



## **Strategic Assumptions Strategic Agenda FY '21**

The Jackson College Strategic Agenda is designed to define priorities, allocate a timeframe, and drive near-term work that ultimately supports long-term objectives of the College, as well as those of the Board of Trustees, as expressed in policy. Such a tool provides for a continuous and evolutionary framework for guiding employees, giving them coherent direction regarding a body of work that is integrated and coordinated. The construct and agility afforded in this Agenda permits rapid adaptation in response to unrelenting change in technology, competition, politics, climate, society, and financial realities, as is preferred for our organization.

In framing the Strategic Agenda for Jackson College, key assumptions are part of the convention and context for the future and must be declared. To the degree possible, these assumptions must be validated and accepted.

To that end, the following assumptions are acknowledged:

- The highest priority of a college is to satiate the consumer-learner expectations and need by providing responsive, adaptive, relevant, quality programs, and services that lead to improved competencies of the learner;
- Higher education generally is perceived as a 'private good' versus a 'public good' and as such is increasingly funded by, and for, the individuals who receive the benefit;
- The value proposition of higher education is in question by an increasingly discriminating public;
- Political, cultural, and social dimensions of the United States are increasingly destabilized and polarized, thereby disrupting the future of higher education, and indeed our society;
- Aggressive competition, in, and among all strata of higher education, is rapidly accelerating, thereby challenging old assumptions and prior organizational relationships;
- The total number of higher education institutions is in decline and will increase annually;
- The ability to provide undifferentiated outcomes, for all students, is a critical differentiator among IHEs going forward;

- The United States is becoming increasingly diverse, achieving a majority by 2043;
- As currently constructed, the business model at Jackson College is neither sufficient, nor sustainable in the long-term, and, as such, is in need of refinement;
- Higher education is, through market pressures, increasingly commoditized with the acquisition of credit increasingly fungible;
- There is significant and rising competitive intensity for diverse and qualified talent;
- The current spectrum of instructional and learner roles are evolving;
- Pursuits of education and training, in traditional archetypes and conventions, are increasingly suboptimum for the consumer-learner;
- Ignoring the potential of a global ecosystem of customer supply and demand will have long-term consequences on the higher education organization;
- A significant, virtual, and synchronous presence for instructional and service delivery is essential going forward, as the value of ground-based instruction will be debated;
- Increasing accountability to donors, students, parents, communities, state and federal governments will continue to rise; and
- Our environment is increasingly litigious, demanding of accountability and desirous of enhanced civility and equity.