HONORS EVOLUTION
How colleges make their honors programs stand out 18

Success for all students
Q&A with Freeman Hrabowski, UB Tech® 2020 keynote speaker 4

Rise of the cashless campus
From tickets to tuition, digital wallets are being used for payments 24

From combat to campus
Lessons from combat help Jack Hawkins lead Troy University 29

Voices in Tech: Cybersecurity risk
What IT leaders—and the rest of campus—need to do (and not do) 36

AVaaS: Coming soon?
Audiovisual-as-a-service model benefits and challenges to consider 37

Sponsored Content:
How Nova Southeastern is transforming facilities management 40

A more holistic payment services strategy
See page 22
From tuition costs to technology advancements, competition for students is growing as the pool of students is shrinking. In fact, getting your students from orientation to graduation has never been more challenging. Fortunately, TouchNet has solutions to streamline financial interactions, help students pay tuition and reduce the distractions that can derail a student’s journey to getting their degree – all within an integrated, secure, compliant framework.
5 reasons to visit UniversityBusiness.com

Real career paths around games
Leveraging new technology and instruction to help students land in dream jobs in esports and other fields
UBmag.me/games

Rural relief
Small college powers K-12 education by offering cradle-to-career services in Appalachia
UBmag.me/berea

Beverage boost
How colleges and universities are licensing beer to raise the profile of athletics and academics
UBmag.me/beer

Building Stories
Roundup of 3 new residential halls on college campuses
UBmag.me/residential

UB Briefings
Latest developments and perspectives on higher ed from UB
UBmag.me/briefings

Facebook.com/UniversityBusiness
@universitybiz
UBmag.me/UBlinked
FEATURES

13 Better borrowers
By Heather Kerrigan
4 actions for helping students learn to be responsible in taking out and paying back student loans

18 Honors evolution
By Matt Zalaznick
How colleges are giving advanced students a more varied learning experience and helping their honors programs stand out

24 The rise of the cashless campus
By Jodi Helmer
Helping students, parents and supporters use digital wallets to pay for everything from tickets to tuition

29 From combat to campus
By Matt Zalaznick
Lessons learned in Vietnam help Jack Hawkins steer Troy University through challenging times

BEYOND THE NEWS

6 New wrinkles in performance reviews

7 On the syllabus: Self-care practices

8 Degree programs shaping the business of esports

9 Same God documentary: A sign of solidarity, on fire

COLUMNS

4 On Topic
Edited by Melissa Ezarik
Shared leadership for student and institutional success

12 Human Resources
By Carol Patton
4 ways to change the face of recruitment

42 Professional Opinion
By Russell Lowery-Hart
How living on the street informed my leadership

44 Last Word
By Scott D. Miller
Will your institution hold on through 2020?

TECH

36 Voices in Tech
By Steven Blackburn
Taking cybersecurity seriously

37 AVaaS: Coming soon?
By Emily Ann Brown
Benefits and challenges of audiovisual-as-a-service models for campus AV departments
That’s our motto at Troy University. The Trojan Warrior Spirit is about respect, civility, and citizenship – looking out for your fellow Trojans like family, and fully immersing yourself in the experience. Our students stand together, challenge themselves individually, and never lose sight of the values that made them Trojans in the first place. It’s that spirit that makes Troy University so much more than a University. And those who’ve come here agree: The world needs the Trojan Warrior Spirit.

Jack Hawkins, Jr., Ph.D.
Chancellor
Why is it important that technology leaders in higher ed be aware of and advocates for student success efforts?
Experts in technology—whether they’re chief information officers or working in the field—are educators. They’re educators of colleagues, faculty and staff. Success with the administrative operation is important when thinking about moving things in such a way that we’re able to get the job of teaching and learning done.

The technology piece is not an add-on piece. It must be seen as integrated with the teaching and learning process, both in the classroom and in the institution. I’m very interested in tech people appreciating what they can do, in looking at learning analytics, for example, or in ways in which technology can make administration more effective. Having that group appreciate their education roles is critical.

You just co-authored *The Empowered University: Shared Leadership, Culture Change, and Academic Success* (Johns Hopkins University Press, 2019). In what ways do you want campus leaders to feel empowered?
They should be empowered to look in the mirror as a leader—or as a university, a community college, even a society—and to say, “What do we do well that we can celebrate? But where are we lacking? What are the gaps?” One of those gaps is the fact that large percentages of our students in all types of institutions are not succeeding. We tend to take that for granted. We say that’s the way of the world, that’s the way it is. How would we feel if somebody said: “If you go to the hospital, you’ve got a 50% chance of being treated successfully.” That would be unacceptable. But we have not gotten to that point in universities. When half the people are not succeeding, they not only lack a degree, but they’re in big debt. And they don’t have the degree to get out of that debt.

We don’t make progress if we keep doing the same things, the same way, and having the same results.
The two techniques I have found to be helpful in looking at ourselves have been focus groups—with different groups of students affected by different initiatives—and data analytics, looking at the trends and disaggregating the data.

I’m a math person. To solve a problem, you have to be able to state the problem. To be able to state the problem, you have to have a culture that says this is not about blame, this is about having student success as our No. 1 priority.

