

Annotated Bibliography
Charting a Changing Higher Education Landscape

This list will be updated periodically throughout the strategic planning refresh process

These articles are listed in no particular order and are intended to provide the members of the UTSA community with an overview of trends and concepts to inform the strategic plan refresh process.

Last Date Updated: December 19, 2022

Item 01

Ideation Retreat hosted at UTSA. July 20, 2021.

Members of the UTSA community can view the documents from this retreat [here](#).

In July 2021, UTSA hosted a daylong retreat involving more than 50 UTSA senior campus leaders. The morning featured presentations from three speakers. Each outlined major trends and opportunities in the higher education landscape, the state of Texas, and within the University of Texas System. The speakers included:

1. Andre Dua: Founder, McKinsey Education Practice Council Member, McKinsey Global Institute
2. Dr. Harrison Keller: Commissioner, Texas Higher Education Coordinating Board (THECB)
3. James B. Milliken: Chancellor, The University of Texas System (UTS)

In the afternoon, participants were asked to grapple with discussion questions and pose suggestions to enhance further UTSA's market position informed by the speakers' presentations.

Item 02

Andes, Scott. "Hidden in Plain Sight: The Oversized Impact of Downtown Universities." The Brookings Institution, March 9, 2022.

The knowledge economy is driven by the strategic interplay between universities, firms, entrepreneurs, research labs, and independent inventors who draw strength from each other in virtuous cycles of innovation. Economic theory suggests that universities located in the downtowns of cities should have greater commercial success than other universities because the former can take advantage of "factor markets," local ecosystems that make numerous means of production available. Yet few studies have analyzed this subject.

This paper compares the commercial outcomes of research universities located within employment-dense neighborhoods (e.g., midtown and downtowns) in the 100 largest cities to the average research university. It finds that, compared to their peers located in smaller towns or suburbs or rural areas on a per-student basis, "downtown" universities produce more licensing deals and inventions, yield greater incoming from licensing deals, and create more start-ups.

View this report online: https://www.brookings.edu/wp-content/uploads/2017/10/2017-10-10_ocs_bass_downtown_universities_scott_andes_full.pdf

Item 03

2022 National Prospective Student Survey. Simpson Scarborough, October 27, 2022.

This 2022 survey of 1,600 high school juniors and seniors was done by Simpson Scarborough, a national firm recognized as the "gold standard" for producing research that helps higher education marketing and communication professionals understand the current marketplace.

Of particular note regarding the Gen Z mindset is their heightened focus on affordability, flexibility, and proximity to home. The fact that 57% of Hispanic students would consider attending an HSI was an exciting data point, and further reinforces our branding focus on UTSA's Hispanic-thriving nature.

Download a free copy of this report here: <https://info.simpsonscarborough.com/2022-npss-download>.
View a webinar about the findings here: <https://www.youtube.com/watch?v=sggNWZdziuc>

Item 04

Anchor Institutions and Urban Economic Development: From Community Benefit to Shared Value. Vol. 1. Issue 2. Inner City Insights. Boston, MA: Initiative for a Competitive Inner City, 2011.

A Harvard Business School professor's report outlines the impact of "Anchor Institutions—hospitals, universities, cultural and arts institutions, and sports venues—in downtown/urban settings. The report provides a framework for anchors to accept their role as economic drivers, to recognize their interdependencies with their communities, and strategies to promote community engagement with stakeholders.

View this report online: http://icic.org/wp-content/uploads/2016/04/ICIC_Anchors-and-Urban-Econ-Dev.pdf

Item 05

Perna, Mark C. "In a Shifting Education Marketplace, the College Degree No Longer Reigns Supreme." Forbes. Forbes Magazine, October 4, 2022.

In this *Forbes* article, survey data leads Perna to conclude that it is not only cost that prevents high school graduates from attending but that the decision not to attend college is driven by more profound skepticism and a belief that alternative forms of education (from DIY videos on YouTube to on-the-job training programs) are better aligned with career goals. The article concludes with practical recommendations to strengthen marketing efforts to align better the potential value of a college degree with Gen Z's aversion to debt and the belief that post-secondary education opportunities may not have direct workforce application.

View the story here: <https://www.forbes.com/sites/markcperna/2022/10/04/in-a-shifting-education-marketplace-the-college-degree-no-longer-reigns-supreme/>

Item 06

Moses, Ramani, and Nikita Garia. *Forces of Change: The Future of Work*. A Deloitte Series on Future of Work. Deloitte Development LLC, 2017.

