>> SPEAKER: Welcome everyone to today's ELI Webinar: Teaching, Learning, and Student Success: 2019 in Retrospect and 2020 in Prospect. This is Malcolm Brown, Director of EDUCAUSE Learning Initiative and I'll be your moderator for today. EDUCAUSE is pleased to welcome today's speaker: Robert Bramucci, Michael Feldstein, Brett McFarlane, and Karen Vignare. Before we begin, first let me give a brief orientation on our session's learning environment. The online room is subdivided into several windows. Our presenter's slides are now showing in the presentation window, which is the largest portion of the screen. The tall window on the left is the chat window, serving as the open chat area for all of us. Feel free to use the chat space to submit comments, share resources, or to pose questions to our presenters. We will stop for Q&A about halfway through the webinar, and again at the end of the webinar; but we encourage you to type your questions into the chat throughout the webinar. If you have any audio issues or other technical questions at any time, you can direct a private message to “Technical Help” for support. Click the top right corner of the chat window to open the drop-down menu, select “Start Chat With” and select “Hosts.” You can also click on the link in the lower left-hand corner of the screen for quick technical troubleshooting steps. And now, let's turn to today's presentation. As a year draws to a close, it's customary to review the year's events and begin thinking about what might be in store for the coming year. In this webinar, ELI will continue its tradition of taking stock: What takeaways can we glean by reviewing the developments in postsecondary education that took place in 2019? And what do these developments portend for 2020? We'll be joined by community thought leaders and invite you to join us as well to add your thoughts to the conversation about what counted in 2019 and what will count in 2020. We are delighted to be joined by: Robert Bramucci, the vice-chancellor of technology and learning services for South Orange County Community College District. A cognitive psychologist, Bramucci spent 15 years in the classroom, has led hundreds of workshops on instructional software and faculty development, and serves as an international keynote speaker. Michael Feldstein, Chief Accountability Officer at eLiterate. He has a long and eclectic background in education, from teacher to blended online education program administrator to educational technology product designer to ed-tech analyst and consultant. He is a Partner at MindWires Consulting, Co-Publisher of the e-Literate educational technology analysis site, and Co-Producer of e-Literate TV. Brett McFarlane, Associate Director of External and Institutional Partnerships at NACADA (The Global Community for Academic Advising). In this role, he is responsible for creating and sustaining a formal infrastructure in which external partners and institutions collaborate with NACADA in support of the Association’s goals focused on enhancing academic advising programs, structures, processes, training, and professional development worldwide. And, Karen Vignare, Ph.D., M.B.A, Executive Director for the Personalized Learning Consortium at the Association of Public and Land-grant Universities. Karen manages a network of universities committed to student success through personalization. She also oversees several adaptive courseware grants providing leadership and support to multiple public four-year universities. She has been leading a scaling initiative with eight pioneering universities since 2016 many of which are seeing improved student success rates and higher retention.
And with that, let’s begin. During the first half, we’ll be doing the retrospect, looking back at 2019 and the second half, we will reverse the prospective and look ahead to 2020, to launch us, I’d like to go around the virtual table and ask each of our guests to identify three or four events from 2019 that he or she feels was especially significant and consequential. Brett, how about we start with you.

>> BRETT MCFARLANE: Let me highlight -- a cosmic boost in continued interest this year, the first of those is a continued and heightened realization that moving student graduation persistence and success metrics can no longer live in the land of isolated initiatives. More and more institutions are recognizing that a campus seeking equitable student success at the core requires collaborative restructuring, realignments and repo sectioning and difficult conversations, that may have never happened in the past. In the world of academic advising, we see this under new structures and approaches that bring a comprehensive wholistic case management approach with new partners and structural alignment. To work those previously focused primarily on academic guidance. Second, and closely related, there are increased efforts to institutionalize data collection on and analysis, to develop comprehensive and continuous enhancement of student learning experiences, across the students’ entire academic path towards graduation. Not just focusing on academic risk factors or first-year experiences, but on the myriad of factors students face across the span of their student experience. Assured focus on student outcomes. Both academic and nonacademic. These are conversations that in the past typically only occurred in relation to a particular initiative, but we’re now moving forward under a more comprehensive and long-term approach. And then finally, as with the collaborative restructuring and realignment at the institutional level, we’re seeing more and more of this happen between institutions across higher education systems and also across higher education associations. Previously have relationships, but who are now becoming united in new ways with collective and shared goals. Often, those are fueled by external funding opportunities at play as well. The majority of these relationships are designed to develop strategies to improve equity in teaching and learning in all levels, both inside and outside of the traditional classroom. Thus, improving student completion and graduation rates. So those would be the three areas I would highlight initially as gaining continued momentum in 2019.