How has your long tenure at UMBC impacted your ability to foster its growth and success?
It’s a double-edged sword: The longer you’re at a place, the greater chance you could become cynical, or feel “been there; done that,” or just not be as enthusiastic as you need to be. Some of us who’ve been here a long time are able to inspire others and I see that. They somehow stay positive and make us laugh. Part of innovation is being irreverent in some
PlACES THAT ARE HEALTHY USE A CIO AS COUNSEL IN THE SAME WAY YOU DO A COUNSEL FOR LAW—HAVING THAT PERSON AS PART OF EVERY CONVERSATION.

ways and being able to laugh about some things—and continuing with honesty about, “this sucks and this goes well.” Then the longevity can be helpful.

The first sentence in my new book is: “It’s not about me; it’s about us.” That’s one of the things I want to say to all leaders. It’s about a group of us working together. It’s not about what I do; it’s about what we do that’s very important.

WHAT LESSONS CAN UB TECH ATTENDEES LEARN FROM UMBC’S TECHNOLOGY TEAM?

What our tech workers do is constantly ask themselves the question: Are we being effective in helping faculty—in explaining technology with clarity and simple language in a way that people are not either turned off or intimidated by?

Technology workers have to be really good with the language and with emotional intelligence—since so often people are not comfortable with the technology.

Say I go into a classroom and put a problem on differential equations on a board and solve it—and people are amazed I’m doing it with such lucidity—and then I give a test on problems like that and everybody fails it. Did I teach it? Most people would say yes, I taught it; they just didn’t get it. I would argue you are only effective as a teacher if students grasp the concept and can demonstrate their mastery of the work. That’s where I think we fall down.

We know we need to work on structure here. We have a number of people working on analytics and doing some good work, but we don’t have the coherence we need to have. We’re working on that, but as good as we are, we know we can be even more powerful.

My CIO has been my senior counsel. I think places that are healthy use a CIO as a counsel in the same way as you do a counsel for law—not waiting until there’s a problem with technology, but having that person as part of every conversation—so that technology is part of envisioning the next steps for everything.

ARE THERE OTHER BIG TAKEAWAYS YOU HOPE TO LEAVE WITH UB TECH ATTENDEES?

We must be inspired by the nobility of the work that we do. We all have this responsibility to help the public understand that higher education truly matters.

It’s up to all of us, not just presidents, to talk about our stories. What is your story? How did you get here today? Most people are the first generation to go to college, or the second. Where was that family before you went to college?

Look at yourself and at your campus. What’s the gap between where you want to be and need to be, and where you are now? Be honest; own it; own that gap.

Tech people need to be reaffirmed in the idea that what they do matters. Whether they’re working on things involving learning analytics or they’re working on the operational efficiency and effectiveness of campus, what they do truly will matter to the quality of the enterprise.

We must all think about how not to make decisions based on anecdotal information, but rather on our use of evidence acquired through analytics. It’s not about what happened with three students, but about what happened given the big data.

Technology is critical to the future of evidence in our society. UB.

Melissa Ezarik is senior managing editor of UB.
New wrinkles in performance reviews

Improving the employee evaluation process for efficiency and effectiveness

Whether from the management or employee perspective, the often-tedious performance review process is one that few look forward to completing. But positive change seems to be in the works within higher ed HR.

“Some institutions are moving to improve or transform their performance appraisal systems,” says Andrea Averill, a senior consultant with consulting firm Segal. Such changes promise to transform what is often a bureaucratic and unpopular performance management program into an engaging performance development process.

Employee check-ins and working through change

Leaders at the University of California, Irvine have discontinued end-of-year performance evaluations. Now employees and managers complete brief “check-ins” online three times a year followed by informal in-person meetings.

The sessions include feedback on goal progress along with a few performance feedback questions. The system was introduced in 2017 after two years of joint planning by HR leaders and a cross-campus workgroup, explains Dawn McKinley, senior director, enterprise total rewards & workforce planning.

In researching the literature on performance management, the workgroup found a common theme: To stay competitive, organizations must move away from the “big performance evaluation event” at the end of the year and move toward more frequent, open, two-way dialog between employees and managers.

“The research showed that by communicating more often but less formally, organizations were increasing performance engagement which was increasing organizational performance,” McKinley says.

Feedback obtained through focus groups has been positive. McKinley says employees appreciate that regular check-ins focus on the future, compared to how end of year performance evaluations emphasized the past. They also like using an online system to complete the check-ins.

At the same time, the change has not come without challenges. “Employees and managers are now required to think and act differently when it comes to staff performance, and this will take some time to work through,” she says. Some employees have treated each check-in as a full-fledged performance evaluation, putting in more time and effort than HR leaders intended. And some have found initial use of the online tool difficult. Such issues will be addressed through focus group analysis and follow-up.

Evaluation efficiencies

A more common development is a move away from the use of paper forms. Digital alternatives have been around for some time, but continue to evolve. Newer features are designed to support performance development through frequent high-quality conversations, multi-source feedback and calibration to help ease administrative burdens, says Averill.

At Pace University in New York, performance reviews are done via digitized forms and instructions. Its Performance Management and Development Process, implemented in 2018, includes goal setting, self-reviews by employees and reviews by managers, all completed online. The system features drop-down boxes where managers can choose from a menu of ratings for employees, as well as options for adding comments and saving drafts.

The format fosters timely exchanges among employees, the managers evaluating them, administrators who approve assessments, and HR. An electronic signature process eliminates delays that can occur when obtaining several signatures for a single paper document.

Digitizing the performance management processes can facilitate a much clearer alignment between employees, departmental goals and organizational strategies, Averill says. “It can also lead to a greater awareness by employees of the aspirational purpose inherent in higher education institutions.”

