C1: disabilities

The number of students who learn differently has risen drastically in recent years.

Pendharkar, Eesha. "The Number of Students in Special Education Has Doubled in the Past 45 Years." Education Week, July 31, 20**23**, https://www.edweek.org/teaching-learning/the-number-of-students-in-special-education-has-doubled-in-the-past-45-years/2023/07. Accessed February 10, 2025. . [Reporter with national journalism experience covering race, equity, and education across the country, as well as data reporting. Have several years of experience covering a wide variety of beats from breaking news to politics, transportation, the environment, and housing etc. Data coach and FOIA enthusiast. Education from boston college] //aashna

The number of students in special education in the United States has doubled over the past four decades, creating a rising share of public school kids who need special education services. That's according to the Pew Research Center, which collected data from the National Center for Education Statistics for a report on students in special education for Disability Pride Month, which is celebrated each year in July. The total number of students in special education went from 3.6 million in the 1976-77 school year, to almost 7.3 million in 2021-22. These students now make up 15 percent of the K-12 student population across the country, nearly double what it was in the late 1970s.

These students are under threat, with funding potentially being cut for IEP programs.

Mueller, Chris. "Does Project 2025 eliminate IEPs? Not explicitly, but experts are wary." USA Today, November 19, 20**24**, https://www.usatoday.com/story/news/factcheck/2024/11/15/project-2025-ieps/76045183007/. Accessed February 10, 2025. [results-oriented IT leader who optimizes companies' performance and accelerates ROI by delivering innovative business and technology solutions through Agile methodologies. a track record of building high-performing development and project teams through focused resource and performance management, training, and staff mentorship.. a Development & Delivery Manager at Sabre, where I lead the Agile design, development, operation, and maintenance of cloud-based software platforms.] //aashna

Abery said the change to block grants would make it possible for those special education funds to be used outside of public schools – at a private school, for instance. "(Public) schools would have less money to effectively implement IEPs because it would be siphoned off to a certain extent to private schools," Abery said. The federal government wouldn't set any minimum standards for states to receive the funding, hence the "no strings" language, Houck said. "In this way, it is conceivable that students in some states would be underfunded or eliminated from funding," he said.

Generative AI helps teachers differentiate instruction without having to work outside the classroom.

FX Media. "AI in Education: Enhancing Accessibility and Inclusivity for Individuals with Disabilities", August 20, 20**24**, https://www.fxmweb.com/insights/ai-in-education-enhancing-accessibility-and-inclusivity-for-individuals-with-disabilities.html#:~:text=Generative%20AI%2C%20a%20subset%20of,disabilities%20achieve%20their%20full%20potential [A dedicated team of expertise who has a passion for Web, Mobile, and Immersive Multimedia] //noush

Artificial intelligence (AI) is revolutionizing various sectors, and education is no exception. With its ability to process vast amounts of data and generate tailored solutions, this technology holds immense potential for transforming educational experiences, especially for individuals with disabilities. By enhancing accessibility and inclusivity, AI paves the way for a more equitable education system that accommodates the diverse

needs of all learners. In this article, we delve into how AI reshapes education for individuals with disabilities, making learning more accessible, inclusive, and personalized. The Role of AI in Enhancing Accessibility. AI-driven technologies are crucial in breaking down barriers that individuals with disabilities often face in educational settings. These barriers, ranging from physical to cognitive challenges, can hinder a student's ability to engage fully in learning activities. **AI tools like speech recognition, text-to-speech converters, and real-time transcription services are** becoming **invaluable** in creating an inclusive environment where all students can thrive. For instance, speech recognition technology can aid students with mobility impairments by allowing them to control computers and other devices through voice commands [1]. Similarly, text-to-speech software supports students with visual impairments, enabling them to access written content audibly [2]. These technologies not only enhance accessibility but also empower students to participate more actively in their education, fostering a sense of independence and confidence. Personalized Learning Experiences. **AI**'s ability to analyze data and **adapt to individual needs** makes it a powerful tool for personalized learning. For students with disabilities, educational content and teaching methods can be tailored to suit their unique requirements. AI can assess a student's learning style, pace, and preferences, providing customized resources that cater to their specific needs [3]. This personalized approach is particularly beneficial for students with learning disabilities, as it allows them to grasp concepts at their own pace without feeling pressured to keep up with their peers. AI-driven platforms can also identify areas where a student may need additional support and provide targeted interventions. For example, an AI system can monitor a student's progress in real time and suggest supplementary exercises or alternative explanations if the student is struggling with a particular topic [4]. This level of customization ensures that all students, regardless of their abilities, receive the support they need to succeed academically.

Disability access in education helps students overcome barriers

Stevens, Jaclyn. "Ensuring Inclusive Learning: The Importance of Accessibility Practices in K-12 Classrooms." William & Ida Friday Institute for Educational Innovation, October 23, 20**23**, https://fi.ncsu.edu/news/ensuring-inclusive-learning-the-importance-of-accessibility-practices-in-k-12-classrooms/. Accessed February 10, 2025. /[education from providence university] /aashna

Accessibility tools and resources integrated into curriculum and instruction paves the way for each student to access what they need to excel in their educational journey. These tools level the playing field, ensuring that students with varying abilities and learning styles can fully engage with the curriculum. By embracing accessibility, educators empower students to overcome barriers, making education more inclusive and equitable. For example, providing text alternatives for images or captions for videos benefits not only students with disabilities but also those who learn better through reading or have limited access to audiovisual content.

It has benefited several students with disabilities.

Audrey Been. "With $1.87M, Researchers Continue to Test How AI Can Support Special Education", September 9, 20**24**, https://education.virginia.edu/news-stories/187m-researchers-continue-test-how-ai-can-support-special-education [Senior Associate Director of Communications, University of Virginia] //noush

UVA School of Education and Human Development Professor Michael Kennedy and his team have been awarded $1,875,000 from the U.S. Department of Education's Office of Special Education Programs. This award comes on the heels of a $2.5M grant the team received from the same organization last fall. **Both projects aim to test how a**rtificial **i**ntelligence can **improve the teaching and learning of students with disabilities**. With the new grant which will fund 100% of this new project, Kennedy and his colleagues will test how AI can support the creation of specific materials needed for teaching math and science vocabulary. For five years,

Kennedy and his team tested their evidence-based vocabulary practices with nearly 40 fifth through eighth grade science teachers. The study found **significant positive impacts for thousands of students**. But creating the materials is time consuming. “We've been making materials by hand for years, and it takes a long time to make sure the content is accurate to state standards,” Kennedy said. “It's an intensive, expensive process. But what if AI is to the place where it could spit out quality materials that are in the neighborhood of what we've been doing by hand? Even if we had to tweak and modify them, that would be major.”

