KNOWABLE FUTURE**

It is possible to make precise, consistently reliable forecasts of the size and makeup of the adult population for the next fifteen years simply because all of the people who will become adults during the next fifteen years have already been born.

This means we know exactly what our labor force and our consumer markets will be like through 2015, by age, race and gender, etc.

The Bureau of Labor Statistics (BLS) has projected that between 1998 and 2008:

- 22.5% of all elementary school teachers (418,000)
- 30.5% of all secondary school teachers (378,000)
- 15.0% of all college and university professors (195,000)
- 40.0% of education administrators (178,000)

A majority of the Baby Boomers, (1946 to 1964) **will enter the 55 to 64-year-old age group, in which over 85% of all Americans retire.**

Due to new jobs created through economic growth the possibility of mass retirements, the number in the "Baby Bust" cohort, (1965 to 1980) and the "Echo Boom" cohort, (1981 to 1995) will not be sufficient enough to replace the outgoing Baby Boomers.

**For education**, training and library occupations, the BLS forecasts that, in addition to the nearly **1.76 million retiring personnel who will have to be replaced** over the next ten years, it will also be necessary to recruit another **1.57 million faculty and staff to fill the new positions** created to meet the learning needs of our growing society and economy.

The demographic realities of the next decade-and-a-half will confront education and other labor-intensive components of our economy:


- healthcare
- construction
- consumer services
- the military
- etc.

with serious human resource supply problems. **Yes, a worker shortage.**

Adapted From "THE STRATEGIC CONTEXT OF EDUCATION IN AMERICA **2000 to 2020**"  
 By David Pearce Snyder, Gregg Edwards and Chris Folsom  
 Prepared for publication in *On the Horizon*, Volume 10, Numbers 2 & 4, 2002  
 emeraldinsight.com • West Yorkshire U.K.

The entire article can be found at: [http://www.the-futurist.com/new\\_page\\_2.htm](http://www.the-futurist.com/new_page_2.htm)

## Mail Message

**From:** Mark CHAMPION  
**To:** Deans  
**CC:** George Waite, David Clark  
**BC:** Mark CHAMPION  
**Date:** Wednesday - September 7, 2005 11:05 AM  
**Subject:** **The Future GIST 2: Economics**  
 GilST 2 Economic.doc (58368 bytes) [View](#) [Save As](#)

Greetings,

This is your second installment of the Future Gist intended to prepare you for the September 22, Deans Council Meeting presentation on the future of higher education.

Today's Key Concept is Knowledge Worker  
 The knowledge worker makes up the sector of the workforce called Producers Services.

The first attachment shows the history of the US workforce in 4 major economic sectors.

Bottom Line:  
 Producer Services are and will continue to INCREASE.  
 Consumer Services are and will continue to INCREASE.

Industry (manufacturing) and Agriculture as a percentage of the workforce will continue to DECLINE.

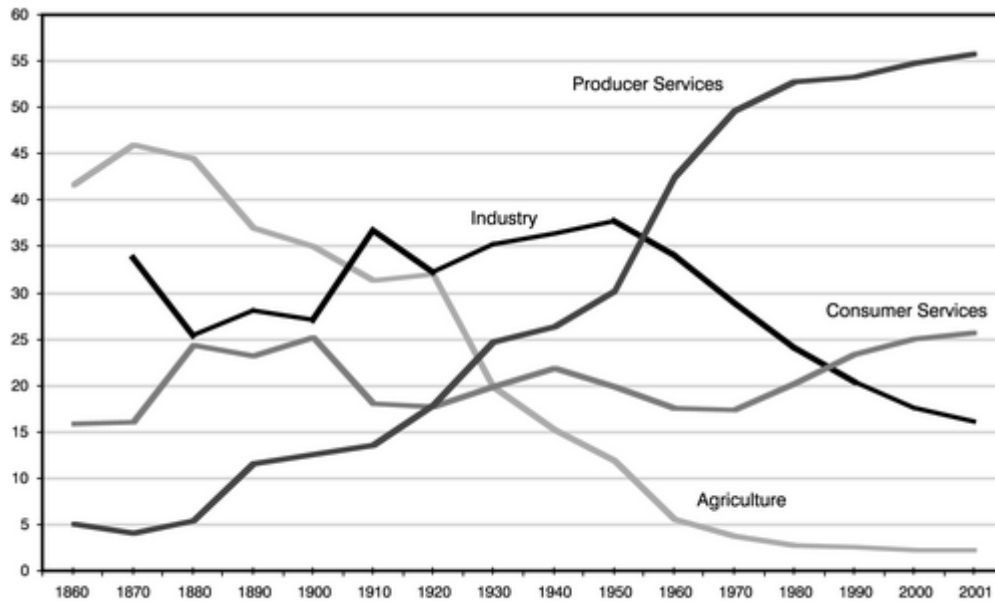
Tomorrow we will look closer at how Demographics, Economics, and Workforce will set the context for education over the next 15 years.