This prescient 2017 report—completed before the COVID-19 pandemic—identified several emerging trends in the global workforce, including the rise of artificial intelligence and automation and a desire for greater scheduling flexibility for workers (beyond "9 to 5"), and a need for businesses to perform with agility in an increasingly competitive global market. The report has implications both for UTSA as major employer and a university preparing future graduates to enter the changing workforce.

View this report online: <https://www2.deloitte.com/nz/en/pages/human-capital/articles/forces-change-future-of-work.html>

Item 07

The Future of the Research University: Meeting the Global Challenges of the 21st Century. Kansas City, MO: Ewing Marion Kauffman Foundation, 2008.

This report features a 2008 essay entitled “Building an Entrepreneurial University” by Michael M. Crow, President of Arizona State University. Using ASU as a case study, the report focuses primarily on the role of research universities and how he was able to shift the culture to enable the university to behave more like a private company—“agile, competitive, adaptable, and responsive to changing needs both of our constituencies and global society alike”—than a traditional university (p. 2). Crow argues that he and his ASU colleagues have taken steps to “redefine public education as a solution-focused institution that combines the highest levels of academic excellence, maximum social impact, and inclusiveness to as broad a demographic as possible” (p. 2)—concluding that it is a false dichotomy that a modern university must select between being excellent and committed to broad access. The essay also includes a historical analysis of the evolution of research universities, a summary of contemporary demographic trends in America, and efforts at ASU to adopt an innovations infrastructure and “systems innovation approach” (p. 14).

View this report online: https://www.kauffman.org/wp-content/uploads/2008/11/planck_book_110408.pdf

Item 08

Markow, Will, Debbie Hughes, and Andrew Bundy. “The New Foundational Skills of the Digital Economy: Developing the Professionals of the Future.” Burning Glass Technologies and Business-Higher Education Forum, 2018.

The Business-Higher Education Forum (BHEF) commissioned Burning Glass Technologies to examine the skills needed in the job market by analyzing more than 150 million U.S. job postings from 2007-2021. The analysis revealed that the most in-demand skills (n=14) fell into three categories including:

1. **Human Skills apply social, creative and critical intelligence.** These skills –critical thinking, creativity, communication, analytical skills, collaboration, and relationship building – appear on many lists of sought-after “soft skills,” and are still in high demand across the digitally intensive economy.
2. **Digital Building Block Skills are critical to many vocations, and increasingly useful outside traditional digitally intense job families.** These skills are beneficial to current or aspiring functional analysts and data-driven decision-makers. These skills include analyzing data, managing data, software development, computer programming, and digital security and privacy.
3. **Business Enabler Skills play a synthesizing, integrative role in the workplace.** These skills allow the other skills to be put to work in practical situations and include project management, business process, communicating data, and digital design.

View this report online: https://www.economicmodeling.com/wp-content/uploads/2022/05/New_Foundational_Skills.pdf.

Item_9

Vespa, Jonathan, Lauren Medina, and David M. Armstrong. "Demographic Turning Points for the United States: Population Projections for 2020 to 2060," February 2020.

This White Paper from the U.S. Census traces projected milestones in the composition of the U.S. population over the next forty years. A few trends emerge that have relevance to UTSA's identity as a Hispanic-Serving Institution and our strategic planning effort:

- The year 2030 marks a demographic turning point for the United States. Beginning that year, all baby boomers will be older than 65. This will expand the size of the older population so that one in every five Americans is projected to be of retirement age.
- The year 2030 marks another demographic first for the United States. Beginning that year, because of population aging, immigration is projected to overtake natural increase (the excess of births over deaths) as the primary driver of population growth for the country.
- The non-Hispanic White population is projected to shrink over coming decades, from 199 million in 2020 to 179 million people in 2060—even as the U.S. population continues to grow. Falling birth rates and rising deaths over time as the non-Hispanic White population ages drive their decline.
- In comparison, the White population, regardless of Hispanic origin, is projected to grow from 253 million to 275 million over the same period (2020-2060).
- The racial and ethnic composition of younger cohorts is expected to change more quickly than of older cohorts. In 2060, over one-third of children are expected to be non-Hispanic White compared with over one-half of older adults.

View this report here: <https://www.census.gov/content/dam/Census/library/publications/2020/demo/p25-1144.pdf>.

Item_10

"The University of Texas System: Smartbook." University of Texas System, July 2022.

