EDUCAUSE
Webinar How to Leverage Technology to Create a More Agile Campus
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>> Thank you, everybody, for joining us. We'll get started in one moment. Jeff, just waiting for you to join us here with your webcam. Wonderful, fantastic. Well, thank you, everyone, for joining us today and welcome to today's Industry and Campus webinar: How to Leverage Technology to Create a More Agile Campus. I'll be your moderator for today. EDUCAUSE welcomes Casey Green and Jeff Elliott. Let me give a brief orientation. Our presenter slides are now showing in the presentation window, the largest on the screen. The tall window on the left, you can make comments, share resources, or post questions for presenters. We'll pause for Q&A a couple of times during the presentation and at the end but encourage you to type questions throughout the webinar. If you have audio issues click on the link in the lower left hand corner and you can send a message to technical help. The session recording and slides will be archived later today on the EDUCAUSE website. Student population is no long limited. The growth of non-traditional students presents an opportunity for higher education leaders to take a more expansive view. This highlights the need for higher education institutions to leverage more innovative tools that support evolving student expectations and can empower faculty and staff. It can help attend the needs of stakeholders across the campus and ensure the institution's ability to meet strategic priorities. I'm joined by Casey Green and Jeff Elliott. Casey Green is the founding director of the Campus Computing Project, the largest continuing study of the role of computing, elearning and information technology in American colleges and universities. A frequent speaker, Green is the author, co-author, or editor of 20 books and more than a hundred articles and commentaries. He is often quoted on higher education and information in the New York Times, The Washington Post, The Los Angeles Times, The Wall Street Journal and other print and other broadcast media. He earned his PhD at the University of California Los Angeles. Jeff is the product manager for the advising and student life modules. He has worked with hundreds of higher education campuses to harness solutions. Jeff is a subject matter expert with over 25 years of experience in higher ed. Thank you both for joining us. Thank you, everyone, for joining us. With that, let's begin today's Industry and Campus webinar: How to Leverage Technology to Create a More Agile Campus. Casey and Jeff, over to you.

>> Jamie, thank you. And to our audience, good morning or good afternoon, whatever time zone you're in. Hi, Jeff, how are you today?

>> Good, Casey. Great to see you again, sir.

>> And on behalf of myself and Jeff and Jenzabar, we thank all of you for taking time out from
your busy schedules commitments, increasingly personal and professional in the wake of COVID to join us in this conversation. We thought it would be interesting to begin with a quote of Peter Drucker. He was actually an academic. He spent his professional career commenting about corporations and management but in fact he initially was affiliated with Bennington College, and frequently wrote about non-profits and particularly higher education. He was a big advocate of community colleges, often citing them as the engine of change and competitive advantage for the American economy. And in his last interview took a moment to talk about the future of universities. You can see the quote. Universities won't survive, we're in deep crisis. Remember, he's speaking now in 1997, not 2020, talking about delivering more lectures and courses off campus via video, the buildings are hopeless, unsuited and unneeded. What we've experienced overnight in March when campuses had to shut down. The technology is different. Drucker was talking about satellite as opposed to screening but the challenges are pressing as we think about the challenges that confront today as we deal with things that were going on before COVID, things in the wake of COVID and what might be like after COVID. Jeff.

>> Yeah, Casey, absolutely. And Drucker hit the nail on the head for 2020. Technology has absolutely both driven and reacted to change. But a lot of this change we've seen over the years has been with our students. And today I want to frame that as the student experience as the customer journey. And that's so important to me nowadays is that institutions start to view students as consumers, as customers, who will need that personalization of their experience. Our roadmap to the right on the slide focuses on awareness, research, consideration, decision. And those to me sound a lot like when you're going to buy a home. Those are often the path there to. And the reason I go there is it really is a buyer's market right now. Students are more scrutinizing, acting like consumers, want ROI and want to understand value. And certainly in these times we have to find new ways to understand and leverage that.

>> I agree with you, Jeff. And I think the other part of that conversation, however, is they may be customers but they're also our clients. And a client relationship means we also have a fiduciary relationship, a responsibility that's beyond transactional. Certainly that's been part of the culture of higher education for a long time but the current environment and the one that will emerge quote/unquote the day after COVID, will highlight the consumer as well as the client relationships we have with students of all ages from 16 to 67.

