



EAB

# "Outside-In" Strategy

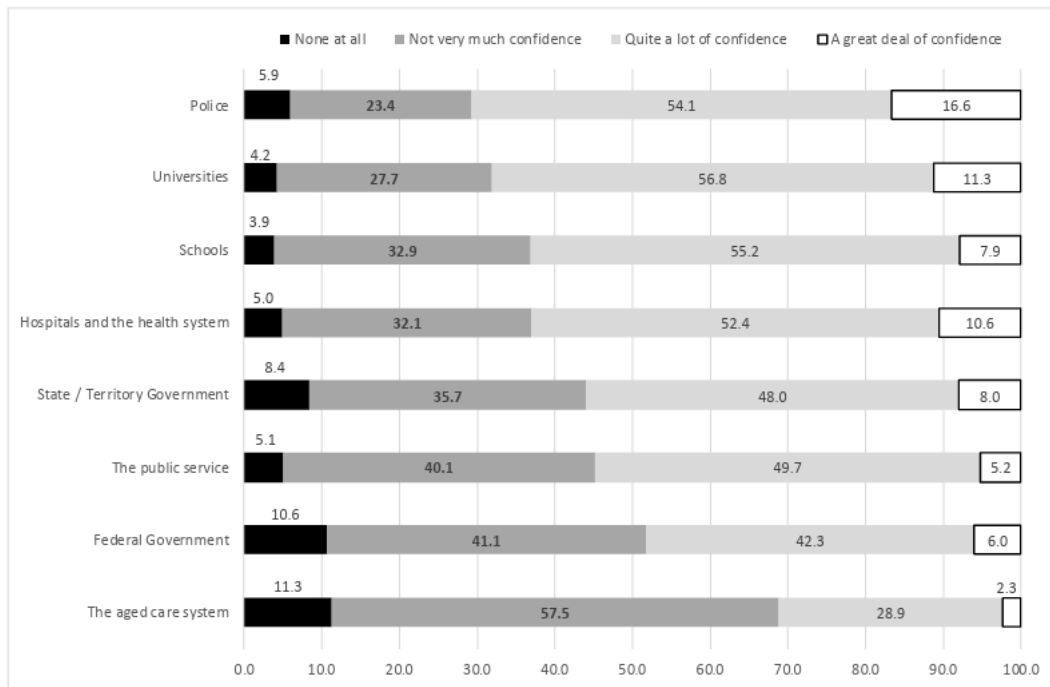
Driving Economic & Social Impact and Rearticulating the Value of Our Institutions

Strategic Advisory Services

# A Growing Crisis of Relevance and Trust



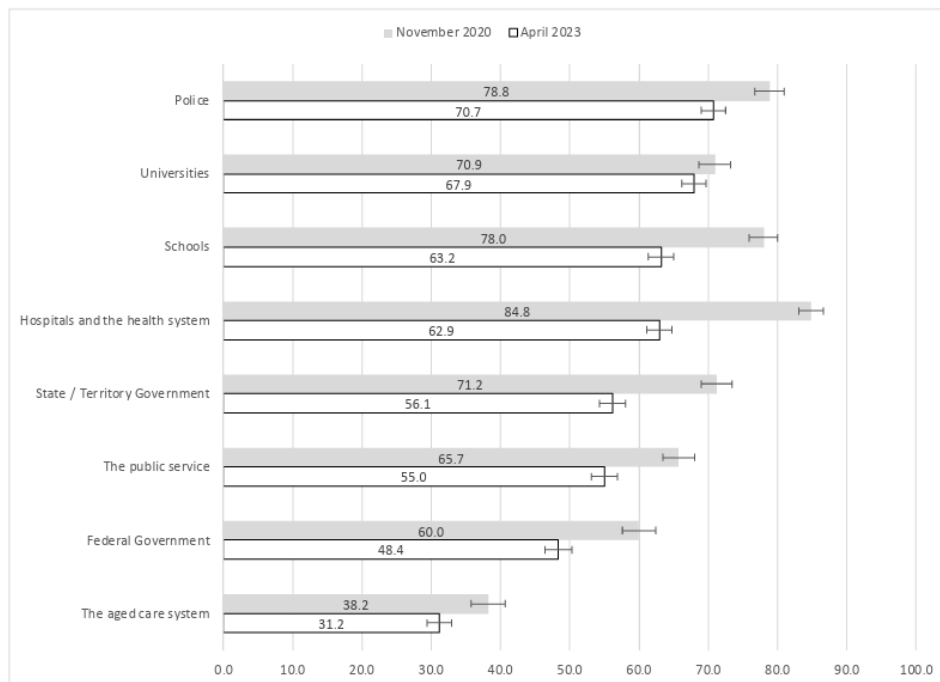
## Confidence in institutions, including universities and schools, April 2023



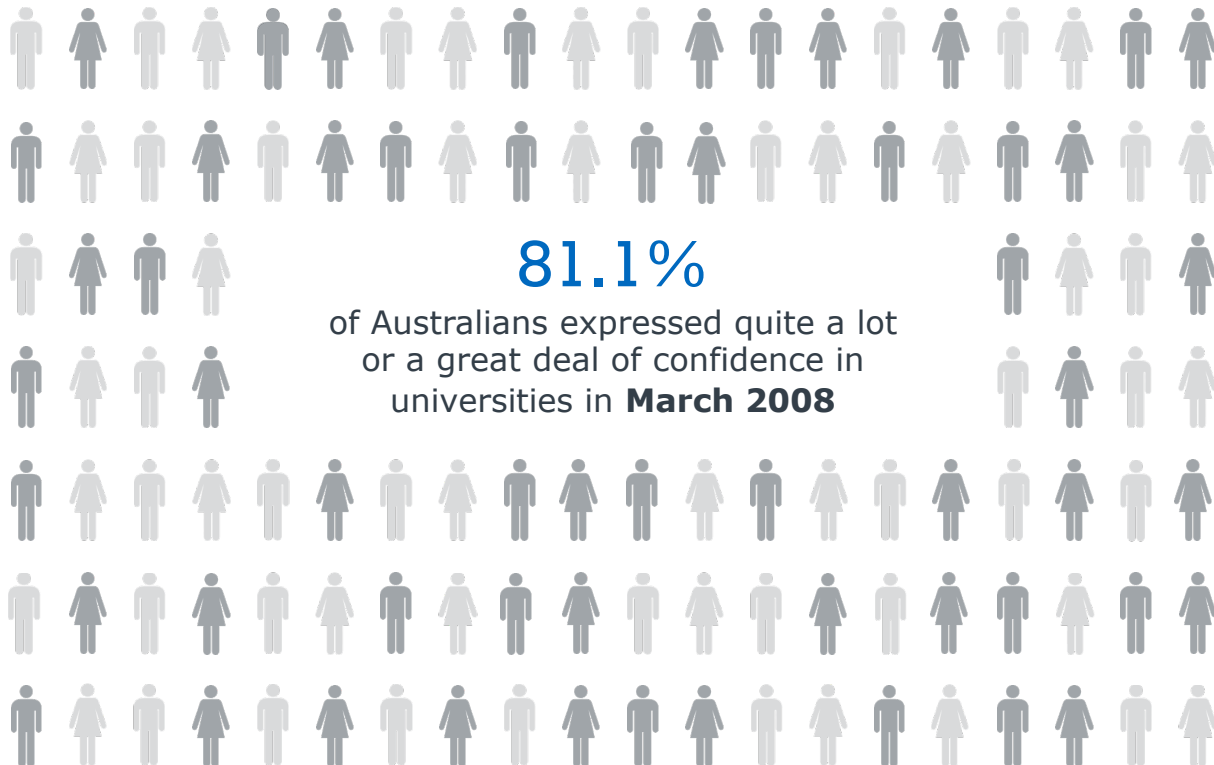
# Public Confidence In Universities Is Slipping



**Per cent of Australians who had quite a lot or a great deal of confidence in institutions, November 2020 and April 2023**



# We've Lost Quite A Bit Of Ground...

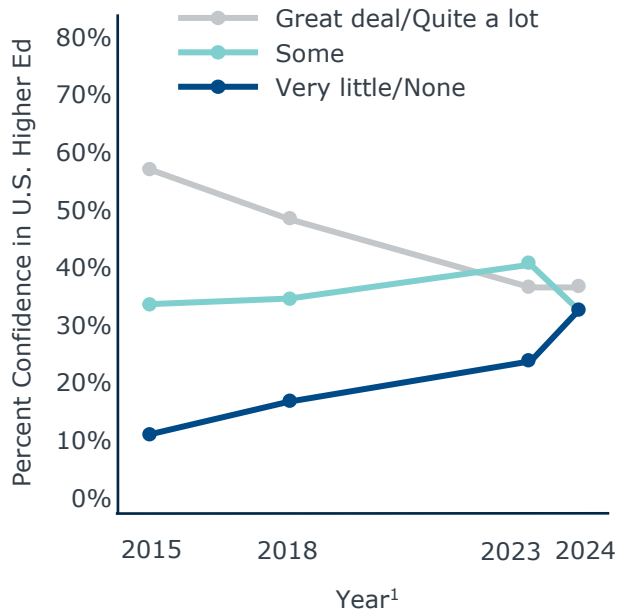




# Loss of Social License a Global HE Issue



## Declining Confidence in U.S. Higher Education Over the Last Decade



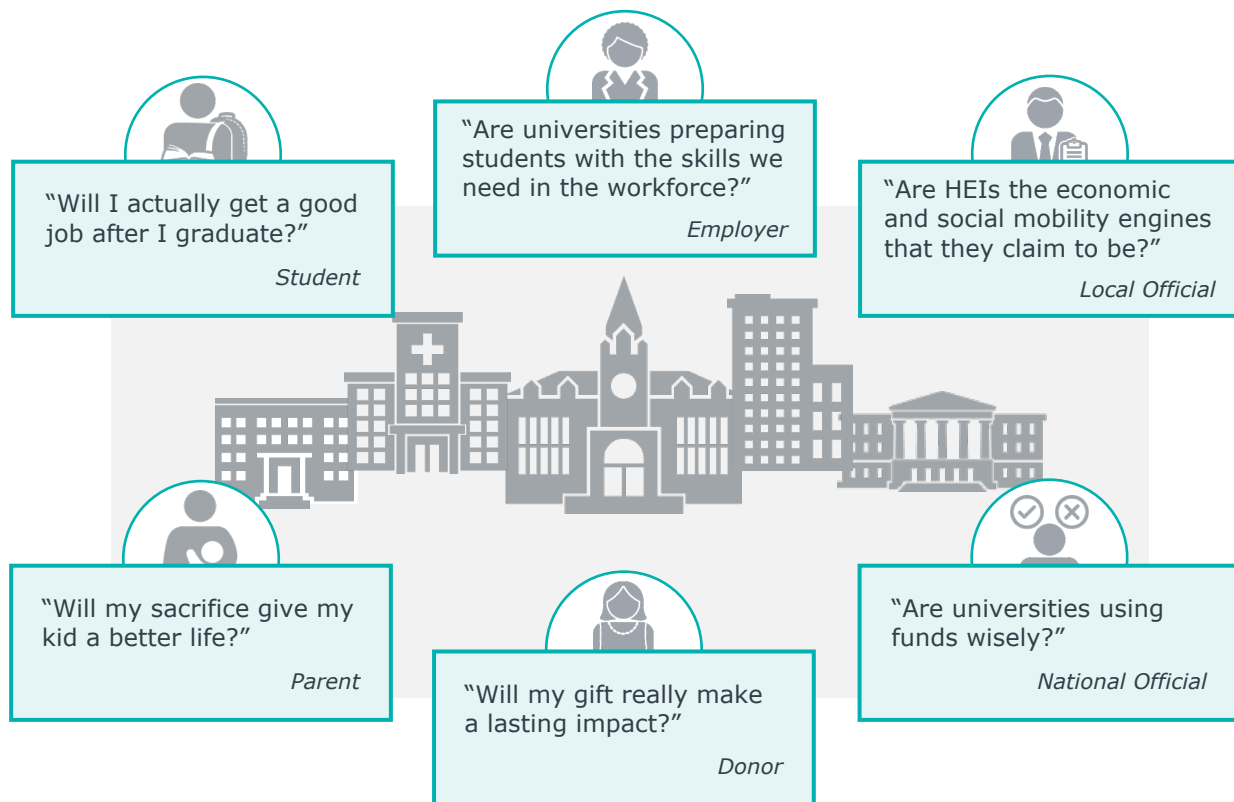
**1 in 5**   
people in the **United Kingdom** think 'a university degree is a waste of time'

1) Gallup survey data is only available for 2015, 2018, 2023, and 2024.

