Massive Change
“Wisdom and knowledge, as well as virtue, diffused generally among the body of the people being necessary for their preservation of their rights and liberties; and as these depend on spreading of opportunities and advantages of education in various parts of the country, and among the different orders of the people…”

Massachusetts Constitution 1780
“...it shall be the duty of the legislators and magistrates in all future periods of this commonwealth to cherish the interests of the literature and the sciences, and all seminaries of them...”

Massachusetts Constitution 1780
“...especially at the university at Cambridge...”
DONT TREAD ON ME
Calculated Estimated Bachelor’s Completion Rate

Source: Postsecondary Education Opportunity
“Academic Ability” and Graduation Rates

6 Year Graduation Rate vs Median SAT Score of Incoming Freshman

Source: IPEDS
Family Income and Graduation Rates

![Graph showing the relationship between family income and graduation rates. The x-axis represents the percent of undergrads receiving Pell Grants, and the y-axis represents the 6-year graduation rate. The data points are scattered, with a trend line indicating a negative correlation between the two variables. Source: IPEDS]
“Academic Ability” and Family Income

Source: IPEDS
State of the Union Addresses 1790-2012

> 200 No mention of national education goals

~ 5 Some mention of national education goals

1 Mention of specific national education goals
2020 Educational Attainment Goals

100% graduate high school

50% achieve post secondary credential
2007-8 Pipeline

Out of 1,000 high school freshman:

- 717 graduate high school in 4 years
- 488 enter college
- 165 graduate 4 year colleges
- 56 graduate 2 year colleges
2019-20 Pipeline

Out of 1,000 high school freshman:

1,000 graduate high school in 4 years

750 enter college

360 graduate 4 year colleges

144 graduate 2 year colleges
Getting There With The Pipeline

Simultaneous and sequential improvements in the education pipeline need to be fully realized by May 2016 to produce a 50% college attainment rate by May 2020.
Massive Change Drivers

High School Freshman

50% College Attainment

Massive Change Drivers

High School Freshman

50% College Attainment

Years: 2007-2019

Numbers: 500,000, 1,000,000, 1,500,000, 2,000,000, 2,500,000, 3,000,000, 3,500,000, 4,000,000

Drivers:
Massive Change Drivers

High School Freshman

High School Graduates

50% College Attainment

4 Year College Freshman

2 Year College Freshman
Massive Change Drivers

High School Freshman

High School Graduates

50% College Attainment

4 Year College Freshman

2 Year College Freshman

2 Year College Graduates

4 Year College Graduates
Massive Change Drivers

- High School Freshman
- 4 Year College Freshman
- 2 Year College Freshman
- College Graduates
- 4 Year College Graduates
- 2 Year College Graduates

50% College Attainment

Yearly data for High School Freshman, 4 Year College Freshman, 2 Year College Freshman, College Graduates, 4 Year College Graduates, and 2 Year College Graduates from 2007 to 2019-2.
Filiopietism

filiopietism, n.
Of or relating to an often excessive veneration of ancestors or tradition
– Merriam-Webster

filiopietistic, adj.
Marked by excess of filial piety
– Oxford English Dictionary

Thus, filiopietistic culture:
Of or relating to or characterized by great, often excessive, reverence for ancestors or traditions
Filiopietism in Play

John Henry Newman (Cardinal Newman), 1801–1890

“If its object were scientific and philosophical discovery, I do not see why a university should have students.”

Massive Change in Higher Education
Massive Change in Higher Education

Transformation:
- colleges to universities
- elite colonial colleges
- public colleges
- land-grant colleges and universities
- American research university (1876–1915)
Massive Change at Harvard

Charles W. Eliot
President, Harvard University
(1869–1909)

Curriculum reforms, especially the elective system, and removal of sectarian status engender a national debate
Massive Change at Princeton

Woodrow Wilson
President, Princeton University
(1902–1910)

Efforts to integrate Graduate School at the heart of the intellectual environment opposed by deans, trustees, and influential donors
Massive Change at Wisconsin

Charles Van Hise
President, University of Wisconsin
(1903–1918)

Wisconsin Idea
“...the beneficent influence of the university [be] available to every home in the state...”
Massive Change at UC Berkeley

Robert Gordon Sproul
President, University of California
(1930–1958)

First multi-campus university system
Massive Change Now Now
Setting the New Trajectory
Continuous Innovation of Ourselves

Structure and Design

Teaching and Learning

Efficiency and Effectiveness
Reconceptualize status attainment through impact

Measured achievement, not exclusion
Build individual identity for every college or university

(No more Paris #6 #8)
Embrace the challenges of growth and economic diversity
Learn to teach the broader realms of intelligence and ability
Focus on producing “master learners”
To establish ASU as the model for the New American University, measured not by who we exclude, but rather by who we include; pursuing research and discovery that benefits the public good; assuming major responsibility for the economic, social and cultural vitality and health and well-being of the community.
A New American University

01. Leverage Our Place
02. Transform Society
03. Value Entrepreneurship
04. Conduct Use-Inspired Research
05. Enable Student Success
06. Fuse Intellectual Disciplines
07. Be Socially Embedded
08. Engage Globally.