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ai ACADEMIC IMPRESSIONS

Meeting the Challenge of Program Prioritization

A LETTER FROM AMIT MRIG,

PRESIDENT, ACADEMIC IMPRESSIONS

Colleges and universities of all sizes, types, and selectivity can no longer invest in academic programs and administrative services that are not critical to their mission or their market position, programs that in fact drain precious resources from star programs and limit the institution's financial flexibility.

In response, many institutions are engaging in efforts to rank and prioritize programs in order to reallocate resources from lower priority programs to higher ones. This is important work, and *The Chronicle of Higher Education* and *Inside Higher Ed* frequently publish stories of mismanaged processes that do more harm to faculty and staff morale than they do budgetary good.

Over the last few years, Academic Impressions has convened hundreds of administrators to learn the keys to success from leading experts, including Bob Dickeson, author of *Prioritizing Academic Programs and Services*. Along the way we've learned that the prioritization effort's success or failure is largely based on how effectively the process is managed—including goal setting, enabling faculty and staff ownership of the process and its outcomes, and ensuring effective communication.

In this issue, we'll provide a national snapshot of prioritization efforts based on a recent survey we conducted, as well as critical lessons learned to aid you in your own efforts.

Amit Mrig.
President, Academic Impressions

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MEETING THE CHALLENGE OF PROGRAM PRIORITIZATION

A Focus on the Process

Institutions continue to invest in academic programs and administrative services that drain limited resources and are not critical to their academic mission, diluting the mission and weakening their market standing. Prioritizing programs to drive resource re-allocation is a proven approach to this issue, but the prioritization process can be daunting. Both the process and the people involved have to be considered intentionally if prioritization is to be successful.

In this paper, Bob Dickeson and Larry Goldstein offer advice from their work with countless institutions pursuing this process. Armed with these experiences, they detail 3 keys to success:

- **1st Key to Success: Leadership**
  - The board, the president, the provost, and the CFO all need to agree on the reasons for prioritization and its objectives.
  - Collaborative planning and collegiality among executive leadership is essential.

- **2nd Key to Success: Inclusivity and Engagement**
  - The effort requires broad participation from all stakeholders.
  - It is important to clearly and frequently communicate the progress of prioritization efforts.
  - The degree of trust stakeholders have in the process will make or break the effort.