# Pulse Check

Where do you feel your institution's social license is under the most pressure today?

# Stakeholders Pushing Harder Than Ever on Outcomes



# From Inside-Out...



Most Institutions' Strategies Are Inwardly-Focused on Self-Serving Priorities



# ...to Outside-In

## Focusing on Meeting External Needs Can Result in a Competitive Advantage



Ben Rose, Chief Financial Officer

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?**

*As the only university in the state, our primary focus is increasing educational participation in the regions. Recent campus transformation programs have led to wonderful new facilities and the ability to offer more courses locally*

**What metrics or evidence prove that impact, and how is that impact communicated?**

*First ever cohort of local NW nurses graduated in 2022, attracted much community, media and political interest. Have seen 350 nursing grads last 3 years, almost all immediately working and majority remaining in the NW. Expanded to offering fast-track Pharmacy and from next year Yrs 1-5 for Medicine.*

**What have you learned about people, resources, and structures to deliver this impact?**

*Local presence is so important, annual applications from the region have more than doubled since the opening of the new campus. Still a long way to go ATAR achievement in the NW sits in theteen%, versus the state average of 40%+ and the national average well above 50%*



# How Can We Satisfy Every External Constituency?

## Lots of Differing Interests...

### Employers

- New technology
- Productivity
- Innovation

### Students

- Co-Curricular Activities
- Courses

### Donors

- Reputation
- Social issues

### Parents

- Safety
- Well-being

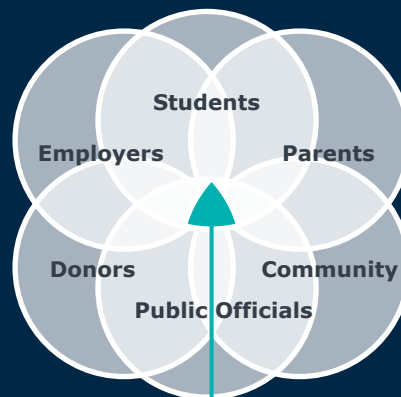
### Public Officials

- Voter support
- Regulations & compliance

### Community

- Use of funds
- Community benefits

## ...But More Overlap in Key Priorities Than Expected



Social & economic mobility



Workforce & economic development



Solutions to real-world problems



Provable return on investment & impact

# We Need to Do More Than Tell Our Story...

“

The eight most dangerous words in higher education are “we’ve just got to tell our story better” because it implies that better comms are more important than **actually doing better.**” — Alex Usher

*Founder and CEO, Higher Education Strategy Associates*



# “Outside-In” Strategy

## Investing in a Better Strategy

I

*Integrate Next-  
Generation Skill  
Development Into the  
Curriculum at Scale*

II

*Drive Real-World Impact  
by Scaling Community-  
Centric Research*

III

*Catalyse Mutually  
Beneficial Economic  
Development*



## Telling a Better Story: Measure and Articulate Your Impact

# What About “Less With Less?”

Outside-In Strategy Requires Prioritisation, Resource Reallocation

## Scaling Back

Stop subsidising activities that are non-critical and/or that external constituencies do not value



## Scaling Up

Prioritise investments that are aligned with external priorities and revenue opportunities



# Integrate Next-Generation Skill Development Into the Curriculum at Scale

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PILLAR

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# Good for You, Good for Them



## Institutional Benefits

- ▶ **Differentiate your academic portfolio** by positioning as an early leader in GenAI-integrated teaching
- ▶ **Boost student outcomes and rankings** through stronger employability and graduate success metrics
- ▶ **Attract new funding and partnerships** by aligning curricula with industry and government priorities

Integrate Next-  
Generation Skill  
Development Into  
the Curriculum at  
Scale



## Constituency Benefits

- ▶ **Students graduate work-ready** with in-demand skills that improve career prospects
- ▶ Employers access talent pipelines **equipped to apply GenAI in real-world** business and public sector contexts
- ▶ Communities **gain adaptive graduates who can drive innovation** in regional industries and services.

# Teaching AI Not Just a Matter for Tech Fields

## 95% of AI Workers Will Not Need Technical Training or Expertise

*Levels of AI Knowledge by  
Future Workforce Demand*

*Skills Needed*

*Implications for  
Academic Programs*

~5%

of knowledge-sector jobs  
will be **advanced level**

- ▶ **Large language model design:** building new GenAI models
- ▶ **API manipulation:** the use of application program interfaces to have AI models interact with one another

Training already exists in  
Computer Science

~25%

of knowledge-sector  
jobs will be  
**intermediate level**

- ▶ **Model fine-tuning ability:** Able to select and adjust the right models for the company
- ▶ **Cross-team collaboration:** Oversee integration into workflows and employee training

Option to provide  
additional classes for  
students who want to  
become AI leaders in  
their field

~70%

of knowledge-sector jobs  
will be **basic level**

- ▶ **AI Literacy:** Understanding GenAI's abilities and limitations as the technology evolves
- ▶ **Emotional Intelligence:** Human-to-human interaction to complement GenAI

Ensure all students have  
these skills; opportunity  
to offer training for field-  
specific uses

# More Than One Degree, One Technology



## New Offerings for General Users Are A Helpful Starting Place



*Generative AI for Business Transformation*

Online 16-week bootcamp



Cornell University.

*Generative AI for Productivity*

Online 2.5-month certificate



*Generative AI for Business*

Online two-week professional ed. course



*Generative AI and Business Transformation*

On-campus four-day executive ed. programme

## But Broader Leadership and Strategy Needed

### ► More than just technical learning

AI content already exists in computer science courses, but students need cross-disciplinary skills for GenAI.

### ► More than just one field

All fields will need to use GenAI as it reshapes the makeup of the global economy.

### ► More than just a set of skills

Students need both concrete GenAI skills useful today and the ability to learn new ones as the technology evolves.

“In the year 2000, if you had an internet degree, if there was such a thing, it would have looked great... you could have gotten a job anywhere. Now, it wouldn't be as applicable. The same could be true for a degree in AI.”



*Kerem Koca, CEO, BlueCloud*

Source: Purdue University, West Lafayette, IN; Cornell University, Ithaca, NY; The University of Chicago, Chicago, IL; The University of Pennsylvania, Philadelphia, PA; Colleges are touting AI degree programs, CNBC. Here's how to decide if it's worth the cost; EAB interviews and analysis.

# Old Skill Paradigm No Longer Works

## What We Learned Directly from Employers



### Sample Questions That We Asked Companies:

- ▶ If you could only choose one skill for a worker to have with GenAI, what would that be?
- ▶ What are the different categories of workers in the GenAI economy? How many of them come from a tech background?
- ▶ What skills unrelated to GenAI will become more important due to the technology? Less important?

### The Old Expectations

1. *Learn how the new technology works*
2. *Think about what new jobs will emerge*

### The New Normal for the GenAI Economy

1. Treat the technology like a coworker more than a machine
2. Think about how the bundles of tasks in all jobs will change

# How to Know When to Delegate

## Knowing What Is a Human Task and What Is a Delegated Task

**Automation:** when GenAI can perform a task completely without human intervention

### Tasks Likely to Be Automated

#### Data Scientist

- Data entry and checking
- Basic coding tasks

#### Healthcare Admin

- Appointment scheduling
- Billing and coding

**Augmentation:** when GenAI works in conjunction with humans to amplify human skills

### Tasks Likely to Be Augmented

#### Data Scientist

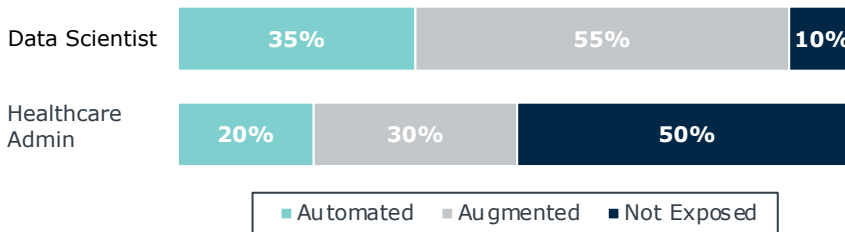
- Data decision making
- Results analysis

#### Healthcare Admin

- Patient care coordination
- Regulatory compliance



*GenAI Exposure and Automation/Augmentation Potential, By Estimated Percentage of Tasks*