Produced by UT System's Office of Institutional Research and Analysis, the *SmartBook* provides a handy, by-the-numbers overview of the mission areas of UT System and all of its institutions. It also includes valuable data annually for UT students, faculty, and employees, as well as research/technology transfer and budget/finance data.

SmartBook provides insight into these and other measures:

- **Enrollment** (of 8 Academic Institutions, UTSA is ranked 4th for all student enrollment)
- **Student Demographic Profiles** (of 8 Academic Institutions, UTSA is ranked 3rd for the percentage of undergraduates who identify as Hispanic or African American)
- **Cost of Attendance** (of 8 Academic Institutions, UTSA has the 5th lowest average total academic cost)
- **Financial Aid** (71.3% of all UTSA full-time resident undergraduates receive need-based aid)
- **Undergraduate Retention** (UTSA ranks 3rd for first-year retention; 78% of students re-enroll between years 1 and 2)
- **6-Year Graduation Rates** (67% of first-time, full-time degree-seeking UTSA students graduated in 6 years)

- **Post-Graduation Earnings for Baccalaureate Graduates found working in Texas** (UTSA graduates have a 1st year median wage of \$38,953; 5th year median wage of \$55,908 and 10th-year median wage of \$61,706 (p. 26)
- **Median Student Loan Debt** (UTSA graduates have a median student loan debt of \$27,325)

View this report here: <https://www.utsystem.edu/sites/default/files/documents/publication/2022/ut-system-smartbook/smartbook-19sept2022-online.pdf>

Item_11

Friedman, Debra, David Perry & Carrie Menendez, “The Foundational Role of Universities as Anchor Institutions in Urban Development: A Report of National Data and Survey Findings,” Coalition of Urban Serving Universities and the Association of Public and Land-Grant Universities, July 2014.

The Coalition of Urban Serving Universities (USU) is a president-led organization committed to enhancing urban university engagement to increase prosperity and opportunity in the nation’s cities and to tackling critical urban challenges. The Coalition includes 42 public urban research universities representing all U.S. geographic regions. *UTSA was not yet a member of USU when this report was completed in 2014.

The report defines “anchor” institutions as those whose physical presence is integral to the social, cultural, and economic well-being of the community (p. 1). Measuring the size and significance of anchor institutions’ impact, however, has remained an elusive quest; this survey seeks to quantify the impact and identify measures of how anchor institutions improve their community. Findings include (many are true of UTSA):

- Urban colleges and universities are often their cities’ largest employers and significant economic engines. Public Urban Graduate Universities employed 773,800 full-time staff members, paying out over \$90 billion in salaries, wages, and employee benefits.
- Nationwide, public urban graduate universities spend more than \$7.5 billion each year on public service, 9 most of which is expended in their local communities.
- Nationwide, public urban graduate universities spend more than \$7.5 billion each year on public services—most is expended in their local communities.
- The commitment of USUs to bettering the quality of life in their communities also means helping to provide adequate health care to culturally and economically diverse urban populations. The majority of USUs are involved in a variety of public health partnerships, investing an average of \$2.6 million annually on these efforts.
- Urban Serving University members play an important role as a source of fundamental knowledge, as well as industrially relevant technology and inventions.
- Sustainable development and environmental responsibility are key tenets of urban serving universities’ mission. Almost all respondents (92 percent) have engaged in urban and environmental sustainability partnerships.
- USU members are large real estate owners and developers. The average USU owns 502 acres of real estate in urban areas, valued at \$700 million dollars per institution.

View this report here: https://s3.amazonaws.com/proggov21-uploads/uploads/asset/asset_file/University_Anchor_FriedmanPerryMenendezCUSUAPLU2014.pdf

Item 12

Martinez, Andrew and Nichole M. Garcia, “An Overview of R1 Hispanic Serving Institutions: Potential for Growth and Opportunity,” Rutgers Graduate School of Education, Center for MSIs, 2018.

This report by two faculty members at Rutgers identifies several trends signaling the growing future impact for RI, HSIs:

- According to the Census Bureau, the Latinx population is projected to be 31% of the total U.S. population by 2060
- There are more than 539 HSIs in the U.S. enrolling 67% of all Latinx undergraduates
- The report highlights the distinction between institutions that qualify for HSI status based on enrolling more than 25% of Hispanic/Latinx students and those that align their mission and services to meet the needs of this population (being a HSI by choice or circumstance)
- The report includes mini case studies of promising programs and initiatives at 11 R1 HSIs (the report was completed in 2018 before UTSA qualified under these definitions) and a call for institutions to do more

View this report here: https://cmsi.gse.rutgers.edu/sites/default/files/HSI_Report_R2_0.pdf

Item 13

“Development and Validation of the NACE Career Readiness Competencies,” National Association of Colleges and Employers, 2022.