>> SPEAKER: Great, Brett, thank you. Bob, I’d like to turn to you next, what caught your attention from last year?

>> ROBERT BRAMUCCI: Well, I’d like to focus on how we incorporate student voices into our operations, I work in I.T., but I think it can be used with other areas, also. We found that student voices can be more effectively incorporated into our processes by recruiting and training a diverse group of students and then having that group of students participate in nearly every part of business process design, academic software creation. Now, we didn’t get it right the first time. First thing we did was go to the associated student Government. And they are the representatives for the students. And they have a lot to do with appointing students to committees but we didn’t get the results that we were hoping for. We tried Volunteers, that didn’t work. We weren’t paying them. We settled on a process of competitively hire people and we give them rigorous training and they help us design, create tutorial, they evaluate and improve the usability of our software. We have incorporated them into virtually every part of that cycle. So to give you an example, we’re in southern California, our two colleges have 50,000 students, we have a diverse student community but we use a persona methodology where we ask the group of students to consciously consider the needs of different groups of students and two of them. Olivia, the overachiever
is one, and her needs are very different from the undecided. To we took these students and we set them to work on our latest project, smart schedule. They began by reviewing every course schedule in the California community colleges and we were so delighted with the work that they have done, we have extended what they're doing now to the beginning of the process, the business process analysis sessions as well. Typically, a two-day affair, day one is how do we actually do a process? And that is full of surprises, the right hand does not know what the left hand is doing. What's the ideal process? The tension between those two things and having student voice incorporated in there I think helps us, it helps my department, it helps our enterprise, it helps the students. And it helps my department because it keeps I.T. grounded with student needs. It helps the students because a lot of them have found it to be the most rigorous job that they've ever had and reduction for the professional business methods. I think it helps the entire business enterprise.

>> SPEAKER: Thank you, Bob. And Karen, how about you, what did you notice?

>> KAREN VIGNARE: I think I want to add both to what Brett and Bob had to say. A little bit. One of the things I've noticed this year, and being part of the association of public and land-grant universities, would like to thank our collaborations with EDUCAUSE, and their pioneering work around student success. But a lot of those conversations have been rightly so about lowering administrative barriers, O we can support more student success. But it hasn't really included the academics as much and so I think that this year we are seeing a shift, learning from our student success folks in the administrative side on how we can actually improve the academic experience. And leveraging these changes in what we're learning from -- learning science and what we're learning about efficiency, so we can be both improving retention, graduating students and hopefully doing it at a lower cost, especially in higher ed when funds and funding are hard to get by. I think that the other thing that we've noticed in this conversation around academic student success is that really there is a huge need for us to address the disparities in the classroom. Particularly, for our learners who are under served and even those WO are under prepared. We know a lot about teaching and learning, we certainly have much more to learn. But one of the things that we have seen in some of our pioneering work around the use of adaptive learning is that by leveraging different kinds of tools, and it could be active learning, too, but in this case, it's adaptive learning. What we are seeing is by having tools that allow students to do more practice, give faculty more data, we're actually seeing that we could eliminate achievement gaps. And I want to applaud some colleagues elsewhere. I think that the success of the open educational resource movement to lower costs is actually been quite -- and should be applauded, and it is quite informative and I think it is helping all of us look at the student cost issue more thoroughly, but I do think we need to be aware that we have to pair our drive to lower student costs to make sure that it's also effective. And achieving student success at the same time. And then, I also think that we saw a fair amount of hype and I will admit to being very excited about it and contributing to it myself, around learning analytics and I do think today, digital learning, adaptive learning, clickers, all kinds of tools in the classroom, things that we can get from our phones, are starting to leave us a valuable trail of information and how we might intervene knowing that information. But I also want to mention that one of the things that we don't know is where we don't have data, right? So the fact is our learning analytics has great big holes and gaps in it. And we need to know much more about what happens when we're not measuring it, in order to make use of learning analytics.
>> SPEAKER: Great, thank you, Karen. And Michael?