# Automation and Augmentation in the Real World



## Normally, Analytical Tasks Dominate a Financial Analyst's Workday



Compiles multiple financial statements for analysis

9:00

11:30



Fixes errors, standardizes data and detects any outliers

1:00

3:00



Uses SAS to complete calculations

4:30



Shows data to manager who identifies several inconsistencies



Identifies best models for analysis

## But When AI Automates These Tasks, Analysts Take on New Responsibilities



Reviews news for relevant information

9:00

11:30



AI collects financial statements and automatically conducts analysis

3:00



Presents findings to stakeholders



Meets with client to discuss financial needs

1:00



Develops takeaways from AI analysis

4:30

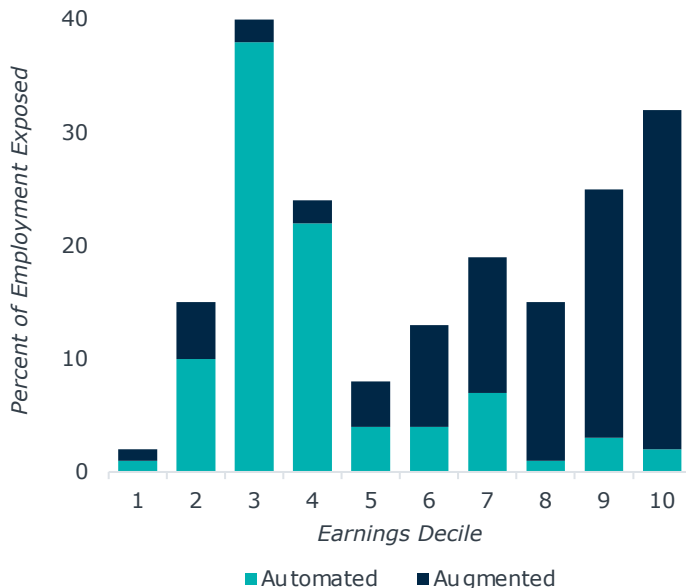


# No Role Immune; Entry-Level Most At-Risk



## Low- and High-Income Jobs Are Both Exposed to AI

*Percent of Employment in High AI Exposed Occupations by Earnings Decile*



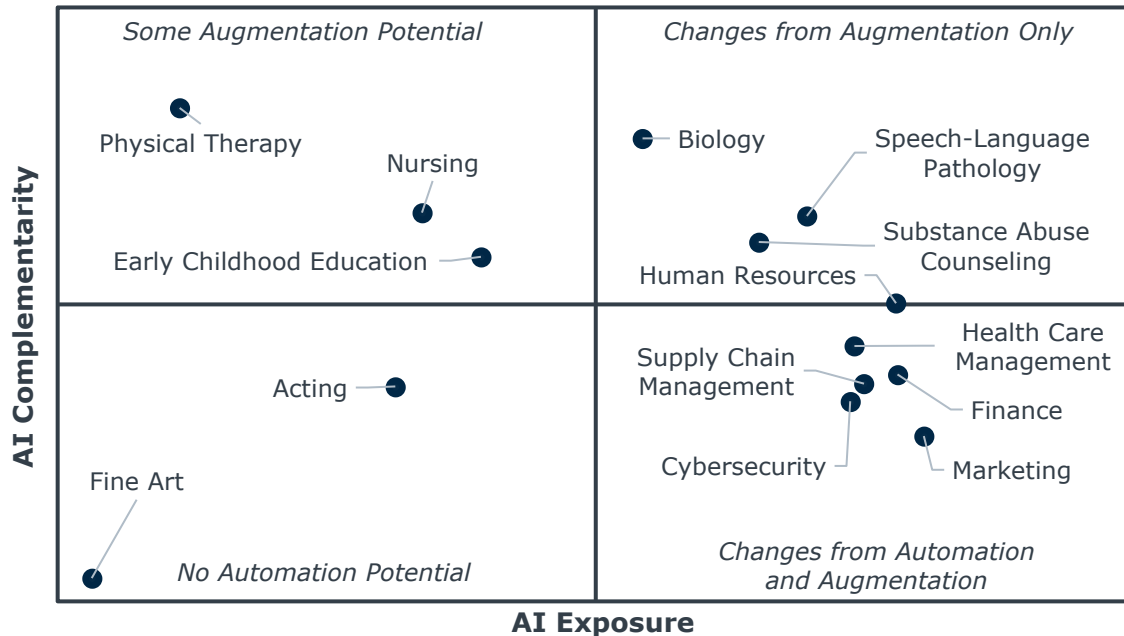
## Key Implications

- **14X more likely** for a low-income worker to lose their job due to AI
- **High-income jobs** likely to be **transformed**; **entry-level roles** likely to **resemble today's second level jobs**
- Opportunity for institutions: Help **displaced entry-level workers learn new skills**; **help advanced employees learn different skills** as GenAI complements their work

# Some Fields Need New Skills, Others New Tech



*AI Exposure and AI Complementarity Scores for Select Fields*



**AI Exposure:** How relevant GenAI will be to the work of a particular field

**AI Complementarity:** The degree to which AI will augment rather than automate tasks

Source: Pizzinelli, C., Pantan, A., Tavares, M., Cazzaniga, M., & Li, L., "Labor Market Exposure to AI: Cross-Country Differences and Distributional Implications," IMF, October 26, 2023; Felten, E., Raj, M., & Seamans, R., "Occupational, industry, and geographic exposure to artificial intelligence: A novel dataset and its potential uses," Strategic Management Journal, April 28, 2021; Eloundou et al., "GPTs are GPTs: An Early Look at the Labor Market Impact Potential of Large Language Models," arXiv, March 17, 2023; EAB interviews and analysis.

# Invite Employers Into Subjects



## Honors 3035: Large Language Model Development and Deployment for Real-World Applications

LSU

Taught by both practitioners and academics



Louisiana State University.

20-30 students from a range of disciplines

## Class Teaches Students Key Skills for GenAI Future



### Project-Based

Consists of multiple projects, some provided directly from companies



### Team-Based

Students are split into teams, reinforcing the communication skills needed in the GenAI economy



**Local Economy Focus** Projects tackle problems relevant to local employers



### Deep GenAI Familiarity

With little technical background, students learn how to manipulate LLMs to achieve desired goals



### Graduates Prepared to Shape GenAI Uptake

Class completers have gone on to work at companies such as:



Microsoft

SPACEX

# Let's Discuss

1

How might we give all students meaningful exposure to GenAI?

2

How are you thinking about balancing experimentation with reputational and regulatory risk?



# The University of Sydney

Mark Erickson and Nerida Olson, Division of the Academic Registrar

**Where does your institution make a clearly recognised impact (broadly defined) that external constituencies give you credit for?**

The University is recognised for world-leading excellence in research and teaching. As a comprehensive research-intensive university with a wide range of disciplines – more than 500 award courses – the University has a focus on collaboration with industry partners, and a strong commitment to social impact.

**What metrics or evidence prove that impact, and how is that impact communicated?**

Ranked 1st in Australia (US News 2025-2026), our commitment to research, teaching and learning includes an unprecedented investment recruiting early and mid-career researchers and educators with 40 Sydney Horizon Fellowships and 330 new teaching staff including 220 Sydney Horizon Educators to improve the student experience and advance teaching practice. In addition to rankings in sustainability, social impact and education, we excel across an hundreds of disciplines.

**What have you learned about people, resources, and structures to deliver this impact?**

Servicing a comprehensive curricula means that systems, infrastructure and processes need to be sustainable and scalable and clear information to guide students.



## Mark Erickson and Nerida Olson, Division of the Academic Registrar

**Initiative name:** Reimagining curricula for 2032

**Problem/Concern:** Under the University of Sydney's 2032 Strategy, we are committed to ensuring that our curricula is both learner-focused, accessible and sustainable. Regardless of where and how they learn, our students will be confident in their abilities, sure of their personal goals, and feel that they belong.

**Objective:** Leveraging research, data and insights, including student experience and learning needs to drive an educational experience that is transformational for our students, more accessible and understandable to diverse and new student cohorts, and sustainable for the institution. We aim to make the curricula clearer and easier to navigate—giving students a better experience and reducing the administrative burden on staff.

**Relevant context:** The University is recognised for delivering a world-class educational experience, and the depth and breadth of the curricula has long been an important feature. Like all providers, learning needs are changing, and there are increasing changes to the student profile, funding pressures and constraints driven by external policy and changes to students' study needs and motivations.

**Logistics:** Developing principles, new requirements, reviewing student needs through qualitative and quantitative research, extensive benchmarking, reflecting on emerging or predicted industry needs, addressing regulatory and professional accreditation requirements, developing institutional agility to adapt, refreshing policies, assessing infrastructure needs to enable (digital through to physical), and more effective rationalisation of curricula offering whilst ensuring discipline diversity.

**Evidence of effectiveness:** Feedback from students, graduates, industry and staff, improvements to student diversity, accessibility, experience and learning outcomes, greater efficiency and simplification of curricula design and delivery whilst retaining strength of discipline breadth and depth.

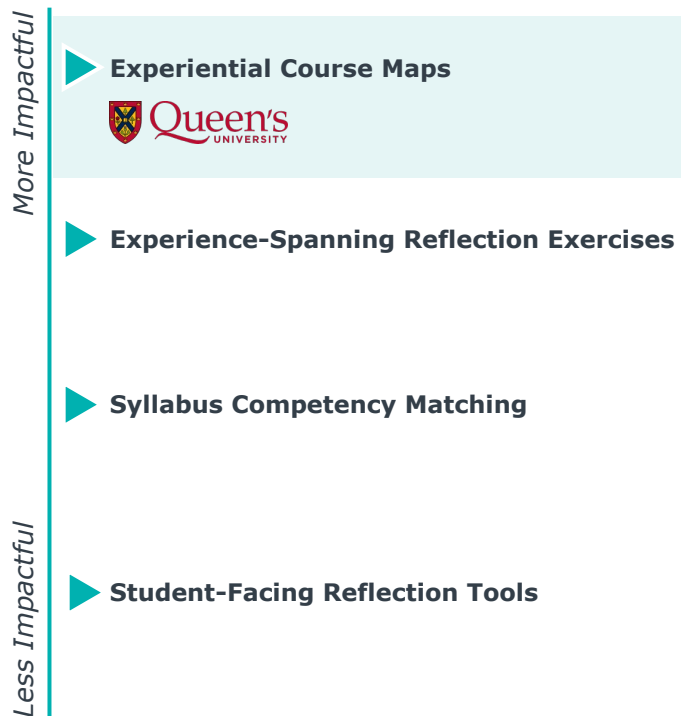
**Question for the group:** How are other universities addressing and evolving curricula in response to changing external policy, industry requirements, funding, through to students' learning needs?

# Curricular & Co-Curricular Interventions: Communicate



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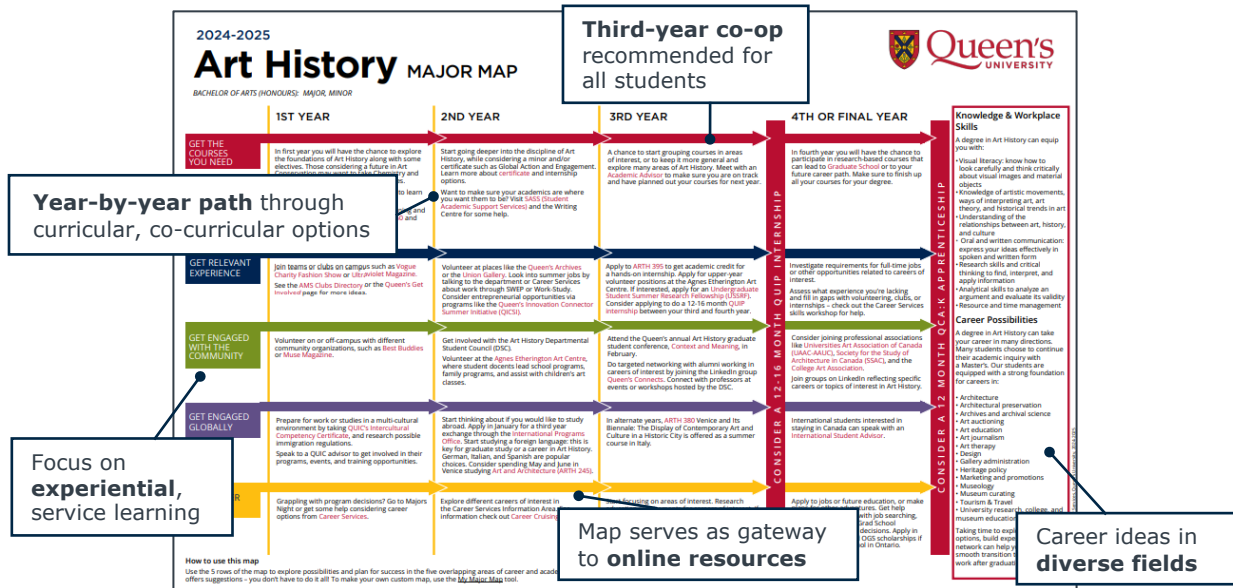
## Equip Students to Identify and Articulate Relevant Skills





# Beyond the Traditional Degree Plan

## How Queen's Helps Students Sequence Academic and Co-Curricular Activities



## Professor Jennifer Milam, Deputy Vice-Chancellor Academic

### Area of impact

*Waikato is known for its culturally-diverse student body and learner success initiatives that support Pacific people. Developed through the 2021-2025 Pacific Plan, our AVC-Pacific delivers an ecosystem of initiatives dedicated to Pacific student success, including recruitment and transition from high school, partnering with families, building leadership from 1<sup>st</sup> year, peer mentoring, and future-ready finishing.*

### Metrics & Evidence of Success

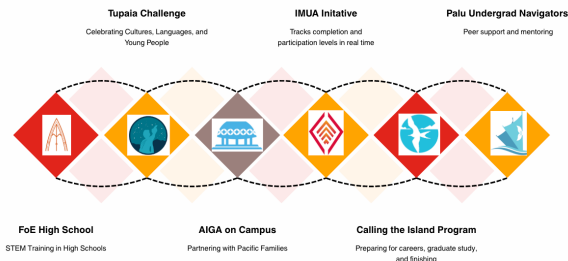
*Participation across the initiatives has been growing. For example, our Imua program for first year students has grown from 25% cohort participation to 57% since 2022. During the same period, the course completion rates and first-year retention rates for Pacific students have both increased by over 7%.*

*Pacific Learner Success goes beyond traditional metrics. We seek to measure depth of engagement in university life and sense of belonging through participation and qualification rates.*