(Context for Education = The external environment that we will be working in as we try to put learners first.)

Have a preferred day,

Mark

**THE FUTURE GIST #2**  
**Economic: Context for Education**



Source: U.S. Bureau of Labor Statistics

Figure 2: The long-term evolution of the US workforce since 1860, projected through 2010.

- The coming decade will see the continued growth of producer services as the dominant employer in the US economy, with over 55% of all workers engaged in professional, managerial, technical, supervisory or other information-intensive work. (**Knowledge Workers**)
- The combined numbers of people directly involved in the physical production of food, material, infrastructure and manufactured goods dropped below 20% of the total US workforce during the 1990s, and will continue to decline.
- Meanwhile, consumer services today employ 25% of US workers for the first time in 100 years, and their share of total employment will continue to grow.

Adapted From "THE STRATEGIC CONTEXT OF EDUCATION IN AMERICA 2000 to 2020"  
 By David Pearce Snyder, Gregg Edwards and Chris Folsom  
 Prepared for publication in *On the Horizon*, Volume 10, Numbers 2 & 4, 2002  
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The entire article can be found at: [http://www.the-futurist.com/new\\_page\\_2.htm](http://www.the-futurist.com/new_page_2.htm)

## Mail Message

**From:** Mark CHAMPION  
**To:** Deans  
**CC:** Daniel Clark, George Waite  
**Date:** Thursday - September 8, 2005 4:06 PM

**Subject: Future GIST 3 The Education Workforce 2000-2010**

 GIST 3 Workforce Economic.doc (33792 bytes) [\[View\]](#) [\[Save As\]](#)

Greetings:

What can I say about this attachment. Here goes.

From cradle to grave there just won't be enough qualified teachers, administrators and support staff to fill the existing job openings whether those openings occur do to replacement or new positions created.

The attached figures support this statement. So do the stats on demographics sent with the first Future GIST.

The trends are:

1. An aging population
2. A declining birth rate
3. A smaller and possibly less educated workforce to fill the vacancies created by baby boom retirement
4. Increasing levels of baby boom retirement
5. An increasing institutional Brain Drain
6. Less educators at a time when more are needed
7. A skills shortage in many high tech and labor intensive fields.

Now the implications of such trends would tend to lean toward the negative side of the scale.

HOWEVER, there are some positive counter trends occurring and they will be much more encouraging. (I promise)

But you'll have to wait until next week to read about them because I am gist about ready to wrap this week up in the futures department.

Stay tuned for a surprise tomorrow and the rest of the story next week.

Have a preferred evening,

Mark

### **THE FUTURE GIST #3**

#### **Workforce/Economic: Context for Education**

BLS forecasts total employment in the US will rise from

- 145.6 million in 2000 to 167.8 million in 2010.

The US workforce is projected to grow from

- 140.9 million in 2000 to 157.7 million by 2010.

This means that the current shortfall of

- 4.7 million qualified recruits for advertised positions - **including many jobs in education** - will become a 10 million worker shortage by 2010!
- The labor force will only grow by 12% (16.8 million workers) - 2000-2010
- The number of jobs is projected to grow by 15.2% (22.2 million jobs).