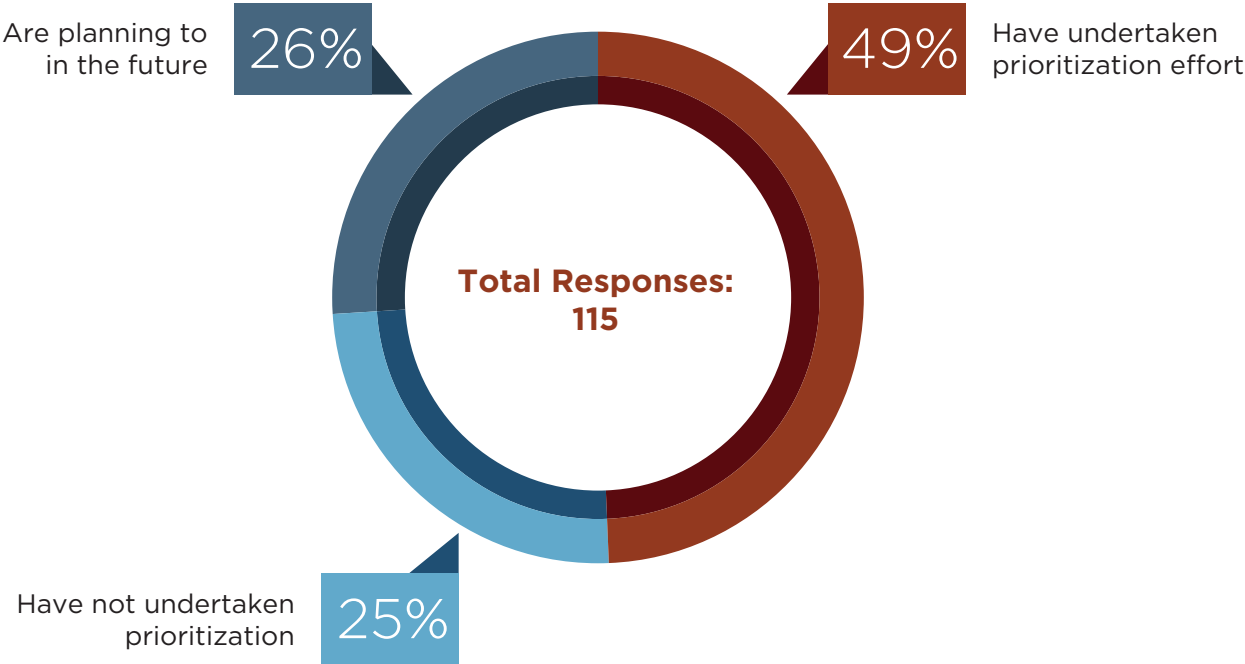- **3rd Key to Success: Goal Setting**
  - Establishing clear and measurable goals is critical to building and maintaining trust in the prioritization process, whether by:
    - Setting financial targets for the process, or
    - Evenly distribute programs into 5 quintiles: programs that are eligible for enrichment, maintaining at current levels, reduction, restructuring or consolidation, or elimination.
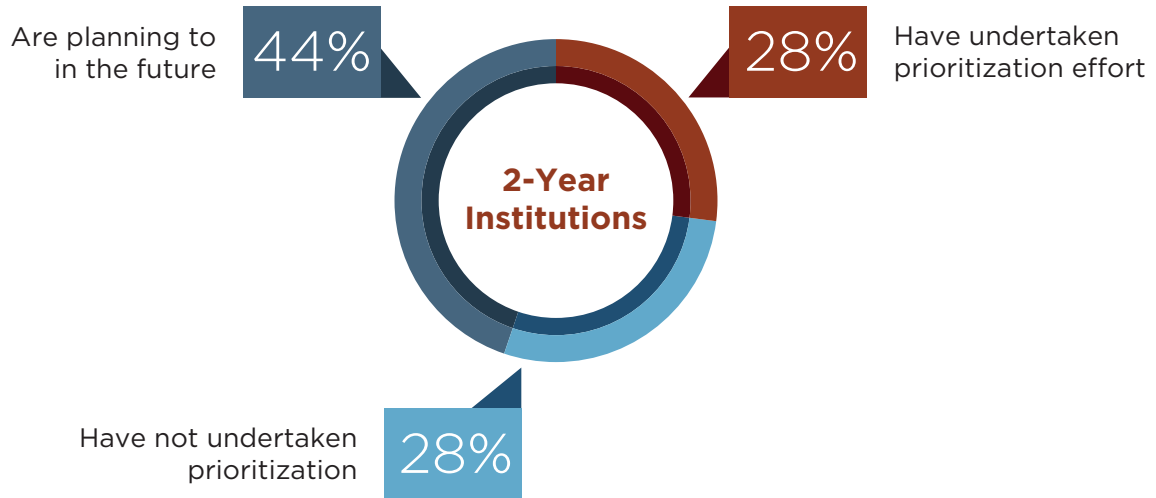
Featured in the Paper:

- Robert Dickeson, President Emeritus, University of Northern Colorado

- Larry Goldstein, President, Campus Strategies LLC

PRIORITIZING PROGRAMS: A NATIONAL SNAPSHOT

In March 2013, Academic Impressions surveyed 115 institutions of higher education, soliciting a quick, national snapshot of their efforts to prioritize academic and administrative programs. Here is a look at what we found.

Are planning to in the future **26%**

49% Have undertaken prioritization effort

Total Responses: 115

Have not undertaken prioritization **25%**

Private

Are planning to in the future **26%**

Have undertaken prioritization effort **58%**

Have not undertaken prioritization **16%**

4-Year Public

Are planning to in the future **21%**

Have undertaken prioritization effort **51%**

Have not undertaken prioritization **28%**

2-Year Institutions

Are planning to in the future **44%**

Have undertaken prioritization effort **28%**

Have not undertaken prioritization **28%**

MORE INSTITUTIONS ARE PURSUING PRIORITIZATION

Only a few years ago the percentage of institutions pursuing prioritization efforts was relatively small; that percentage has grown substantially in response to increased federal and public calls for institutional accountability—and a growing awareness among senior leaders in higher education that institutions cannot continue to add programs and services without a disciplined effort to reallocate their existing resources.

Institutions responding to the survey cited objectives focused on ensuring greater fiscal responsibility and eliminating mission creep. Two-year institutions noted that they are also driven by the need to respond in a more agile way to the changing demands of the market.

Most institutions indicated that they are using the ten criteria that are detailed and recommended in Bob Dickeson's book *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Jossey-Bass, 2nd ed; 2010)—or some variation or subset of those. Bob Dickeson, past president of the University of Northern Colorado, outlines a process for pursuing prioritization efforts with direction, transparency, and rigor.