—Mark Rowh

Tech tools

Higher ed institutions interested in digitizing performance tools or enacting other improvements to their evaluation process can get plenty of help from talent management solutions on the market. Performance management modules offer features such as easy access to goals and reviews, analysis of data to identify top-performing employees, and employee engagement surveys.

— Mark Rowh
On the syllabus: Self-care practices

Campuses across the country are realizing the weight of mental health on America’s college population, and building out services as best as budgets and staffing allow. To that end, faculty may be versed in where to send students in crisis, but not sure where their role lies in tending to their students’ well-being.

New research on the well-being of high-achieving college students found that they are more likely to feel overwhelmed than average-achieving students: 91%, as compared to the national average at 87%, according to the “Healthy Minds Study and National College Health Assessment” from Active Minds, a nonprofit supporting young adult mental health awareness. Unfortunately for faculty, the urge to reach out to students doesn’t come with an immediate task list.

To support a more grassroots effort to help students, professors can help to destigmatize mental illness. Some examples from Laura Horne, Active Minds’ chief program officer:

- Include self-care tips in the syllabus.
- Hold brief meditation sessions in class to support mindfulness.
- Assign self-care assignments.

Self-care support in practice
At the University at Buffalo, a decade-old self-care starter kit has never been more relevant. The kit defines six domains of life, and recommends ways to manage each, says Lisa D. Butler, associate professor at the UB’s School of Social Work. Domains include the physical, professional, relationship, emotional, psychological and spiritual realms.

By parsing their lives, it becomes easier to see what domains are well-sustained, and where work may need to be done. “I don’t see it as one-size-fits-all, as the individual student figures out what they need, what domains are important and what can be developed,” says Butler. “I tell my students that self-care is like dental care: You don’t wait until your teeth are falling out to get help.”

However faculty choose to do it, integrating self-care into the classroom builds trust and validates students’ mental health concerns, even if they do not immediately voice them. Vocalizing their own self-care practices also demonstrate to students that self-care is a practice needed throughout life, not just during the semester, says Butler.

“In our society, self-care can be very gimmicky and superficial,” she adds. “But self-care is really about being mindful, being conscious and committed to your long-term well-being.”

—Stefanie Botelho

Landmark mental health settlement reached at Stanford
There’s been growing awareness nationally that students stepping away from their studies due to mental health crises shouldn’t wind up having the rest of their lives on campus turned upside down. This fall, a coalition of Stanford University students reached a settlement agreement with the institution that will result in significant changes to the university’s leave of absence policies and practices. The aim is to help ensure that students have access to appropriate accommodations and services and are not unnecessarily excluded from campus, particularly housing, according to Disability Rights Advocates, the nonprofit disability rights legal center that introduced this case back in May 2018. It’s being called an historic settlement that could impact policies at colleges and universities across the country.

—Melissa Ezarik

PUPPY POWER—Students enjoyed end-of-semester activities at the Silverman Library as part of the University at Buffalo Libraries’ Stress Relief Days in December 2019. The offerings included spending time with therapy dogs, playing pingpong and receiving aromatherapy bracelets.
**ESPORTS**

**Degree programs shaping the business of esports**

Students enrolled in the new esports management degree program at Caldwell University in New Jersey take a course on the social impact of competitive video gaming’s rapid growth. Coursework in the new major covers the positive aspects: Having an esports team gives students a connection to the school that they might not otherwise have found, says Neil Malvone, assistant professor of sports management and esports management.

The degree program also examines some of the problems that need to be solved: Though a coach of esports teams and several players at Caldwell are women, for example, white men dominate esports nationwide.

The class also discusses video game violence, even though research hasn’t found a strong link between virtual shooting and real-world behavior, Malvone says. “Right now, esports is a billion-dollar industry. In the next 10 years, it will be in the $40 billion to $50 billion range.”

“The same jobs you need in sports, you need in esports,” he adds.

Five Caldwell students have chosen the esports major since its fall 2019 debut. The university joins a handful of other institutions that now offer esports degree programs to provide career paths for students who are unable to become professional players after they graduate.

**Building content—and facilities**

Hampton University in Virginia, which plans to become the first historically black college and university to develop an esports curriculum, has also received a $340,658 technology grant from the Department of Homeland Security to build an esports innovation lab.

This year, Hampton is launching a master’s degree in sports administration with a concentration in esports management, plus a certification program for college and K-12 esports coaches, says David C. Hughes, a Hampton instructor of sport management.

Shenandoah University in Virginia, which just opened a new esports gaming facility, began offering degrees in esports management and esports media and communications this fall. A six-hour experiential learning requirement sets the foundation for esports degree programs, says Joey Gawrysiak, esports director.

Rather than sit in lectures, students learn on the job by planning and running multiple tournaments each semester. Students decide what games will be played, what fees to charge and how to market the events, Gawrysiak says.

Because Shenandoah is an NCAA Division III institution that doesn’t offer athletic scholarships, administrators are not expecting their esports teams to become perennial powerhouses.

But they invested in the new esports arena to serve as a lab for degree students and to turn the university into an esports hub for the community. They plan to host high school tournaments and other events not only to give their students management experience but also to prove that esports is a legitimate and viable industry, Gawrysiak says.

**Future of esports—bigger than pro football?**

In Massachusetts, Becker College’s esports management degree program covers the spectrum—from game design and business management to technology-infrastructure, livestreaming and finance.