>> MICHAEL FELDSTEIN: I have the luxury of battling cleanup with this group so I'm going to rather, than throw a bunch of new ideas into the pot, I'm going to try to first see how many metaphors I can mix in one statement and also, try to tie together some of the threads coming from the first three speakers. So I've been -- I think that this is a reflection year, where what we're seeing for those of us who have been paying close attention, a lot of the most important trends are not new, but they're newly visible and newly impactful and they're beginning to have new effects. So, you know, Brett talked about organizational changes, and interorganizational collaboration, I think the biggest picture is that the economics of our educational institutions are changing. And they're driving these sorts of changes. So you know, the balance, for example, of between state funding if your state organization, grant funding, and tuition in terms of survivability is changing. Now, we've been hearing doom and gloom for years about the university, but now we're starting to see, you know, in the chronicle and inside higher ed, we're starting to see, you know, announcements of -- college university closing, enough that it's memorable, you remember, oh, there's another one. And so this is having an impact at the organizational level, at the same time that we've kind of come to understand that we're not all going to make hundreds of millions of dollars selling our, you know, our degree programs from generic university to, you know, the billions of students in China and India. You know, the name of the game is really about serving students, all students in your service area, which is smaller than we used to think, online would make it. For 40 years rather than for 4 and to serve them really well. So it makes sense that there would be changes at the organizational level. It makes sense that we would start seeing people say, you know, someone needs to be in charge of this. It would make sense that we would start seeing titles like vice provost of innovation, or, you know, dean of student success. And I'll note that resource rich institutions tend to use innovation and access-oriented institutions tend to talk about student success so there's a little bit of a class inflection there, but they're really about the same overarching issue. And those changes are going to drive changes in the way we think about our technology. You know, those of you who have been around long enough to remember the shift when conversations about the LMS election used to be done in the CIO's office and that moved out to the faculty. That's beginning to happen with these processes and the tools that support them. Student, you know -- all of the different ways we have of collecting data and thinking about improvement and thinking about student success. It means we're starting to think more that the student’s perspective is more important, because we need to keep them, right? So when Bob talks about, you know, getting students involved in a rich way and planning out the systems and I remember not that long ago, when involving students meant finding a token student and sticking them on a panel in a conference. And finally, you know, as we talk about learning analytics and what we're missing, I think all three of the panelists have indicated that you know, as new stakeholders come to the table, to talk about how we use the tools at our disposal, to accomplish the mission, and sustainability goals, we're going to have different conversations. And some of those are going to be uncomfortable, right? We're starting to see flare-ups of concern about student data privacy, and data security and, you know, I think there's also among faculty, a certain level of concern about an AK THAIFT used to be fundamentally private, the last thing that they would do before they started teaching was close their classroom door and now it's becoming this sort of team sport in a way that is, you know, I think uncomfortable for many of us. So we have some norms that are going to shift. Some uncomfortable conversations that are bubbling up. And all of that is very healthy.
>> SPEAKER: Thank you, Michael. We're now going to go into discussion, but before we do, I encourage all of you who are listening now, to utilize the chat space there, do you have questions, what are your own observations about what happens in 2019 that you think was particularly important for higher ed teaching and learning, so feel free to kick off the discussion and add your thoughts there can your questions. First, for all four of you, I wonder if you concur on this observation, I note that a lot of what all of you are talking about has the word student in it and it seemed to me in 2019, higher education did a big shift of higher education, continued the turn towards an increasing emphasis, perhaps even accelerating in that turn, to emphasize much more forcefully than it ever has, student success in many dimensions, an increased -- at least a heard -- in talking about not just retention and graduation, but wholistic student success in 2019. Would you concur with that observation?

>> KAREN VIGNARE: Thank you. I would concur with the observation, I would actually say that the conversations I heard were actually even a bit more direct around student success and that is we are directing ourselves to really think about the first experiences and whether that's an adult returning, a part-time or that 18-year-old either at university or at community colleges. One of the things I think the university system has done less well is really make sure that first experience for students is a more successful one. And I think what we're beginning to see is the focus on scaling things that happen early on and really looking at whether we're doing it well and I like how Michael put the term of moving from that personal private classroom of yours, to a collaborative one.