C2: innovation

JOSEPH BRUSUELAS AND TUAN **NGUYEN**. “Market minute: Soft economic landing at risk,” Feb 20, 20**25**. https://realeconomy.rsmus.com/market-minute-how-tariffs-put-the-soft-landing-at-risk/ [A member of the Wall Street Journal’s forecasting panel and the UCLA Anderson School of Management's Board of Directors, Tuan Nguyen is an economist at RSM US LLP who analyzes high-frequency economic data within the United States and global economies to better understand the American middle market.] //aashna

Market minute: **Soft economic landing at risk** The Federal Reserve is on the verge of achieving that rarest of economic feats: A soft landing. The rapid disinflation that the Fed has engineered over the past two years mirrors that of the 1990s—the last time the central bank achieved such a difficult feat. That disinflation set the stage for a long period of productivity gains and low inflation, driven by technological advancement and open trade policies. During that time, productivity increased by well above 2% a year, while disinflation, and in some cases outright deflation, kept import prices in check. Read more of RSM’s insights on the economy and the middle market. **Now, improving labor productivity, advances in a**rtificial **i**ntelligence and the Federal Reserve’s progress toward its 2% inflation target have all given rise to the prospect that a similar kind of sustained expansion can be replicated. The potential gains are significant. The **U.S.**, with services accounting for about two-thirds of total spending, **could reap tremendous benefits from** the widespread implementation of **AI** with**in** the **service sector**. **That** adoption **would** almost certainly **spill over** into the tradables sector, setting the stage for an AI-driven boom.

AI enhances students’ academic skills.
University of **Iowa**. “The Role of AI in Modern Education.” The University of Iowa, **2024**. https://onlineprograms.education.uiowa.edu/blog/role-of-ai-in-modern-education#:~:text=AI%20in%20education%20facilitates%20individualized,%2C%20and%20resource%2Dconstrained%20schools. [written by researchers at iowa univeristy] //noush

AI is transforming K-12 education by offering innovative solutions in personalized learning, adaptive learning platforms, intelligent tutoring systems, automated grading and feedback, and administrative tasks**. Personalized learning. AI** in education **facilitates individualized learning** by tailoring instructional content to individual student needs, **benefiting** students, teachers, and **resource-constrained schools**. This approach allows **students** to **progress at their own pace**, engage with activities aligned with their learning styles**, and gain** more **autonomy over** their **education**al journeys. Using AI assistants to differentiate assignments and devise data-driven, adaptive practices enhances the overall learning experience with minimal increase to the teacher's workload. Intelligent tutoring systems. **AI tutor systems** can provide adaptive, accessible learning experiences**, offer**ing **immediate** feedback and corrective **guidance** based on student performance. These applications of modern educational technology are helping to close learning gaps, improve conceptual understanding, and free up teacher time by handling routine instructional tasks and providing detailed data on the student's learning process. Automated grading and feedback. Traditional grading for written work often involves subjectivity and biases, as teachers’ evaluations can be influenced by personal preferences, moods, and unconscious prejudices. This lack of objectivity can result in inconsistent and unfair assessments. Additionally, the time-consuming nature of grading large numbers of assignments limits teachers' capacity to provide thorough feedback, potentially hindering student learning. Integrating AI into the grading process is

revolutionizing traditional approaches to evaluating student performance. **AI can enhance grading efficiency**, precision, and fairness by **significantly reducing grading time** and providing instant, detailed feedback. This allows teachers to assign more writing tasks **and** offer timely, constructive feedback, which **fosters better writing skills in students**. However, it's essential that teachers critically review AI-generated feedback to ensure it aligns with educational goals and addresses individual student needs. AI tools should be seen as assistants rather than replacements, helping teachers focus on assessing creativity and critical thinking while AI assists teachers with more objective metrics like grammar and structure. By staying engaged in the grading process and spot-checking AI output, teachers can maintain the integrity of assessments and ensure students receive meaningful and accurate feedback. Administrative applications. Artificial intelligence tools can streamline lesson planning and content creation, saving teachers valuable time. These AI tools can **generate high-quality images**, **customized content**, and focused research materials under tight time constraints. By using AI for efficient research and content generation, **teachers** can **enhance lesson quality** without increasing their workload, ultimately **benefiting both students and resource-constrained schools.** School principals can also leverage AI technologies to reduce their substantial administrative burdens. AI chatbots assist with automating administrative tasks such as drafting emails, organizing schedules, and developing professional development sessions. AI models can be used to analyze large datasets to inform decision-making, like scheduling summer classes based on parent preferences. This allows administrators to focus more on strategic initiatives, human interaction and relationship-building.

AI is a Catalyst For Innovation And Creativity

Ray **Ravaglia**. "Teaching Innovation And Creativity: Duncan Wardle's Imagination Emporium" Feb 13, 20**25**. https://www.forbes.com/sites/rayravaglia/2025/02/13/teaching-innovation--creativity-duncan-wardles-imagination-emporium/ [Contributor. Ray Ravaglia covers education, focusing on technology and innovation.] //aashna //recut noush