“I have no doubt that maybe not today, maybe not tomorrow, but maybe 10 years from now, esports will be bigger than NFL because it’s international,” says Alan Ritacco, dean of the School of Design & Technology at Becker. “There’s going to be the need for business leaders in esports who are similar to leaders in other entertainment industries.”

Becker was one of the first institutions to offer an esports business degree program.

In some esports business courses, students analyze how to enhance the way competitions are streamed. Services such as Twitch, YouTube and Mixer can deliver a more immersive experience than, for example, an NFL broadcast. Online viewers can even use social media or instant messaging to communicate with their favorite players during tournaments—and Becker’s esports students are figuring out how to market that, Ritacco says.

The rapidly evolving world of esports, however, requires a curriculum that can be adapted as the industry changes, Ritacco says. “The curriculum we created two to three years ago has already changed slightly because the economics have changed, the games have changed and the venues are changing.”

—Matt Zalaznick
Same God documentary: A sign of solidarity, on fire

Dialogue around academic and religious freedoms (and expressions of these freedoms) is a constant in contemporary higher ed. Perhaps due to the pervasive “big brother” presence of media and continued conflict over higher ed’s worth, academia is a hotbed for these issues more than ever.

In December 2015, the world was watching Wheaton College in Illinois, the private college nicknamed “the Harvard of the evangelical higher ed community.” The university placed tenured professor Larycia Hawkins on leave after she donned a hijab on Facebook in solidarity with Muslim women. The caption included with the photo explained why she was wearing the hijab, and referenced how Pope Francis recently affirmed that Muslims and Christians worship the same god.

Hawkins was suspended from the university after it was decided her actions conflicted with the school’s statement of faith. Wheaton had released news of Hawkins’ suspension before a due process or investigation began, and Hawkins publicly made statements on her position, reasserting her actions as well as her faith as a Christian.

Wheaton alumna and videournalist Linda Midgett was watching. She began filming Hawkins in January 2016 for a documentary named Same God. Midgett followed Hawkins for the next two years, capturing a case study that serves to exemplify a particularly polarized and caustic political landscape in America.

“My speech becomes central to questions that ideally my former university should be pressing into, what religious freedom is and how certain purveyors are [classifying] religious liberty,” says Hawkins.

Wheaton and Hawkins—now a political science professor at the University of Virginia—eventually released a joint statement of mutual resolution and reached a confidential parting agreement. The college’s administrators offered no comment on Same God, and also declined to hold a viewing of the documentary on campus.

It aired worldwide on December 13, 2019, on PBS, and it is being released in theaters in February.

Managing internal conflict—before it becomes public

Though this is a particularly complicated scenario in terms of faith, academic freedom and human resource operations, the Wheaton situation does offer a clear lesson for other higher ed institutions. Public statements should be created and shared with care, but communicating clearly with internal faculty, students and alumni should be of utmost importance.

“The focus is often on external communications—getting in front of the press, social media and other outside audiences, all of which are important—when an incident or major issue arises,” says Randall Kennedy, president and founder of Academy Communications, a Boston-area communications agency that works with colleges and universities across the country. “Taking the time to communicate effectively internally,” he adds, “often represents a wise investment of time and resources.”

A truthful, internal dialogue helps ensure that all involved parties feel represented and informed, even if an immediate solution is not available.

The Same God movie trailer can be seen at UBmag.me/samegodfilm.

—Stefanie Botelho

INDUSTRY NEWS

California State University San Marcos staff and students will participate in interviews with Inside Track professionals, who will evaluate student success programs for three months and then provide an assessment on how to increase graduation rates, eliminate equity gaps and meet state workforce needs. InsideTrack will conduct similar projects for CSU Dominguez Hills and CSU Stanislaus.

New Mexico State University replaced existing satellite transmission with LTN’s managed IP network to transmit athletics telecasts to multiple channels more easily and at a lower cost. LTN will provide backhaul services.

Missouri State University Foundation aims to strengthen engagement with alumni and supporters using Ellucian CRM Advance. The cloud-based system will streamline workflows and integrate with the university’s Ellucian Banner ERP software.

The University of Texas at Dallas students and faculty members now use a Starship Technologies app for on-demand food deliveries from 30 Starship robots. Orders can be tracked in real time. Chartwells Higher Education helped roll out the solution.

Princeton University Library will manage and govern records using Infolinx. The information management software will restrict access to sensitive information based on staff roles, and its barcode tracking system will manage warehouse space for offsite active records.

North Carolina State University invited SAS scientists to participate in an agriculture research project to increase crop yields, create varieties, extend growing seasons, enhance sustainability and produce technology. SAS scientists will provide expertise in the use of artificial intelligence and analytics in agriculture.

—Steven Blackburn
Today's students expect their campus experience to be mobile-friendly. To meet that demand, institutions are offering a mobile credential option for campus ID and access cards, enabling students to use their smartphones or smartwatches to access meals and facilities, attend events, or make purchases—all in a highly secure, easy-to-use platform that the institution manages.

In this web seminar, the director of card services at Arkansas State University and an expert from Transact discussed strategies and best practices for implementing mobile credentials at any campus.

**Dan Gretz:** The story for mobile credentials starts with the rising expectations that students have for universities to deliver service in a better, more efficient and impactful way. We might call that a trend, but it's certainly not a trend that we see going away anytime soon.

We talk a lot about reducing friction in the campus space, and Transact Mobile Credential is front and center in that effort. I view it as sitting at the crossroads of enhancing service delivery to students while also helping schools operate more efficiently.