The BLS forecasts employment in:

- Education to rise by 19%
- Health-care is expected to rise by 25%
- Among all other professional, managerial and technical fields by 26%

The existing shortage of workers is being met through a variety of expediciencies:

- Overtime,
- Part-time employment
- Increased workloads,
- Reduced performance standards
- Use of unqualified personnel

***But employment experts believe that a doubling of the current labor shortage will almost certainly provoke wage inflation and jeopardize our future economic growth*** (Francese, 2002).

Certainly, a doubling of the current workforce shortfall will jeopardize the future of the current, labor-intensive US system of education.

The US Department of Education (DoE) estimates that, as a result of existing shortages of qualified recruits:

- Over one-quarter of recently-hired teachers do not fully meet state certification standards
- Are teaching on temporary, provisional or "emergency" licenses.
- Nearly 28 percent of all US teachers, have neither a college major nor minor in the subjects they teach (Perlstein, 1998).

***More than 12 percent of all newly-hired teachers - mostly transfers from other occupations - enter the classroom without any teacher training at all.***

**The National Commission on Teaching and America's Future (Kantrowitz and Wingert, 2001)**

- In many localities, student-teacher ratios substantially exceed national standards, and some large urban school districts began recruiting teachers from Europe, Africa, India and the Philippines.
- **Higher education, meanwhile, has dealt with the instructor shortfall largely by hiring part-time instructors, who now make up over 40 percent of the faculty at all US post-secondary institutions (Marklein, 1999).**

Adapted From "THE STRATEGIC CONTEXT OF EDUCATION IN AMERICA 2000 to 2020"

By David Pearce Snyder, Gregg Edwards and Chris Folsom

Prepared for publication in *On the Horizon*, Volume 10, Numbers 2 & 4, 2002

emeraldinsight.com • West Yorkshire U.K.

The entire article can be found at: [http://www.the-futurist.com/new\\_page\\_2.htm](http://www.the-futurist.com/new_page_2.htm)

## Mail Message

From: Mark CHAMPION

To: Deans

Date: Friday - September 9, 2005

Subject: **The Future GIST 4: Our Older Learners**

Silver surfers ready to storm shops.doc (94208 bytes) [\[View\]](#) [\[Save As\]](#)

Greetings:

On the lighter side. Browse the attached article. Ignore the fact that it's British and talking about retail. Then imagine what products and services this cute silver haired lady might buy on-line from GRCC.

Have a preferred weekend,

Mark

### **BBC NEWS**

Silver surfers ready to storm shops

**Silver surfers are about to burst through the doors of the virtual shopping mall, so retailers must be ready to cater for them, a new report says.**

With the online shopping market set to grow to £60bn by 2010, retailers could be throwing away billions if they fail to invest in the older online shopper, says research by the Future Foundation.

Already nearly one in every four adults in the UK has bought goods online in the past six months, double the amount three years ago.



Logged on and looking for a little retail therapy.

And now, almost two out of every three of those coming up to retirement are using the web, compared with just a third in 2001, signaling an impending silver surfer shopping bonanza.

According to the report, commissioned on behalf of The AirMiles Travel Company, online sales will keep accelerating, accounting for 20% of total retail spending by 2010.

### **Five years**

In the meantime, a growing number of shoppers aged from 55 to 64, traditionally ignored by e-tailers, are eagerly jumping on the internet bandwagon.

Researchers warn a revolution in online shopping fuelled by the elderly consumer is only five years away.

## **It's essential for company growth to invest in this older, online shopper**

James Roper, chief executive IMRG

This is based on the Future Foundation's findings that there is usually a delay of two to six years between first using the internet and engaging in online shopping.

James Roper chief executive for global e-retailing body Interactive Media in Retail Group (IMRG) said: "Consumers are increasingly voting with their keyboards for online shopping, yet retailers are failing to understand how shoppers want to buy and how they will change in the future."

Many companies still believe the online market is strictly for the under-30s, IMRG said, but if they continue with this belief they risk restricting profits growth.

"It's essential for company growth to invest in this older, online shopper."

### **Revolution**

Indeed, the way we live and shop is about to be revolutionized, according to the report.

And it is up to retailers whose websites currently target a younger audience to wake up and smell the coffee.

Websites with small or difficult-to-read text, unclear navigation or advertising focused at a younger age group will suffer unless they adapt to the silver surfing revolution, the Future Foundation warns.