Perhaps the most innovative feature of *The Imagination Emporium* is its **AI-powered tool, brAIn.** Designed as a WhatsApp chatbot, brAIn **acts as an always-available virtual creativity coach**, assisting users to overcome creative blocks, generate new ideas, and implement brainstorming techniques in real time. By offering on-demand guidance inspired by the book, brAIn **transforms innovation training into an ongoing process** rather than a one-time event. The role of brAIn here underscores an integral part of Wardle's message. **AI is** not a threat to human creativity but **an enabler**. Used properly, "high-tech should enable high-touch," he explains. "AI can handle the routine, freeing us up **to be** more **imaginative**, more human." Overcoming Obstacles To Teaching Innovation And Creativity Wardle identifies three key challenges to teaching innovation and creativity and offers suggestions for overcoming these challenges. The first obstacle is that too many people believe they are simply not creative. This perspective is based on the misconception that creativity is an innate gift rather than a skill that can be developed. *The Imagination Emporium* offers structured exercises that help cultivate creativity, making it enjoyable and **accessible to students**. The second obstacle is more systematic: the lack of time available in workplaces and schools. Traditional structures, whether classroom or corporate, leave little time for unstructured thinking. This is where brAIn comes in with micro-learning moments. These are short, **AI-powered creativity exercises** that can naturally fill gaps during the day. They can be done on the spur of the moment without detailed preparation, but as students work through the material, they will receive a regular dose of instruction. The third obstacle is a combination of fear of failure and rigid thinking. As students age and graduates enter their careers, people tend to avoid risks, and organizations often become risk-averse, both of which hinder innovation. Wardle offers a solution to this challenge with the "Greenhouse Model," a safe space for nurturing ideas before they are evaluated. The greenhouse emphasizes playfulness and humor as essential elements in unlocking creativity. Combining this model with the brAIn tool and the structured exercises from *The Imagination Emporium* provides educators and learners with a rich set of resources for **foster**ing **creativity and innovation**. Why Teaching Innovation And Creativity Matters Now As **AI** continues to advance, Wardle views it as enhancing the value of uniquely human skills like creativity and innovation rather than obviating the need for human creativity. The Imagination Emporium systematically **teaches these skills, making creativity** training

accessible to individuals, **schools**, and businesses alike. Ultimately, Wardle's work reinforces a crucial idea: innovation is not just for entrepreneurs or artists but for everyone. With the right tools, anyone can learn to think more creatively, solve problems more effectively, and contribute new ideas in any field. If we prepare people to be creative innovators, we can ensure they will have a place in the future, whatever it may hold.

Innovation is key to the economy.

McKinney, Phil. "Innovation Fuels 50% of GDP Growth per Economists." The Innovators Network, **2023**. https://theinnovators.network/innovation-fuels-50-of-gdp-growth-per-economists/#:~:text=The%20result%20is%20that%20economists,crucial%20factor%20for%20economic%20growth.[Fast Company and Businessweek named these teams as being among the "50 Most Innovative". As host of the award-winning podcast, Killer Innovations, he shares his insights on creativity and innovation to help listeners develop their ideas into actionable plans for success. Launched in 2005, the podcast is the longest continuously produced podcast in history. In 2011, Phil authored Beyond The Obvious – a book on innovation and creativity. The book is available in hardcover, digital, and audio.] //arrguy

The role of innovation in economic growth has become increasingly important. Innovation is essential for a healthy and thriving economy **because it increases productivity**, boosts consumer confidence and spending, generates increased profits for businesses, and creates new jobs. The result is that economists have calculated that approximately **50% of annual GDP growth is attributed to innovation**. It's no secret that innovation is a crucial factor for economic growth. According to the Organization for Economic Co-Operation and Development (OECD), nations with environments conducive to innovation witness higher GDP growth rates than their peers who lack these conditions. By fostering innovation, we can create entirely new industries and revenue streams. The internet is a prime example of this: it has completely transformed how we conduct business and opened up a world of opportunity in terms of markets for goods and services.

It is the lynchpin to crisis recovery.

Bristow, Gillian, and Adrian Healy. "Innovation and Regional Economic Resilience: An Exploratory Analysis." The Annals of Regional Science 60, no. 2 (July 26, **2017**): 265–84. https://doi.org/10.1007/s00168-017-0841-6. . [Legal Practitioner Director at Bristow Legal who studied at The university of Queenland] //arrguy

The varying rates of recovery of European regional economies from the 2007 to 2008 economic crisis have raised interesting questions about the sources of economic resilience. Policy discourse has increasingly asserted the role played by innovation in facilitating rapid recovery from economic shocks, whilst evolutionary thinking has highlighted the specific importance of innovation capacity. However, empirical evidence on this is lacking. This paper addresses this gap by providing new empirical analysis of the relationship between regional innovation capacity and the resilience of European regions to the crisis. It finds that **regions identified as Innovation Leaders** at the time of the crisis **were significantly more likely to** have either **resisted the [08] crisis** or recovered quickly from it (i.e. within 3 years). This provides important insights for evolutionary approaches theorizing the relationship between innovation and resilience.

1AC--- College Tuition

College tuition is skyrocketing.

Coughter, Jerry, and Conor Gowder. [no author quals] “Why Is the Cost of College Rising so Fast? | SSTI.” *Ssti.org*, 20**24**, ssti.org/blog/why-cost-college-rising-so-fast. //EZ