### Lessons from our approach

*Key to this progress has been culturally-responsive approaches for our Pacific cohort illuminating and supporting pathways for leadership and success. This conflicts with data-driven approaches that unfold from predictive analytics based on a deficit mindset. The lesson was the need to develop culturally-informed data collection practices to measure outcomes with Pacific ownership of reporting.*

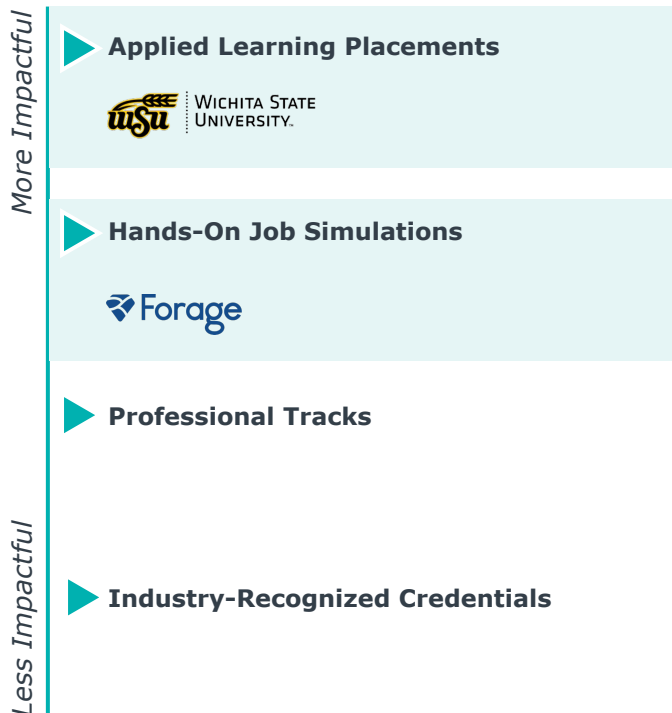
### Pacific Plan



# Curricular & Co-Curricular Interventions: Augment



Supplement the Curriculum with Skill- and Career-Enhancing Opportunities



# Making Applied Learning Unavoidable



WICHITA STATE  
UNIVERSITY.



Applied learning  
**is a graduation  
requirement**



Academics created  
**six applied  
learning criteria**,  
but **units decide  
how to apply**  
them



Offers **multiple  
avenues** to meet  
requirement,  
including applied  
learning placements

## Bringing a Staffing Agency Mentality to Higher Ed



*Student*

- Gets new source of income, which boosts affordability
- Builds in-demand skills, connections with WSU-verified employers



*University*

- Reduces employer burden by acting as a staffing agency (e.g., placement, training, scheduling)
- Supports and manages student performance, ensuring quality work



*Employer*

- Opportunity for long-term performance-based interview before hiring talent
- Accesses young talent without employer overhead

### *Representative Example*

Engineering student gets paid work experience

WSU keeps a percentage of revenue generated via the placement

Aerospace industry gets skilled help on projects at lower price point

## Professor Frank Bloomfield, Deputy Vice-Chancellor Research & Innovation

**Initiative Name:** Centre for Innovation & Entrepreneurship

**Purpose:** Empowering student I&E success

**Context:** Only 8% of NZ school-leavers identify ambition to be an entrepreneur, yet students are a huge source of innovative ideas that need support along the whole pipeline.

**CIE:** provides a suite of support – summer lab, \$100k Velocity Challenge, Venture Lab and Momentum early entrepreneurial support, mentorship, MakerSpace, hatcheries, hackathons etc

**UniServices ('TTO+')** \$40 million inventors' fund enables first investor, specialist investment committees, patenting, licensing, spin-out support, co-location spaces

**Impact:** *annually:* 14,000 student interactions across 13 courses; 2,421 interactions with Hynds Entrepreneurial fellows, supports ~150 start-ups

UoA top 5 in  $\geq 5$  metrics across Australasia for commercialisation of public-funded research and top for active spin-outs. CIE alumni started >210 ventures, raised >\$940m in capital, created >2500 jobs in 182 countries

**Resources:** Partnership between CIE and UniServices; whole of ecosystem approach critical with end-to-end support; inventors' fund transformative in catalysing ventures through being first investor



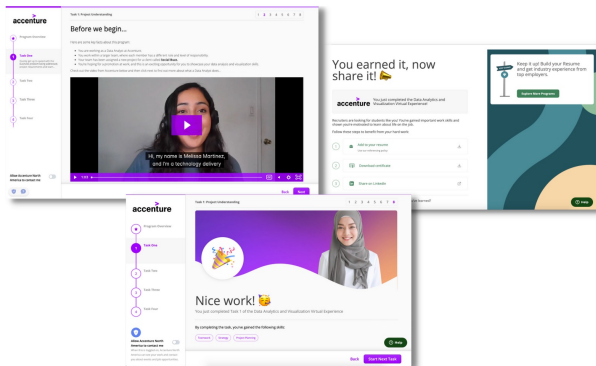
# Introducing Forage

www.theforage.com



## What Are Job Simulations?

Self-paced online learning programs that simulate the work performed in different roles at different companies through interactive hypothetical tasks.



### Scalable

Unlimited participation



### Engaging

Include hands-on exercises



### Inclusive

No barriers to participation



### Always on

Available on demand 24/7/365

**4M+**  
students using  
Forage

**300+**  
job simulations  
across  
a variety of  
careers

**130+**  
employers  
across diverse  
industries

**3.3x**  
students are 3x  
times as likely  
to land a job  
after completing  
a sim

BCG

Deloitte.

Red Bull

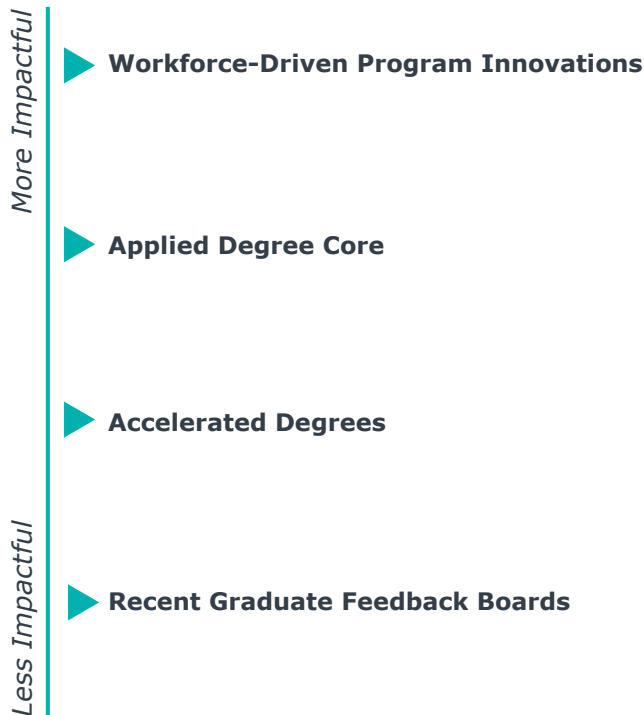
BANK OF AMERICA

Walmart

# Curricular & Co-Curricular Interventions: Rethink



## Playbook of Curricular and Co-Curricular Interventions



# University of Newcastle Australia



## Professor Jennifer Milam, Pro Vice-Chancellor Academic Excellence

**Initiative name:** *Empowering Neurodivergent Students for Success.*

**Problem/Concern:** *The University has experienced strong growth of enrolments of students with Disability. AccessAbility registrations for Neurodivergent students are a primary growth cohort. Comparative retention rate of students with disability are lower than students who don't disclose.*

**Objective:** *Coordinate activities that improve transition into University for Neurodivergent students with highlight programs Neurodivergent Specific Welcome Week, Neurodivergent Peer Mentoring Program, Neurodivergent Peer Program.*

**Relevant context:** *Focusing on transition to University for Neurodivergent students was immediate, achievable and sustainable solution that could be make differences to student support within the systems and staff frameworks. Aligned to the Looking Ahead Strategy, Life Ready Graduates Goals*

**Logistics:** *Coordination of Data, development of transition programs by Student Wellbeing in partnership with Student Engagement. Coordination of student communications, parent and carers presentations, bespoke Welcome Week program for Neurodivergent students, opt in peer-to-peer mentoring program social programs. Within existing budget.*

**Evidence of effectiveness:** *400 individual emails opened, increased web traffic to resources, Welcome week met capacity of 80 registrations, and peer support program capped at 100 and over 100 students at the social program.*

**Question for the group:** *How are other Universities managing the needs of students with disability in an effective and sustainable way?*





## Professor Simon Holdaway – Pro-Vice Chancellor (Research Performance & Reputation)

**Initiative Name:** Hiwa | Recreation Centre

**Purpose:** Enhancing student success through Sport and Recreation.

**Context:** The new Hiwa Recreation Centre has driven 1000% increase (vs. previous smaller facilities) in engagement in Sport, Recreation and Active Wellbeing at the University, in a single semester. A significant impact on both the campus experience and student success is already evident.

*"Hiwa has considerably improved my well-being, both physical and mental. It is really important to achieve my academic goals as a postgrad student, and I wouldn't have been able to cope with the stress without a space like Hiwa". (Cust. Exp. Survey July, 2025)*

91% of members agree or strongly agree that Hiwa enhances their campus experience. (Cust. Exp. Survey, July 2025)

**A Grades:** Historically, Recreation Centre members get 19% more A grades than non-members. Māori members get 24% more A grades than Māori non-members. Pasifika members get 44% more A grades than Pasifika non-members. Recreation Centre members who work out more than once per week get 30% more A grades than non-members.

**Impact:** August 6 stats, since opening Hiwa in late Nov 2024;

- 587,258 member visits and 714,093 total visits, including non-member clubs, events and open-access spaces.
- Active student members currently 20,243. With a total of 30,725 unique members & programme users since opening (8 months).
- Daily usage peak for Sem1, 2025 = 8025 visitors in a single day, working out, playing sport or joining club activities and programmes.
- 95% student membership 2.5% staff and 2.5% Alumni/Comm



# Key Takeaways

Small steps towards GenAI adoption already matter. Institutions should **provide opportunities for students and faculty to experiment** with emerging tools rather than wait for a perfect strategy. Leaders must prioritise curriculum revisions in fields where GenAI disruption will be fastest.

Universities should **integrate curricular and co-curricular interventions through communication, augmentation, and rethinking** to drive skills adoption.



# Let's Discuss

1

Where has your institution already taken meaningful steps to integrate new skills, and what did you learn from that experience?

2

What would make it easier for your institution to update curriculum in a more agile way, instead of waiting for a major overhaul?