Most students don't care how they're identified for a transaction so long as it isn't a hindrance to paying for what they're purchasing. They simply want to get to that desired activity as soon as possible, which makes our collective tasking much more about facilitating access or payment versus identifying the user or the student. So as the administrator, certainly security is paramount, and Transact Mobile Credential delivers that in a secure, seamless and frictionless solution.

Schools have made investments over the years in rolling out contactless and near-field communication (NFC) technology, and more recently, they have been truly creating environments where the student experience is one of wholesale familiarity and ubiquitous use across campus.

For the schools that have rolled out Transact Mobile Credential, the students don't have to think about whether they need to swipe their card or tap their phone. Schools can be confident that we've set the standard for this kind of cross-campus acceptance of the mobile credential. While the card has not gone away, students crave a solution that is on the mobile device they have with them—24/7 in some cases.

Our heritage in NFC goes back to 2010 when we first started shipping devices that had that capability built-in. Our story with mobile credentials goes back to 2013. The latest evolution came in June 2018 with the announcement that the Apple Wallet app would be supporting the Transact
Campus ID. We were the first campus credential provider to make that statement and partner with Apple and to enable that capability.

Sheryl Puckett: We started preparing for mobile credentials several years ago, using contactless cards with the FeliCa chip shortly after they were introduced by Transact. Now, with the installation of the Allegion NDE locks on doors, we’ve replaced the FeliCa cards so that we can use the contactless cards on those door readers.

We introduced multifactor authentication over a year before we decided to move forward with the mobile credential. We had a push across campus for increased door access, which resulted in a plan for each of our buildings to have at least one exterior door equipped with a reader.

Faculty and staff had already expressed interest in improved technology and asked if they could have their IDs on their phones. So when the news was released that other universities were implementing mobile credentials for the Apple Wallet, our interest increased dramatically.

There are several different things to keep in mind when you’re going forward with a mobile credential. Having support is a vital component for success. Know your stakeholders, understand them and communicate with them. Make others aware of what the card center can do. Look at the hardware that you want to deploy across campus, and compare options. Develop a realistic timeline; this is going to take several months. Develop a marketing strategy, and put that information out there so that the students, faculty, staff and the community know what’s going on.

Things may go wrong along the way. You’re going to have bumps in the road, but don’t let them become huge potholes and don’t let them stop you. It’s not going to be perfect, but you’re going to learn a lot of lessons along the way, and it’s going to be worth it.

To watch this web seminar in its entirety, please visit UBmag.me/ws102919
4 ways to change the face of recruitment

With skilled employees in demand, today’s colleges and universities are driving recruiting by reexamining, and redefining, the hiring process

By Carol Patton

The central human resources office, also called University HR, at North Carolina State University doesn’t control the school’s recruitment process. It drives it.

“The recruitment process is a partnership between HR’s talent acquisition and hiring managers across campus,” explains David Perryman, director, talent acquisition and employment, at the university that supports about 6,000 nonfaculty employees and fills about 1,200 permanent positions each year. “We feel it’s our role to make sure that we’re a touch point and monitor that recruitment, while that hiring manager is paying attention to a number of priorities on his or her desk.”

The office’s three employees consult with hiring managers partly by creating timelines or road maps. Consider a manager who wants a job filled within 30 days. They identify the steps that need to be taken, such as when screening or interviewing must be completed. Likewise, they also monitor time to fill, alerting hiring managers to potential problems such as long hiring delays that may push skilled candidates toward competitor organizations. By offering such information, Perryman says hiring managers are better equipped to manage expectations.

Reevaluating the hiring process

At a time when skilled employees are in demand, HR professionals at higher education institutions are driving recruitment by reevaluating the hiring process and changing the face of recruitment.

HR can either think laterally or apply the same old approaches and drive talent away.

Here are four ways they are advancing the hiring experience for everyone involved.

1. Targeting adaptability: Perryman says that University HR is targeting people with soft skills, such as adaptability, who can then be trained on hard skills via the university's new Management Essentials program. Also, its application process has been streamlined to only collect candidate information for hiring decisions.

2. Understanding needs: “We don’t spend a lot of time chasing people who might not align with our values,” Perryman says. “We spent a lot of time over the last year self-assessing our organization so we have a good understanding what talent will be successful. ... We spend more time at nonprofit job fairs than fairs where we’d compete for candidates attracted to [companies like] IBM.”

3. Moving beyond full time: Whenever sometime retires or resigns, Metropolitan Community College in Omaha, Nebraska, reviews the individual’s job. “We look at positions with a fresh eye,” says Beth Heck, manager, talent acquisition, at the college that supports roughly 2,500 nonfaculty employees. “The world is changing. Our initiatives are different. As people leave, we evolve those positions into something else.”

Heck says some positions are absorbed by others; transition into consulting positions or job-sharing opportunities; or are converted into higher level, temporary or remote positions. Although this is done on an ad hoc basis, she says HR is escalating the process, driving recruiting in new directions.

4. Using diversity as a recruitment tool. Others are observing the new trend of diversity recruiting. Take Vanderbilt University in Nashville, Tennessee, a growing capital city where employers compete for roles in IT, finance and business administration. “We’re looking at how we approach diversity and inclusion as it relates to our recruitment activity,” says Erik Smetana, executive director of compensation and talent, who adds that the university supports a dedicated diversity recruitment manager. The school, which has 4,500 nonfaculty staff, hires roughly 1,400 employees every year.