>> Yeah, absolutely, Casey. And the reality is, it becomes -- whether they're clients or consumers, right, either way, what we're really looking for is that level of personalization. It's changed in a lot of ways and we'll have some questions for folks if a few minutes. But one of the things that it's really, I've seen over the years that's really changed for me is we've gone from a relationship with institutions where you're done with high school. If you're going to go to college, you go. And that was all about the pathway. And now I think higher education is all about the individual. And like you said, whether they're 16 or 67, working full time, working part time, everybody knows those demographics. The key for me is how do you personalize for a group of individuals if you don't really deeply understand who they are to you? And that's one of
the things I think is going to drive change as we continue to learn whether it's COVID or whether it's just this changing environment. We've seen this new emerging student coming for a few years now, quite some time. And I think that's really at that foundation of change, is these are individuals looking for their experience as opposed to, okay, I finished high school. I'll do whatever you tell me. I'll blindly pay your tuition and follow your rules. Now they want value, RIO, they want to understand what's in it for them better, what success will mean to them better on the other side. And for us to higher ed to react to that, we better start to understand what that means to us and our clients, our consumers.

>> Absolutely.

>> So yeah. So we have a poll, folks. And again, we're going to ask you to kind of think about is my institution well-equipped to handle the needs of today's learner. And today's learner is really all about what that means to you. And does it mean technology to you? Are there policies and procedures that need to be changed? Casey and I anecdotally talked about I had to work with an institution recently that did student selection for housing on note cards on a poster board in the cafeteria and couldn't do it anymore. In that sense, it can mean a lot of different things, but what does today's learner mean to you?

>> And Jeff, let's look at these poll results as they continue to come in. It looks like a standard T distribution. We've got a large group that generally thinks we're okay, about 60% of our group feels that they're well-equipped and perhaps because many have been dealing with today's learners in the wake of the last crisis in the '80s and '90s. We've got a large cluster saying uncertain and a much smaller group who disagrees. It may be that folks feel they're well-prepared. I think the interesting question about this is as we look at the question about today's learner, this has been an evolution. We began to see shifts can you are in the late '80s and '90s from the last enrollment crisis. Barely one in five college students is that traditional out of a high school into a residential campus. We're looking at yet another shift, Jeff, or is this just a continuing evolution and emphasizing the changes?

>> That's really the question, Casey, I think. And I'm going to go on record and say I think we saw a lot of this coming. I think COVID brought out some of those high points, if you will, that we need to stand out and work on a little bit. But I do, I think in a lot of cases, I've seen research that even kind of frames what we've been seeing as a simple market correction, a pure economic market correction. We had an awful lot of demand with the Baby Boomer generation going to school. And there's not as much demand. Therefore, there can't be as much supply. One of the numbers that's interesting, Casey, is the uncertain group in that you saw. And I think in that is a lot of opportunity for folks to kind of hear what we're saying today, think and talk on campus. We'll make a lot of recommendations today on how to figure that out, but that is certainly you either want to either know you aren't or know you are, but you certainly at this phase kind of want to do whatever research you need to do on campus to make sure you have that path, right? You do not want this moment in time to affect you in a way you're not prepared for.
Good point. All right, let's move on. Let's start talking about where we've been. So these are the trends. Both of us have eager thumbs working on the mouse pads. These are the trends we know and have come to terms with. This is not new knowledge to us. The shifts of enrollment, the ebb and flow in community colleges. Obviously the rising age population. Many more students returning not necessarily for degrees but short courses. They need two or three courses to update a career or portfolio. These are all part of the larger landscape that if you've been in higher education for a long time, represents major change. The last five years, that's status quo. That's what we've lived with at most institutions. A question addresses this that I want to touch on quickly, Jeff. What about the elite institutions, somebody asked, will they change? Probably not or maybe at the margin because they don't have the same compelling reasons other institutions might have to in terms of change. And let's then go on. Let's talk about data and analytics because this is central to the conversation about agility. Jeff.

Yeah, absolutely. And you can see by the numbers, Casey, they're pretty stark. I won't go too deep into the numbers. You've got 50 plus percent higher ed leaders say they have access to some of the data. 43% said they don't. And when you look at the numbers, the gap in the data is very important because I think today there's no doubt folks need to become more data-driven decision-makers. So when 43% of higher ed leaders say they don't have the analytic tools as a platform and 56% say they only have access to some, that's part of what's changing as well, is because our margins now, if you will, to use that business term, are so tight, we simply can't afford to rely on what we've always done or this is our history, this is our culture. Those pieces are still important, but we really do need to shift to let data drive those decisions.