In the last 20 years, college tuition has doubled, making tuition and required fees the major component of the rising costs of attending college. Figure 1 shows that the average tuition **and fees** at public four-year schools **increased by 84%** between the 1999-2000 and 2019-2020 academic years, far faster than the 15.7% increase in median household income during that period (note this period was chosen to avoid pandemic era swings in data). In addition to tuition, *EducationData.org* reports that between 1999-2000 and 2019-20, when adjusted for inflation, the cost of the average dorm room for one year increased by 65%, while the average meal plan for one year increased by 35%. This lower rate of increase for room and board compared to that of tuition suggests that factors specific to the academic component of higher education are driving the overall cost increases. Room and board cost increases are in line with the inflation rate of 70% from 2000 to 2020 reported by the Federal Reserve Bank of St. Louis. **In 2020, the average cost of tuition and fees at a public four-year institution represented over 35% of median household income, up from approximately 18% in 1999.** For private four-year institutions, **tuition and fees represented 137% of median household income in 2020** (Figure 2). **This trend has made college less affordable for many families, particularly those in the middle- and lower-income brackets.** Consequently, many students and families face mounting debt or are deterred from pursuing higher education altogether. According to the National Center for Education Statistics, faculty salaries and benefits accounted for 34% of overall operating budgets at 4-year public institutions in 2021. While rising faculty salaries can contribute to higher tuition, the American Council on Education, a higher education membership community, argues there are numerous contributing factors which are passed on to students through higher tuition and fees. Among these are: Growth in administrative positions and salaries at colleges and universities. These positions, often unrelated to teaching or research, have expanded due to increased regulatory compliance, student services, and marketing efforts. Investments in new buildings, dormitories, and athletic facilities to attract students and enhance campus life. Investments in technology, including software licenses, hardware upgrades, and IT support. Rising healthcare costs and other employee benefits. Inflation. Demand for higher education has remained strong despite rising costs, allowing universities to increase prices without experiencing a significant decrease in enrollment. In addition to the factors discussed above, many public colleges and universities experienced significant cuts in state funding particularly following the 2008 recession, forcing them to rely more heavily on tuition revenue (For more on state funding, see the SSTI article *Changes in state support for higher education*). According to the College Board, at public 4-year institutions, the share of total revenues coming from tuition increased from 31% in 2006-07 to 43% in 2016-17. The College Board report, *Trends in Higher Education Pricing,* shows that when using inflation adjusted dollars (2023), there was a steady increase in tuition and fees at private 4-year institutions from $23,300 in 1993 to $44,120 in 2019. In the same 1993 to 2019 period, tuition and fees at public 4-year institutions also increased, though not as rapidly, from $5,380 to $12,490. As seen in Figure 3, the rate of growth in tuition at public institutions slowed beginning in 2013, when some states imposed freezes or limits on tuition increases that resulted from state budget cuts following the 2008 recession. According to the American Association of University Professors (AAUP), one of the ways colleges and universities have attempted to reduce the tuition increases is to use adjunct faculty rather than higher new tenure-track faculty. Over the last few decades, the proportion of full-time tenured faculty has dwindled while the number of adjunct professors and graduate student instructors has surged. AAUP reports that 68% of faculty positions are now non-tenure-track (as compared to 22% in 1970. While adjuncts are paid less than full-time faculty, other associated costs may reduce the anticipated savings. These include training, coordination, turnover, and the need for additional administrative staff to manage a larger pool of part-time instructors. As shown in Figure 3, data from the College Board shows that during the COVID-19 pandemic, average tuition and fees did not change between 2019 and 2020 at both public and private 4-year institutions. However, the data shows that when adjusted for inflation, average tuition and fees decreased annually from 2020 through 2023. This trend also holds true for public 2-year institutions.

These costs are the single biggest barrier to accessing higher education.

Carrasco, Maria. [Maria Carrasco (she/her) is a reporter at NASFAA, covering news about financial aid and higher education. She reports articles and produces *Today's News*, NASFAA's daily newsletter, and produces the "Off the

Cuff" podcast. Previously, Maria worked at *Inside Higher Ed* covering student affairs and *POLITICO* as a digital producer. She graduated from American University and now lives in New York City.] "NASFAA | Report: The Biggest Barriers to Higher Ed Enrollment Are Cost and Lack of Financial Aid." *Www.nasfaa.org*, 16 July 20**24**, www.nasfaa.org/news-item/34147/Report_The_Biggest_Barriers_to_Higher_Ed_Enrollment_Are_Cost_and_Lack_of_Financial_Aid. //EZ

U.S. adults who either stopped out, or never enrolled in a postsecondary education program, collectively cited **the biggest barrier to accessing a degree** or credential **is the cost of college**. These findings were part of an annual report conducted by Gallup and Lumina Foundation, which aims to learn more about U.S. adults' interest in pursuing higher education, what's keeping them from enrolling, and what's causing currently enrolled students to consider stopping out. The report includes responses from over 14,000 U.S. adults, aged 18 to 59 who do not have a college degree and fall into one of the following groups – currently enrolled students; adults who were previously enrolled in a certificate, certification, associate degree, or bachelor's degree program but stopped out of their program before completing it; and adults who never enrolled in any type of education after high school. According to the report, **85% of adults – who either stopped out or never enrolled in a higher education program – said an important reason why they weren't currently enrolled is because of the cost of the degree or credential program. Further, 77% of these adults cited their need to work as an important reason why they weren't currently enrolled in a program**. Among adults who are currently enrolled in a higher education program, **31% considered stopping out due to the cost of the degree or credential program. Overall 35% of currently enrolled students said they have considered stopping out in the past six months and of that group, 54% say they struggle to pay monthly bills. The report noted that while cost is the predominant barrier for unenrolled adults of all ages, genders and races, certain subpopulations of unenrolled adults face unique barriers.** For instance, nearly two-thirds of women say cost is a very important barrier to enrollment, compared with less than half of men. As for what could make an adult enroll into higher education or stay enrolled, 66% of adults without a college degree said that the cost of college, including tuition and room and board, was an important factor. A**mong current, former, and prospective students, 53% said financial aid or scholarships was an important factor on whether they would continue in their program or potentially enroll into a program. With college costs being the biggest barrier for prospective students, Gallup and Lumina Foundation noted the importance of addressing these barriers – especially as the Georgetown Center on Education and the Workforce projects that by 2031, 72% of jobs will require some kind of education beyond high school. So far, Lumina estimates that 54% of U.S. adults aged 25 to 64 have met that education threshold. "Ensuring these educational pathways are accessible to as many Americans as possible is not just a boon to those individuals' careers and finances; the future of the U.S. economy depends on it,"** the report read. "Closing that gap will rely on helping those who are considering **higher education** overcome the barriers currently preventing them from enrolling, persisting and completing a degree or credential." Other surveys show similar findings, including a recent report from Ellucian, which found financial instability is creating challenges with student retention in higher education. Out of over 1,500 U.S. college students, **59% said they considered dropping out due to financial stress**. At the same time many students surveyed identified financial stress as affecting their college experience. College affordability is more important than ever — especially in the year of the 2024-25 FAFSA rollout — which is why The College Cost Transparency (CCT) initiative is asking institutions to commit to its principles and standards in financial aid offers to help bring clarity and transparency around the cost of college to students and families. So far, more than 550 institutions from all 50 states, Puerto Rico, and Guam have joined as a partner institution. If you are interested in participating in CCT be sure to submit your commitment before August 31 for a chance to win one of three complimentary registrations to NASFAA 2025 in Anaheim!

Fortunately, the implementation of AI in education decreases tuition in two ways. First, by cutting down administrative costs.

