

Supporting Higher Education Business Leaders

ENVISIONED

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THE GREEN TRANSITION

INNOVATING FOR SUSTAINABILITY ON CAMPUS

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Canon's commitment

DEFINITION OF KYOSEI

Kyosei is the Japanese concept of living and working together for the **benefit of all**.
It emphasizes collaboration, respect, and mutual support across communities and nations.

WHERE KYOSEI LIVES IN CANON



Canon

YOUR STORY IS OUR STORY

When promoting a school or a business, many of us spend a lot of time talking about “telling our story.” Presidents talk about it. Marketing teams hear about it. Boards ask for it.

Everyone wants their institution’s narrative to break through the noise.

But let’s be honest: The world isn’t waiting to hear about us.

Too often, we take the wrong approach. We imagine that if we push our story hard enough it will somehow resonate. It’s the professional equivalent of walking up to a stranger and saying, “I saw you from across the room and thought I’d come over and tell you about me.” It’s awkward. It’s presumptuous. And it doesn’t work.

The leaders who truly move the needle understand something different: People don’t care about our story. They care about their story. They read what reflects their experiences, their challenges, their ambitions, and the realities they live every day. Connection happens when they see themselves in the narrative.

The shift of “here’s who we are” to “here’s who you are” should be the future of higher-education communication. It’s also the backbone of what EnvisionED exists to do.

EnvisionED was built on a simple but profound idea: listen first. When we engage with institutions and leaders across the country, our goal isn’t to showcase our platform. It’s to surface your insights, your innovations, and

your lived experience so others can learn from it. The magazine only works when your story becomes the actual story.

And when we listen well, something remarkable happens. Common struggles turn into shared understanding. Creative solutions turn into practical playbooks. Visionary leadership turns into a collective standard. That sense of belonging—of being part of something larger—is what keeps this community vital.

“The leaders who truly move the needle understand something different: People don’t care about our story. They care about their story.”

So as we bring this issue to you, centered on the opportunities and obstacles shaping higher education, remember this: The strongest institutions aren’t the ones shouting their story into the world. They’re the ones telling the story of the people they serve—their students, their faculty, their communities, their partners—and doing it with honesty, clarity, and purpose.

Thank you for sharing your experiences with us and allowing us to amplify them. Because at the end of the day, EnvisionED isn’t about us. It’s about all of you and the powerful work you’re doing to shape the future.

Warmest wishes,
Kiyoshi Oka
EVP, GM, Marketing Strategy Unit
Canon U.S.A., Inc.

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THE GREEN TRANSITION

INNOVATING FOR SUSTAINABILITY ON CAMPUS





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hen the University of California Merced opened in 2005 the edict was clear: Sustainability would be the focal point of the institution—not a retrofit, but baked into its DNA. As the first new research university of the 21st Century, UC Merced continues to hold sustainability as one of its core principles—one that drives its work related to environmental, economic and social stewardship.

That commitment shows up everywhere from course design to long-range development plans. Academically, sustainability is woven into the curriculum through offerings like the Leadership in Energy and Environmental Design Lab, which immerses students in real world applications of green building design and construction. On the research side, the Sierra Nevada Research Institute actively discovers and disseminates knowledge that contributes to sustaining natural resources fostering innovation in environmental conservation and resilience.

“Sustainability was never meant to be an initiative at UC Merced—it is the framework for every decision we make,” says Daryl M. Pierson, Ph.D., LEED AP, the Director of Sustainability at UC Merced. “When you design a campus from the ground up with that mindset, you are not adding green

features, you are building a culture of environmental, economic and social responsibility that shapes how people learn, research and live here.”

“We hope we are demonstrating that each of us can play a role in creating a sustainable environment for the campus community and beyond.”