Jeff, what's frightening about these numbers and others that I'll flash on the screen in a moment is higher ed invested heavily in data. There's great stories or sure. Georgia State made a huge investment in analytics and in five years closed the gap, first generation students, low income students, students of color in terms of retention and graduation. And at the same time the numbers on the one side of University Business data and Inside Higher Ed a fifth say it's been effective and a quarter says their institution is effective in using data to aid in decision-making. That number down from almost a third in 2012. So even as we're ramping up the investment in analytics, the sense that we're getting return on that investment is actually going down among some in the leadership suite, chief academic officers and others. We recognize it. We see what analytics is doing in the consumer economy and at the same time for many institutions, where we're making the investments, we're not necessarily reaping the benefits we expected or desperately need. Jeff.

Casey, absolutely. And I think the next slide being evolving expectations. I think that's super important because even transitioning from a discussion about data analytics, our students are becoming more savvy as to what the analytics say as well. They're becoming data-driven buyers. They're looking at graduation rates and employment rates and things like that. So absolutely as we shift, in today's higher ed landscape, the evolving expectations. What's out? Students, you
know, they're changing. Again, they're not just simply going to adhere to our models because we said so. They don't necessarily want to sit through standard lessons and lectures. Standard curriculum for everyone in the way, not just the courses you need to take but the way the curriculum is built and presented, having limited access to physical teaching terms and resources, email and static information, number of credit hour. And I would even add a couple here. Casey, huge fixed costs on campus will have to be out, will have to be things we look at very carefully. And like we said, students simply blindly following the rules of enrollment and tuition and all that, they're becoming very savvy buyers. So I think a lot of those modalities are on their way out.

>> That's true, Jeff. And whether they're 17 or 37 or 52, part of that savvy buyer experience comes from their experience in the consumer economy. They're presented with choices, but information about the benefit of those choices. Think about Amazon prominent but now ubiquitous in the wake of COVID. You get to see the reviews of others who have purchased their product and are very candid. You get to see other information about other alternatives to that product in terms of the benefits and the cost and everything else. We certainly see that sense of looking for more information, asking for more information, becoming a more informed buyer as that plays out. And even in adjust in time sense. It's not just I need a course. I need a unit as we think about competency-based training. I need it now. And consumers going to YouTube to find out how to fix something in my house or looking for a user manual, so too are students again of any ages going to the web and looking for this information and have these same expectations for high-level resources and services and responsive on the part of their colleges and universities. Let's see how that played out because March was ultimately the test. March became sort of the defining point when we saw campuses close abruptly in the wake of COVID. This was not just another snow day, if you will. In many cases when we saw past problems, hurricanes like Sandy and Katrina or tornadoes in local communities, often the response on the part of the academic enterprise, a two or three day interruption, maybe a little more. This is not a snow day interruption. We saw this transition to something called remote learning, which we never talked about before, which is now a point on the continuum, often done in very short time. The COVID experience has accelerated or highlighted the difference between digital content, digital access. Yes, we're moving towards more and more digital content, even as large numbers of our students don't necessarily have digital access, the right type of platform, access to reliable wifi. This applies as much to K-12 as higher education. How do we measure these things in this transition and how do we do online assessment? These are certainly big issues before COVID. The experience many campuses had with sort of rebuilding the airplane while still in the air. It was a striking experience. Some campuses have the advantage of spring break, that those closures occurred just as they were closing down for spring break, provided a pause for faculty to retool, a week or two to mobilize resources. But a lot of heavy lifting for this was certainly placed on the shoulders of faculty members to rebuild, redesign, reframe their courses away from classrooms. And then we saw this again over the summer in the ways campuses did or did not make smart use of that time thinking about how do we reopen, if we reopen, or if we open and then as many campuses have had to do, have to close in terms of the fall opening. Jeff.
>> Casey, absolutely. And that's why I think a lot of what we do in this moment has an awful lot
of staying power. Because I thought you said it very, very well. This was not a snowstorm. They
was not we've got to hunker down for a week and figure out how to get all 16 weeks in. This is a
major, major shift. And like we said earlier, it's bringing to light things that we kind of knew on
the periphery we were going to have to adapt to. Well, it slammed it on us and now we have to.
And I thought Mike had an excellent question, Casey, before we get to our next poll. Do we
think most students only want education or qualification certification to get employment? And I
think that's an important part here, because my answer to Mike was, no, I absolutely think I was
a student that way. I learned an awful lot outside the classroom through a lot of organic moments
that are going to be really hard to capture here. And I don't think students across the board want
to lose that. We've got to try to find a way to engage them that way. I think, like everything else,
when COVID first hit, as you were saying, Casey, we all went into this triage moment where it
was about, okay, how do I get us on our feet in this immediate timeframe? And I think a lot of
the immediate turn was to the classroom, the online instruction, getting all our classes online,
figuring out what to do with campus or not. And I believe that was the right reaction, of course.
At the end of the day fundamentally, that's what we do, we teach. But teaching and learning
happens a lot of different ways. As we kind of get out of that triage moment and into more kind
of the patient is stable, how do we engage students in more than just the classroom and what is
that going to mean? It's an excellent
question. And Mike, I hope, I guess I will say the answer is
no. I hope we find a way to kind of provide some of those same opportunities, whether through
mentorship or leveraging familiar tools in new ways, things like that.