The more challenging question for each institution is: *How will your faculty and administrators weight these criteria?*

Given ten criteria, for example, which have greater or lesser relative importance? Consensus on that weighting—followed up with a rigorous data collection effort—is necessary in order for a prioritization effort to move forward in a coherent and cooperative fashion.

BOB DICKESON'S
10 CRITERIA FOR PRIORITIZATION
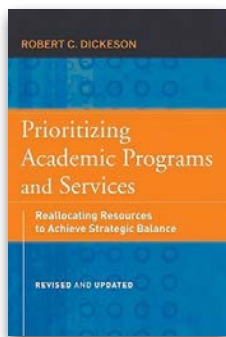
Dickeson's ten recommended criteria for evaluating academic program prioritization are:

- The history, development, and expectations of a program

- External demand for the program

- Internal demand for the program

- Quality of program inputs and processes

- Quality of program outcomes

- Size, scope, and productivity of the program

- Revenue and other resources generated by the program

- Costs and other expenses associated with the program

- Impact, justification, and essentiality of the program

- Opportunity analysis of the program

Learn more in *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Jossey-Bass, 2nd ed; 2010).

THE 2 BIGGEST CHALLENGES: "LACK OF WILL" AND "BUY-IN"

HAS YOUR PRIORITIZATION EFFORT ACHIEVED THE DESIRED RESULTS?

YES
13 INSTITUTIONS

NO
7 INSTITUTIONS

MAYBE/ NOT SURE YET
32 INSTITUTIONS

WHY NOT? →

- FEAR OF CHANGE
- LACK OF WILL TO MAKE TOUGH DECISIONS
- THE URGE TO PROTECT YOUR OWN PROGRAMS
- THE COMPLEXITY OF DATA-GATHERING

We asked what obstacles hold institutions back from making program prioritization a success story. Overwhelmingly, institutions cited:

- Resistance to change and lack of buy-in from faculty and staff.

- Lack of will to see the process through and make the bold decisions needed to move the institution into the future.

Responding to the results, Bob Dickeson (author of *Prioritizing Academic Programs and Services*) and Larry Goldstein (president of Campus Strategies, LLC, and past Senior vice president and treasurer of NACUBO) suggest **two areas of concern** when undertaking a prioritization effort, two areas in which the effort can go quite wrong.

These are:

- *Leadership* - the will to make tough decisions and to follow through with implementation; alignment among senior leaders.

- *Process* - inviting broad participation in the process from the faculty and administrators who will be affected by its outcomes, offering clear and consistent communication around specific goals for the effort, and effective data gathering.

Let's talk about leadership.

BOLD LEADERSHIP

"If we visit a campus," Dickeson remarks, "and we see that the senior leadership isn't behind the process, we say, 'Don't do it.' We know what makes prioritization efforts go south. Without the will to change, the process will fail. You may have a reluctant president who is up for contract renewal. Or your institution may have simply hired the wrong people for the times. The times call for courageous, bold leadership to help make the institution more nimble. If the senior leaders don't have the guts for that, prioritization isn't going to address the institution's problems—it will be a waste of time, effort, and goodwill. Your institution isn't ready for this process."

"You can fix a process and get it back on track. You can't fix a leader who doesn't have backbone."

- Bob Dickeson

ALIGNMENT AMONG SENIOR LEADERS

It's not only about the willingness to make the tough decisions—it's about the senior leadership team sharing that willingness. The board, the president, the provost, and the CFO all need to agree on the reasons for prioritization and its objectives. Open conversation and agreement between these stakeholders is a prerequisite for pursuing this project.

"If these senior entities aren't all on board, it would be a shock if the process is successful. Each of these individuals must be visibly supportive of the process."

\- Larry Goldstein

This alignment at the top is especially important because during the process it will be up to these leaders to make the case for why prioritization is necessary and how it will help the institution move forward. They have to be fully committed to the process, with the courage and constancy to face pushback, difficult questions, and political pressure.

"Absent that alignment, don't even start."

\- Bob Dickeson

THE CAO & CFO RELATIONSHIP

"Surveying participants at past workshops on program prioritization, I was surprised to hear significant concerns raised about the CAO-CFO relationship. The CFO has a rough job, balancing the books in troubled times, and often that officer has to be the bearer of bad tidings. In some cases, this may be because the president or other cabinet officials lack the courage to "tell it like it is": Times are tough and the money to do what we want simply isn't there. Passing this buck on to the CFO is probably not fair.. Adding to the problem, the academic side of the house often entertains myths about the budgeting process, particularly if that process isn't as transparent as it could be.

These times call for a high degree of collegiality among the executive team of an institution, and it is especially important that team members support each other in their various tasks. It will be critical to educate all members of the team about the realities of the budget, and move the conversation from one of blame and turf protection to one of collaborative planning."