>> SPEAKER: Michael, did you have a thought here?

>> MICHAEL FELDSTEIN: Yeah, we're in the early stages of moving from a philosophical commitment to student success. Towards a commitment to operational excellence at enabling student success. And I think Karen's exactly right, in identifying the areas where we're starting to see that in this past year, I just did a webinar this past week with Georgia state university and the vendor that they're using on summer melt. Which happens before students ever arrive on campus. It's the period of time between when a student says, yes, I'm coming, I've been admitted, I'm coming, I'm ready to come, and that first day of class, when they just don't show up. That's just been a blind spot. And now, people are starting to ask, well, can we gather data in ways that will help us figure out what's going on with those students and who's in charge of that? And, you know, who should be helping them? And how do we -- what are the consequences of letting students fall through the cracks, and are we wrong in assuming that that, you know, first generation students are just always going to be that way. Or is there something we can do about it?

>> SPEAKER: Okay.

>> ROBERT BRAMUCCI: In our system, the California community colleges, I think you're exactly right. We've seen a large-scale shift in the system from an emphasis solely on access to a newer emphasis, not only on access, but student success as well. So you're right on the money.

>> DOUG: This --

>> BRETT MCFARLANE: This is Brett. I think discussions around what does student success actually mean
in a collective way are starting to happen, too, DH is -- which is, it's always been someone's responsibility in certain areas and everyone has a different lens on that. And those discussions are starting to happen collectively which I think is positive, and I think there's been collective agreement now that the degree is not the end point, where for many decades, that has tended point and the campuses are working towards what does success look like for their individual campus? And then what does a formal launch plan for every student at that institution? So I think those are exciting topics being discussed, too.

>> SPEAKER: And we certainly see this note here in the chat space, already, about this increase for student success coaches and the great demand for that. I'd like to drill down, we're almost out of time for this half, but I'd like to drill down to the level and pick up on the point that brad made there in the chat about the technologies and their potential for teaching learning, we've seen big developments in this space, the University of Nebraska Lincoln has the new Carson center at which the core, there's a lot of emphasis on these immersive technologies, do you folks think there is, the excitement around these as useful teaching learning tools is warranted or yet another little bit of snake oil?

>> SPEAKER: Is that either or?

>> SPEAKER: I don't know. You tell me.

>> SPEAKER: I think it's both. It's always the case when a new technology like this comes along. That we get excited about it, and we get overexcited about it. And we imagine solutions for it that will not pan out. While failing to imagine the ways in which it will actually be useful. I mean, we had VR1.0 with second life, in which virtual students on virtual campuses sat in virtual chairs in virtual classrooms, looking around virtual heads to see an actual PowerPoint slide. You know, VR is not going to be a -- but if you're teaching certain things, things that involve interaction with real world objects or where visualizing what a particular space could be, you know, was like 2000 years ago, then those technologies are going to unlock some teaching capabilities that we haven't thought about. You know, as always, you know, we'll get to where we're going when we stop asking about the usefulness of the technology and start asking about what tools we have available to best solve a particular teaching problem?

>> SPEAKER: Karen, Brett, Bob, anything you want to add to that?

>> KAREN VIGNARE: I feel like saying ditto to Michael Tone add I will make is; I think that the immersive tools are going to be fabulous for getting us new market share if we can think like that. Internationally. But I think right now, we've really got to focus, do MES you can, on as Michael said, using the tools that we have well, and we just -- we're still years away from that. And we need to do it in a collaborative space. I applaud ed tech for keeping going with what the future could be. But I don't think we're ready for the immersive tools at this moment. In a scalable way.

>> SPEAKER: Okay. We're almost out of time here for the kind of retrospect portion of the webinar, so very quickly, I wanted to touch base with the four of you on the question of analytics. It seems to me that analytics has always shown great potential, but its progress has been somewhat slow, do you see anything in 2019 that shifted, accelerated or was a significant development in the domain of student
success and learning analytics?