Lance **Dinino**. [current senior pursuing Bachelor's degree at Bowdoin College; writer for the Bowdoin Review] "Death by a Thousand Emails: How Administrative Bloat Is Killing American Higher Education." *Bowdoin.edu*, 7 Feb. 20**24**, students.bowdoin.edu/bowdoin-review/features/death-by-a-thousand-emails-how-administrative-bloat-is-killing-american-higher-education/. //EZ

In recent years, Yale has achieved the unfortunate distinction of having more administrators and managers than undergraduate students. For its fewer than five thousand undergraduate students, Yale proudly employs an army of over 5,460 administrators. Like many of its **peer institutions**, Yale **faces an epidemic of administrative bloat: a self-perpetuating ecosystem of expensive career administrators who are far removed from the classroom. In the last three decades, the number of administrators and managers employed by American colleges and universities has ballooned, dwarfing the growth of student and faculty populations. From 1987 to 2012, 517,636 administrators and professional employees were hired at colleges and universities across the country—an average of 87 hires for every working day**. After disproportionate growth, these oversized administrative states **needlessly increase costs and encumber the operation of institutions**. As Johns Hopkins political scientist Benjamin Ginsberg describes in his book, *The Fall of Faculty*, the American university has undergone many evolutions in its lifetime. As recently as the 1970s, schools were heavily influenced by faculty ideas and concerns. Top administrators were typically drawn from teaching staff and many mid level managerial tasks went to faculty members. These academics typically participated on a temporary basis and cycled in and out of teaching roles. Because professors were so involved in university management, presidents and deans could do little without faculty support. The college's core educational mission was hard to ignore with administration composed primarily of semi-retired academics. Administrative tasks were a means to an academic end. As demand for services and the complexities of modern administrative requirements grew, however, a professional management class rapidly emerged. Compared to academic leadership of the past, today's professional administrators view management as an end in and of itself. Most have no faculty experience and come directly from management degree programs or other non-teaching roles in higher education. The Department of Education Integrated Postsecondary Education Data Survey (IPEDS) defines administrators as "staff whose job it is to plan, direct, or coordinate policies [and] programs, [tasks that] may include some supervision of other workers." The IPEDS further states that although "Postsecondary Deans should be classified in this category as well," **the vast majority of administrators do no teaching or research. In many cases, their jobs are unrelated to the most crucial university functions. These career managers serve a bureaucracy that is fundamentally disconnected from the classroom experience. The first problem with this self-reproducing professional class is its overwhelming cost. Administrative costs account for nearly a quarter of total spending by American universities, according to Department of Education data.** The American Council of Trustees and Alumni (ACTA) found that, across the entire higher education landscape, **spending on administration per student increased by 61% between 1993 and 2007**. This growth extends even to public universities, like the UNC System, which "saw a nearly 50 percent, inflation-adjusted increase" in 11 short years. This growth is unsurprising given administrators are exceedingly well compensated compared to faculty. Presidents at both public and private universities often make comparable salaries to business executives of similar size institutions, and receive extensive perks typically associated with corporate executives. Within middle management, armies of deans and provosts typically make salaries comfortably in the six-figures. Ginsberg describes the case of a Purdue administrator: a "$172,000 per year associate vice provost had been hired to oversee the work of committees charged with considering a change in the academic calendar" who defended their role to a Bloomberg reporter by stating "'[my] job is to make sure these seven or eight committees are aware of what's going on in the other committees.'" Consider a recent state audit of the University of California system that revealed the Office of the President had "amassed substantial reserve funds, used misleading budgeting practices, provided its employees with generous salaries and atypical benefits, and failed to satisfactorily justify its spending on system wide initiatives." Between fiscal years 2012-13 and 2015-16, the Office of the President's administrative spending increased by 28%, or $80 million. And 10 executives in the office whose salaries were analyzed by the audit