— Donna Hodge, Ph.D., President, Fitchburg State University

Dr. Pierson says sustainability is not just a facilities story—it is a student and faculty story. For example, in 2023 UC Merced launched Climate Action Research grants that awarded approximately \$4.1 million to projects focused on outcomes like strengthening protections for climate-vulnerable

communities and accelerating nature-based climate solutions. “The requested outcomes are intended to provide a holistic pathway for research projects while also helping projects align with the ecosystem model.”

The Living Lab program reinforces that connection for undergraduates. With \$25,000 in annual support, the initiative incentivizes faculty to integrate sustainability and climate content into SPARK, UC Merced’s first-year experiential learning framework, and general education coursework. First year students encounter sustainability not as a slogan but as a set of questions they can explore on their own campus.

“The living lab program helps UC Merced advance its goal to develop students into future leaders and scholars by providing experiential learning that helps prepare them to address the globe’s climate-related challenges,” Dr. Pierson says.



UC Merced's circular economy "waste hub" brings those ideas to life on the ground. Long before statewide mandates on organic waste, the campus created an on-campus compost site through collaboration among the Campus Garden, Smart Farm, research greenhouses and the grounds department. The compost collaborative now serves as a testbed for other institutions. A surplus operation, clothing closet and housing move-out donation drive support reuse while an on-campus recycling center sorts and bales material for remanufacturers.

For students attracted to purpose-driven institutions, the message is clear. UC Merced offers a place to live, work and play in a sustainability focused campus environment, while contributing to research, policy and practice that will shape climate resilience in the San Joaquin Valley and beyond.

A LIVING LAB FOR CLIMATE LITERACY

At University of California Irvine, sustainability is equally comprehensive with a distinctive emphasis on climate literacy and community impact. Asli Sezen-Barrie, Ph.D., sees a campus that treats climate resilience as both an academic and operational mandate.

Through the UC and California State University Environmental and Climate Change Literacy Projects initiative housed at Irvine, Dr. Sezen-Barrie and her colleagues work across systems to expand environmental and climate literacy for future educators and

community stakeholders. Faculty teach a growing number of courses focused on climate change and sustainability that prepare students to meet global challenges in classrooms, agencies and careers.

Those values are visible in daily campus life. As both a faculty member and campus resident, Dr. Sezen-Barrie, the Stacey Nicholas Endowed Chair of Environmental and Climate Change Education and an Associate Professor in the School of Education, experiences UCI's waste diversion and water practices up close.

"The result is a culture where students who value environmental responsibility are drawn to institutions that lead by example and where visible achievements like the all-electric hospital make that leadership tangible."

— Asli Sezen-Barrie, Ph.D., Stacey Nicholas Endowed Chair of Environmental and Climate Change Education, University of California, Irvine

"We have strengthened recycling and composting access, which reduces landfill waste and supports responsible material use," Dr. Sezen-Barrie says. "Recycled water is used across large portions of landscaping and operational systems which helps lower demand for potable water and strengthens drought resilience in a region defined by water scarcity."

Decarbonization is another major front. UCI is transitioning to more efficient electrified systems and building one of the most visible sustainability statements in American higher education—the new UCI Health hospital in Irvine. "As the first hospital in the United States designed to operate entirely on electricity, it sets a new national standard for sustainable healthcare infrastructure," Dr. Sezen-Barrie says.

Students are not bystanders to those changes. The UCI Climate Collaboration connects researchers, students, public agencies and community partners to address climate impacts from wildfire prediction to flood resilience and climate informed policy. Funding from the collaboration encourages students to join research teams whose work directly affects California communities.

Interdisciplinary programs such as the Newkirk Fellows bring faculty and students together to examine issues that shape environmental resilience and community well-being. Dr. Sezen-Barrie also points to the Research Justice Shop, which collaborates with Black, Indigenous and People of Color led organizations on community driven environmental justice projects. For eco-conscious students, that combination of technical climate science and justice-oriented partnerships signals that sustainability is about people as much as it is about parts per million.