>> SPEAKER: Well, there have been some very recent conversations in IMS, less than a month old, in which we started talking about the need to make sure that we’re capturing pedagogical intent as part of what comes in with the data that, it’s not just clicks, which it really, you know, it’s very hard to infer much educationally from a click stream, no matter how fine grained it is. And I think that is -- it’s part of this larger trend that we’ve been talking about, and having new stakeholders come in to the conversation and it’s not going to be a, you know, a quick trip, it’s a slow road. But if we -- we are beginning the path to more useful learning analytics, and again, it starts with us talking about what is it that educators really need to know and what would they do with the information if they had it? And that just requires early stage conversations as these tools and standards develop that with different stakeholders that have been at the table before.

>> ROBERT BRAMUCCI: I I was going to say, U think one of the interesting things that's happening with the analytics, particularly, the advising side, is a change in the focus from what's traditionally been the student deficiency lens through these things, to where our institutional deficiencies and I think that's actually a positive move that is starting to happen, it's not widespread yet. But more and more of those discussions are happening across the country.

>> SPEAKER: I think the difference that I saw this year was as Malkom lovingly referred to us as a cast of characters, the characters interested in this discussion has grown and their interest in working together has grown. So collaboratively, we're seeing leadership from I'm sorry -- IMS global. I think Michael deserves -- with empirical educator, we're seeing work out of the gates foundation, with both the advising solutions, the digital learning solution, bringing together folks around the table, EDUCAUSE is helping spread this, unison, we're starting to see enough people working together that we could actually see how we might leverage learning analytics in a very useful way. But I do so appreciate Michael’s point, that what we really have to do is make sure it's empowering the faculty to use the data in a helpful way.

>> ROBERT BRAMUCCI: I'm seeing in data, some interesting opposing forces, on the one hand, forces that are -- the visualization is getting better. Data sharing is happening more often. On the other side, opposing forces are the privacy movement, what are you using that data for, what data do you have on me? An interesting one, I believe, an increase in the use of backwards use of data. Proper use of data is a deliberative consensus reaching format, you look at the data, you discuss the evidence, you reason for it. What I'm seeing is almost like an infection from the Meme culture of people had their sides already picked out in the data is used only to bolster preconceived conceptions, data wars, I wonder if that's going to breed eventually disrespect for data?

>> SPEAKER: Interesting. Okay. Well, given a glance at the clock, I'd love to keep chatting about 2019 with the four of you, could do that for hours. But now let's change our perspective and look ahead to 2020. And for that, I'm going to turn the moderating over to Kathe.

>> SPEAKER: We started the point in to 2020 with a little bit with your forward-looking thoughts already, but would love to kind of buckle down and hear some of your thoughts more specifically around what
you're expecting to see, what you hope to see in 2020 can we'll take the order in reverse this time, we'll start with Michael.

>> MICHAEL FELDSTEIN: One thing I don’t expect to see in 2020 is the death of confirmation bias. I think, you know, people come in predisposed to think that more data are always better are going to continue some of them to think that more data are always better. And the people who think that, you know, any use of data is furthering the surveillance state, some of them are going to continue to think that. That said, I am optimistic, in part, because I'm an optimist. That a lot of the tension that we're seeing right now is, you know, is healthy. It's actually a sign that we're grappling with this stuff in a real way, people should be concerned about data privacy. They should be concerned about whether there's the sort of exuberance, irrational exuberance that's causing people to suck up data that they don't need for purposes that are unclear. And at the same time, there should be a sense of urgency that we're not taking seriously our affirmative obligation to understand the students' needs using every tool that we have available. So that we can support their success. And I predict in 2020 that that's exactly what you're going to see. That these conversations that I think you've just heard from every one of us, seeing -- observing happening, they're going to start yielding some early results. Results that are -- that start to spread from small handful of extraordinary colleges and universities, out into -- I won't say, you know, broadly, because it's too early for that. But into larger cohorts of fellow travelers. And you're going to continue to see, I think, shifts in organizational structure on campus; you're going to continue to see new departments and new job titles pop up as campuses reorganize to think about how to -- how to address this new sense of urgency around student success and about doing -- and achieving student success without, you know, further raising costs are or preferably lowering them. And you're going to continue to see new conversations around what to do with data and what we can do with data, and I think that's really sort of the key, this year, is to see if we can have informed educator and student-led conversations about what we would like to know, what answers we need to -- what questions we need to answer from the data in order to do a better job of supporting students and make the expense and the privacy trade-offs and the other sorts of issues worth it. And I also think you're going to begin to see a trend among vendors this year, which is something I'm, you know, predicting but also advocating. You're going to see a trend that in procurement processes towards requiring vendors to show their impact, using data, and that is going to drive vendors to invest more in that. And it's a virtuous cycle once it gets started, so I think we'll see a change in conversation. It's not a coincidence that LMS has started to become a lot more palatable as a product category. Right around the same time that the users and instructors started becoming more meaningfully involved in the procurement process. And I think we're going to start seeing, you know, green shoots in a lot of places when it comes to these sorts of things.