>> Jeff, let's go to the folks doing the heavy lifting and find out what they think happened pre
and post. When you closed campuses in March, how well prepared, were you prepared? And
we're seeing this coming in right now. These numbers are moving rapidly and changing a lot.
But it looks like still the largest part, overwhelming majority, close to 70%, saying they were
well prepared when we closed in March. We're running at 60, I'm sorry, 70% right now. I'm
impressed by those numbers and a bit surprised by that given what we know was
going on on the
ground. Comment from Jeff before the next poll?

>> No, Casey, I agree. Before we saw the T and now we're seeing the U. We've got really 70%
who know they were and about 30% who know they weren't. So doesn't seem to be any middle
ground there. And I'm with you. That's a surprising number to me. You used the right word,
that's impressive. That's great for folks who felt really confident and for the 30% who feels like
they weren't, what a great opportunity to figure out how to get there.

>> Let's do an update. So that was March. Now let's talk about now. Same question with a focus
on right now. Fall opening as opposed to the March closure.

>> Let's see what that learning moment --
>> Let's see the change. The early number looks like those numbers are even higher in terms of being well prepared. We have no way of knowing how many in our audience the faculty members. But nonetheless, these are impressive numbers, close to 90% feeling the campuses were very well prepared. That implies in fact leadership, I.T. leadership and faculty made good use of those summer months in terms of thinking about the lessons learned between March and June and July and how to prepare for opening in August and September. Jeff.

>> Yeah, no, Casey. And again, equally surprising, right? Traditionally in higher ed, again, what's comfortable, what we're used to, what we've always done is we have this kind of twice-annually decision-making process timeframe and it's end of the fall, end of the spring. We gather the troops, discuss changes, make changes, we wait until the next timeframe. What I love about this is our session is about how to be agile on your campus and making decisions. And clearly this group was able to pivot after the spring and make some good decisions. I think Mike is right. Mike made another comment. Having the technology and knowing how to use it is interesting. We're going to get to some of that in a minute. One group I would be interested to hear, Casey, you talked about faculty and staff. I wonder how the students would answer some of this. Is my institution ready to roll some of that out? Which we won't be able to get to today.

>> One of the other issues that's one of our participants has raised is the issue of assessment. You may have had an online program, a limited concentration doing online assessment. All of the sudden you had to scale that up with more students, more faculty, more infrastructure. And that too is part of the challenge in terms of there may have been some infrastructure lying fallow that was available potentially to support remote learning, which is clearly different than online learning. For me, that difference is bolting on versus baking in. If you think about the online courses, hopefully they have been carefully reviewed, constructed for an online learning environment. Often what happened in March we were bolting on some things as opposed to baking in. I would characterize remote learning as one part of the continuum just short of what we do with online learning. And the issue of instructional design. In some ways at many campuses, the most popular person on campus these days are the instructional designers for faculty who need that assistance or graduate student who assist with design. So let's move on as we continue to go through the conversation.

>> Casey, as we're shifting to the next part, I want to add on too, you're absolutely right. And I think it's a point I want to [inaudible] as well from a different perspective. Bolting on versus baking in. And I think it speaks to Mike's question too, is I have found in my job and what I do, a lot of users either unaware or not sure how to use the technology that's available to them. In terms of getting everything student-facing and making sure that students are engaged and empowered to do a lot of the things that they used to have to do face to face on campus. And I think it extends across the whole campus as well. But I thought you said that very well.