- Bob Dickeson

WHEN A LEADER LEAVES, MID-PROCESS

"If you have a prioritization effort underway, and one of these key players—your provost or your CFO—departs, your president needs to connect with the board and the search committee to ensure that finalists among the candidates for the position have explicitly stated that they will support the prioritization process and its outcomes. Ensuring alignment with the incoming candidate will help to mitigate the disruption of that mid-process change in leadership."

- Larry Goldstein

PREREQUISITES FOR A SUCCESSFUL PROCESS

The prioritization process that Bob Dickeson designed over a decade ago is attested; it has been proven effective at dozens of post-secondary institutions. Admittedly, the process *is* rigorous—requiring that institutional leaders define and weigh clear criteria for prioritization, gather and make sense of copious institutional data, and establish specific recommendations for change.

The process is rigorous, but it is *doable*. Whether the process succeeds or fails is due to the people involved.

For a prioritization process to be effective, it's imperative that:

- Broad participation from faculty and administrators is invited.

- The process is conducted in such a way as to build greater trust among stakeholders.

- Data on programs across campus is collected and housed centrally.

INVITING BROAD PARTICIPATION

It's critical to engage key stakeholders in the process fully and for them to buy into both the necessity for it and the likelihood of its success. The process has to be pursued with integrity. It is often a painful process; prioritization necessitates that some departments will receive less funding. Some jobs may be cut. It impacts people.

This type of process requires intentionality, thoughtfulness, and care. It requires that leaders of units across your institution engage in thoughtful, data-informed dialogue and with a high degree of trust in the process and in each other.

To inaugurate the prioritization process with this approach in mind, Larry Goldstein recommends that the president of the institution take these steps:

Public Announcement

- Offer the first official announcement of the effort in person and in a public setting, such as convocation or a faculty senate meeting.

Widen the Reach

- Issue the announcement electronically to the larger campus and alumni community.

Clearly State Objectives

- Include in the initial announcement a clear statement of the hoped-for results and objectives of the prioritization effort—the *specific benefits* it will bring to all levels of the institution's operation and achievement of its mission—then reiterate those goals throughout the process, as frequently and as emphatically as possible.

Hold Informative Sessions

- Follow up on the initial announcement with "information sessions"—such as a day-long event in which, during the morning, large numbers of faculty and administrators can hear about the project and its goals in detail (what the effort is, why the institution is doing it, and what results are hoped for). During the afternoon, the community needs to be able to provide input and feedback that will help define how the effort will proceed. Ideally, hold multiple sessions to involve as many of the faculty and staff as possible.

Designing the process for prioritizing academic and administrative programs needs to be a whole-institution effort, if the whole institution is to own, implement, and benefit from that process.

SELECTING THE RIGHT CHAMPIONS

Also, those who will steward and lead the effort—those who will review data on a departmental level and make critical recommendations—need to be selected with intentionality.

"This is not an opportunity for people to be assigned based on their title or their role. You need individuals with strong reputations, credibility within the institution, and a willingness to adopt an institutional, rather than departmental, perspective."