"Today's online shopping market is certainly booming and is set to evolve dramatically over the next five years," says Michael Wilmott, chief executive and head futurologist at the Foundation.

"If current trends continue, the proportion of internet users among the general population could be as high as 85% by 2010 - with a whopping 80% of people shopping online."

By 2050, it is predicted that shopping in general will evolve beyond recognition, with High Street and online shopping becoming much more streamlined as consumers create their own "virtual High Streets".

### **'Virtual you'**

In the future world of retail therapy people will have tiny voice activated super-computers embedded in their watches, jewelry or even skin, the Future Foundation predicts.

Super-computers will be able to do almost anything from selecting and ordering your favourite music to shopping for the latest fashions.

The same computers will even help steer you away from a debt mountain. If your bank account is empty they will automatically select a credit card or deferred payment option to avoid overdraft or bank charges.

By 2050, clothes shopping will also be transformed with the creation of a "virtual you" alive inside a computer with your exact measurements, hair color and skin tone.

The old tailors' tape measure will be redundant as your computer makes sure that clothes, shoes and accessories both fit and suit you before ordering them.

And booking a holiday will no longer be the gamble it is now. Vast improvements in live web cam technology will enable holidaymakers to see their chosen destinations in real time.

People will be able to check out hotels, beaches and local attractions before making a booking.

All this could be just a click away, forecasters say.

Story from BBC NEWS:

<http://news.bbc.co.uk/go/pr/fr/-/2/hi/business/4145606.stm>

Published: 2005/08/14 22:01:56 GMT

© BBC MMV

## Mail Message

**From:** Mark CHAMPION

**To:** Deans

**CC:** Daniel Clark, George Waite

**Date:** Tuesday - September 13, 2005 4:43 PM

**Subject:** **The Future GIST 5: Faculty Attitudes and College Enrollments**



College Enrollments Are Expected to Continue Rising Through 2014, Abstract.doc (43008 bytes) [\[View\]](#) [\[Save As\]](#)

Improve Coordination Between High Schools and Colleges - Abstract.doc (33280 bytes) [\[View\]](#) [\[Save As\]](#)

Professors - Abstract.doc (46080 bytes) [\[View\]](#) [\[Save As\]](#)

Greetings,

Now I promised you some optimistic content, but three articles in the Chronicle yesterday caught my eye. I have summarized and tabled them for reading ease, but I believe they get at some of the issues I have spoken or will speak to prior to my presentation.

### **Faculty Attitudes**

#### **College Enrollments/Teacher Supply**

#### **Coordination of the cradle to grave educational system.**

The reports can be found in the links embedded in the word documents. I plan to spend some time looking at increasing enrollments and projections for the number of faculty.

Remember these are just projections and many things can change over nine years some of them we can control and others we can not. With some we can anticipate and shape the future, with others we'll just have deal with the implications.

It's the anticipatory-shaping the future part that I will focus on September 22.

Have a preferred day.

Articles from the **Chronicle**, Monday September 12, 2005. **College Enrollments Are Expected to Continue Rising Through 2014, Report Says Professors Like Their Jobs but Are Frustrated by Unprepared Students, Survey Finds, Report Urges States to Improve Coordination Between High Schools and Colleges**

THE CHRONICLE OF HIGHER EDUCATION

*Today's News*

Monday, September 12, 2005

<http://chronicle.com/daily/2005/09/2005091206n.htm>

**College Enrollments Are Expected to Continue Rising Through 2014, Report Says**

By [REBECCA ARONAUER](#)

Washington

Enrollment at degree-granting colleges and universities will continue an upward trajectory until at least 2014, according to projections released on Friday by the **National Center for Education Statistics**.