>> SPEAKER: Great, thank U you, Michael. Karen, what are your thoughts about 2020?

>> KAREN VIGNARE: Thanks, for asking, and I think the mantra around transformation is going to begin to show itself a little more clearly. And the points around this, I think, are really historical legacy of universities where -- to some extent, we've already referred to that in earlier conversations around faculty where that we were very, very decentralized. And I think transformation occurs when we begin to think of ourselves as a system. And I think there's increasing pressure to look at things systematically, we've had hundreds, if not thousands of great research papers over the last decade or two, that talk
about case studies where we've seen success happen, whether it's in advising, whether it's in a classroom. And yet, those have not been -- they have not been helpful enough on their own to bring us to the brink of transformation. So I really think 2020 will begin to see, and Michael has already referred to this a little bit, we'll begin to see associations, EDUCAUSE, groups, some of this will be led by funders, particularly the Bill and Melinda gates foundation and their work at thinking about scaling partners. This work around transformation needs to be collaborative, if we are to disseminate in a much faster way than we have done historically. And I think that we're beginning to see -- there might be a different path on how we do that collectively. I do believe that we're being forced in some ways because of the lack of new funding, but we also need to understand that we haven't done as much as we have -- could have for students in the past and so I think we're also being challenged to do the right thing. So I think that collaborative work around transformation is going to reach another level in 2020. I also think that while there's been a lot of work around focusing teaching and learning, working with professional development, faculty, think I we're also missing that important middle and that middle is our -- whether you're at larger universities, and that can be both community colleges and it can be both large universities, that focus around the course coordinator, that focus around the department chair, that focus around the dean's office, that really work on teaching and learning for our general education courses. We need to help those folks understand the imperatives and how they help their faculty, that teach, implement course redesign, whether it uses technology or not. And I think we have to focus on the development of those folks serving in those critical middle roles. And the continuation, one of the things I said about 2019, continues for 2020, that is the academic experience leaders. We'll learn from our student success and what we're going to be doing is somewhat like Bob has already talked about, right? We're going to begin to use the design approach in ways that include our students so that we can uncover the barriers, we can uncover the terminology that isn't making sense to our students. So we've done a better job at that, student success and the administrative side, now we really need to think about it academically, what are the things that we can do to lower barriers, to increase the opportunity to learn. And I look forward to another really exciting year on improving the academic experience.

>> SPEAKER: Thank you, Karen. -- applying it to other places that the students are engaged. Bob, I think you're next, tell us about 2020 from your perspective?

>> ROBERT BRAMUCCI: This is the speculative half, what fun. So I'd like to give you three examples, one, now, one near FWU -- future and longer term. Chat bots are called conversational systems. One is that you're going to end one a forest of chat bots, so you might as well start with tend in mind. Using the human-centered design process, that is, the allocation of function to the human of the machine is not done to who can do it better, but what's best for the overall system and especially the humans in the system. So you're going to end up with I think, chat bot forest that has a main chat bot that does most of the language handling and is passing that off to subsidiary chat bots. So for that one. The one that's short-term future, CRM, because look, we all know we have problems, we're siloed in our organizations, we lack a 360-degree view of each student. And the state of things right now, it reminds me where we were with cloud a decade ago, you got different definitions, there's a lot of hype. It's a young field with growing pains. There's no single integrated product that's going to do it all. You need to start with business process analysis. So what problem or problems are you trying to solve with your CRM or SRM? Because otherwise, you're at risk of a problem in search of a solution. And the last one is pretty far out there, right now, but you're starting to see a lot of speculation about block chain. And the way I think
about block chain is in one word, it's trust. Because when we lived in small hundred gatherer bands, you trusted your band, when you traded with your band across the way, you trusted them. When we started traveling the oceans, the banks and the trading companies, sprang up to solve the problem of trust. And ever since then, trust has been a centralized -- phenomena. It provides possible mechanisms for the decentralization of trust. So I foresee a time where every student might have multiple block chain. But what worries me about block chain in the long-term, in the short-term, we'll find a lot of efficiencies in the products, but in the long-term, it's that education's value propositions have three of them, content is free range. We used to hold the content hostage, now you can find it on the web anywhere. So now, we're down to verification and signaling. And think of signaling as the inflation, I used to be custodian, if it used to take a high school diploma, now it takes a college degree, did the job change or just the requirements change? That's the example of signaling, we're down to verification, and verification, we are the central authority that says that person took that credit and got that grade. We are like a bank. In a long-term view, decentralized models provide great opportunity and great threat.