Vanderbilt has simplified its application process to attract temporary workers and also neurodiverse candidates on the autism spectrum. Smetana says search committee members are trained on unconscious bias. Data visualization is also used to help senior leaders better understand the institution’s workforce from a demographic, pay and recruitment opportunity perspective, which reveals potential recruitment opportunities. Even the language used on recruitment materials is inclusive to avoid candidate perceptions of age, race or gender bias.

Since some of these changes have been implemented, Smetana says 30% more positions are being filled each year.

These schools offer a great lesson: HR can either think laterally to drive recruitment or apply the same old approaches and drive talent away.

It seems like an obvious choice.
One in six American adults has student loan debt, and collectively they owe nearly $1.5 trillion in federal and private loans. While legislators and presidential candidates debate how to address the burgeoning debt load, some colleges are getting personal by offering one-on-one financial aid conversations from the moment a student enrolls—or even earlier. The goal: Create more responsible borrowers by making more frequent contact with students—rather than just ensuring they go through their federally mandated loan exit counseling prior to graduation. “Every borrower and financial situation is different. The rules are the same, but having someone sit down and go over your particular situation to help you make borrowing or repayment decisions can be invaluable,” says Betsy Mayotte, president and founder of The Institute of Student Loan Advisors (TISLA), a nonprofit that offers free, neutral student loan advice and dispute resolution assistance.

4 actions for helping prospective and current students, and alumni, learn to be responsible in taking out and paying back student loans

FINANCIAL ORIENTATION—The beginning of the academic year is about more than just move-in for Franklin Pierce University students. New student workshop topics include finance. In small groups, freshmen get advice from their peers about financial aid and overall personal finance.
BETTER BORROWERS

$student loan debt and older Americans

When thinking about student debt, the most common image is that of a struggling 20-something. “That may have been the truth 10 or 20 years ago, but that’s not the case since the recession,” says Betsy Mayotte, president and founder of The Institute of Student Loan Advisors. Since 2004, those over age 60 have been the fastest growing age cohort of student loan borrowers. Because of their unique financial situations—caring for aging relatives and needing to save for retirement, for example—different loan counseling strategies are needed.

Size of the debt problem

$86 billion—Amount in unpaid college loans owed by Americans age 60 and older

$18,000: Median student loan debt held by households headed by someone aged 55 to 64 in 2016 (up from $4,700 in 1989)

9.6%: Families headed by someone 50 or older with student loan debt in 2016

- This is triple the percentage from 1989

Reasons for incurring debt

- Returned to school to gain new skills or change careers
- Borrowed PLUS loans to help children and grandchildren attend college

Struggles to make loan payments

40%—Americans aged 65 and older with student loan debt who are in default

114,000: Number of Americans aged 50 and older who had their Social Security payments garnished in 2015 to repay student loan debt

Megan Coval, vice president of policy and federal relations at the National Association of Student Financial Aid Administrators (NASFAA), says colleges are among the best situated to offer tailored student loan counseling because of the unique relationships they build with students.

Four actions can ensure personalized student loan counseling is most effective.

1. Prepare counselors for difficult conversations

Some financial aid offices have been lucky enough to hire staff with a student loan counseling background. But many others offer customer service training, which may include how to be honest with students about their finances.

“There are times where we have to have these hard conversations because we can see financially it’s just not the best option for them to come and take out” a sizable loan, says Susan Beard, director of student financial services at Wheaton College in Massachusetts. Suggestions might include beginning at a community college.

Candid conversations work best. “The art is to balance that for them, get them the right amount of loans, which could be none, or scaling back,” says Beard. Wheaton students are encouraged to focus on wants versus needs when taking out new loans. “Yes, you need to pay your tuition bills, but do you need to finance a new computer every year?” she may say.

Janelle Holmboe, vice president of enrollment management at McDaniel College in Maryland, recalls a situation when a student came to move-in day, but the family hadn’t yet paid their bill. Staff learned they did not have a way to pay the balance, and suggested that the school may not be a good financial fit. “The student did not move in, but has stayed in touch about future options that involve transferring credits earned elsewhere so she can still graduate with a McDaniel degree.

“Loan counseling is such a critical piece of a student’s life. We want our graduates to be able to function and live and not be burdened unnecessarily with debt—or worse, bad debt,” Beard says.
2. Interact with all students early
McDaniel admissions counselors are equipped to walk students and their families through the cost of attendance—including whether loan repayment would be realistic based on an average salary in a desired career field. “Helping them think through repayment before they incur debt is really powerful,” says Holmboe. Staff go through a training program that includes completing the FAFSA and role playing various scenarios related to student borrowing—with the training refined each year to incorporate new challenges or student questions.

Franklin Pierce University in New Hampshire begins each academic year with a workshop for new students, with a portion of content set aside to discuss finances.

In small groups, students are asked to come up with advice they would share with their peers about student loans, financial aid and personal finance. Advice has included being cognizant of interest rates, paying unsubsidized loans first and remembering to apply for financial aid annually, explains Kenneth Ferreira, associate vice president for student financial services.

He builds on their ideas to talk through common issues that loan borrowers face.

3. Increase the frequency of touchpoints
“The name of the game for effective counseling is providing the right information at the right time,” says Mayotte of TISLA. “The struggle is that the right time is different for everybody.”

Getting to students during their first or last days on campus isn’t enough. Administrators should ensure “students realize the financial aid office isn’t just somewhere you stop when you get your first loan,” says Coval of NASFAA.