NACE developed and implemented survey instrument in collaboration with hundreds of employers to develop a shared understanding and vocabulary between colleges and employers on the skills needed for entry-level jobs and to launch a successful career. The NACE career readiness competencies include: (1) Career and self-development; (2) Communication; (3) Critical Thinking; (4) Equity and Inclusion; (5) Leadership; (6) Professionalism; (7) Teamwork; and (8) Technology. Some colleges have incorporated these skills into degree programs. Virginia Commonwealth University, for example, has created a new minor called “Career Readiness Skills” that is part of an interdisciplinary degree program. The report includes a detailed Appendix including raw and aggregated survey data.

View this report here: <https://www.naceweb.org/uploadedFiles/files/2022/resources/2022-nace-career-readiness-development-and-validation.pdf>

Item 14

Prospective Student Motivations Survey, Carnegie and CollegExpress, 2022.

In this annual survey of 3,800 prospective college students, researchers sought to better understand the factors that lead students to enroll in college and how they make their college choice. A few findings of note:

- In the aggregate, respondents' top motivation for attending college is career (24%), ranked higher than learning (23%) and experience (14%) (among low-income students, the rating is much higher for career)
- In the aggregate, respondents express a slightly higher intrinsic motivation to attend college (i.e., curiosity, purpose, fulfillment) over extrinsic motivation (praise, competition, rewards). Latinx students report a higher extrinsic motivation than respondents overall.

- College choice factors map to demographic differences; UTSA's student population (Hispanic/Latinx, Low and Middle Income) is most influenced by choice factors including scholarship/aid, tuition price, ease of financial aid system, and distance from home.
- In the aggregate, respondents rated "attending sporting events" the highest among experiences (44%), compared to other experiences such as work study (37%), undergraduate research (34%), and study abroad (34%).
- Suggesting that there is some post-pandemic pushback, 38% of respondents (in aggregate) reported that they *won't consider* taking online classes; across populations, both Latinx students and lower to middle-income students reported higher rates of considering taking online classes.
- The survey also included responses from current college first-year students: 65% of respondents reported that felt less prepared for college because of the pandemic.

Learn more here: <https://www.carnegiehighered.com/events/college-attendance-motivations-breaking-down-the-insights/>

Item 15

College Attendance Motivations in a Post-Pandemic Environment: A Prospective Student Survey Report, Carnegie and CollegExpress, AMA Conference Special Session, November 2022.

This slide deck summarizes the trends from a 2022 survey of 3,800 prospective college students (see Item 15). The report includes insights into how different demographics (e.g., gender, geographic location, income level, race and ethnicity) navigate the college selection process. The report's findings are structured to guide marketing professionals in developing compelling messaging to reach prospective students in target audiences.

View this report here: https://www.carnegiehighered.com/wp-content/uploads/2022/11/Carnegie-College-Attendance-Motivations-in-a-Post-Pandemic-Environment_11.2022.pdf

Item_16

Vander Ark, Tom and Emily Liebttag, "Education for Global Competency: 6 Reasons, 7 Competencies, 8 Strategies, 9 Innovations," *Getting Smart*, 5 Sept. 2017.

This article sketches an argument for the critical importance of preparing young people to achieve global competence and identifies strategies to acquire the needed knowledge, skills and dispositions. Authors cite additional resources from the Asia Society Center for Global Education and the U.S. Department of Education Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness. Some of the key takeaways for UTSA include incorporating world language fluency, opportunities for students to develop intercultural competence, promoting opportunities for diverse students to interact, and incorporating project-based learning (PBL).

View this report here: <https://www.gettingsmart.com/2017/09/05/educating-for-global-competence-6-reasons-7-competencies-8-strategies-9-innovations/>

Item_17

OECD, Directorate for Education and Skills, *Preparing Our Youth for an Inclusive and Sustainable World: the OECD PISA Global Competence Framework, 2018.*

The report defines global competence as: “a multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and world view, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.”

The report’s authors take the position that global competence can be taught in schools and that it can be assessed through a cognitive assessment using the PISA (Program for International Student Assessment) test. To prepare globally competent graduates, the report’s authors call for “significant changes in the classroom: changes concerning what students learn about the world and other cultures, the opportunities they have to practice what they learn, and how teachers support this learning by working with diverse students.”