The institution is explicit about using the "Campus as a Living Lab" approach





to integrate academic learning and operations. Sustainability is embedded in long-term strategy so that research, teaching and community engagement reinforce one another. “The result is a culture where students who value environmental responsibility are drawn to institutions that lead by example and where visible achievements like the all-electric hospital make that leadership tangible,” Dr. Sezen-Barrie says.

SCALING SUSTAINABILITY ON A TEACHING CAMPUS

At Fitchburg State University in Massachusetts, the green transition looks different in scale, but not in spirit. President Donna Hodge, Ph.D., is candid about the role students play in pushing the institution forward. Recent projects show how a regional public university can turn that passion into measurable change. The campus expanded electric vehicle chargers from

two stations to eight for use by students, employees and visitors. Recycling jumped from 122.06 tons in fiscal year 2024 to 227 tons in fiscal year 2025—an 86% increase based on data from campus partner E.L. Harvey.

In addition, solar panels installed on the Athletics and Recreation Center in 2024-25 will soon come online following a transformer upgrade and the university continues to explore solar canopies on buildings and parking areas.

Lighting upgrades led by Associate VP of Capital Planning and Maintenance Matt Lechter are reducing energy use in residence halls. In partnership with the Massachusetts State College Building Authority, the university introduced LED lighting and advanced controls in common areas of Aubuchon Hall with plans to expand into student rooms. Sensors and

percentage-based lighting allow spaces to operate below full capacity when occupancy is low, which saves energy without sacrificing safety.

Student input is formalized through a reestablished Sustainability Committee that includes members from across the campus community. Fitchburg State’s Lechter meets regularly with a representative from the Student Government Association to discuss project priorities. One recent outcome improved the visibility and accessibility of recycling across campus, resulting in more bins in common areas and a more structured process in residence halls.

“We know students are passionate and curious about these topics, raising them to university administration in search of meaningful action,” Dr. Hodge says. “We have embraced these opportunities to enhance sustainability and we will continue to do so with projects that are in the works. We hope we are demonstrating that each of us can play a role in creating a sustainable environment for the campus community and beyond.”

As climate pressures intensify, higher education is shifting from talking about sustainability to living it. What once sat on the periphery is now embedded in strategy, operations and the student experience. Across campuses of every size, sustainability is becoming the blueprint—proof that institutions can lead by design and prepare the next generation to do the same. ■





FRONT & CENTER

THE MARKETING DEPARTMENT'S ROLE IS MAJOR

Ask Bernard Polnariev and Margaret Ortuso how they shape brand identity and the answer is immediate. Their marketing strategy for UCNJ (Union College of Union County, NJ) begins with a single guiding principle: UCNJ is committed to transforming its community, one student at a time.

“Marketing has to sit at the same table with enrollment and financial aid as one cohesive revenue team.”

**— Allison Turcio, Ed.D.,
Dean of Enrollment and
Marketing, Siena University**

In today's increasingly competitive higher education landscape, one truth keeps rising to the top: The marketing department is no longer a supporting act. It is center stage. As institutions work to define their identities, attract prospective students and communicate value to stakeholders, marketing has become a cornerstone of institutional success. The teams shaping these stories are balancing tradition with innovation, data with instinct, and audience expectations with institutional purpose.

What happens behind the scenes often is the difference between standing out in a crowded market and fading into its noise. For colleges and universities across the country, the shift has been clear. Marketing is strategy. Marketing is enrollment. Marketing is reputation. And when done well, marketing brings the mission to life in ways that students' families and communities can feel.

At UCNJ, the mission is the foundation of everything they do. It drives the way Ortuso, Assistant Director of Marketing and Communication, and Polnariev, Ph.D., VP for Administrative Services, tell stories, the way they communicate value and the way they show students what is possible for them there.

“We want every message to reflect how UCNJ empowers students academically and personally,” Dr. Polnariev says. “When people see our communications, they should see themselves succeeding. They should see real outcomes, real mobility and a college that is committed to helping every student earn an associate degree and achieve the future they want.”