>> All right, so let's talk about this transition to agility. And the question becomes, what's possible and what's viable? Kind of reach and grasp. What do we need to do, what can we do,
how fast can we do it? Without question, attention must be paid -- this is not one strategy. These are different buckets of strategic decisions that have to be made. Instructional strategy in March and over the summer. An operational strategy in terms of other resources for students, faculty, and staff. No question for those responsible for enrollment, the enrollment strategy changes dramatically. If you have a responsibility on the recruitment side, closing on the class, as we know, there have been shifts going into the fall, but what does that mean for winter and spring 2021, midterm, mid-year, and especially the choices, the strategies they'll make for fall 2021. There was a financial strategy that has huge ripples on all these issues. We saw this obviously in the spring, financial questions about refunds to students who are not in the dorms and the campuses already have that money. Students are saying, wait a second, the experience in remote learning is not the same. The consequences of that in payments back to students. Some campuses are doing that, some not. What's our long-term financial strategy if we have fewer students, different students or different mix of students at times? And how does that play out in fall 2020 and the beginning of the new year for the second half of the current academic year. But what does that also mean downstream in terms of fall 2021 and beyond? And what's the public messaging? What are we saying to the larger public in all kinds of way in terms of our institution, our responsibilities to students? We see this up-close and personal in many cases in terms of what happened on campuses that opened and had to close and the dilemma for students and institutions about do we keep students in dorms or send them back, if they're a greater risk for communities now that they've been here for a week in terms of going back potentially carrying it back. These are pressing questions where institutional leaders and everybody who is part of the academic enterprise. We have seen students balk at some of the choices of campus leaders of late. It's very clear to me as I look at what's going on, particularly to the movement to remote on online that follow the leader is not a strategy for success. I've had conversations with campus officials saying, well, we've seen what ASU has done, southern New Hampshire has done, we'll do what they do. The fact is you can't because they've been doing it for a long time. They've invested resources. They have an infrastructure that they've built over time and they have different student populations than you do. So whatever choices you make, the choices you have to make for your campus and for your programs, really do need to be the context of your institution. Blindly following the leader, cherry picking what somebody else is doing and seeing if it'll migrate to your environment, your student population, your institution and community, not necessarily a viable strategy. And by all means, data should inform decisions. For too long pre-COVID, we have still let epiphany and opinion drive decision-making in the absence of evidence. We saw that from the previous slide from inside higher Ed and campus computing survey. Data becomes more timely than ever before and transparency about that data so they have comment on it about what has been done and needs to be done. Jeff, any comment about that?

>> Yeah, Casey, all very well-said and put together. There's some questioning in the panel here about, I've seen vocational education, more of that practical, that hands-on dental hygiene, nursing, organic chemistry III lab, how do we facility some of that? In terms of what's possible and viable, I think we need to understand too that -- and as we get to some of our other strategies,
getting back to understanding who our students are is a fundamental part of how we'll react. And I don't think there's any rule that has to say everybody is either on or off campus, right? You have to understand the mission and the goal of those particular curriculum moments. And maybe upfront right now what's viable and possible is also part of being -- you've got to have them on campus. That's what that group has to be, but we're going to do it in a super, super safe, very, very clean kind of COVID-safe way until we're able to grow. I've seen other comments, Casey, about online perception is that it's second best, things like that. And I think a lot of that is because it's bolt on rather than baked in. And it's going to take schools sometimes to get a lot of virtual reality in play. I think long term for that type of vocational ed and dental hygiene and those types of programs, that's going to become a big part of that. Training through gaming might be a part of the solution. I think in the triage moment, it's not just okay to put a lecture on how to clean teeth and those types of things. We may have to find that certain students have to have a different approach or we have to have a different approach with them than we do others.

>> Absolutely, Jeff. I mean, this is where we might hearken back to Drucker's comment, more over satellite. For Drucker, that movement away from campus was very much a video-driven broadcasting model. His comments in 1997 were the dawn of learning management platforms, dawn of streaming and resources we now have available that can provide different kinds of engagement to complement and supplement, not supplant but complement and supplement and create paths towards engagement and the learning experience. Along those same line, I want to shout out about supporting faculty in this process. At midnight as the 24-hour day begins, faculty and instructional designers are the essence of all of this initiative at many campuses in terms of providing the infrastructure and support for faculty, if instructional designers who work with faculty to make these changes in courses for content, engagement, doing more for platforms than just hanging a syllabus. Saying they're hostile is no longer an acceptable response. It's the responsibility of the institution to support faculty in this process to provide support personnel and infrastructure that makes that possible to make this transition. Because this is not a short-term transition. We will live with the consequences and outcomes of this well after the COVID, if and when COVID settles. And with that, let's move on.