- Larry Goldstein

Internal stakeholders need to be the face of the prioritization process. They have to be the ones to drive the change and believe in it, owning the data, the process, and its outcomes. It is all too easy to find cautionary tales of institutions that undertook a prioritization process that only a "lone ranger" leader at the top believed in.
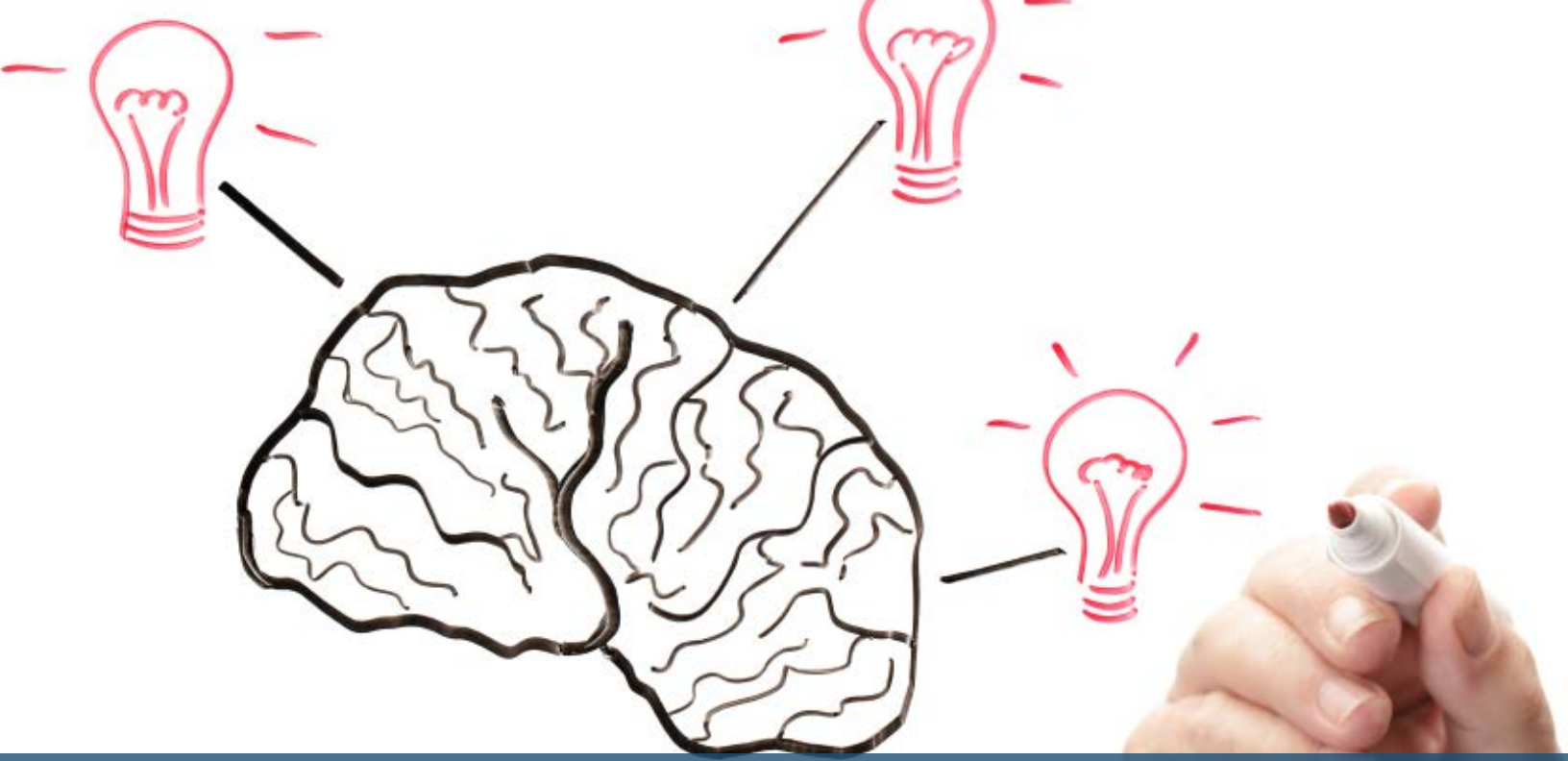
A SHIFT IN MINDSET: FROM "DEPARTMENT DELEGATE" TO "INSTITUTIONAL TRUSTEE"

"The wisdom and courage of individual stakeholders matters. In the best cases, members see themselves as trustees of the institution, protecting its future, rather than as "delegates" representing a single interest, department, or area, and thus protecting the past.

Prioritization is not about politics as usual. It is an extraordinary undertaking with the future of the institution at stake, and the members of the steering committee are essential stewards in seeing that the process is fair and that the results are in the best interest of the institution.

I have actually seen the trustee-type member vote against his own program because he saw, in comparison with other programs and based on the data, that it was not worthy of his support."

- Bob Dickeson

THE ISSUE OF TRUST

The degree of trust in the process—but also particularly in the senior leadership and in those championing the process—will make or break the prioritization effort. Consider assessing the level of trust in your institutional culture prior to beginning the effort, and then making specific plans for communication and trust-building from the outset.

Goldstein suggests two critical steps to assess trust:

- Interview key community stakeholders.

- Interview secretarial staff. "They know what is going on in ways that no one else does," Goldstein remarks. "Talking with a number of these individuals will give you a sense of the degree of trust on campus."

Depending on what these early conversations disclose, you can identify "red flags"—areas of low trust or of high resistance to change.

PLANNING IN A LOW-TRUST ENVIRONMENT

When you are planning in a low-trust environment, Goldstein advises: "The senior leaders need to go out of their way to demonstrate a strong commitment to doing what they say they will do. Walking the talk becomes essential when one is trying to establish or rebuild trust."

Jeff Bezos, the CEO of Amazon.com, once defined "trust" in this way (https://www.youtube.com/watch?v=kA_0W4hIhuA): *"I'll tell you how you build trust. You make a hard promise, and you keep it. Then you make another hard promise, and you keep that."* Walking the talk builds trust. When senior leaders pursue a prioritization process with a high degree of transparency, communication, and inclusion of key stakeholders, the process itself builds trust.