That clarity has power. UCNJ was named a finalist for the “2025 Aspen Prize for Community College Excellence” and recently completed an economic

impact study showing more than \$408 million in added income to the county and more than 4,700 jobs supported. Those results are built into the College's storytelling, but never as decoration. They reinforce purpose.

Balancing traditional and digital marketing means meeting audiences exactly where they are. "We reach students through social media, cable and streaming, billboards, SEO, mailed pieces, and more," Dr. Polnariiev says. "It has to be a mixed-methods approach because our students are diverse and their paths to college are diverse. The key is consistency. No matter where someone encounters UCNJ, the message reflects the same core truth about who we are and what we help students achieve."

That alignment starts with data. And at UCNJ, data is not abstract. It is directional.

"We use data to understand where students come from, what barriers they face and what leads them to enroll," Ortuso says. "Every metric helps us personalize messaging and improve outreach. Engagement rates, click-throughs, conversion, enrollment trends—they all guide how we adjust our campaigns. When the insights align with our strategic priorities like belonging, innovation, and student success, we know we're moving in the right direction."

One recent win illustrates how intentional creativity pays off. The team mailed personalized sticker packets to prospective students who had applied

5 WAYS TO STRONGER HIGHER ED MARKETING TEAMS

- 1 LEAD WITH MISSION**
Students trust institutions that know who they are and communicate it clearly.
- 2 TEST EVERYTHING**
From emails to landing pages, small experiments create big gains.

but not yet enrolled. The packet was simple. Friendly. Memorable. And it worked. "Nearly 23% of those students enrolled, generated more than 10,000 credits for the fall. It showed how a personal thoughtful touch can lead to real enrollment impact," Ortuso says. "Sometimes the most powerful ideas are the ones that make students feel seen."

Their biggest challenge echoes across the higher education landscape: the saturation of messages competing for student attention. The solution at UCNJ is not more volume—it is more authenticity.

"We refuse to add to the noise. Instead, we focus on real student and alumni stories, the outcomes that matter and the mission that defines us," Dr. Polnariiev says. "Purpose is what cuts through. When the message honors the people and the promise of the institution, it resonates."

"We refuse to add to the noise. Instead we focus on real student and alumni stories, the outcomes that matter and the mission that defines us. Purpose is what cuts through."

— Bernard Polnariiev, Ph.D., VP for Administrative Services, UCNJ

Their advice to peers is simple but profound. "Listen deeply to your students, faculty, staff, alumni and partners. The most meaningful stories come from the people who live the mission every day. If marketing leaders lift up those voices, they don't just promote a brand, they build a brand that inspires confidence and belonging."

3 PERSONALIZED WITH PURPOSE

Use data to tailor outreach but keep a human voice at the center.

4 PRIORITIZE COLLABORATION

Marketing, enrollment, and financial aid should function as one aligned revenue team.

5 TELL REAL STORIES

Authentic student and alumni narratives remain the most powerful brand builders.

Source: Margaret Ortuso, Bernard A. Polnariiev, Ph.D., Union College of Union County NJ (UCNJ); Allison Turcio, Ed.D., Siena University

A WIDER VIEW OF THE WORK AHEAD

The push for authenticity, alignment and mission-driven storytelling is playing out across campuses nationwide. And while each institution approaches the challenge differently, the pressure to stand out while staying true to who you are is universal.

That's where Allison Turcio, Ed.D., enters the conversation. The Dean of Enrollment and Marketing at Siena University approaches brand identity with the same clarity but brings a research-driven twist. For Siena, the first step was not talking—it was listening.

Innovation at Siena builds on timeless fundamentals. "Value propositions, audience understanding and strong creativity will always matter," Dr. Turcio says. "We experiment constantly, though. We A/B test emails, landing pages and paid digital

ads so we never guess. When something innovative outperforms the control, that's when it becomes part of our strategy. AI works the same way. It speeds us up but always with human review, a clear brand voice and empathy at the center."