>> Yeah. So at this point, guys, let's look at -- we're going to look at a couple of things over the next couple of slides. And this is more of where are we at in terms of our technology. And it's just kind of a checkpoint. The immediate answer in this triage moment is going to rely heavily on technology and was very pleased to see most of you feeling very strong about where you stand, but just want to go over a few things to make sure that when you answer that way, you're keeping all of these things in mind. The first is, you know, is it -- is your technology scalable? And when we talk cloud and all that stuff, that is a particular term, but what we're really talking about here is, is your technology going to be able to grow with you and is it going to be classic or is it going to be dated and aged because we went a certain way, things like that. There's no doubt, does it meet the institution's mission and goals. And that gets back to understanding who and how we want to work with our students. And as we've seen in the chat line, how they want to work with us is going to be super important to understand that. We're going to have to empower,
as Casey was saying, faculty and staff and give them the tools that do that. Is it easy to use? Is the user experience super friendly? We'll get to that in a minute. Is it flexible? Those are all things that scalable means. And Casey, we went very quickly from maybe a hundred user on campus with a desktop machine to 350 with laptops, iPads. That's such a dramatic change. Is your technology scalable to all of that? The second part is, is your campus integrated, connected? It's so important to have those touchpoints. Best of breed is a very popular mode, although it's kind of redacting a little bit, a very popular mode in higher ed where different offices and departments go off and purchase disparate software. Are you able to bring it all back together? Because when Casey talks about data analytics and being data-decision-driven institutions, you need all of that information coming back together, whether you have a data cloud, data lake, warehouse, whatever you want to call it, all of that information needs to come back together so you can drive the right decisions. Your user experience, and in this case again, supporting faculty. A lot of times we take for granted that this is easy to use. Well, sometimes it's not. And we need to make sure that we're helping them. So is the -- your software's user experience, is it intuitive, easy to use and understand? Is it providing opportunities for that engagement, for that empowerment? Does it have the right workflows? Are students able to complete what they're looking to do, all of those things. The dreaded security and compliance. Casey, we've shifted from, again, maybe 100 desktops, maybe more, very tightly contained inside a firewall, inside a campus network, and now everything's exploded outward, right? So do we have the security that's in place to lock that down? And do you have someone on campus paying attention to compliance? Because data and compliance go hand in hand. And again, in a moment like this where we have this explosion of need to kind of react, a lot of times stuff like that is what gets pushed aside. So make sure we're staying on top of that. Of course, data management and analysis, data decision makers, let your data drive student enrollment, marketing, your understanding of your students. Let your data help you there with student success and retention and understand, again, based upon what your users want, what you know they need, student success means different things. And you want to make sure you define that right for your institution and does your technology support that. And lastly, Casey, and this is one that's very important to me, near and dear to my heart, is making sure your folks have the right training. And that's one of the things I've seen, Casey, in working with my clients throughout this whole process, is a lot of times over the years, folks have attrition and what the software is doing and how it works is not necessarily passed on completely and well thought through. And you end up two generations removed with a registrar who only knows about half of what the software package can do. And when a moment like this happens and folks are scrambling to figure out how do we accommodate this, I know it's hard and particularly at this time with finances the way they are, but getting that training, getting that support for your users is so important.

>> Jeff, let me echo your comment about training and support. Whether it's an administrative package or the stuff that's on your desktop, word processing, PowerPoint, Excel, whatever it might be, we know in general for individual users and organizations, 80% of the activity is in 20 and 25% of the functionality and applies to learning management systems. This is the time to start leveraging and exploiting the resources of those systems. And the only way you do that is
by investing in training and working with your providers, whoever they might be. Learning management systems, administrative systems, the folks who provide online assessment systems in terms of how we exploit the capacity of the system beyond sort of first-level utilization, which we're currently doing now. Let's go beyond the 80% of the activity in 20% of the functionality and the resource. In that conversation about technology, it's too easy to forget we're also talking about -- I'm sorry. We're going to highlight these. Project management strategies, Jeff?