The projections, appear in an annual Projections of Education Statistics [report](#) from the Education Department's statistical arm, include predictions on graduates, teachers, and expenditures for degree-granting institutions as well as for elementary and secondary schools.

| <b>Projected Enrollments 2002 to 2014<br/>At degree-granting institutions</b> |                        |
|---|------------------------|
| <b><u>Enrollment Category</u></b>   | <b><u>Increase</u></b> |
| Total College   | 15% to 20%             |
| Undergraduate   | 16%                    |
| Graduate  | 22%                    |
| First professional degrees  | 32%                    |
| Public-college  | 19 %                   |
| Private-college   | 17%                    |

**Growth is expected in every  
demographic segment**

|                              |     |
|------------------------------|-----|
| Full-time student enrollment | 20% |
| Part-time student enrollment | 14% |
| 18 to 24 years old           | 16% |
| 35 years old and over        | 5%  |

The report, "Projections of Education Statistics to 2014," indicates that trends outlined in [last year's report](#) are likely to continue.

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Some text and all tables were adapted from the Chronicle of Higher Education Article cited above.

THE CHRONICLE OF HIGHER EDUCATION

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## *Today's News*

Monday, September 12, 2005

<http://chronicle.com/daily/2005/09/2005091207n.htm>

### **Report Urges States to Improve Coordination Between High Schools and Colleges**

By [JENNIFER JACOBSON](#)

**States must do a better job of pushing elementary and secondary schools and postsecondary institutions to work together.**

According to a report, "The Governance Divide: A Report on a Four-State Study on Improving College Readiness and Success," prepared by the National Center for Public Policy and Higher Education, the Stanford Institute for Higher Education Research, and the Institute for Educational Leadership, four areas in which states need to help improve students' transition from high school to college are outlined. Better alignment of:

- **COURSES**
- **FINANCIAL AID**
- **ACCOUNTABILITY**
- **DATA SYSTEMS**

States should ensure:

- That what students are asked to know and do in high school is connected to what is expected of them in college.
- States' need-based financial-aid policies be linked to students' preparation for college
- Connected accountability systems for elementary, secondary, & postsecondary education.

**The report also calls on states to provide better information about education for policy makers and the public in the form of data systems that track individual students' achievement over time at all levels of their education.**

To begin the process, the report suggests, state officials should ask themselves questions about:

- The affordability of their public colleges
- The ease with which credits can be transferred among their state's public universities, community colleges, and high schools
- Whether their high schools have a sufficient number of college counselors.

**While the report's recommendations are short on specifics**, the document does provide an overview of reforms undertaken in Florida, Georgia, New York, and Oregon. The report is based on findings from Partnerships for Student Success, a project that analyzed educational governance and policies in the four states.

The National Center for Public Policy and Higher Education plans to release the report on its [Web site](#).

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This Summary was modified from the article cited above.

THE CHRONICLE OF HIGHER EDUCATION

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*Today's News*

Monday, September 12, 2005

<http://chronicle.com/daily/2005/09/2005091204n.htm>

### **Professors Like Their Jobs but Are Frustrated by Unprepared Students, Survey Finds**

By [SCOTT SMALLWOOD](#)

*Full-time faculty members continue to be satisfied with their jobs, although many of them are also frustrated by students who are unprepared academically, according to a national survey scheduled to be released today.*

Table 1

| Given the chance to start over again, would you begin your career in higher education? |                     |                     |
|--|---------------------|---------------------|
| 2004-05  | 2004-05             | 1989-90             |
| Yes: 83%   | Definitely Yes: 55% | Definitely Yes: 45% |

Table 2

|                        |  |
|------------------------|--|
| Political orientation: |  |
|------------------------|--|

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| 2004-05: "Liberal or far left"      | 1989-90: "Conservative or far right"  |
| 2004-05: "Middle of the road" – 22% | 1989-90: "Middle of the road" - 40.3% |

Table 3

| Describe very important or essential goal of your career in education. | 2004-05        | 1989-90      |
|--|----------------|--------------|
| "Becoming an authority in my field"                                    | 53% (Lower)    | 66% (Higher) |
| "Influencing social values"  | Lower          | Higher       |
| "Developing a meaningful philosophy of life"                           | Lower          | Higher       |
| "Being very well off financially"                                      | 42.7% (Higher) | 36% (Lower)  |

Table 4

**Concerning underprepared students, Professors agreed that:**  
 most students lack the basic skills for college-level work (> 40%).  
 working with underprepared students was a source of stress. (56%).  
 most students on their campus were well prepared academically ["somewhat" or "strongly" (36%)].