Data at Siena starts with institutional goals and moves backward. "We track opens and clicks but only as they connect to inquiries, visits, applications and deposits. Every marketing initiative ties directly to an enrollment KPI," Dr. Turcio says. "MarketView also helps us see how we perform relative to similar schools, which gives us context for smarter decision-making."

One of Siena's strongest differentiators today is The Siena Guarantee—a clear promise in a crowded market. The process gives families clarity about affordability and outcomes and that shifts the

conversation. Instead of asking if college is worth it, they can see how Siena makes it possible.


As for challenges, she is candid about the pressures facing higher ed marketers. "We're not just competing with other colleges; we're competing with Netflix and Amazon—every brand that wants the same attention. And higher ed is still misunderstood," Dr. Turcio says. "Marketing has to sit at the same table with enrollment and financial aid as one cohesive revenue team. When we measure ROI and show impact, we earn trust and the ability to invest in what actually works."

Her advice to marketing leaders is grounded in collaboration. You cannot do the work alone. You need a unified team, shared dashboards, shared goals and shared accountability. "Know your audience better than anyone. Spend time with students and families. And champion the student experience because that is the most powerful marketing of all."

In a market defined by shifting expectations and constant noise, the institutions that rise are the ones willing to lead with purpose, clarity, and truth. When marketing becomes a strategic partner instead of an afterthought, it not only drives enrollment—it shapes identity. And that is how colleges stay relevant, resilient and connected to the students they serve. ■

WHAT'S COMING FOR HIGHER ED

THE SIGNALS YOU CAN'T IGNORE



ENROLLMENT & DEMOGRAPHICS



AFFORDABILITY & COSTS

THE "TRADITIONAL LEARNER" POOL PEAKS IN 2025.

U.S. high school graduates hit 3.9M in 2025, then declines to 3.4M by 2030 and stays down through 2041.

Source: WICHE, *Knocking at the College Door*

UNDERGRADUATE ENROLLMENT IS STILL BELOW PRE-COVID LEVELS.

Fall 2024 undergrad enrollment remained ~1M students below 2019, with only modest recovery projected through 2026.

Source: *National Student Clearinghouse*

ADULT LEARNERS REMAIN THE GROWTH SEGMENT.

Students ages 25+ now represent over 33% of all U.S. higher-ed enrollment — the only segment projected to grow through 2032.

Source: *NCES Projections 2026*

INFLATION-ADJUSTED NET TUITION HAS DROPPED NEARLY 50% SINCE 2012.

Net tuition for in-state students at public four-year institutions fell from \$4,450 (2012) to ~\$2,300 (2025-26).

Source: *College Board Trends in College Pricing*

STICKER-PRICE VARIATION IS ENORMOUS.

Average in-state tuition for 2025-26 ranges from \$6,360 (Florida) to \$18,090 (Vermont).

Source: *College Board*

ROOM AND BOARD CONTINUES TO OUTPACE TUITION.

Housing/meal costs have risen 22% over the last decade, compared with 11% for tuition.

Source: *College Board / NCES*

FINANCIAL HEALTH & FUNDING



EXPENSES ARE GROWING FASTER THAN REVENUES.

For 2026, Moody's projects 3.5% revenue growth vs. 4.4% expense growth, signaling margin pressure.

Source: Moody's / Higher Ed Dive

STATE SUPPORT REACHED AN ALL-TIME HIGH.

States invested \$123.6B in FY 2024, a 9% increase over FY 2023.

States invested \$123.6B in FY 2024, a 9% increase over FY 2023.

1 IN 4 COLLEGES NOW RUN OPERATING DEFICITS.

Moody's reports that ~25% of institutions operate with structurally negative margins.