# Drive Real-World Impact by Scaling Community- Centric Research

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PILLAR

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# Welcome to the New Research Reality

## Evolving Expectations Pushing Institutions in a New Direction

### Traditional Research Model

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- ⚙ Basic research
- ⚙ Discipline-focused
- ⚙ Single investigator
- ⚙ Oriented around academics interests
- ⚙ Publicly funded



### Emerging Research Growth Mindset

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- ⚙ "Applied" research
- ⚙ Problem-focused & interdisciplinary
- ⚙ Multi-investigator
- ⚙ Oriented around broader impacts
- ⚙ Privately funded

# What's in a Name?



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## Applied Research | noun



Directed primarily towards a specific, practical aim or objective; Most often associated with industry

## Use-Inspired Research | noun



Aimed at producing basic research that also helps resolve a practical issue; often conducted with energy, enthusiasm and care

### What Do These All Have In Common?



Focused on real-world impact and problem-solving



Benefits extend beyond just the academic community, especially to employers and local residents



Requires collaborative partnerships spanning traditional disciplinary and organisational siloes



Oriented around the needs of others versus individual interests

## Industry-Linked Research | noun



Designed to deliver solutions to specific needs; Most often associated with pharmaceuticals

## Translational Research | noun



Translates lab discoveries into practical applications in clinical settings; Most often associated with biology and medical science



Actively involves community members as co-researchers throughout the research process; Most often associated with local policy and environmental studies

# Good for You, Good for Them



## Institutional Benefits

- ▶ Increased **competitiveness for funding**, especially from industry partners
- ▶ Stronger industry relationships, which can in turn can be used to **enhance the curriculum and outcomes**
- ▶ Increased community awareness can spark new investments, partnerships, and **stronger affinity**



Drive Real-World Impact by Scaling Community-Centric Research



## Constituency Benefits

- ▶ Solutions to complex, real-world problems that impact **daily experiences and work**
- ▶ Australians see universities **delivering impact on priorities nationally and locally**, from First Nations partnerships to sustainable industries
- ▶ **Communities gain practical solutions** to pressing challenges such as health access, climate resilience, and regional development

Andrew Flannery, Chief Operating Officer

**Where does your institution make a clearly recognised impact (broadly defined) that external constituencies give you credit for?**

*Our university is recognised for its ability to translate research for community benefit through UniQuest, widely regarded as Australia's leading technology transfer company. This track record spans Gardasil (the world's first cancer vaccine), the Triple P Parenting Program, and, more recently, ViceBio's Molecular Clamp vaccine platform addressing life-threatening respiratory viral infections.*

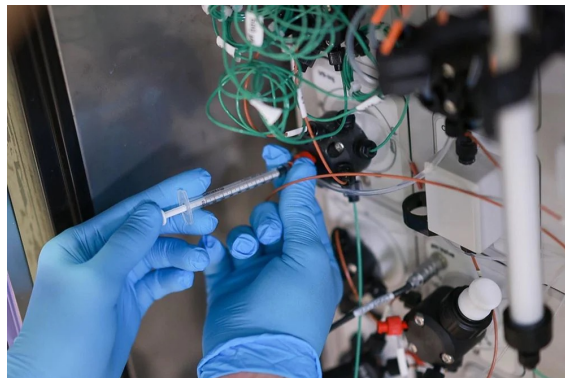


**What metrics or evidence prove that impact, and how is that impact communicated?**

*"UQ... is one institution we could learn from. Its long-established tech-transfer subsidiary, UniQuest, helps it generate over A\$30 m a year from IP – more than any Russell Group university". UK Minister for Universities and Science*

**What have you learned about people, resources, and structures to deliver this impact?**

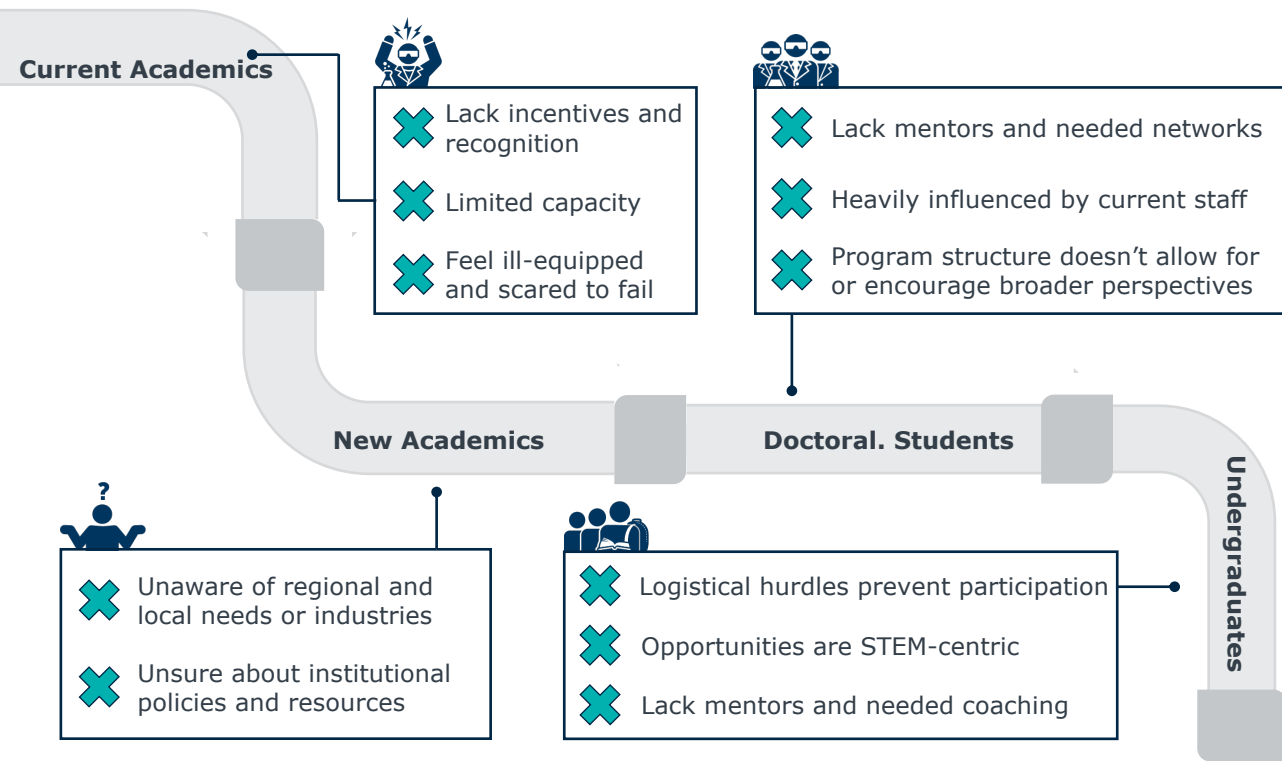
*Tech transfer offices need to be well-funded to succeed.*





# Problems at Every Stage of the Talent Pipeline

## Key Barriers Limiting Engagement in Community-Centric Research

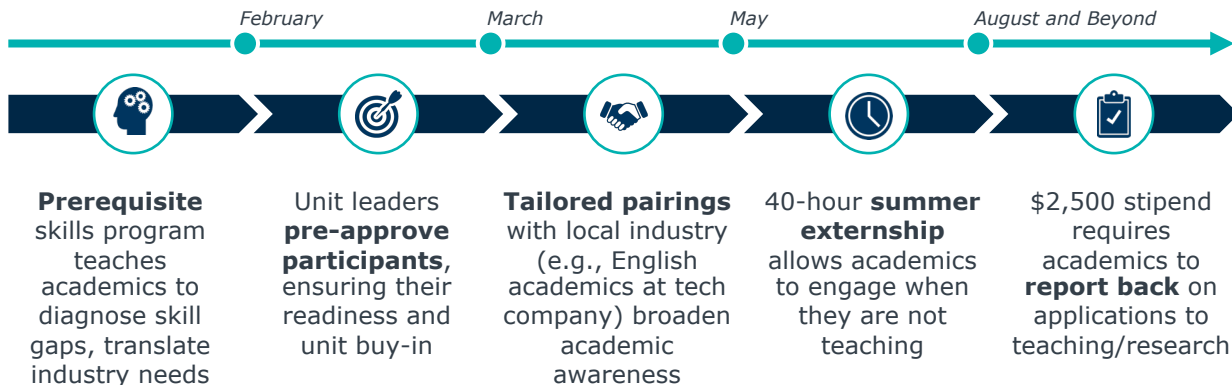


# Experiential Learning: Academics Edition



BALL STATE  
UNIVERSITY

## Externship Program Exposes Faculty to Real-World Industry Needs



420

Academics who have completed Skills Infusion Program<sup>1</sup>

100

Academics from across disciplines who have completed externships<sup>2</sup>

Select Employer Partners



First Merchants

1) Over seven years.

2) Over ten years.

# Southern Cross University



Anna-Maree Shaw, VP Future Students and Outreach

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?**

*a. Supporting our regions where we have significant skills shortages and; b. initiating research initiatives that meet the needs of our local industry and communities*

**What metrics or evidence prove that impact, and how is that impact communicated?**

*a. Domestic and International recruitment growth, NPD uptake along with employment outcomes.*

*b. Community engagement in research, research outcomes and media coverage (local, national and global) YOY HERDC improvement.*

**What have you learned about people, resources, and structures to deliver this impact?**

*a. We can embed a skills first thinking that meets the demands of our local labour market to deliver new products at speed. But it takes top-down leadership.*

*b. Local industry and community engagement is resource intensive and difficult in a sub-scale institution – but essential to ensure the success of research it takes a whole of institution approach not just one portfolio.*



# A Regional Roadshow



## East Carolina U Exposes New Academics to Community Needs and Partners

### Purple & Gold 2-Day Bus Tour



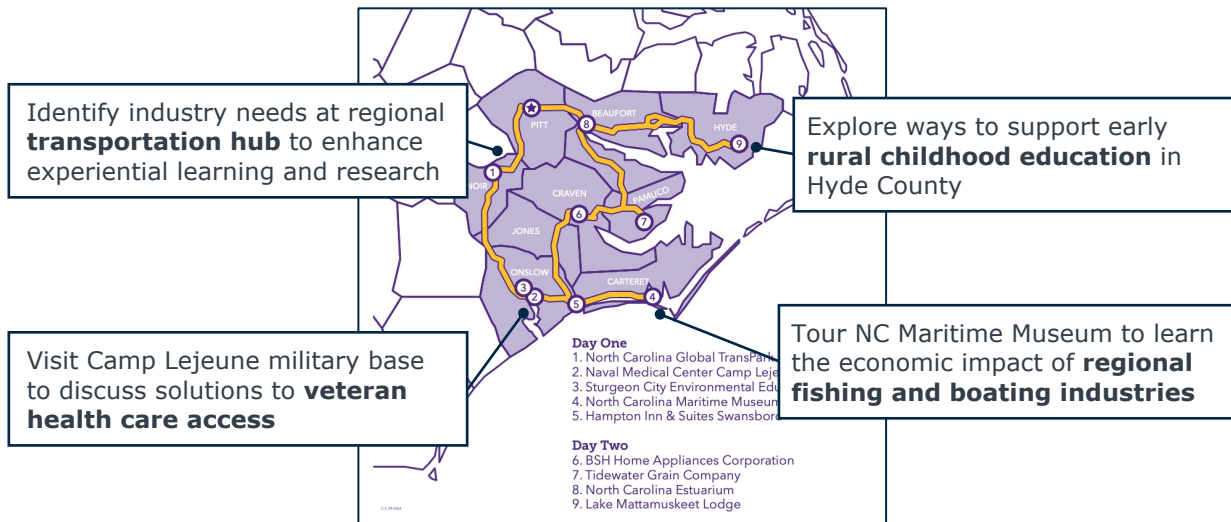
Led by Office of  
Innovation and  
Engagement



Covers the region's cultural,  
economic, and geographic  
challenges and assets



Prep binder includes  
county-level data and  
profiles of tour stops



# A Regional Success



## ECU's 'Purple and Gold' Bus Tour Leads to New Research Opportunities

### Impact Snapshot

**250+** Academic participants

**80+** Community partners engaged

“After the bus tour, [I] am **full of ideas for engagement with the region** and with the amazing folks I met on the bus.”

“It is **impossible** to be an effective faculty member **if you haven't been on this tour.**”

“I've been at ECU for 20 years and this experience has **sparked fresh hope and inspiration** for me.”