Table 5

| The results on the question of student preparedness varied widely by institution type. |                                |
|--|--------------------------------|
| <u>Private Universities</u>  | <u>Public Two-Yr. Colleges</u> |
| Students well-prepared (67%).  | Students well-prepared (22%).  |

*The survey, which is conducted every three years by the **Higher Education Research Institute at the University of California at Los Angeles**, is notable because, in addition to asking about basic demographic information, it inquires into how professors do their jobs, seeks their opinions of their institutions' goals, and solicits their views about their careers. The institute first administered the survey in 1989. This year's data include responses from more than 40,000 professors at both four-year and two-year institutions.*

*Highlights from the report are available elsewhere on The Chronicle's [Web site](#).*

*More information about the 2004-5 survey and related reports are available on the UCLA institute's [Web site](#).*

## Mail Message

**From:** Mark CHAMPION

**To:** Deans

**CC:** George Waite, Daniel Clark

**BC:** Mark CHAMPION

**Date:** Wednesday - September 14, 2005 3:40 PM

**Subject:** **The Future GIST 6: Two kinds of technology**



Future GIST 6 September 14 05.doc (26112 bytes)

[\[View\]](#) [\[Save As\]](#)

Greetings,

The material over the next few days will be in the realm of social science and I find the information fascinating, scary, and exhilarating.

However, I am a futurist.

I don't expect you to have the same enthusiasm that I will exhibit over this information

However; I believe it is essential to understand the coming demographics, workforce and technology that we will experience over the next ten years.

If I was an occupational education instructor, my over arching goal if for you to realize that GRCC is at one of those fancy decision diamonds on a flow chart.

This is the abstract for the article I will be referring to this week. Attached are the facts and assumptions collected by the authors.

<<<Presents an historic model of technologic maturation and examines five emerging information technologies projected to achieve marketplace pre-eminence during the next three to five years that will pose transformational implications for traditional classroom-based teacher-mediated education.>>>

BTW Texas became the 4th state with majority-minority population.

Do you know what other states have the same distinction according to the US Census?

Have a preferred afternoon,

Mark

## Two kinds of technology? Technical and Social

- Humans invent two distinctly different types of technology: physical and social.
- By and large, both our physical technologies - tools, machines, materials, production processes, etc. - and our social technologies - laws and institutions - are invented in response to human needs and practical problems.
- There are a number of robust five to 20 year forecasts for new information technologies (IT) with significant implications for all professional, managerial and technical work, including teaching and learning.
- There are well-grounded projections from the US Labor Department and from research institutions regarding the changing future organization of US employment, along with extended discussions in the management literature addressing the current restructuring of both private and public enterprise and the concomitant emergence of new social technologies that have already begun to replace the hierarchical, authoritarian bureaucracies characterized by industrial era business and government.
- Most important of all, there is a growing body of disciplined analyses spelling out the crucial role that new social technology - in combination with new information technology - has played in more than doubling annual US productivity-improvement rates since the mid 90s. (**Note: It Does Work!**)
- Other than "distance learning," there is little evidence of significant innovation or change in the social technologies by which we formally organize and deliver education.
- There is no serious movement to assess alternatives to teacher-mediated classroom-based learning.
- Earnest debate rages today over the:
  - Quality of teacher education
  - Instructional value of computers
  - how to teach reading
  - effects of stringent testing
  - etc.

However, essentially no one is talking about  
REDESIGNING THE INSTITUTION ITSELF.

## Why Is There No Change?

This striking disparity between the coming decade's widely expected cornucopia of education-relevant information technologies and the widely-assumed permanence of classroom-based teacher-mediated schooling suggests one of two possibilities. Either:

*(1) classroom-based, teacher-mediated education is so perfectly suited to its purposes that it is a timeless social technology - like courts of law, parish churches, or the theater - which have remained fundamentally unchanged for hundreds of years, and which will continue to do so, in spite of numerous dramatic innovations in everyday technology; or*

*(2) classroom-based, teacher-mediated education, like hospital-based, doctor-mediated healthcare, will eventually be rendered obsolete by information technology, but the multiple inertial forces embodied within both healthcare and education - e.g. regulations, unions, professional societies, suppliers, clientele and other stakeholders - have simply made the nation's two largest industries highly resistant to change.*