Source: Moody's Investor Service

STUDENT EXPECTATIONS & BEHAVIOR



MENTAL HEALTH DEMAND KEEPS CLIMBING.

73% of college counseling centers report rising demand; waitlists increased 45% over five years.

Source: Association for University and College Counseling Center Directors (AUCCCD)

STUDENTS EXPECT CAREER RETURNS.

79% of prospective students say they want a college to include "clear pathways to a job."

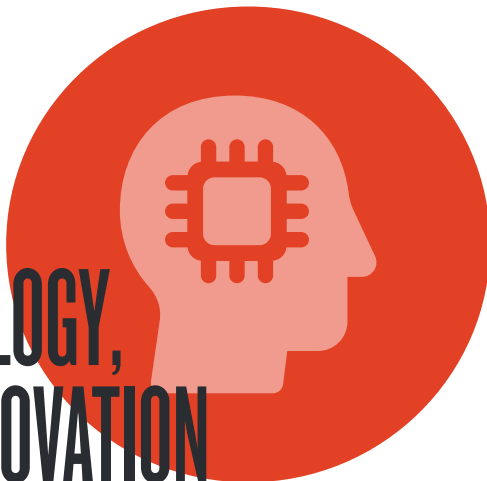
Source: ECMC Group / Strada Student Trends

VALUE SKEPTICISM IS MAINSTREAM.

Only 36% of Americans now say a four-year degree is "worth the cost."

Source: Gallup 2024

TECHNOLOGY, AI & INNOVATION



AI ADOPTION IN HIGHER ED IS ACCELERATING.

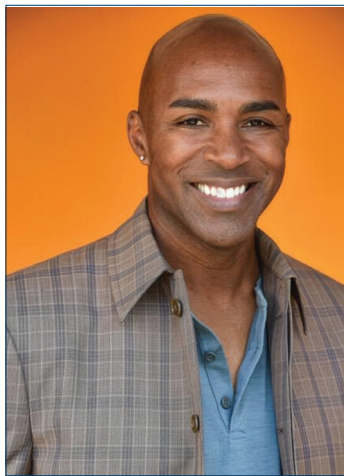
84% of institutions deployed or piloted generative-AI tools in 2024-25, up from 15% one year earlier.

Source: EDUCAUSE Horizon Report 2025

DIGITAL INFRASTRUCTURE IS THE #1 CAPITAL PRIORITY.

Campus CIOs rank modernization of IT systems, cybersecurity, and hybrid-learning environments as their top investment categories for 2026.

Source: EDUCAUSE / Gartner Higher Ed Outlook



The Promises and Perils of AI in Education

A conversation with author Ken Shelton

Artificial intelligence has exploded into the education landscape with equal parts promise and anxiety. The discourse is loud, but too often it skims the surface—focused on shortcuts, efficiency hacks, and the next shiny tool instead of the deeper literacy, ethics, and human-centered leadership required to use AI well. Few voices cut through that noise with more clarity and perspective than Ken Shelton.

A longtime educator, keynote speaker, and co-author of "The Promises and Perils of AI in Education," Ken has spent more than two decades at the intersection of learning, technology, equity, and systems change. He challenges the "microwave meal" mentality dominating today's AI conversations and pushes schools toward intentional growth—where acumen, fluency, and bias awareness matter more than tips and tricks.

You say most conversations about AI in education are focused on efficiency instead of literacy and understanding. What does true AI literacy look like in schools?

If you look at the history of technology in education, you tend to see three camps. You've got the evangelists who will tinker, test, and play with every new tool. You've got the resisters, who aren't really anti-tech—they're anti-change. And then you've got the folks in the middle who sway with whichever way the wind is blowing.

Most of what we're doing with AI right now sits at the "tips, tricks, and how-to" level. It's like teaching people how to heat up a microwave meal. You push a few buttons, a few minutes later you're fed, and you convince yourself, "Hey, this works." But long-term, a diet of microwave meals isn't healthy.