Wheaton has financial aid counselors available Monday through Friday. Students are free to come in to discuss an account balance, loan amount, whether to take on a new loan, or repayment options. Counselors print out information on the student’s loans, provide servicer contact information, and use online loan and repayment calculators to help a student understand their debt duties.

Financial literacy group workshops are also open to all students. Loan counseling is one content piece, and a campus career center partnership has brought a series of post-graduation readiness workshops (which include detailed loan counseling) to students. This is in addition to the mandatory group or one-on-one exit loan counseling sessions students participate in.

Besides one-on-one loan counseling sessions and presentations on loans and repayment, Franklin Pierce staff meet with approximately 80 percent of students in each graduating class to review their federal and private loans owed, repayment options and how repayment works—including when payments will begin and how to change a repayment amount. Counseling services even extend to alumni, who are encouraged to call or visit the financial aid office as needed after graduation.

4. Build individual relationships
Each student has unique financial circumstances and doesn’t necessarily want to explain their situation to a new loan counselor at every appointment. So some schools have moved toward assigning caseloads to their financial aid staff, providing a dedicated counselor and familiar face when needed.

Franklin Pierce students are introduced to their assigned financial aid counselors during the new student workshop. “What makes the difference is the high level of personal touch that we put on student lending and helping to empower students to make the right decision based on their aspirations,” Ferreira says.

McDaniel is implementing a caseload model during the spring 2020 semester. “Even from the point you’re admitted, we want to make sure you have a person that you work with in our office to help support them through their decision making about enrollment, whether financial aid is a fit, and help them walk through it each year and advise them,” says Holmboe. “I don’t think we’re going to be successful if we haven’t already established a relationship with students.”

Heather Kerrigan is a Virginia-based writer.
Higher Ed Cybersecurity Strategy: Taking a Holistic Approach

Defending campuses from the new cyberthreats

Christian Schreiber
Higher Education Cybersecurity Lead
FireEye

Monte Ratzlaff
Director,
Cyber Risk Program
University of California
Office of the President

Christian Schreiber: FireEye is a large private cyberintelligence organization. We spend a lot of time understanding the attackers who are out there: what they do, how they do it and what their targets are. We use that information to help protect our customers.

In higher education, one of the things I do is help people understand what we mean by advanced attacks. These are the more significant types of breaches. The key to understanding advanced attacks is they’re not about a what. Oftentimes, people will look for malware, for example. But that’s just a tool that an attacker uses. When you start to boil down what an advanced attack is, it’s executed by skilled professionals. These are people whose day-to-day job is to carry out attacks against organizations and obtain specific types of data, usually to monetize it. The other important thing to understand with these attackers is that they are persistent. If you kick them out, they will return.

In 46% of breaches, the attackers don’t even use malware. They tend to get administrative credentials, and then they can log in and act like a normal user inside your environment. So if you’re dealing with an advanced attacker, you’re not just looking for evidence of malware on computers; you’re looking for other evidence of lateral movement and activity.

There has been a lot of interest from the government about continued attacks against higher education research. The National Institute of Standards and Technology, among others, are looking to do a lot more collaboration with institutions to help them understand what their risks are and how they can jointly protect themselves.

Universities will continue to be in the crosshairs. As attacks continue to escalate, we need more coordination—not just across the universities, but also across the university-to-private sector. You have to know which departments and which types of research might be actively targeted. And you even want to get down to the faculty level, doing more awareness training with individuals who might be at a higher risk than they were five years ago.

Monte Ratzlaff: Following a cyberattack at UCLA Health in
2015, we had to take a look at how we could be more resilient. From that, there were five objectives identified, which we call Cyber Risk Pillars:
1. governance
2. risk management
3. modernizing technology
4. hardening systems
5. culture change

We've developed programs to support each pillar. One of our key initiatives was developing the Cyber Risk Governance Committee, which includes a cyber-risk executive from each of our 10 campuses. The committee gets together once per quarter to talk about risk issues—but not necessarily just technical issues, because at the end of the day, cyber risk is a business issue.

We've also done other things around risk management such as modernizing technology, multifactor authentication, anti-phishing, and particularly the Threat Detection and Identification (TDI) program. One of the key objectives from a system-wide perspective is being consistent and coordinated. The key component of the TDI program is the FireEye platform that's been deployed across UC. The program is not just about technology; it's about looking at threat intelligence and privacy.

At UC, we value privacy. There's the information security component that protects infrastructure. Then, there's the aspect of information privacy for individuals, including student records, patient records and so on. Security has to cover that as well.

Where are we now? We have monthly governance calls with all of our locations and stakeholders, and those calls include FireEye. We talk about what we're seeing across the system, improvements we're looking at making, some road maps for looking ahead. We also do monthly and quarterly reporting of events we're seeing. We continue to try to improve and make the TDI program as robust as it needs to be to address the cyber risk facing University of California.

“A University Business Web Seminar Digest • Originally presented on December 10, 2019

Colleges and universities house significant amounts of sensitive and valuable data in their IT systems, and often have insufficient defenses in place, making them prime targets for cybercriminals. As a result, cyberattacks on institutions continue to increase in frequency and severity.

After a serious cyberattack in May 2015 made UCLA Health a high-profile example of the risks, the University of California system implemented a systemwide strategy to secure its network, email and endpoints against cyberthreats.