### What should happen at GRCC?

**Should we restructure? Stay the course?** (absolutely no pun intended.)

**Note:** The content above was liberally adapted from:

## The strategic context of education in America - 2000 to 2020 Part 2


By David Pearce Snyder, Gregg Edwards

On the Horizon

Volume 11 Number 2 2003 pp. 5-18

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## Mail Message

**From:** Mark CHAMPION  
**To:** Deans  
**CC:** George Waite, Daniel Clark  
**BC:** Mark CHAMPION  
**Date:** Sunday - September 18, 2005 10:20 PM  
**Subject:** **The Future GIST 7: The Forces Change, the Status Quo, Chaos, and the Crisis**  
 Future GIST 7.doc (27136 bytes) [\[View\]](#) [\[Save As\]](#)

Good Morning,

At least I assume this is Monday morning, or at least sometime on Monday. The attached document is NOT uplifting, but only from the perspective of those that want to maintain the "status quo" in the community college. The scenario can be addressed and the future can be very different should each one of us, based on:

Who we've been,  
What we know, and  
Where we want to go

decide that it needs to be different.

I submit the attached for your review and reflection.

Have a preferred day,

Mark

**Future GIST 7**

**September 18, 2005**

**The Forces Change, the Status Quo, Chaos, and the Crisis**

In the face of inexorable forces of change - **demographic, economic and technologic** - a status quo strategy by educational institutions will predictably lead to chaos once those forces of change,

- Growing enrollment
- Increasing teacher shortages
- Rising skill requirements
- Pervasive computing
- Etc.

- become sufficiently disruptive.

---

Such disruptive dynamics will, of course, be aggravated by less-predictable short-term developments –

- Funding cutbacks
- New testing requirements
- Other mandated accountability measures
- Performance-Based funding
- Etc.

**Both long term and short term forces of change are likely to place, a growing number of school systems, small colleges and big universities will be in crisis during the next ten years.**

Crisis, in turn, is widely acknowledged as the most common cause of significant change in both institutions and individuals, but socio-political responses to crises are impossible to predict.

## **The strategic context of education in America - 2000 to 2020 Part 2**


**By David Pearce Snyder, Gregg Edwards**

**On the Horizon**

**Volume 11 Number 2 2003 pp. 5-18**

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### Mail Message

**From:** Mark CHAMPION  
**To:** Deans  
**CC:** George Waite, Daniel Clark  
**BC:** Mark CHAMPION  
**Date:** Tuesday - September 20, 2005 9:47 PM  
**Subject:** **The Future GIST 8 - Predictable Mature Technology**  
 Future GIST 8.doc (30208 bytes) [\[View\]](#) [\[Save As\]](#)

Greetings,

This was suppose to go out last night, but a wind storm in Brutus left us without power and so I spent most of the morning plugging things back in. I have all the surge protection and back-up batteries I

need for the computers, but when there is an outage, I like to be extra careful.

I apologize for leaving you with such a depressing scenario (Future GIST 7). Number Eight promises a ray of sunshine, but it is not a cure all.

I am not suggesting that technology take over the role of the faculty or that people won't need education because there is an Internet.

I am suggesting that unless we transform the way learning occurs and specifically how GRCC does its learner centered business, that we will be one of the many institutions in crisis. That is not a very sound position from which to make decisions or implement needed changes.

So what I am say is why not plan to use the existing and ever-improving information technology to change and prepare now.

The next Future GIST will also come tomorrow, but it will be short and to the point.

On Thursday, I plan to do Future GIST 10 in person and talk about other strategies available that will help to make GRCC anticipatory instead of reactive over the next 10-15 years.

Have a preferred day,

Mark

***Future GIST 8***

***September 19, 2005***

***The technology context of education***

Technology is the third major component of our knowable future, along with demography and economic make-up. During the next two decades, applied technology will be the most dynamic component of the forecastable institutional operating environment.