>> SPEAKER: Oh, you went way out into the future, well, maybe not way out, we'll see how far some of those technologies seem like they could be further out, but maybe they're closer than we think. All right. Brett, tell us what you're thinking about 2020.

>> DOUG: --

>> BRETT MCFARLANE: Well, as far as a wrap up piece, I'm going to channel the old engineering quote, every system is perfectly designed to get the results it gets. And I think what's exciting and what I see in 2020 is more discussion that's not in isolation. And a recognition and realization that if we want students to graduate equitably and to have equitable outcomes after graduation, we can't continue to do this work in isolation. We have to be doing all of this together. So I think that's -- that's reflected in a lot of the stuff that we've been talking about today. And that everybody has mentioned. You know, requiring institution-wide efforts with all campus constituents. With really a deep commitment to this work, I think that's something we're going to continue to see, addressing comprehensive professional development, structural alignment, assessment, what student learning we're really trying to achieve, those conversations will continue. I think we're going to see a stronger focus on connecting curricular reform and academic advising reform. In a way that moves beyond our traditional COMPLOOET completion metrics into a much broader collective focus. Looking at individual student goals, career professional goals, other metrics that were initially driven by external forces. And then, finally, we're going to continue to see limited peer reviewed research. Unfortunately, conducted at scale on comprehensive student learning both inside and outside of the classroom, so much of what's been termed research in the field of student success is being conducted by for-profit companies. And not really shared in a way that allows for validity or reliability to be assessed. And we're incentivizing that, so I think that's going to continue in a way that we won't see what could be potentially really valuable partnerships between companies and universities on some of these things. So I think that's one area that I don't actually see as a positive moving into 2020. But as others have mentioned, the work that's happening across institutions, across associations, across states in these areas, I think at some point we're going to hit a point where that does change. But for right now, those decisions are really being made with very isolated data, so. That would be my pieces.
>> SPEAKER: All right. Thank you all. We have a few minutes for some questions. So folks in the chat pod, if you'd like to enter any questions for or panel to think about as we look into 2020. But I will kick us off. I really heard a lot of discussion about collaboration as we're looking ahead, especially with the potential to leverage collaboration both internally within a campus, but also across campuses to scale. Do any of you have a sense of how that might happen? I think we all agree that it probably will be critical, but is -- are there strategies that campuses can use to enhance the collaboration either with or among institutions?

>> ROBERT BRAMUCCI: I'll take a crack at it. In I.T., we use what are called agile methods for software development. The industry has turned to those, away from the water fall development that used before. And I kind of have a phrase, agile with everything. Because the hall Marks of agile, we've used scrum -- are two things, a lot of flexibility in how you make the software, but second is inclusion, you have faculty, staff, administrators, from both of the colleges, it's a big group of people. And I foresee that model as scalable to other processes outside of information technology.

>> KAREN VIGNARE: I'll take a different angle. Okay. I'll take a different angle than Bob and say I think we're going to be pushed to do it. Honestly, I think what we're seeing is the funders, whether it's NS, the Bill and Melinda gates foundation, others are almost all exclusively looking for collaborative projects. And networking impact. And what I mean by that is the power of network. So I think organizations like EDUCAUSE and APLU are going to be pulling people together who agree to the sense that they want to see transformation, and those people are going to be the folks at your table. And part of that is really working with the right people at the university, and colleges that can sustain this work. So honestly, think we're going to be pushed, I think we're going to be pushed by others.