"During program prioritization, the process must be open, the data accurate, and the participation by all those affected encouraged. This does not mean that everyone will agree with the results; that is unlikely. It does mean, however, that participants will feel that the process was fair, even if they disagree with the outcomes."

- Bob Dickeson

📖 LEARN MORE

Read our complimentary article "Planning and Budgeting in a Low-Trust Environment" (http://www.academicimpressions.com/news/planning-and-budgeting-low-trust-environment) featuring practical advice from Larry Goldstein (Campus Strategies, LLC) and Pat Sanaghan (The Sanaghan Group). While this 2011 article is focused on the strategic planning process rather than program review and prioritization, many of the specific trust-building activities recommended are applicable.

CLEAR GOALS AND TARGETED CUTS

Lack of clarity creates or exacerbates resistance; when the inevitable political "headwinds" gather strength, institutional leaders need to have not only the personal courage to continue with the process but also clarity on objectives, so that they can respond to concerns directly and responsibly as they arise.

ESTABLISH CLEAR OBJECTIVES

It especially needs to be clear to academic and administrative department heads that prioritization won't be merely a budget-cutting exercise—and institutional leaders need to make the goals of the project clear and specific. "Prioritization efforts that are not driven by specific and tangible objectives," Dickeson warns, "often come up short, leading to a loss of trust and a frustration among stakeholders: 'We went through that process, and this is all that resulted?'"

With targeted cuts, the goal is not just to *cut* but to *reallocate*. Done with rigor and integrity, targeted cuts allow an institution to allocate funds for greater reinvestment in top-tier programs and critical efforts, playing to your institution's greatest academic strengths and empowering you to invest more in those efforts on the administrative side of the house that have demonstrated impact on student success, persistence, or completion.

You want to articulate specific goals and measures for the process, either in percentages or dollars, and everyone involved or affected by the process needs to be able to see clearly what tangible benefit for the institution and its students is anticipated.

TWO EXAMPLES OF TARGETED OBJECTIVES

FINANCIAL TARGET TO MEET A CHALLENGE

"There are two effective approaches. The first is a financial target based on a specific challenge. For instance, one of my clients has a $45 million budget cut that has been imposed on them beginning in FY 2014. Approximately half of it can be met through various actions that can be addressed centrally. The remainder will be met through prioritization.

However, rather than focus only on the roughly $22 million target, they have established a target closer to $28 million to generate additional savings that can be reinvested in identified enhancement efforts."

- Larry Goldstein

THE QUINTILES APPROACH

"Another institution does not have a specific financial challenge, but they seek to be more intentional about how resources are allocated. They have decided to use the quintiles approach that will assign 20 percent of all programs—both academic and support—to a "potential phase-out" category. They don't expect to eliminate 20 percent of everything they're doing, but they have openly discussed phasing out as much as 7 or 8 percent of the operations in favor of shifting resources toward activities that contribute more to institutional success."

- Larry Goldstein

ESTABLISH A PLAN FOR OPEN, ONGOING COMMUNICATION

"Goals should not only be clear, they should be continually communicated. Otherwise, the campus community will lose sight of why we are undergoing this process; the reasons for it and the benefits we intend need to be communicated on a regular and consistent basis."

- Bob Dickeson

Dickeson recommends establishing a "communication plan" at the outset of the project, detailing how updates will be shared throughout the prioritization process, at what times, and with whom. Also consider:

- **Town hall meetings** to clarify the process's goals and respond to questions from the campus community.

- **Regular process updates** through campus email.

- Inviting **expert speakers** to your campus to speak with key constituents, raise awareness of the reasons for certain decisions, and to further establish credibility.

- Conducting **open hearings** in response to reports on specific programs or specific recommendations, gathering open feedback from the campus community—and communicate how you will respond to that feedback

- Ensuring **regular meetings** between the steering committee for the prioritization process and campus leaders

HAVE A PLAN FOR HOW YOU'LL USE THE DATA

For this process to be rigorous and credible, you will need to collect a formidable library of data on each program—faculty workload data, teacher effectiveness evaluations, past budget requests that can help you document the extent of a program's budgetary needs, alumni satisfaction surveys, acceptance of records of graduating students into graduate programs, to name just a few. You will need to think through, at the outset, how this data will be collected, stored, and made available to key stakeholders.