*Dr. Pamela Reis, Associate Professor and Interim Ph.D. Program Director in the College of Nursing, speaking to participants during a Purple and Gold Bus Tour*

# A Different Playbook for Research Growth

## The Traditional Model for Growing the Research Enterprise

Use institutional funds to seed growth

Primarily pursue federal opportunities

Boost research activity across disciplines

Scale up research faculty headcount

*Requires extensive resources and subsidisation*

*Favours name-brand schools with prior grant success*

*Requires a critical mass of research-active academics*

*Involves substantial fixed costs and cultural changes*

## Wichita State Embraces a More Community- and Industry-Centric Approach



Double-down on employer partners and industry funds



Lean into applied research in areas of academic staff expertise



Focus on regionally-relevant industries and issues



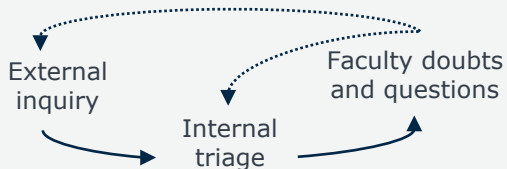
Use student intern connections to solidify partnerships

# A Third Way



51

## Reactive “Order-Taker”

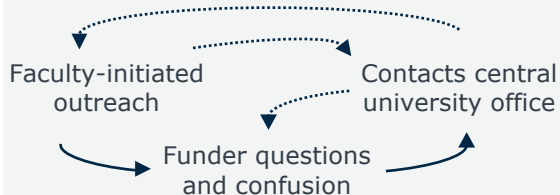


Slow, time-consuming



Not strategically aligned

## Self-Interested Outreach



Not compelling to funders



Lowens odds of funding success

## Wichita State’s Partner-First Approach

### University Strengths

- 90K square foot Innovation Campus
- Aerospace expertise and networks
- Applied learning and lab facilities

### Areas of Overlap

- Size of facility and equipment needed
- Commitment to new partnership approaches and innovation
- Aerospace and engineering projects

### External Needs

- Growing Airbus team in KS
- Access to space, technical talent pipeline



**Agreement terms** enable WSU to solve Airbus’s business challenges while fueling research growth

# We Can't All Be Wichita State...

...But We Can All Learn From Them

## Lay a Solid Foundation

### Stay Local (At Least to Start)

Used expertise in supply chain, data analytics, and computing to support **local company** on logistics and transportation

### Find Your Differentiation Sweet Spot

Launched first interdisciplinary institute solely focused on **veterans** and their families

### Tap Existing Employer Relationships

Tapped industry relationship to **secure anchor endowment** for applied research institute

## Scale Up Over Time

### Build a Nimble Internal Structure

Built **contracting expertise**, which is attractive to industry partners

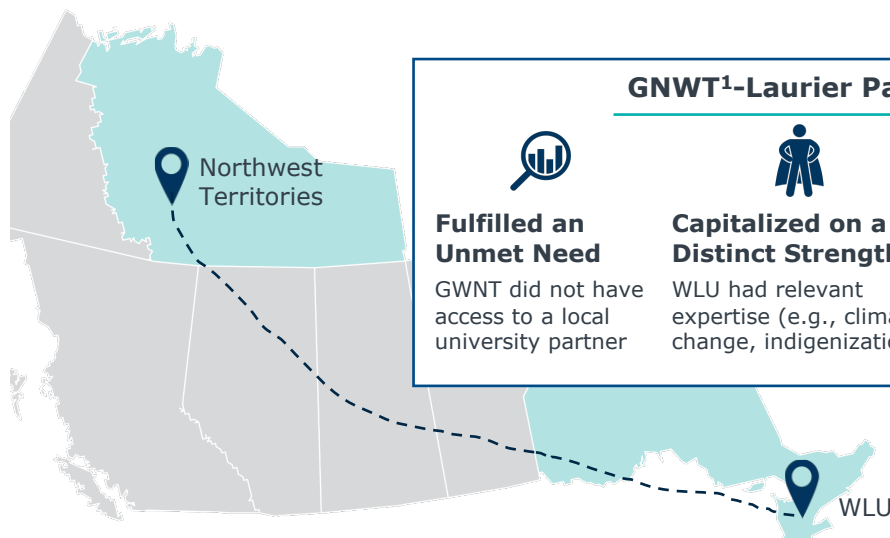
### Strategically Invest in Special Infrastructure

Built **Mobility Research Center** that is the **only one** on a university campus

Provides academics and partners (e.g., GM) with **customizable test pad**



# When Non-Local Opportunities Arise



## GNWT<sup>1</sup>-Laurier Partnership



### Fulfilled an Unmet Need

GNWT did not have access to a local university partner



### Capitalized on a Distinct Strength

WLU had relevant expertise (e.g., climate change, indigenization)



### Aligned With Public & Funder Interests

Positioned WLU to garner goodwill, attract partners, and tap diverse sources

## Success Metrics

**\$71M<sup>2</sup>**

Funding for local infrastructure and research since 2010

**600+**

Students and postdocs trained since 2010

**200+**

Community engaged research projects

**50+**

research sites

1) Government of Northwest Territories

2) Canadian dollars.

# Key Takeaways

Facing growing pressure to deliver real-world solutions, universities need to embrace a new growth mindset that is oriented around **more practical, solution-focused, and team-based research.**

Along with enabling more sustainable growth and strengthening cross-sector connections, **this approach will also help prove HE's value** through solutions that improve daily lives and communities.



# Let's Discuss

1

What are the big local industries or employers in your region that your institution could double-down on?

2

Where does your institution have **unique expertise that could potentially address an unmet need** (even if not locally)?





# Catalyse Mutually Beneficial Economic Development

---

PILLAR

3

# Economic Uncertainty Raising the Table Stakes



Successes To Date → Today's Top Needs → New Realities for Outside-In



Small business support



Quality services (e.g., childcare)



Tech transfer & commercialization



Neighborhood revitalization



Research parks & innovation districts



Industry diversification



Bigger, riskier investments require **creative funding** approaches



Meeting needs requires **direct** (not just indirect) **investment**



Blurred boundaries require more **off-campus development**

# Good for You, Good for Them



## Institutional Benefits

- ▶ Vibrant city and economy ensures **jobs for students**
- ▶ Community safety and aesthetics **attract prospective students and staff**
- ▶ Economic well-being of the community **increases the odds of donations**



## Constituency Benefits

- ▶ Institutional investment in infrastructure and services **reduces the financial burden on the government**
- ▶ More vibrant communities **attract and retain residents and employers**
- ▶ Keeps graduates local and **strengthens regional productivity**

# Bringing elite sport and higher education together to give back to and inspire remote communities

PROFESSOR RORDEN WILKINSON DEPUTY VICE-CHANCELLOR (ACADEMIC)



## Recognised institutional impact:

- Macquarie has a longstanding commitment to widening participation in remote and underserved communities such as Broken Hill
- Our strategic partnership with Sydney FC positions the University to use sport as a powerful vehicle for engagement, aspiration and educational access
- Macquarie is recognised for its collaborative and community-led approach to outreach – designing programs and educational pathways that reflect local priorities, cultural context and long-term aspirations



## A week of engagement, 11-15 August 2025

- **553** students engaged in school-based workshops
- **374** players and spectators from **4** local clubs participated in Community Gala Night
- **68** emerging athletes and parents/carers attended breakfast event and panel discussion
- **12** coaches and team managers took part in tailored professional development session
- Media coverage across national and regional press outlets
- Strategic partnerships deepened with key stakeholders including schools, health services and regional development bodies – laying the groundwork for future collaboration



## Key insights:

- **Trust** is earned through presence. Long-term impact begins with consistent, visible engagement, meaningful consultation and co-designed initiatives that reflect voices and values of the community
- Sport is a **gateway**. When used as a culturally relevant entry point, sport is a powerful tool to engage youth & communities with higher education
- Initiatives must be **place-based** and **community-led**. Designed to meet local needs and priorities
- Cross-sector collaboration (education, sport, health) creates **inclusive and accessible pathways**

# You Don't Have to (and Shouldn't) Go It Alone



## The Power of an Anchor Network



Dedicated CDC<sup>1</sup> unlocks access to **funding opportunities**



Formal partnership and brand recognition boosts **attractiveness to funders**



Multi-institution collaboration helps garner buy-in and **reduce community concerns**



Single governance and org model enable **enhanced agility and responsiveness**



Standalone structure helps **sidestep university bureaucracy**

## Spotlight: University of Cincinnati's Role

- ▶ Leaders recognised that **surrounding areas impact enrolment success**
- ▶ Trustees supported tapping **endowment funds for real estate projects** in Uptown
- ▶ President and Chief Innovation Officer **sit on consortium board**

1) Community development corporation.



Fiona Notley, Chief Operating Officer

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?**

*RMIT is recognized for its transformative urban design and student-focused campus redevelopment. The NAS project has been widely acknowledged for radically enhancing the student experience and integrating the university into the fabric of Melbourne's CBD.*

**What metrics or evidence prove that impact, and how is that impact communicated?**

*Impact has been measured through a range of KPIs and qualitative outcomes during and after the project:*

- Student satisfaction with library and student services.
- Effectiveness of communications and change management.
- Teaching scores and service delivery metrics.
- Physical transformation: 30,000m<sup>2</sup> of redeveloped space across five buildings & seven levels.
- Library expansion: doubled in size, with 2000m<sup>2</sup> of informal student space.
- Activation of surrounding key streets and visible improvements to the campus environment.

**What have you learned about people, resources, and structures to deliver this impact?**

- Importance of inclusive **design**, with input from students, staff, and industry partners.
- Value of **effective change management** and communication to maintain business continuity.
- Need for **flexible spaces** that support diverse learning styles and student needs.
- Benefit of **collaborative service models** like RMIT Connect concierge approach.
- Critical role of **environmental sustainability** and accessibility in modern campus design.



Fiona Notley, Chief Operating Officer

**Initiative name:** *New Academic Street (NAS)*

**Problem/Concern:** *Aging and inefficient building stock at the heart of the City campus, limiting student experience and campus connectivity.*

**Objective:** *To transform the core of the campus through large-scale adaptive reuse, reconnecting RMIT with Swanston Street and the city, and enhancing student services, library facilities, and campus flow.*

**Relevant context:** *NAS reimagined the RMIT City campus as a dynamic urban destination. The project created laneways, gardens, and flexible student spaces within modern and heritage buildings. It stitched the campus into Melbourne's city fabric, promoting public engagement and student activation. The design incorporated 4000 new seats and a mix of collaborative and quiet study areas, reflecting RMIT's innovative academic culture.*



**Logistics:** *Complex staging, live environment construction, stakeholder coordination & phased delivery across multiple buildings.*

**Evidence of effectiveness:** *Doubled size of the library (40% more study space) & provided 2000sqm of informal student space for collaboration, quiet study and engagement. Delivered a contemporary model of student services through RMIT Connect. Provided new spaces that embrace diverse student cohorts in meaningful ways (media precinct, gym, rooftop terraces, retail, silent/group study zones)*

# A Brain Drain Problem

## Top Talent Tends to Flock to Magnet Cities



**Talent Magnets:** Major metro areas and larger cities with robust job markets and broad social networks

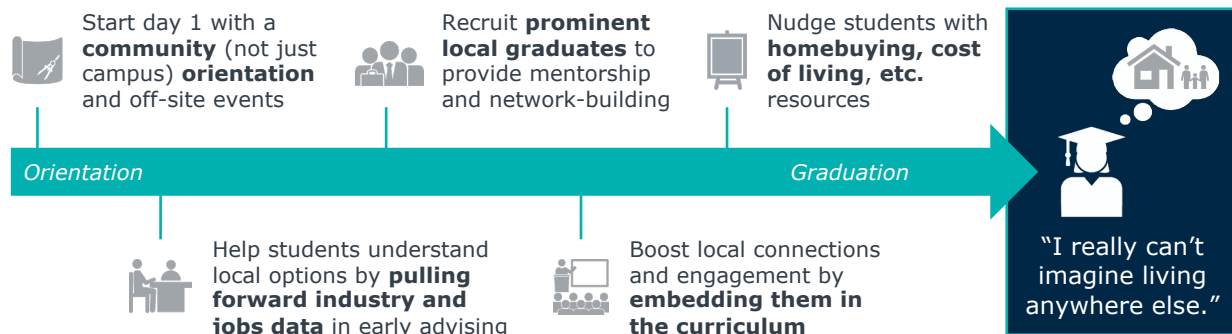


**Talent Engines:** Cities anchored by universities that produce a disproportionate number of graduates for their region

# What Lessons Can We Learn From *Student* Retention?

64

## Early Interventions Can at Least Make Graduates Think Twice Before Leaving



### Don't Start From Scratch

- There are plenty of existing initiatives across campus that *could* be leveraged for post-graduation retention but have not been used that way in the past
- Before making new investments, work with campus partners (e.g., Student Success, Career Services) to pinpoint opportunities for low-cost augmentations

Vanessa Cannon, Chief of Staff

## Filling the medical workforce gap

JCU is Australia's most success university in producing doctors who go on to serve regional, rural and remote communities. In 2025, JCU's medicine program celebrates 25 years and has a proven track record of providing medical graduates with the skills to work in underserved communities.