made a total of $3.7 million in fiscal year 2014–$700,000 more than the combined salaries of their highest-paid state employee counterparts. These lavish spending habits are especially alarming at a time when tuition for private U.S. colleges has risen by 144% over the last 20 years–including a 212% growth for in-state public school tuition. In fact, over the last thirty years, the cost of college has increased at five times the rate of inflation. Even with this rising tuition, over 150 non-profit public and private four-year and two-year colleges have collapsed in the last ten years; in many cases helped by growing administrative cost burdens. Given administrative spending generally accounts for a quarter or more of school's annual spending, it makes sense that the American Council of Trustees and Alumni (ACTA) found"increases in per-student spending on instruction, administration, and student services were each correlated with an increase in tuition for the next academic year, even after controlling for levels of appropriations and institutional characteristics." Net prices also rose annually, suggesting student aid and discounting is not keeping pace with this tuition growth. That new "accessibility coordinator" might just be making your university less accessible to the average tuition-paying student. As schools rapidly add high-paid administrators, they face the choice between decreasing funding elsewhere and raising tuition–and often do both. The percent of total university spending accounted for by instruction has decreased from 41% to 29% since 1980, even as the portion of administrative spending has remained steady. According to Department of Education data, administrative positions at colleges and universities grew by 60 percent between 1993 and 2009, which Bloomberg reported was 10 times the rate of growth of tenured faculty positions. Ginsberg reports from 1975 to 2005, the number of "administrators increased 85 percent, and the number of administrative staffers by a whopping 240 percent." The scale and cost of college administrations are increasingly overshadowing the teaching faculty at the very core of higher education. A recent Department of Education study finds the proportion of spending on faculty has slightly decreased over time, with little to no increases in average salaries and an increasing reliance on part-time faculty. As the *New York Times* notes, while 45 years ago 78 percent of college and university professors were full time, today half of postsecondary faculty members are lower-paid part-time employees, meaning that the average salaries of the people who actually do the teaching in American higher education are quite a bit lower than they were in 1970. In fact, universities are shrinking tenure opportunities and barely paying part-time adjunct professors to boost their bottom line. A report from the American Federation of Teachersfound over 25 percent of adjunct faculty rely on public assistance and 40 percent struggle to cover basic cost, with nearly a third of those surveyed reporting making under $25,000–the federal poverty line. While colleges gleefully add six-figure salary administrative roles–for instance the nine administrators serving on Harvard's Task Force on Signage–their courses are increasingly being taught by part-time temporary faculty being paid starvation wages. It's no wonder American universities are facing a wave of faculty strikes and labor demonstrations. Fewer full-time faculty directly harms the quality of instruction received by students. Amid America's largest urban housing crises, adjunct faculty increasingly are forced to work multiple jobs to cover living expenses, compromising their ability to focus on instruction. Taken together, American college students are increasingly being taught by inexperienced and overworked part-time staff who must juggle the demands of often multiple classroom roles. This is simply not a recipe for academic success, nor is it necessary in a country with many universities charging students well over seventy thousand dollars per academic year. Instead of union-busting and cutting classroom instruction costs, universities should consider looking to huge administrative structures for savings. Ginsberg describes the problem as such: *Every year, hosts of administrators and staffers are added to college and university payrolls, even as schools claim to be battling budget crises that are forcing them to reduce the size of their full-time faculties. As a result, universities are filled with armies of functionaries – vice presidents, associate vice presidents, assistant vice presidents, provosts, associate provosts, assistant provosts, dean, deanlets, deanlings, each commanding staffers and assistants – who, more and more, direct operations of every school. Backed by their administrative legions, university presidents and other senior administrators have been able, at most schools, to dispense with faculty involvement in campus management and, thereby reduce the faculty's influence in university affairs.* As Ginsberg points out, in addition to reduced funding, classroom instruction is also undermined by reduced faculty influence in university priorities. A former Harvard dean, Henry Rosovksy, once noted that the quality of a school is likely to be "negatively correlated with the unrestrained power of the administrator." Controlled by its faculty, a university is capable of excelling its role in educating and promoting the cutting edge of critical thought. As Stanley Aronowtiz, a former Stanford academic on higher education, argues, the administrative university reduces its purpose to vocational training and producing competent labor to supply public and private sector needs. The administrative university provides a profoundly different student experience and advocates different values–potentially more utilitarian and less intellectual–than it would under the direction of faculty. I'm not advocating that America's sprawling higher education system should be run by part-time faculty, rather that it is worth considering the profound distance that has been created between classroom and school leadership. Investment in administrative growth is increasingly coming at the expense of academic priorities. So what are these armies of administrators providing their universities? Extensive research by the non-partisan group the American Council of Trustees and Alumni found that both public and private institutions spending on administration has inconsequential correlations with graduation rates, particularly after controlling for external factors such as level of state appropriations. As universities decrease proportional instructional spending and divert money into administrators, of course graduation rates don't rise. Administrative growth crowds out instructional funding and fails to improve graduation rates–all the while driving up net costs and limiting who can even attend universities. It's hard to say exactly how all these administrators are spending their days. As Todd Zywicki, a George Mason University law professor and co-author of "The Changing of the Guard: The Political Economy of Administrative Bloat in American Higher Education," explains, "The interesting thing about the administrative bloat in higher education is, literally, nobody knows who all these people are or what they're doing." The plethora of bureaucrats causing this administrative bloat seem to be made up of excessive administrators and unnecessary assistants with vague or purposeless job roles. David Graeber, a professor of anthropology at the London School of Economics, has argued that administrative staff are essentially "all these endless positions they're constantly making up…I got hired as a vice provost, so obviously I need four or five assistants…they decide what the assistants will actually do later." A recent article in the Yale Review considered anecdotes of faculty experiences with University administration. Sterling Professor of Social and Natural Science, Nicholas Christakis, argued that

any growth in the administration "can often come at the expense of advancing our primary mission, [and] is therefore mis-spent and inefficient." He further noted that sociological analysis suggests that "it is in the nature of bureaucracies to grow relentlessly, unless actively checked." Joel Rosenbaum, Professor Emeritus of Molecular, Cellular and Developmental Biology at the Yale School of Medicine, said that the increased size of the administration adds significant red tape. Rosenbaum said that whenever a faculty member wants to alter a course or a department wants to hire a new professor, there is now much more administration "to fight your way through." Rosenbaum has been a faculty member at Yale since 1967. Oversized administrations consistently become burdensome to faculty research and instruction. It is often claimed that government regulations have increased the need for administrators, which is certainly true to an extent–Title IX reporting and financial aid compliance are both important functions that necessitated administrative growth in the last couple decades. However, Paul Campos, a Professor of Law at the University of Colorado and an expert in the economics of higher education, argues that the burden imposed by government regulations is "overblown" and that it fails to adequately explain the significant growth in administrators. He has suggested that the main driver has been the desire of administrators to accumulate power and influence within their institutions. Many of these administrators occupy vague positions and serve primarily as liaisons between bureaucratic arms. "Health Promotion Specialist", "Student Success Manager," and "Senior Coordinator, Student Accountability" are all positions currently available on higheredjobs.com. A Harvard Crimson article considered the university's recent Faculty of Arts and Science (FAS) "Task Force on Visual Culture and Signage", a 24 member-strong committee including 9 administrators. The team produced a 26 page report based on surveys, focus groups, and 15 meetings with over 500 people total. The recommendations ranged from "clarify institutional authority over FAS visual culture and signage" to "create a dynamic program of public art in the FAS." The recommendations ultimately led to the creation of a new, full-time administrative post, the FAS "campus curator" and a new committee, the "FAS Standing Committee on Visual Culture and Signage." Regardless of the project's potentially noble intentions of fostering inclusivity, this investment of remarkable time and expense only led to more administrators and a few vague recommendations. It is hard to imagine the FAS Task Force of Visual Culture and Signage having produced any tangible benefits to the educational experience of Harvard students. As is the case in most industries, higher education administrations quickly reach a point of diminishing or negative returns. Once the foundational requirements of running a school are met–no easy task it should be noted–administrators risk becoming redundant at best, or burdensome and restrictive at worst. The proper amount of administration is highly subjective and of course varies by school, but these institutions' tremendous yearly growth reflect a new bureaucratic class in American universities. Recently published Penn State research finds the number of full-time administrators grew at nearly four times the rate of employees engaged in teaching, a 39.3% increase in administrative staff from 1993 to 2007. As the researchers explain, "It now takes 39.0 percent more full-time administrators to manage the same number of students than it did in 1993." At Harvard there are approximately 1.45 administrators for every academic employee and 3.09 administrators when considering only faculty, combining for a total of 7,024 total full-time administrators in 2022–only slightly fewer than the undergraduate population. This administrative growth reflects the culmination of a wide range of pressures on universities. Today's students demand unprecedented student services–mental health counseling, career advising, and more. Perhaps today's students, raised by video games and helicopter parents, are unable to function on their own like previous generations and require micromanaging administrators and hundred-person residential-life offices to engineer their social interactions. Either way, driven by intense–and often arbitrary–criteria used by higher education rankings, schools must scramble to implement these wide ranging and expensive services. As Ginsberg explains, an arms race to offer new and more comprehensive student services has led to a vast array of administrators and "'other professionals'…[who] work for the administration and serve as its arms, legs, eyes, ears, and mouthpieces." Title IX and other equity initiatives also have justifiably required more administrators. However, these developments only account for a fraction of administrative growth rates, which obviously have drastically outpaced student population and faculty growth. It's possible bureaucrats have taken new discretionary funds and hired more bureaucrats; elite schools have more money to spend these days thanks to increased federal subsidies and huge pools of domestic and international applicants willing to pay full price tuition. American universities have also seen their cultural and political roles dramatically expand in recent decades. Education is by nature highly political in its content and impacts, but American schools have recently doubled their efforts to rectify historical injustices. Schools have nobly attempted to become forces of social consequence, leaving behind their pasts as instruments WASP social dominance to instead be forces of equity in American society. Increasingly diverse schools have also sought to increase their offerings to help acclimate underrepresented students. To do so, schools must build out extensive admissions, residential-life, community-outreach, and other forms of administrative oversight. In short, universities are being asked–or deciding–to dramatically expand in their scope. Administrative growth is a byproduct of universities taking on more and more responsibilities. The American university is redefining the role of higher education in students' lives and society alike. To balance these wide-ranging goals, schools should strive to build infrastructure that serves students while also keeping administrations lean enough to avoid interfering with academic affairs. This does not necessitate a radical overhaul of higher education, but rather a thinning of its administrative ranks and more intelligent expansion in response to future growth in student populations. Schools should evaluate whether they truly need that ninth housing cohesion coordinator and consider increasing funding to hire more faculty at higher wages. To preserve the integrity of higher education in America, it is imperative we direct funding and bureaucratic authority back to classroom instruction. Leaner school administration promises more money for instruction and instructors alike. It returns control of academic matters to those closest to the learning process and eliminates unproductive bureaucratic hoops. Freeing funds from costly administrators could better serve goals of diversity and equity by increasing financial aid and decreasing class sizes. More underserved students could afford to attend higher education in America, and smaller class sizes and increased access to instructors would decrease the likelihood of students falling through the cracks. The funding being used to pay for dozens of administrative coordinators could potentially better serve students when applied more directly to areas of inequality. It is clear keeping university bureaucracy lean will be essential as schools continue to broaden their scope beyond the classroom. Managing administrative bloat is essential for the future success of American higher education.