View this report here: <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

Item_18

Cachero, Paulina, “Is College Worth It? Undergraduate Enrollment Slips in the US,” *Bloomberg News*, 20 Oct 2022.

This *Bloomberg News* article cites data from the National Student Clearing House that undergraduate enrollments in the U.S. dropped by 1.1% in 2022 (down 4.2% since 2020). Experts quoted in the article attributed the declining enrollments to rising college costs and debt concerns from prospective students and their families.

View this story here: <https://www.fa-mag.com/news/is-college-worth-it--undergraduate-enrollment-slips-in-u-s-70237.html>

Item_19

Soler, Maria Claudia, Ji Hye “Jane” Kim, and Benjamin G. Cecil, “Mapping Internationalization on U.S. Campuses: 2022 Edition,” American Council on Education, Washington, DC.

This report provides the most recent data (2021) from a longitudinal study—a survey conducted every five years—to assess the current state of global engagement at American colleges and universities. The survey is aligned with the six key areas included in ACE’s Model for Comprehensive Internationalization: (1) institutional commitment and policy; (2) leadership and structure; (3) curriculum and co-curriculum; (4) faculty and staff support; (5) partnerships; and (6) mobility. 2021 results have been analyzed to reflect the disruption of the pandemic and pre-pandemic efforts.

Key findings include:

- The COVID-19 pandemic made internationalization efforts incredibly challenging for campuses during 2020 and beyond, but institutions showed resilience and agility.
- When we asked respondents why their institutions focus on internationalization, the three most commonly selected reasons were to prepare students for a global era (70 percent); to diversify students, faculty, and staff (64 percent); and to attract prospective students (45 percent)

- The use of technology was important across a myriad of internationalization activities and it was particularly relevant to expand access to virtual internships during the pandemic.
- Partnership strategy and development offer new opportunities for internationalization.
- Increasing mobility, both inbound and outbound, remained a top priority.
- Presidents, faculty, and SIOs were perceived as the most vital catalysts for internationalization.
- While metrics and collective reflection inform a strategy for institutions to advance internationalization, only 28 percent of institutions reported having assessed the impact of their internationalization efforts in the last three years.
- Some professional development opportunities for faculty development increased between 2016 and 2020, while funding for staff to engage in some other opportunities decreased over the same period
- The data revealed increases in the types of institutional support provided for international students between 2016 and 2021.
- Looking forward, survey respondents were optimistic about their institutional global engagement efforts.

View the report here: <https://www.acenet.edu/Documents/Mapping-Internationalization-2022.pdf>

Item_20

Orrenius, Pia and Ana Pranger, *Mounting Signs Point to a Texas Economic Slowdown*, Dallas Fed Economics, September 2022.

Note, this report is by two journalists and includes a note that the analysis should not be attributed to the Federal Reserve Bank of Dallas or the Federal Reserve System.

This sobering report cites several trends suggesting that the Texas economy is slowing and that employment rates were flat this summer. Some trends in the report include:

1. Labor markets are softening
2. Economic activity has been slowing
3. Supply chain disruptions are easing
4. Inflation has been a challenge, but price pressures are easing from record highs (“most businesses reported no change in selling process or wages”)
5. Employment forecasts still point to above-trend growth (job growth in Texas is estimated at 4.9% for the year)

View the report here: <https://www.dallasfed.org/research/economics/2022/0929>

Item_21

Kovachevich, Anne, Yannick Lenormand, Tristian More, Marcus Morrell, Finola Reid, and Paul Webber, "The Future-Ready University, Arup.

This report, prepared by global consulting firm Arup, provides a high-level scan of social, technological, environmental, and economic trends shaping how, what and where students learn worldwide. The report seeks to contextualize these trends and trace the implications for the design, operation, and experience of universities in the coming decades, including both implications for facilities and campus layout and how education is delivered. The key trends included in the report include:

Hybrid teaching | the move to enhance learning with digital methods and materials

Net Zero | the increasing need to address the climate crisis

Resilience | developing the capacity to withstand shocks and stresses

Commercial pressures | new commercial models to increase business resilience

Campus operations | better management of facilities

The physical campus | how physical campuses and spaces will adapt

View the report here: <https://www.arup.com/-/media/arup/files/publications/t/the-future-ready-university-ipdf.pdf>

Item_22

Fischer, Karin, "The Shrinking of Higher Ed," The Chronicle of Higher Education, 12 August 2022.