## Making an impact

A 2019 study\* on the first 10 cohorts of JCU medicine graduates found:

- JCU graduates were **three times more likely** than the national average to work in regional communities – **29%** compared to 9.2% of graduates from all Australian medical schools.
- Half of all North and Central Queensland towns with a hospital and/or medical-led community health centre have one or more JCU medical graduates
- Close to half of mid-career graduates were providing GP services including **33% as GPs and 11% as Rural Generalists**

Additionally, as of 2025, JCU remains the leading contributor of graduates to the Queensland Rural Generalist Pathway, making up more than 40% of trainees and fellows.

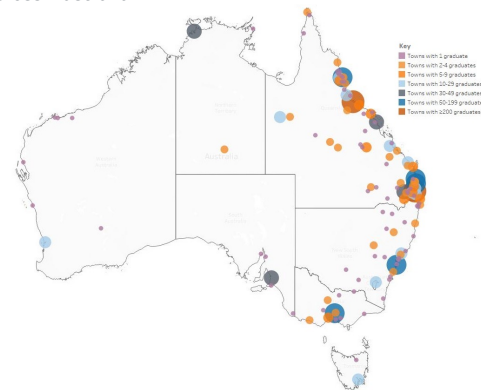
## The JCU Difference

**Place matters.** The success of the JCU model is achieved through:

- Curriculum focused on rural, remote, Indigenous and tropical medicine with requirement for at least 20 weeks of rural and remote placement for each student. **Placement sites are spread across 90% of Queensland** across regional, rural and remote communities and beyond.
- Selection focused on attracting students with a passion for rural and remote health, and those from JCU's primary catchment area in northern Queensland. **Training students in, with and for the communities we serve.**

## Practise locations of the first 14 cohorts of JCU medicine graduates (2019)

JCU graduates can be found providing vital health services to communities within Queensland and across Australia



\*Woolley T, Sen Gupta T, Paton K. Mid-career graduate practice outcomes of the James Cook University medical school: key insights from the first 20 years. Rural and Remote Health 2021; 21: 6642. <https://doi.org/10.22605/RRH6642>



PRESENTED BY

**SCOTT HENDERSON**

VICE-PRESIDENT (CORPORATE SERVICES)


# ECU CITY





ECU City is a once-in-a-generation opportunity involving vision, credentials, location and ambition. 10,000 staff and students are set to change the fabric of Perth as a city.





It will connect Perth's arts and culture precinct with the CBD, redefining the city and the way the community moves within it





Australian Government



GOVERNMENT OF  
WESTERN AUSTRALIA

**ECU**  
EDITH COWAN  
UNIVERSITY

**ECU City Campus**  
**This project is funded as**  
**part of the Perth City Deal**  
**Completion in 2025**

**[www.infrastructure.gov.au/cities](http://www.infrastructure.gov.au/cities)**

# At the Heart of Perth



**ECU**<sub>CITY</sub>

# FAST FACTS



## WORLD CLASS

ECU City is a state-of-the-art campus that will reshape the Perth CBD and redefine higher education in Western Australia.

Opening to William Street Mall at Yagan Square, the university will offer new vibrancy through its dynamic and immersive entrance that envelops Perth Busport. Activated streetscapes and lively common laneways will connect to Roe, Queen, and Wellington Streets.

This campus will be a place where technology, industry and creativity meet to deliver the innovative thinkers, adaptive learners and global citizens who will be the leaders of tomorrow.



## 11,000+ COMMUNITY

8,100+  
students and

1,100+  
staff from 2026.

10,000+  
students and

1,500+  
staff by 2030.



## \$853M CITY DEAL

\$294m  
from the Australian  
Government.

\$199m  
cash and in-kind from  
the Western Australian  
Government.

\$360m  
investment from ECU.



## \$7.5B TOTAL ECONOMIC IMPACT

\$1.5b  
during the  
construction phase.

\$7.5b  
economic impact in  
the longer-term.



## UP TO 5,000 JOBS

expected to be  
created during the  
construction phase.

Western Australian Academy  
of Performing Arts (WAAPA)

Historic Pianos

Arts, Design and Communications

WA Screen and Media Academy

Broadcasting

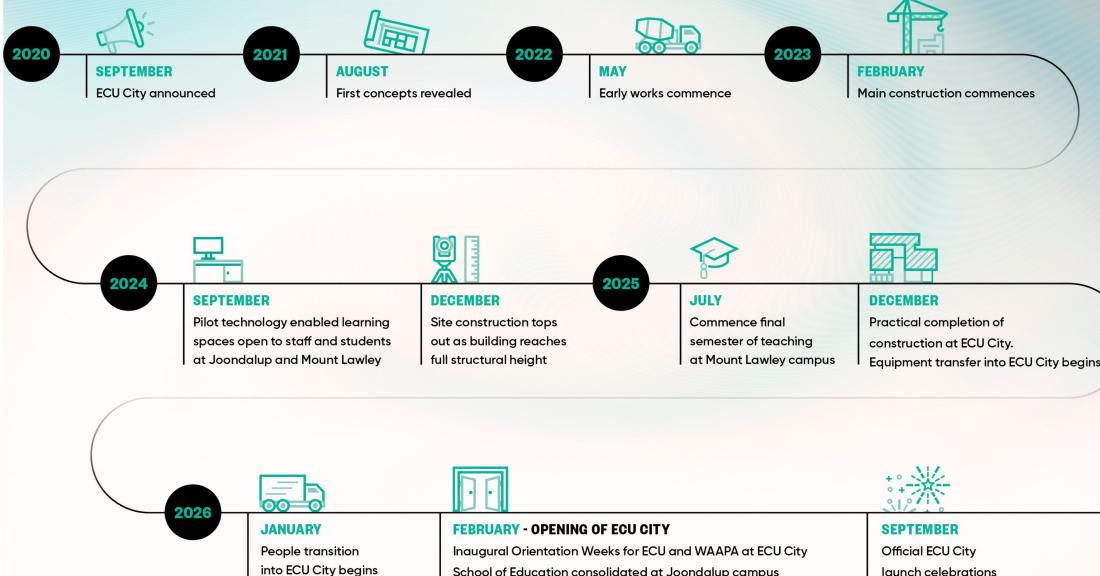
Kurungkurl Katitjin, ECU's Centre  
for Indigenous Australian Education  
and Research

Business and Law

Technology

University Pathway Programs

# TIMELINE





# A CLOSER LOOK







OPPORTUNITY  
UNBOUND

# ECU CITY

COMING TO PERTH

## Key Takeaways

The economic fates of institutions and their regions are highly intertwined. To meet evolving needs, universities should **embrace public-private partnerships at scale**, along with creative funding structures that enable **direct investment in community development**, especially off-campus.

Investing in a vibrant economy will build **stronger enrolment, donor, and post-grad job prospects**. At the same time, it will benefit local communities through **infrastructure and services that improve the overall quality of life**.





# Let's Discuss

1

What are the big local industries or employers in your region that your institution could double-down on?

2

Where does your institution have **unique expertise that could potentially address an unmet need** (even if not locally)?



# “Outside-In” Strategy

## Investing in a Better Strategy

I

*Integrate Next-  
Generation Skill  
Development Into the  
Curriculum at Scale*

II

*Drive Real-World Impact  
by Scaling Community-  
Centric Research*

III

*Catalyse Mutually  
Beneficial Economic  
Development*



**Telling a Better Story: Measure and Articulate Your Impact**

# Missing the Mark on Impact

## What Academics and Staff Value Doesn't Always Resonate with the Community



### External Constituencies Remain Unconvinced



"That's great. But how exactly does that relate to me...?"



"How is this different from every other university campus?"



"How do you know you're really having a positive impact?"



"How do all these community projects link together?"

# It All Starts With the Right Data

	<i>Drive Real-World Impact by Scaling Community- Centric Research</i>	<i>Catalyze Mutually Beneficial Economic Development</i>
Typical Metrics	<ul style="list-style-type: none"> <li>• Research expenditures</li> <li>• # of publications</li> <li>• # of start-ups</li> <li>• # of undergrads conducting research</li> </ul>	<ul style="list-style-type: none"> <li>• Direct and indirect economic impact</li> <li>• # of employees</li> <li>• Tax revenue</li> <li>• # of local suppliers</li> </ul>
How to Improve Impact Metrics	<ul style="list-style-type: none"> <li>✓ Zero in on academic and project-level data</li> <li>✓ Nuance data by region</li> <li>✓ Incorporate external value indicators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Monitor more social impact measures</li> <li>✓ Track and improve community outcomes</li> </ul>
Next-Level Metrics	<ul style="list-style-type: none"> <li>• % of research that is community-centric</li> <li>• # of projects in each regional priority area</li> </ul>	<ul style="list-style-type: none"> <li>• # of grads employed in high-need fields</li> <li>• Job destination by program (1,5,10 yrs)</li> <li>• Net present value</li> </ul>



# University of the Sunshine Coast

## Campus Development & Services *(Anne Marie DeRose, UniSC Sustainability Principal)*

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?** *One of UniSC's three values is Sustainability. Given our commitment to this value, the University has developed a Carbon Management Plan (CMP) that commits us to sourcing 100% renewable energy by 2029 and achieving carbon neutrality in 2029 with a strong focus on minimising emissions first. The CMP sets out 4 pillars with a dedicated action plan for each: Abatement, Engagement, Teaching & Learning, and Management. We build in innovation, another of our University values, wherever possible, such as with the 'water battery' on our Sunshine Coast campus. The CMP also recognises the need to make linkages between what we do (our operational teams) and what we teach (our academic and research teams) so that our students get real life experience in embodying our values.*



**What metrics or evidence prove that impact, and how is that impact communicated?** *We are measuring our consumption and emissions across Scope 1 (fuels), Scope 2 (energy) and an expanded Scope 3 (supply chain) and verify them through our emissions reporting contractor. We report a range of statistics in the UniSC annual report, as well as key statistics (waste, water, electricity, etc.) on our website on the Sustainability webpages, through our annual SDG report and at events such as Sustainability Week. One example is the savings from our 'water battery' which has avoided approximately 17,000 tonnes CO<sub>2</sub>-e since it began operating in late 2019.*

**What have you learned about people, resources, and structures to deliver this impact?** *The CMP is an expansive project that touches on every part of the University. Financial resources can help to achieve the easiest emissions savings, such as expanding solar arrays. The difficult emissions to tackle are those that require behaviour change, such as reducing business travel, unsustainable commuting and purchasing. We have learned that the keys are to properly plan for human resourcing and engagement, celebrate wins to keep people focused on results, get buy-in and strong commitments from the top of the organisation and to leverage support across the University from committed staff and students.*

Tina Wakefield, Chief Operating Officer

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?**

*Known for our student care, in particular being a place that all students can find a place to belong irrespective of their diversity - gender, ethnicity, disability, uniqueness. They find a sense of community within the university and within the city.*

**What metrics or evidence prove that impact, and how is that impact communicated?**

*Student data: 13.3% Māori, 16% self-declare as part of the Rainbow community.*

*Te Amaru-Disability Service has over 3200 enrolled students registered, with significant increases in the neurodiverse space.*

*Mauri Ora: 27% increase engagement of Maori students over past 12 months, 25% increase in engagement of Pasifika*