True AI literacy is teaching people how to shop for ingredients, how to cook, how the equipment works, how flavors interact, and how different methods—baking, roasting, grilling—change the outcome. Translated to AI, that means digging into acumen, fluency, bias awareness, ethics, and context. It takes more time and intentionality, but it centers agency and autonomy.

"You can't microwave relationships. You can use AI, but you can't skip the work of knowing your students."

Right now, a lot of professional learning is the microwave version of AI. I'm pushing for thoughtful, sustainable professional

development that builds foundational understanding so educators aren't stuck when the current "favorite tool" disappears.

As the author of "Promises and Perils of AI in Education," what worries you most about the "shortcut culture" emerging around AI, especially for the next generation?

The "promise" side is real: Students and educators can develop powerful workflows, streamline some tasks, and free up time. But the "peril" is the unconscious overreliance that creeps in when we only operate at the tips-and-tricks level.

If your AI learning is reduced to "What's the easiest tool?" you get comfortable with a narrow set of platforms and depend on them.

Education has been here before: We fall in love with a tool, build everything around it, and three years later it's gone. If you don't have foundational skills, you're stuck.

I think of it like literacy. When my students learned different documentary storytelling structures, it didn't matter whether they used a phone camera, a traditional camera, or—today—an AI video generator. The medium changes, but the storytelling fundamentals are evergreen.

With AI, our job is to help learners build those malleable, transferable skills—critical thinking, ethical reasoning, understanding bias—so they can navigate whatever platforms come and go.

How do you see technology—especially AI—impacting our humanness?

You're right to worry about that. Technology can absolutely compromise our interpersonal relationships when we're not consciously aware of how we're using it.

My stance is "human-centered leadership." Before I use AI for something like "personalized learning," I need to actually know the person. The relationship comes first; the tech should augment, amplify, or accelerate what we're doing for that learner—not replace it. You can't microwave relationships. You can use AI, but you can't skip the work of knowing your students.

And how do we close that gap between AI policy and practice in a way that protects equity and innovation?

One of the biggest gaps is that a lot of systems are stuck at "policy" when what they really need is guidance. Policies often get distilled into binaries—do this, don't do that.

Equity gets compromised when we flood classrooms with "high-volume tech for low-order thinking." If the only message is "Don't let AI write your essay," but we fail to teach students how to use it ethically, we're not building capacity—we're just policing behavior.

That's why I focus on guidance and ethical leadership: asking students questions like, "At what point is AI supporting your learning, and at what point is it replacing your thinking?" or "What long-term benefits am I sacrificing for this short-term gain?"

You can't capture that in a simple policy. You build it through ongoing conversations with educators and students, embedded into digital citizenship, tech use, and broader learning goals.

Looking ahead three to five years, what's your forecast for AI in education?

I think a lot of the AI-in-education companies you see today won't exist. The market will consolidate, and you'll see a reorientation back to familiar patterns.

Every time a disruptive technology appears, there's a burst of innovation, and then things snap back toward the status quo. I reference the line from *The Who*: "Meet the new boss, same as the old boss." That's where I think we'll land in many places.

We'll see more AI tools in classrooms, but not necessarily a deep, systemic transformation of practice. And the equity pattern will repeat: many of the "haves" will have even more opportunity, and the "have-nots" will be further behind unless we're intentional.

So what does that "top 20%" of future-ready leadership look like—the ones who don't snap back to business as usual?

They're mission-driven, not tool-driven. They're clear on the experiences they want learners to have and align resources, policies, and professional growth around that vision.

They also think systemically about capacity-building. For example, if teacher prep programs and graduate programs thoughtfully embed AI—ethics, equity, fluency, not just tools—you start changing the system upstream.

The leaders who prioritize innovation over fear, who see change as an opportunity rather than a threat, and who center human dignity and equity in their decisions—that's the group that will flourish. My hope is that we can grow that group beyond 20%. ■

EnvisionED



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