But don't think only about the duration of this program prioritization and resource allocation effort. Knowledge is power, and this data warehouse will allow you to assemble some impressive knowledge about programs across your institution. Have a plan for how you will continue gathering and using that data:

- As a management tool, to inform and justify future resource allocation decisions

- To evaluate proposed new programs, to ensure they meet the agreed-upon criteria and are a strategic fit for your institution

- To inform reporting on outcomes to accrediting agencies

"Once the process is complete, we strongly recommend maintaining the database for future decision making. Don't see prioritization as a one-time episode, but as a management tool that buttresses future decisions and planning."

– Bob Dickeson

Goldstein stresses that, unlike other planning and budgeting processes, prioritization lends itself to being conducted periodically by faculty and staff with limited participation from senior leaders. Once you have defined specific criteria for prioritization and have established a central repository for the data needed to inform resource allocation decisions, prioritization can become embedded in your annual budgeting processes and in the culture.

FINDING THE DATA YOU NEED

This article by Bob Dickeson http://www.academicimpressions.com/news/report-what-higher-ed-leaders-are-saying-about-program-prioritization (Academic Impressions, 2011) includes 10 checklists of data sources, assembled by 550 higher education officials from approximately 300 institutions in the US, Canada, and Puerto Rico. These checklists can inform your efforts to analyze:

- External demand for a program

- Internal demand for the program

- Quality of program outcomes

- Size, scope, and productivity of a program

- Impact, justification, and overall essentiality of a program

- Costs and expenses for the program

- Revenue and other resources generated by the program

- History, development, and expectations for the program

- Quality of program inputs and processes

- Opportunity analysis

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PRIORITIZATION IN SPECIAL SITUATIONS

Two types of programs merit special consideration due to their unique place within the institution's curriculum and co-curriculum and due to the political and cultural ramifications of making changes to them—*intercollegiate athletics* and the *general education curriculum*.

Bob Dickeson has worked extensively with institutions undertaking prioritization efforts that included a rigorous look at these two sets of programs, and we asked him to offer his advice. We also asked how institutions should approach prioritization if they are part of a multi-campus system.

ATHLETICS

Colleges and universities often exempt intercollegiate athletics from academic and administrative program prioritization due to a lack of courageous leadership or a fear that analyzing the athletics program during an effort to reallocate resources will be particularly controversial on campus. Yet, multiple studies have shown that the resources invested in athletics often far exceed the return on that investment.

Dickeson argues that because athletics is such a cost center for the institution, it should not be exempted from the prioritization process. But additional criteria need to be considered in the case of athletics programs.

25

For example:

- The impact of athletics on the institution's enrollment

- The impact of athletics on alumni support

- The actual (rather than aspired-to) cost vs return ratio

- The market demand for K-12 teacher preparation (coaches, physical education instructors, trainers, etc.)

It is likely that different stakeholders at your institution have long-held assumptions about some of these criteria. Collect the data you need to test those assumptions. What impact does intercollegiate athletics *actually* have on support garnered from various generational cohorts of your alumni?

You will also need to take inventory of internal and external pressures on resourcing decisions for athletics programs, and have open conversations about these pressures. For example:

- The level of commitment—and possible intervention—in athletics from the institution's governing board

- The degree of faculty resentment of athletics program costs and salaries

- External regulations (such as Title IX) that limit what you can reallocate across athletics programs

It will take bold leadership, inclusive dialogue, and decisive, tough decision making to take the necessary step to weight athletics program prioritization criteria appropriately. But the rewards of doing so—namely, making more resource-conscious decisions that ensure a more secure financial future for the institution and better empower the institution to put resources behind its most key objectives—are significant.

GENERAL EDUCATION

Noting that general education "is indeed the core of what we are trying to accomplish with a quality baccalaureate degree," Dickeson calls for a "more academically responsible general education program" and suggests that the general education program is often bloated with unneeded courses—a special case for prioritization.

AN ISSUE OF QUALITY

"A meandering, sloppy, ill-conceived smorgasbord of curricular stuff is not quality general education. It is neither purposeful nor coherent. By exploring various college catalogues and reviewing the general education requirements therein, one can see an astonishing range of choices— in some cases dozens or even scores of possible courses—that would meet a single general education sub-objective. If we were constructing a boat using such disparate timbers, it would sink for lack of integrity."

- Bob Dickeson

AN ISSUE OF RESOURCES

"General education creep is expensive... In practice, 80 percent of students typically enroll in less than 20 percent of general education offerings. Query: What is the cost of sustaining the unnecessary balance?"

- Bob Dickeson

Yet, there are examples around the US and Canada of institutions that have redefined a more targeted, focused core, offering students intentional course choices organized around a shared theme, social issue, or intellectual endeavor. This is an approach that fosters both a more coherent curriculum that better serves the student and a less expensive curriculum.