*Ngā Mokopuna: allowing for a sense of identity & belonging*

**What have you learned about people, resources, and structures to deliver this impact?**

*Recruiting for diverse staff has positive impact on student population and engagement*

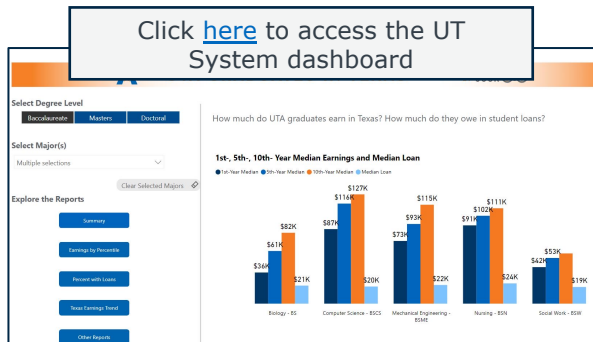
*Importance of leadership positions to focus on diversity, and of spaces that increase identity and belonging*



# From Data to Decision Quality Dashboards

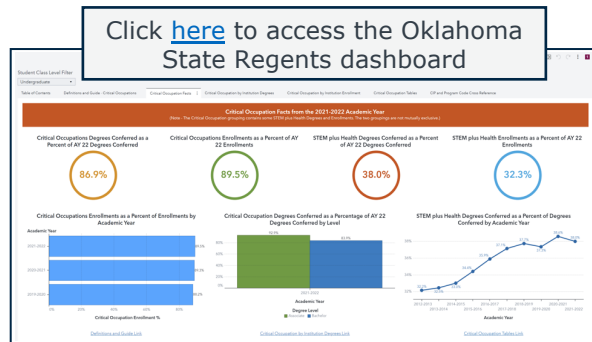
33

## UT System Highlights Economic Mobility Via Long-Term ROI, Career Success



- Tracks longitudinal median salaries 1, 5, and 10 years after graduation
- Compares salaries for state institution graduates to average national earnings
- Compares graduate earnings and debt based on major type

## Oklahoma State Regents Demonstrate Alignment With Top Workforce Needs



- Maps enrollments and conferrals onto the state's "Top 100 Critical Occupations"
- Shows that 85%+ of conferrals are aligned with top workforce needs
- Tracks institution-specific (4-year and 2-year) and system-wide performance

# Framing Your Impact In Terms of Their Priorities



Lead with your audience's interests, not yours



Bring statistics to life with relevant reference points



Focus on "magnets" not "wedges"



Anticipate and resolve potential doubts early



## Use an Outside-In Approach to Address the "So What" for Your Audience

*Before*

"Our academics secured six new patents last year"

"95% of our aviation students have jobs within 6 months of graduation"

"Our graduation rate is among the highest in the country"

*After*

"Over 150 regional health **clinics use medical tech** patented by our university"

"The regional airport was able to **add 20 new flight options** because we produce 70% of their pilots"

"80% of our graduates stay and work within the region, **contributing to educational attainment goals**"



# Framing Your Impact In Terms of Their Priorities



Lead with your audience's interests, not yours



Bring statistics to life with relevant reference points



Focus on "magnets" not "wedges"



Anticipate and resolve potential doubts early



## Provide Context and Comparisons to Make Meaning Out of Abstract Statistics

*Before*

"Our annual economic impact on is \$4B"

"We offer over 100 service-learning classes every year"

"Our startup incubator has launched 40 new companies in the last five years"

*After*

"Our annual economic impact is \$4B, which accounts for **20% of the regional economy**"

"Our students volunteer enough annual hours to **fully staff a local hospital 24/7**"

"In the last five years, our startup incubator has launched **more companies than there are Subway** in the region"

Matthew Granfield, Executive Director Customer Experience

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?**

*Delivering skills and graduates for regional Australia. As Australia's largest regional university we play a significant role in feeding the pipeline of graduates in rural health, education and business.*

**What metrics or evidence prove that impact, and how is that impact communicated?**

*We deliver more grads to regional Australia than anyone. It's a big part of our PR and Government relations program.*

**What have you learned about people, resources, and structures to deliver this impact?**

*A distributed workforce and 10 campuses spread around NSW and Victoria requires a focus on developing culture and collaboration with multiple internal stakeholders, and also with numerous regional health, business and government bodies. Our Pathways Framework has been challenging to develop and deliver across so many geographies.*



# Framing Your Impact In Terms of Their Priorities



Lead with your audience's interests, not yours



Bring statistics to life with relevant reference points



Focus on "magnets" not "wedges"



Anticipate and resolve potential doubts early



## Seize Opportunities for Proactive Interventions and Surprising Counterpoints

*Assumption*

Territory governments believe Group of Eight institutions are the only research powerhouse

Prospective parents assume employment outcomes are weak for humanities and social sciences

Employers are skeptical about the ROI of hiring and training student interns

*Counterpoint*

"We **bring in 4x more funding** in agricultural research than leading research institutions"

"60% of our social science graduates are on **pre-professional tracks**."

"65% of students who received **job offers** from their local internship placements **accepted them**"

Adam Guinea, VP of Finance

**Where does your institution make a clearly recognized impact (broadly defined) that external constituencies give you credit for?**

*Administered by B Lab, a non-profit that evaluates businesses across a wide range of criteria related to ethical practices and sustainability, B Corp certification process recognises for-profit organisations who utilise business as a force for good through exacting standards for social and environmental performance.*

**What metrics or evidence prove that impact, and how is that impact communicated?**

*B Corps aim to balance profit with purpose, measuring social impact across workers, customers, suppliers, community and the environment, requiring a minimum Business Impact Assessment Score to achieve accreditation. Deloitte Access Economics has also reported Torrens excels in participation across equity cohorts and under-served communities.*

**What have you learned about people, resources, and structures to deliver this impact?**

*Embedding into governing structures and cultural identity is critical, as is reinforcing our commitment continually through communication and celebration of social impact.*



# The Problem with Economic Impact Reports

## Methodological Critiques

- Focus on inputs and institutional expenditures, implying that **higher costs = economic benefits**
- Models often **don't account for counterfactuals**, which means they may overestimate impact
- **Economic multipliers** can easily be manipulated to yield different results, so reports are **not comparable**



## Value Critiques

- Reports are dense and filled with complex quantitative data, making them **hard to digest**
- Institutions pay consultants to create reports that **look and sound the same**, doing little to differentiate them

“...the [government] **cares nothing** for this kind of **bean counting**.”

—Alex Usher, President  
Higher Education Strategy Associates

# Simple Upgrades Can Go a Long Way

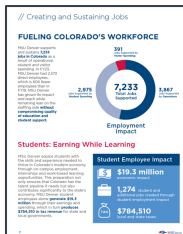
Baseline

Progressive



## Digital-First Fact Sheet

- Visually engaging website quickly summarizes key findings and stats
- Pairs quantitative data with eye-catching videos and local leaders' testimonials



## Infographic-Style Report

- Abbreviated report has brief methodology but minimal calculations
- Covers multiple types of impact (e.g., community, social mobility)



## Interactive Dashboard

- Breaks down talent contributions, community services, and investments by location

## Key Questions to Answer Before Investing in a New Economic Impact Report

- Do we need to hire out or can we tap internal experts?
- What outcomes can we promote to differentiate us?
- What qualitative evidence could we incorporate?
- How can we better nuance and tailor our analyses?

# Putting Our Best Foot Forward

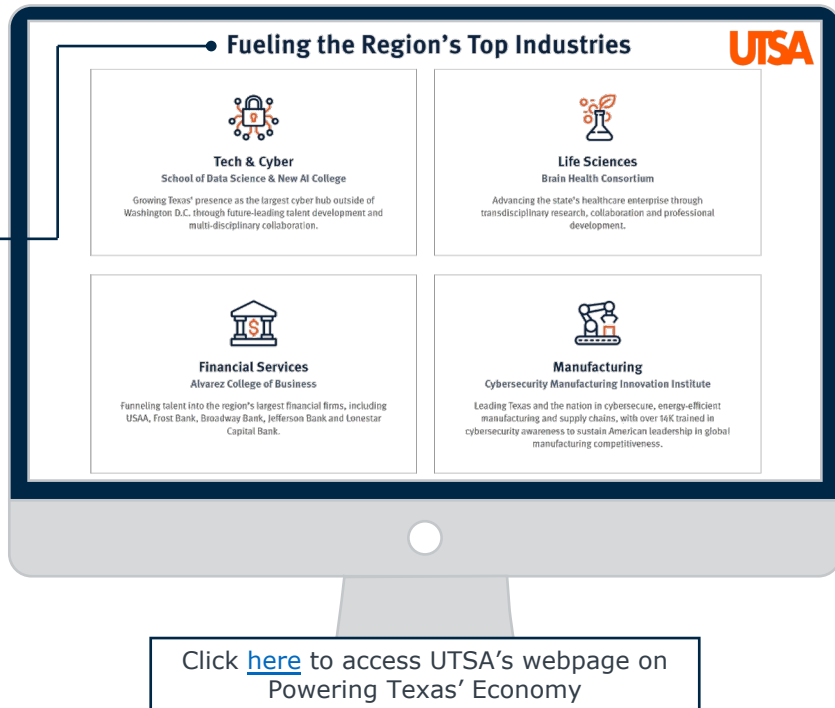
## Key Components of a Compelling Impact Website

Use stakeholder-friendly key words (e.g., ROI, economic prosperity)

Map campus initiatives and programs onto the region's growth priorities

Prioritize topics regional stakeholders care about (e.g., Texas's workforce, San Antonio's reputation)

Incorporate testimonials and logos from local employer partners to provide social proof



# “In, Of, and For Philadelphia”



## Common Mistakes When Communicating Impact

- ✗ Providing limited context perpetuates perceptions of irrelevance and isolation
- ✗ Over relying on economic impact data that is hard for the community to interpret
- ✗ Overly branding the institution (making it feel like PR<sup>1</sup>) and not focusing on public benefits
- ✗ Telling lots of one-off impact stories that lack thematic cohesion and feel haphazard

## ‘Penn & Philly’ Communications Playbook

*Key Components of Centralized Campaign Focused on Socioeconomic Impact in West Philly*



Grounds narrative in the history of Philly and puts the city (not the university) at the centre of the story



Pairs quantitative impact statistics with real-world stories that incorporate the community’s perspective and illustrate social impacts



Highlights collaborative efforts and benefits to the community (e.g., dental care, food access) rather than the university (e.g., student learning)



Organizes campus-wide impact data and stories using a common six-part framework aligned with community priorities

1) Public relations.



# A Single Face to Market

Positions community members as authors of their collective story

Organises content around top external stakeholders' priorities

Allows residents to search for stories and collaborative efforts in their West Philly neighborhood

Tags each story to key themes and focus areas

Highlights collaboration with community groups

Emphasizes goals and community benefits



# Let's Discuss

1

What impact measures resonate least with your stakeholders today, and why?

2

If you had to prove your value to your local community tomorrow, what single metric would you put forward?



# Supporting Your Economic and Social Impact



## 'Outside-In Strategy'—How EAB Can Help You Get Started



### Set Strategy



Bring this research to your institution as part of an **outside-in strategy workshop**



### Synthesize Inputs



Get EAB expert guidance on how to **collect, analyse, and interpret input** and feedback from key external constituencies



### Select Metrics



Schedule an EAB expert-facilitated **metrics selection workshop** to choose KPIs based on your context and strategy



### Implement Tactics



Request additional **case studies** and implementation support in any of the four pillars discussed



Please complete your evaluation for **next steps**.

# What's Next?



Dinner tonight will be hosted at **Patina at Customs House**, a 5-minute walk away.



Use this code to Uber wherever you need to be after dinner tonight and following the conclusion of tomorrow's sessions.



We'll reconvene tomorrow at 8:00 am for breakfast, with sessions starting at 8:30.

**Please sit at a new table to have time with other colleagues!**



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