Introducing AI increases the efficiency of administrative tasks and decreases the need for personnel.

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Much of the discourse around artificial intelligence involves its potential to displace millions of jobs. But AI offers a surprising upside, too: It could make life cheaper, especially for many of the professionals who most fear it. To be sure, I'm not talking about the prices of everyday necessities like eggs, bread or gas. In fact, AI might actually exacerbate price increases in those areas because of the increased energy demands associated with AI chips. Rather, it is more complex and more expensive services such as higher education, software and professional services where AI has the potential to hold down prices. The reason stems from AI's ability to automate and augment tasks at a low cost. Historically, automation has driven down prices. During the 19th century, for instance, the introduction of automated machinery such as power looms and spinning machines made mass-produced fabrics more affordable for the general public. AI will have a similar impact. AI doesn't just replace workers, it also can act as their co-pilot, taking on some of their tasks to clear their plate for others or adding to their capabilities. Whether AI replaces workers or boosts their productivity, the result will be higher margins for producers, lower prices **for** consumers, or both. My experience as a professor illustrates this relationship clearly. From 2004 to 2023, private **university education costs** in the U.S. rose by 40% when adjusted for inflation, with public university costs increasing even more steeply. **Administrative costs were the primary driver** of these increases, as **universities spent more on customized student services such as career counseling, extracurricular opportunities and wellness checks, all of which require additional personnel. AI can address these rising costs by enhancing the efficiency of student services. An AI system, for example, could analyze a student's academic records and suggest personalized career paths, allowing career counselors to focus on providing tailored advice rather than data collection or routine counseling. Colleges might need fewer counselors as a result, helping bring down costs and helping control tuition increases.** Similarly, **AI could improve the productivity of educators by supporting tasks such as lesson-planning, setting homework and exams, and grading, allowing them to spend more time teaching.** There also is good reason to believe AI will drive down costs in other industries, such as enterprise software, where AI is enabling new players to challenge established companies by drastically reducing development costs. Similarly, there could be many applications for AI in healthcare—from drug discovery and precision medicine to AI-powered scribes that will allow physicians to spend more time with patients than in front of computers. It's important to note that traditional economic indicators, such as gross domestic product, may fail to fully capture the value of a technology like AI. If AI transforms a previously paid-for service such as medical transcription into a free one, GDP's focus on monetary transactions will miss the economic value created. As such, we likely will need new ways to fully measure the economic and societal value of AI. One approach is to measure changes in customer welfare as a measure of AI's impact instead of focusing exclusively on monetary spending.

Secondly, AI decreases costs associated with supplies and excess expenses.

Johnston, Dr John. [no author quals] "Democratizing Education: Harnessing AI to Break down Financial Barriers in Higher Ed." *ECampus News*, 25 Apr. 20**24**, www.ecampusnews.com/ai-in-education/2024/04/25/harnessing-ai-financial-barriers-higher-ed/. //EZ