Questions you might ask about your general education curriculum include:

- Are there courses that can be combined to offer an interdisciplinary approach, assisting students in making connections among disparate fields of knowledge?

- Do you have many more general education courses than are needed because many of them double as major/minor courses?

PRIORITIZATION AND THE MULTI-CAMPUS SYSTEM

What about a statewide system or district of campuses? Should this type of resource reallocation be attempted on a system-wide level, or should each institution in the system undertake independent prioritization processes?

Dickeson recommends the second of those two choices, because the institution's mission is such a critical criterion for evaluating programs, and reducing mission creep is such a key objective of an effective prioritization process.

"Systems are administrative structures," Dickeson remarks; "they do not possess a mission. Policymakers at the state level often make the serious mistake of judging programs by the number of majors—an assumption that is academically naïve and potentially disastrous. Academic disciplines will have multiple programs, and majors are only one segment. Systems can certainly insist that institutions undertake prioritization, but an institution-by-institution comparative process simply cannot be considered valid. In systems there will indeed exist redundancy, but almost all of it is necessary to mount programs and to achieve institutional mission."

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Amit co-founded Academic Impressions in 2002 to provide research, publishing, and training on issues that directly impact the sustainability of higher education. Under his direction, AI has published hundreds of articles and papers, interactive training programs, and topical and timely webcasts, serving over 50,000 academic and administrative leaders across 3,500 colleges and universities.

Amit leads and manages AI's research, programming, and publications on higher ed leadership development. Many of AI's research and thought leadership papers have been authored by Amit, including *The Other Higher Ed Bubble*, *General Education Reform: Unseen Opportunities*, and *Meeting the Challenge of Program Prioritization*.

Amit has consulted with dozens of higher ed leaders, cabinet members, and board members—discussing current challenges and practical solutions while helping to identify which issues they can address to best impact change at their institution. Amit is a frequent contributor to Forbes, discussing issues in higher education. He also serves as an active board member of The Challenge Foundation, an organization helping low-income students successfully earn a college degree.

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At Academic Impressions, Daniel provides strategic direction and content for AI's electronic publication Higher Ed Impact, including market research and interviews with leading subject matter experts on critical issues. Since the publication's launch in 2009, Daniel has written more than 250 articles on strategic issues ranging from student recruitment and retention to development and capital planning. Daniel previously served as a conference director for Academic Impressions, developing training programs focused on issues related to campus sustainability, capital planning, and facilities management. Prior to joining Academic Impressions, Daniel served as adjunct faculty for the University of Denver. Daniel holds a Ph.D. in English.

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Robert C. Dickeson provides counsel from multiple leadership perspectives: chair of the governor's cabinet in two states, university president, business CEO, and foundation executive. Dickeson served as the director of the department of administration and chair of the cabinet of Arizona Gov. Bruce Babbitt; and chief of staff, executive director of the office of state planning and budget, and chair of the cabinet of Colorado Gov. Roy Romer. He served in administrative posts at three universities and was president of the University of Northern Colorado from 1981-91. He served as president and CEO of Noel-Levitz Centers Inc., division president of USA Enterprises Inc., and senior vice president of USA Group Inc., heading the USA Group Foundation. From 2000 to 2005, he was co-founder and senior vice president of Lumina Foundation for Education.

While at Lumina Foundation, he led the national initiative on college costs, based on his monograph, *Collision Course: Rising College Costs Threaten America's Future and Require Shared Solutions* (Lumina Foundation, 2004). His book, *Prioritizing Academic Programs and Services* (Jossey-Bass Publishers, 1999, 2010) was based on his extensive consulting experiences including serving several hundred two- and four-year colleges (private and public) and corporations ranging from hospitals to bank holding companies. During 2006, he served as senior policy adviser to the Spellings Commission on the Future of Higher Education.

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Larry is the president of Campus Strategies, LLC, a higher education management consulting firm. His consulting interests cover a wide range of topics including higher education budgeting, strategic planning, accounting, and finance. He writes and speaks frequently on these topics. He is the author of *A Guide to College and University Budgeting: Foundations for Institutional Effectiveness* and has co-authored several publications including *Presidential Transitions*.

Immediately prior to establishing Campus Strategies, LLC, Goldstein served as senior vice president and treasurer of the National Association of College and University Business Officers (NACUBO). He joined NACUBO after spending 20 years in higher education financial administration. In his last campus position, he served as the University of Louisville's chief financial officer. Before that, he held administrative appointments with The University of Chicago, the School of the Art Institute of Chicago, and the University of Virginia.