This sobering in-depth article traces the net loss of more than one million students (nearly 10% of total undergraduate attendance) from American colleges and universities during and after the COVID-19 pandemic. National experts warn that students who stop out or take a leave of absence are unlikely to return to college, and students from disadvantaged backgrounds are disproportionately more likely to never return. Further compounding these challenges: students' wariness to take on debt to finance their education, inflationary pressures raising the cost of college attendance, and the approaching 'demographic cliff' resulting in fewer high school graduates (and increasing competition to recruit these graduates).

The report cited that the drop in attendance has been most pronounced among men and traditional-age college students. Community colleges and less-selective institutions sustained a greater enrollment hit than four-year institutions and their more selective peers. In addition, fewer international students are enrolling in U.S. colleges and universities.

Experts cited in the article explain that declining enrollments are cause for alarm, unlike other historic fluctuations in college-going rates. To overcome these challenges, Fischer explains that colleges must work harder to recruit and retain students who have been least likely to enroll in college in the past—students from low-income and minority backgrounds. Adding to the challenge is the growing number of students seeking career preparation and credentials others than a traditional bachelor's degree (e.g., apprenticeships, badges, microcredentials). Given declining enrollments, many institutions have had no choice but to contract—reducing the number of degree programs and eliminating faculty and staff positions.

UTSA community members can access articles from the Chronicle of Higher Education through Primo: https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT_INST/1du13se/cdi_proquest_reports_2720299447

Item_23

Whiting, Kate, "These are the top 10 job skills of tomorrow—and how to learn them," World Economic Forum, 21 Oct 2020.

This article asserts that half of all workers will need to "reskill in the next five years," to combat the effects of the pandemic and increasing automation, according to the World Economic Forum's Future of Jobs Report (2020). Increasingly, employers are expecting workers to upskill or increase their skills on the job (many skills can be acquired in 1-5 months).

To thrive in the 2025 economy, the following skills are likely to grow in prominence:

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality, and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

View the report here: <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/>

Item_24

Boeckenstedt, Jon, "Will Your College Survive the Demographic Cliff?," *The Chronicle of Higher Education*, 22 Mar 2022.

In this long-form article, Boeckenstedt analyzes what many have referred to as the "demographic cliff," how declining U.S. birthrates will create a smaller pool of prospective collegegoers. Analysis by demographer Nathan Grawe has traced how enrollment declines will impact how colleges operate.

Considering that a majority of students (56.2%) at four-year public institutions attend college less than hour from home, enrollment fluctuations are likely to be highly regional. Rather than focus on national trends, Boeckenstedt calls on leaders to look at state and regional trends.

The article closes with this prediction: "Declining revenue and wavering state support, coupled with fewer high-school graduates, fewer families that don't need financial help, and an increasingly negative attitude from the public toward higher education, may take us to a long-rumored tipping point. While there are no guarantees, the colleges that are aware of how these trends will affect their specific states and regions, are dealing with those issues, and are looking realistically toward the future are likely to be the ones best able to survive."

UTSA community members can access articles from the Chronicle of Higher Education through Primo: https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT_INST/1du13se/cdi_proquest_reports_2665618646

Item_25

Hawkins, Lori. "Texas Comptroller: As potential recession looms, state sitting on billions in tax revenue." *Austin American Statesman*, 16 November 2022.

Texas Comptroller Glenn Hegar, the state's chief financial officer, reported during a mid-November economic outlook event, that the upcoming Texas legislature will have \$27 billion in tax revenue to allocate. Hegar called this a "once in a lifetime opportunity" to invest in infrastructure and services to grow the Texas economy.

Hegar acknowledged, however, that the national and global economies are showing signs of a downturn. Texas will not be immune, he said, although he predicted it would handle a recession better than many other states.

View the article here: <https://www.statesman.com/story/business/economy/2022/11/16/texas-tax-revenue-in-billions-comptroller-glenn-hegar-says/69647860007/>

Item 26

Texas Standard (aired on 8/30/2022): Are we in a recession? Texas economic outlook remains strong.

This transcript of an interview that appeared on National Public Radio's the *Texas Standard* highlights some of the mixed economic trends facing Texas that give economists cause for optimism: inflation is high, but employment rates are strong. Housing prices had hit record highs, but now show signs of dropping. Compared to national trends, the Texas economy shows signs of growth – job growth remains strong in part due to high energy price, during and after the pandemic many people (and businesses) moved to Texas which led to economic expansion.

View the article here: <https://www.texasstandard.org/stories/are-we-in-a-recession-texas-economic-outlook-remains-strong/>