>> Yeah. So, guys, for me in my role and making sure that our software works well and meets our client's market needs, I thought there were a lot of nice parallels, having been in higher ed myself and now in product management, that I give you product management strategies for an agile campus. And the first and most important thing from a product development standpoint is understanding your users. And we've said that many times. I don't want to beat that over the head. But what I do see are a couple of examples I want to give you that I still think are very in play today that we need to change and then a very useful strategy I've come across. One is talk to students early and often. I think a lot of us are still chasing our graduates, Casey. What was your experience like? Tell me what you thought. Instead of getting them while they're here, more able to engage. And it makes you more agile. You're able to react to things because the data you're taking back in is more applicable to your current student base. So I still see us chasing rather than kind of proactively going after them. Make sure you do that. And the other thing I'll say is we've talked a lot about the demographics and what makes a student non-traditional these days or traditional and all that stuff. And what I want to encourage you folks to think about doing are developing users personas. And user personas are a wonderful tool we use in product development to not just say I have a registrar that I have to build software for, but I have a registrar that works for adult population, I have a registrar that works at a traditional four-year liberal arts institution, I have a registrar at a medical school. They all have different needs and their students have different needs. And when you start talking and applying this to you working with your students, you will have students that go beyond on your campus, be it virtual or brick and mortar, beyond just the national demographic numbers. And I came across this at another conference where this campus found they were able to break their students into 14 different groupings because they got to know, they broke down the barriers and instead of just saying, you're traditional, non-traditional, or you're part time, that's it. And they found they had different groups of part-time learners. They had students part time because they only wanted to take classes as they could afford it. They absolutely did not want to take on a lot of financial debt. And they may have part-time because they had people working full-time jobs. And they were able to approach these groups differently. They marketed differently and they found enrollments were going on and engaged different with students on campus and found their retention numbers were going on and over a couple of years they found of course that student success was starting to show and they really felt like they found something. I know for me, Casey, that's a strategy that is so important for us. If we just build software in a vacuum and we're not talking to our users, we're just going to build what we think is important. And I'll translate that to higher ed. If you're relying on what you've always done and what you think is important, you may miss really key pieces your students can help you with. The next one is seek input from all constituents.
Don't just be internally focused. This is an extension of the first one. Talk to your alumni, local businesses, parents. Whatever you feel like those groups are. Make sure you're not just internally focused. I worked with a lot of folks, and a popular response of why we're doing this, that's the way it's always worked here. And that's no longer going to fit moving forward. You can do whatever you need to do, but make sure it's because you know it's researched, it's what you want to do as a strategy rather than just saying, well, it's the way we've always done it. It's worked for us. As someone who worked in higher ed 20 years ago, I can build my software today for that timeframe, but that's changed, and if I don't stay current in talking to my folks and different constituents, we're not going to get that right information. And then as we talked about, right, quantify those goals. Are you meeting your goals? Rely on data to tell you are your student success strategies working, are your user personas yielding the types of things, are your predictive analytics getting you where you need to be, are your financial numbers helping you understand whether academic programs are viable enough. That's where you want to be where your data. And if you listen to your users, a lot of times they'll tell you their KPIs. They'll tell you the key indexes that you can look at to make sure they're delighted users and students. Strive for enlightened teams. We've already talked about training. Please make sure there's plenty of training opportunities. You absolutely want to make sure you're using your technology to the fullest, especially right now. Casey, there's no doubt that the immediate answer to helping in this COVID environment is going to be through technology. And that can help us. And it was great to see some of those poll responses, Casey, because it's telling me that folks aren't waiting for the fall to figure things out or they're not waiting for that next timeframe. They're actively engaging regular basis on campus. And I think that's natural in that triage environment, make sure you keep that going. And in some ways, that's your testing. That's your being able to look at this and if we meet more regularly and get everybody involved in the decision-making, it becomes better and it becomes tested and something that allows you to pivot and be more agile. The last one I'll leave you with, guys, is shift decision-making, make sure you're staying on that kind of interim basis, meet monthly, whatever, during this time, test for success, and of course I think, Casey, something that's near and dear to your heart is embrace the change and make sure you understand that this is a change on campus and it's going to bring with it its own headaches. Casey, I think that's something that you had some thoughts on.