>> MICHAEL FELDSTEIN: This is the central question that I formed in empirical educator project to try to tackle. And I think in addition to the levers that have already been mentioned there are a couple of others worth paying attention to. One is the procurement process, one, the first is, enlisting vendors as partners. Rather than doing the research in isolation. Vendors are really important in terms of, you know, having access to data and, you know, in ways that institutions don't. But the research is still driven by the academics. And universities should be requiring vendors, both, you know, before they're brought on and as they continue to be reupped as partners to participate in research on impact that it goes beyond the case study that Karen mentioned earlier. Another is about experimenting with forms that Bill knew new cultural rituals, we're seeing that happen in a of the-down way with -- top-down way with the creation of new offices, you can do that at the org chart level. The main, you know, sort of manifestation you see that happening on the interinstitutional level in a grassroots way is not so much around agile, though, I'd like to see more traction there, but around design thinking. And that's -- that's one tool set, but I think we have to try to, you know -- universities both intra- and inter-, they have a way of -- and in order for -- you get folks to talk across those historic silos in ways that are more conducive to the kinds of conversations we need to have now, and in 2020, you need to come up with different incentive structures and different rituals that -- and different sorts of, you know, network formation that foster these conversations, you know, how -- what other kinds of activities could we have on campus that get people out of their, you know, historic roles that they're used to playing and, you know, where you can pretty much predict what everyone is going to say before they walk in the door. So we'll have some announcements coming up really shortly from the empirical educator project about
some experiments we’re driving in this regard, but I think there’s a lot of work to be done.

>> SPEAKER: Great. Thank you all. I want to make sure we address some of the questions that folks posted earlier, which I think actually are -- fit really nicely into the looking forward discussion. Particularly, around the equity and diversity needs for students. Are there anything into 2020 that we might look for in order to -- I know we talked about really, you know, that was another aspect where collaboration can really help to move the dial forward, especially connecting the curricular with the advising form. What are the -- equity and diversity in 2020?

>> KAREN VIGNARE: I'll start with one that -- and it's not in my group, but at APLU, we're working with faculty through an NSF, and University of Wisconsin, grant around inclusive pedestrian GOJ -- pedestrian -- we need to work on a long-term and a short-term of changing the makeup of those who are at our universities, but we also need to think about how we can bring in lived experiences and how we can help faculty extend their own pedestrian go -- pedagogy. So we're going to see more on that. I would agree, just really quickly, on the accessibility does remain very difficult with a lot of our technology. I don't think that should stop our technology but we've got to get to the table sooner and it is important that we're finding these technology difficulties with our tools, but I can guarantee you that faculty on their own, without going through somebody like Bob's office, or procurement office, are also presenting students with accessibility challenges, so it's not just because of tool use. It is because we don't have a good centralized approach to how we are accessible in terms of disabilities to our students with all of our content and assessment.

>> SPEAKER: Thank you all. Oh, one more from Michael and I'll wrap up. Thank you, Michael.

>> MICHAEL FELDSTEIN: I think data are actually, you know, one really important area where we truth be focusing our conversations, you know, equity is an area we should be focusing our conversations around data. I highly recommend anyone go out and find any talk by Tim Renic at Georgia state university and watch it, because they have proven pretty clearly that real challenge we have is not with college ready students but with the student ready colleges, that if we pay attention to the data, we can - - and use our incite as educators, we can find out where these students need just little extra help or a little extra attention, or to put it more on us, where we have made our processes unfriendly to them in ways that are insensitive to their context. That are very fixable. But we need to discover where we're failing in order to succeed. So it's a kind of personalized learning for educators is how I would describe data inequity.

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>> SPEAKER: On behalf of EDUCAUSE, thank you all for joining us today for an engaging session and conversation. Thank you for your wisdom. Before you sign off today, please click on the session evaluation link, which you will find in the chat window. Your comments are very important to us. The session's recording and presentation slides will be posted to the website later today. Please feel free to share it with your colleagues. Thanks so much for joining us today, I'm Kathe Pelletier.
[End of Webinar]