**We are able to reliably forecast the new mass-market technologies of the next five to ten years for much the same reason that we can accurately forecast the adult population. The "mature" technologies of the next ten years have, in a sense, already been "born" - or rather, invented - and have already passed through a period of "adolescent" development - e.g. beta testing, market trials, etc.**

Many have actually been in the marketplace for several years, either in US niche applications or abroad, and their initial successes have demonstrated their potential to generate mass-market volumes within three to five years. Among the adolescent information technologies that will become marketplace mature during the next 2 or 3 years, **Five pose significant operational implications for every formal enterprise and profession in the USA, including education:**

1. *The Internet as info-structure*
  - a. **Broadband: the high speed Internet**
    - i. *"Frictionless" commerce*
    - ii. *"Smart" equipment*
2. *Distributed computing: the information utility*
  - a. *Linking Computing Power*
3. *The wireless Web*
  - a. *WI-FI, WLAN, and beyond*
4. *Open source software*
  - a. *Non-Proprietary Software*
  - b. *So long Microsoft?*
5. *Groupware*
  - a. *Peer-to-peer (P2P) file-sharing programs*

## The strategic context of education in America - 2000 to 2020 Part 2

By David Pearce Snyder, Gregg Edwards

On the Horizon  
Volume 11 Number 2 2003 pp. 5-18  
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### Mail Message

**From:** Mark CHAMPION  
**To:** Deans  
**BC:** George Waite, Daniel Clark  
**Date:** Wednesday - September 21, 2005 1:18 PM  
**Subject:** **The Future GIST 9: Thinking Long-Term**  
 Future GIST 9 September 21.doc (27648 bytes)

[\[View\]](#) [\[Save As\]](#)

Greetings,

Increase the percentage of time you spend thinking and strategizing for the Long-Term.

An institution halfway up the mountain can go either way.

In light of an aging society, increasing retirements, a workforce shortage, and an increased need for learning, preparing for such a future seems only logical.

This is the last installment of the Future GIST (for now) prior to my presentation. I look forward to seeing everyone tomorrow morning.

Have a preferred day,  
Mark

### ***Long-term vision for a short-term world***

When the world is filled with short-term imperatives, it is easy to regard long range thinking as a luxury, if not a foolish waste of time. Yet only the reliably forecastable realities of the long-term future can provide leadership with coherent guidance and sound long-term assumptions in the face of the short-term turbulence of the present and the uncertainty of the near-term future. For example, getting more money out of alumni or the political process just at this moment is far more problematical than the resources that can be freed up by:

- moving all commercial transactions to the Internet;
- shifting from expensive proprietary software to free, open source software for all routine administrative and business operations;
- installing WLANs to provide faculty, administrators and students with high-speed wireless Internet access in lieu of any further hardwiring of classrooms, dormitories, etc.; and
- outsourcing in-house computing operations to an outside utility.

Just adopting the first two measures would save US educational institutions \$billions a year. But, as we observed in our part I discussion of demographics, even if the money were available, there are unlikely to be sufficient numbers of new warm bodies to replace the 1.76 million teachers who will retire during the first decade of the twenty-first century, plus the 1.57 million additional faculty positions that will be required for our labor-intensive educational institutions to meet the growth demand implicit in the baby boom echo and the technologic transformation of our workplace.

**To educate the projected increase in K-16 students and work-place/life-long learners in the face of a significant shortfall in the teacher supply will make it necessary to substantially improve the total factor productivity of the resources that we devote to education.**

Educators now have at their disposal powerful new technologies with which to accomplish this essential task. To use those physical technologies productively, we will need to re-invent the basic social technologies of our education system: schools filled with classroom based instruction. The fiscal crisis currently confronting US education appears to pose so severe a degree of necessity that, to paraphrase Plato, it will be the mother of education's re-invention.

*(Authors' note: In Part 3 of The Strategic Context of Education in America - 2000 to 2020, we will describe the reconfiguration of enterprise and the redesign of work that are arising from the assimilation of mature information technology into our economy, and compare these transformational trends with the patterns of adaptation and change that straightened economic circumstances have begun to evoke throughout US education.)*

You will receive an e-mail containing Part 3 of this series of articles. mpc

***The strategic context of education in America - 2000 to 2020: Part 2***, Snyder D.P., Edwards, G, On the Horizon, Vol. 11 No. 2 2003 pp. 5-18, Copyright © MCB University Press ISSN 1074-8121