>> I do, thank you, Jeff. We can talk about agile organizations, but ultimately organizations are agile because of the people that make them so. And this is, as some of you have noted in the comment bar, this is really a larger -- COVID notwithstanding, this is the ongoing conversation or lament or complaints about change management in higher education. The old quip, the more things change, the more they stay the same, seems increasingly and unfortunately familiar for all of us. What did we learn from Machiavelli? He lived in perilous times. But there are some things we can learn from Machiavelli. This comes from a piece a former colleague of mine wrote years ago. Concentrate your efforts. We have all been through some sort of change management conversation where you could fill a wall with change requirements with Post-it notes. You can't do everything. You have to pick the most important and reliable. Sometimes it's low-hanging fruit, sometimes it's not. But absolutely, if we have this conversation about agility and COVID
and after COVID, concentrate your efforts. The second is pick your issues carefully, know when to fight. There's no better story than thinking about teenagers. For those of you who were once a teenagers or have teenagers in your home. When my son was 13 he wanted his hair dyed green and my thought was, do I fight, argue, or stand to the side. I stood by his side. In fact, I poured the green dye over his hair. Fortunately, it didn't take. I didn't fight that issue. But because the dye didn't take, I had good bargaining points with my son the next few weeks. Pick your issues carefully, the ones you fight and the ones you let pass. You've got to know the history. Whether you're new to your campus or just looking at what to change on campus, if you rush into things without knowing the back stories, somebody's going to say, yeah, we tried that some years ago. So you need to do that and learn the back stories and do the research before you come forward with a new proposal or plan, small or large, if you hope to be successful. You've got to build coalitions. You've got to make friends. When I would make this presentation pre-COVID, I would tell people, go buy coffee or pizza. Kind of hard to do that these days working remotely. Schedule virtual coffee hours. Find the common ground between you and others in terms of a shared value, shared priority, or shared outcome. And use that as the building block in terms of moving forward on priority issues, priority objectives, and priority needs. Make bold proclamations to say we will have a 48% change in some metric and if we fall short by only getting 42%, have we failed or succeeded? I'm not suggesting you cook the data. I'm suggesting you set realistic expectations. Let me provide a real-life example. I live in Los Angeles. When I moved here in 1978, flight time from LAX to San Francisco was 48 minutes. Pre-COVID the flight time was an hour and 32 minutes because the airlines have learned to set client expectations about what's viable as opposed to overpromising and underdelivering. Set realistic goals and expectations. Leverage the value of data. I keep coming back to this. We saw the data Jeff and I presented, perhaps your own experience. Data and knowledge are the currency of the bureaucracy. We need to stop making decisions on the basis of opinion and epiphany and work with evidence and timely data. It's okay if we don't have perfect data, but we better have good data. We need to be transparent about the data to establish the quality of the data that drives and informs our decisions. Anticipate personnel turnover. I've never been involved in a large or small project where there hasn't been some turnover. Somebody has left or been reassigned. A project with a life cycle of more than six months, things and people will change. If there's a key person, have a plan in the back of your mind about what happens if that person leaves in terms of moving forward on the project. Set deadlines on the decisions in the large event and incremental steps along the way. And remember nothing is static. Everything changes. We saw this on March 1st as opposed to March 20th. Campuses had to respond to COVID. Nothing was static, we had to anticipate change. Some better than others. From the survey at this group, many thought they had the infrastructure in March and again better at fall opening. We've got a couple of resources for you posted online. This presentation will be available as well. A number of different resources that may be useful as you think about your own situation. I want to emphasize again, a lot of this is contextual. This is not a matter of following the leader. We can't take a cookbook out and follow the recipe from somebody else. We have to contextualize it to our resources, campus, and history, what's viable and possible. Put it through the filter of your experience and put it through the filter of the Machiavellian guidelines going forward. Jeff, I'll leave it for
closing comments and I think we've got time for one or two questions at the last minute here.

>> I'll hold on comments. Any other questions in? But while we're waiting, I'll just add to that by saying, for me, guys, understanding your students' needs and strategies that get you that information. And like Casey said, the data doesn't have to be perfect but you need to have something. And when it comes to change, Casey, I'm always a fan of saying -- this goes back to my career counseling days, is everyone wanted to tell me about what their strengths were. And that's great. That's an important part in understanding that. It's also very important to understand what your weaknesses are and areas that you can grow and develop. Those are areas that if you can do that self-assessment will really help you find those priorities, like Casey said, to adopt change, to really decide what those fights are.

>> And Jeff, I think a key part of that is the semantics of that conversation. The question is not what did you do wrong. The question is how do we do better in terms of enlisting folks to join the coalition, to be a part of that. One quick in the last couple of samples. How do you balance shrinking budgets? Don't cut the I.T. budget. That's a downward cycle. Pre-COVID, campuses talking about cutting user support. That's a recipe for disaster. I want to say that in 36 point all bold capitals. If you what can structural and user support, that word will go out very fast among faculty and students, that's a downward cycle. We're at the end of our time, folks. Thank you for joining us. We'll send follow-up as well. Jamie, back to you.

>> Thank you so much. Folks, if your question wasn't answer, email Jeff and Casey at the email on the screen. Resources and recordings will be available on the event website. Before you sign off, click on the evaluation link on that chat window. Your comments really are important to us. And please join us for the next webinar on September 15th to hear about strategies to overcome strategies. Thank you for joining us today.

>> Thank you for your time today, folks. Wish you all well.

End of Session