Upon being offered admission to the post-graduate Education Futures – University of Edinburgh program, I was at a pivotal juncture in my academic and professional journey. Accepting this offer meant embarking on a two-year sabbatical from Capella University and delving deep into one of the most esteemed research environments globally. However, the exhilaration of such an opportunity was tinged with apprehension

as I confronted the substantial financial implications of this advanced study. The realization that the prohibitive costs of higher education could deter many from pursuing their academic aspirations spurred a determination within me to seek innovative solutions. My field of study at the University of Edinburgh and my forthcoming Ph.D. dissertation at Capella University is poised to revolve around a critical inquiry: How can the incorporation of artificial intelligence (AI), specifically platforms like ChatGPT, alleviate the financial burdens of higher education for students and institutions alike? This question is not merely academic; it is a quest for equitable access to education, a pursuit to democratize knowledge in the age of information. The integration of AI in education offers a multi-faceted approach to reducing costs. Firstly, **personalized learning experiences facilitated by AI can potentially shorten the duration of degree programs, allowing students to accelerate their studies based on competency rather than time**. Studies like those conducted by Thomas Chiu and his associates at The Chinese University of Hong Kong illustrate the roles of **AI in enhancing student learning through adaptive and personalized approaches, which, in turn, could lead to more efficient pathways to degree completion**. Secondly, AI can significantly reduce administrative and operational expenses. Solomon Ananyi and Loretta Nwosu's study concluded that institutions can reallocate resources toward student support and academic development by automating routine tasks such as admissions processes, student inquiries, and course scheduling. This streamlines administrative efficiency and potentially lowers tuition fees, making higher education more accessible. Furthermore, AI and ChatGPT can revolutionize the way educational content is delivered and accessed. **The development of on-demand, AI-powered tutoring and resource platforms can diminish the need for traditional textbooks and supplementary materials–often a significant expense for students. Adopting AI in education, as highlighted by the systematic literature review by Barbara Means and her colleagues in a U.S. Department of Education study, demonstrates the technology's capability to provide tailored educational content, thereby reducing costs associated with learning materials.** Moreover, the expansion of online and hybrid learning models, underpinned by AI, presents a promising avenue for cost reduction. These models offer flexibility and scalability, potentially reducing the need for physical infrastructure and the associated costs. They also provide an opportunity for students to save on accommodation and commuting expenses, further lowering the financial barrier to education. As I embark on this academic venture at the University of Edinburgh, my objective extends beyond personal advancement. It is a mission to uncover how AI, particularly platforms like ChatGPT, can be harnessed to make higher education not just a privilege for the few but a right for all. The path ahead is fraught with challenges, from ethical considerations and technological limitations to resistance against change within traditional educational paradigms. Yet, the potential for AI to democratize education and make it accessible and affordable fuels my resolve. Something must be done about the ever-increasing cost of higher education; the incorporation of AI into the education system holds the promise of transforming the landscape of higher education by reducing costs and making learning more accessible. As I delve into this research at the University of Edinburgh, my goal is to contribute to academic discourse and pave the way for practical solutions that bring us closer to the ideal of education for all.

Absent college education, it becomes difficult for Americans to access sustainable jobs.

Mather, Mark, and Beth Jarosz. "Education in the U.S.: The Great Equalizer?" *PRB*, 17 Nov. 20**14**, www.prb.org/resources/us-inequality-education/. Accessed 30 Oct. 2023.//JZ

Changes in racial/ethnic composition, immigration, family composition, and age structure are linked to rising income inequality but they are not the primary or root causes. Increasingly, **education separates those at the top from those at the bottom.** During the past several decades, incomes have risen rapidly at the top of the income distribution, driven by technological changes combined with a slowdown in the supply of highly educated workers that has increased the returns to education.37 At the same time, **structural changes in the U.S. economy have reduced real income for those with less education and fewer skills. Higher-paid manufacturing jobs have been replaced by lower-paid service jobs,** resulting in stagnant or declining wages for those without college degrees.38 The recession exacerbated this trend by disproportionately affecting less-educated workers.39 **A persistent economic gap exists between college graduates and those**

without college degrees (see Figure 9). The poverty rate for adults ages 25 and older without a high school diploma fell slightly in 2013, but at 28 percent, is still double the poverty rate among high school graduates (14 percent). Just 5 percent of college graduates were poor in 2013. Changes in racial/ethnic composition, immigration, family composition, and age structure are linked to rising income inequality but they are not the primary or root causes. In the United States, more than six out of every 10 jobs require some postsecondary education and training.[40] Although there are many jobs that do not require college degrees, with increasing globalization in a knowledge-based economy, the demand for highly educated and skilled workers in the United States will only continue to grow. For most young people, going to college is one of the most important steps they can take to become financially independent adults. College graduates have significantly higher lifetime earnings ($2.3 million) compared with those who have no education beyond high school ($1.3 million).[41] College graduates are also much less likely to be unemployed and they enjoy a wide range of other social, economic, and health benefits.[42] Parents who have completed college are also much more likely to have children who go to college, so the benefits of education are transferred from one generation to the next. Increasing college completion rates also boosts potential innovation, economic output, and productivity.[43] In recent years, college enrollment and "persistence" rates have declined, and some policymakers and others are concerned that future generations of young adults may have less education than their parents and grandparents—a trend that could undermine economic growth and exacerbate levels of income inequality in the United States. Recent estimates suggest that demand for college-educated workers has outstripped supply since the early 1990s, and some experts warn that educational progress could stall in the coming decades. Slower gains in college enrollment and completion are projected with the changing racial/ethnic composition of the U.S. population. A growing share of young adults are Latino, including many first- and second-generation immigrants who are less likely to graduate from high school or college compared with those in U.S.-born families. Among young adults ages 25 to 29, Latinos are the least likely to finish four years of college (16 percent), while college completion rates are highest among Asian Americans (59 percent) and whites (40 percent).[44] With the Latino population projected to continue its rapid growth, the deficit in college-educated workers may increase unless these gaps are reduced. Lower-income families often struggle to cover the costs of education for their children, especially at the college level. Students in low-income families are more likely to be enrolled in community colleges, with fewer resources and less institutional support than students from more-affluent families. One study showed that the college completion rate for students starting at community colleges is only 18 percent, compared with a 90-percent completion rate among students at selective private colleges and universities.[45]

Poverty exponentially increases the risk of premature death.

Muller 23 [Paul S. Muller, medical professor @ UT, 4-20-2023, NEJM Journal Watch: Summaries of and commentary on original medical and scientific articles from key medical journals, NEJM, https://www.jwatch.org/na56040/2023/04/20/poverty-leading-cause-death-us]

Current poverty is associated with 42% excess risk for death. Cumulative poverty (i.e., 10 continuous years of poverty) is associated with 71% excess risk for death. Survival of people in poverty diverges from those not in poverty at age 40. Divergence peaks at age 70 and diminishes thereafter. In 2019, among people who were 15 or older, cumulative poverty was the fourth leading cause of death (296,000 deaths), behind heart disease, cancer, and smoking, and ahead of dementia and obesity. Current poverty was the seventh leading cause (183,000 deaths), ahead of accidents, chronic lung disease, stroke, suicide, and homicide.