In this web seminar, presenters discussed the higher ed cyberthreat landscape, how the UC system is managing cyber risk across all campuses and health care facilities, and some key strategies for an institution of any size to detect and mitigate cyberthreats.

The committee gets together once per quarter to talk about risk issues.”
Administrators at Virginia Tech recently lowered, slightly, the grade point average required for students to remain in the school’s honors college.

The goal wasn’t to make the accelerated program slightly easier, but to take the focus off the academic ultra-competitiveness that swept students up in high school, says Paul Knox, the three-year-old college’s founding dean.

Virginia Tech’s adjustments represent some of the varied enhancements that college and university leaders are making to further distinguish their honors colleges from each institution’s standard four-year program. While some have created entire honors campuses and living-learning communities, others blend advanced courses into students’ general education.

“Honors environments are one of the few where students can work together across disciplines in the ways they’ll be working in graduate school or in a company,” Knox says. “Our message to students is, ‘Take tough courses and learn by failing—just don’t fail too often.’”

A tight-knit immersion program
The approximately 4,000 honors students at The University of Maryland truly live for their studies. The honors college comprises seven living-learning communities, each anchored by a specific subject, such as cybersecurity, design, humanities and entrepreneurship.

Also unique is that most of the students are freshmen and sophomores. The idea is for the honors college to give students an accelerated and immersive jump start on their majors, says Stephan Blatti, the associate director. “As juniors and seniors, many will move into departmental honors programs and start work on an honors thesis or research.”

The honors cybersecurity community, for example, is the first of its kind in the country and has been heavily funded by defense contractor Northrop Grumman. The company has a strong interest in helping develop skilled cybersecurity specialists, Blatti says.

Although students live in special residence halls or on designated floors in other buildings, there is no extra fee to join the honors college. The living component creates a tight-knit connection between students and faculty as they work on projects together, Blatti says.

Program administrators are now hiring more staff to organize student life and co-curricular activities that will likely focus on academic counseling and career planning. Students at Maryland—and across the nation—need more guidance in those middle years, Blatti says.

“That’s often when students are...
making hard decisions, deciding to pick up a major or a minor, or to study abroad or pursue internships,” he says. “And that also tends to be when we don’t do as good as job in advising them.”

In the studio with the Green New Deal
Virginia Tech’s honors program became the honors college three years ago, as part of the university’s effort to be more innovative in a challenging environment of decreased public funding and increased skepticism toward higher education.

At the same time, the vision was for the honors college to be more than just a mechanism for high performing students to enhance their résumés or turbo charge their grade point averages, says Knox, the founding dean. “It’s a workshop setting,” he says. “Students are grappling with complex problems and learning to work and be proficient as a team.”

One of the newest workshops, designed for 12 to 15 students, is called the Innovation and Discovery Studio. It focuses on the concept of the “Green New Deal” and is taught in a large, open space that used to be a university ballroom. Content covers policy, design, economy, environmental justice and other issues, and it brings together students and faculty from several related disciplines. The college, which doesn’t charge any additional fees, also brings businesses and other organizations into its transdisciplinary studio setting to pitch problems to students, Knox says.

A nonprofit, for example, asked teams of students to figure out how to facilitate and measure economic mobility.

“Here’s a moment where we can step forward, and provide a very strong contribution to national economy,” Knox says.

The importance of eating together
Leaders at Arizona State University have designed Barrett Honors College to serve as a smaller, more tightly-knit residential campus in the midst of a huge public institution.

Barrett’s dean, Mark Jacobs, spearheaded this mission when he came to the university in the early 2000s from Swarthmore College, the selective liberal arts institution in Pennsylvania.

During his tenure, the honors college moved onto its own 9-acre, $140 million campus, which was made possible through a public-private partnership. The college now has 7,400 students and seven of its own buildings, with classrooms, residence halls and a courtyard for outdoor activities.

Barrett connects students with several levels of academic advising. Honors students meet with an academic advisor in their major and also have faculty honors advisors who guide them through course selection and planning for graduate school.

Barrett has also gotten some attention—and student pushback—because students are charged an annual fee, which has risen from $500 to $2,000 over the last several years.

State funding has dropped, and even with the fee, attending Barrett remains far less costly for Arizona residents than attending a selective private institution. Also, Jacobs says, Barrett graduates are highly competitive when it comes to graduate schools and career potential.

“If you build your honors college into
something that has some real value, then you're foolish not to charge a fee of some sort.”

Serving the state, too
Unlike at other institutions, Albert Dorman Honors College at the New Jersey Institute of Technology in Newark doesn’t grant degrees. The college’s 730 students take a portion of their general education courses and requirements for their majors in the honors college.

The classes tend to be smaller, with more independent work and opportunities to learn alongside professionals from the business world and local government, says Louis I. Hamilton, the dean.

For example, students in one course worked with the Newark’s Water & Sewer Utilities department to earn environmental engineering certifications. Students can also take courses in specialized honors college tracks, which include civic leadership, medical humanities and research, among others. Research students begin working in labs during their first or second years, and apply for summer research grants.

Honor students also commit to 60 hours of public service a year—half on campus and half in the community. They may join student council or a university committee, or work with the homeless in Newark or teach coding at local schools.

The college receives about 2,200 applications for 150 open seats each year. The university provides scholarships to Pell Grant and first-generation students. And this funding can be supplemented by a mayor’s scholarship offered to graduates of Newark Public Schools.

“We’ve had to find new ways to make sure we are serving the state as effectively as we can by bringing in a strong and diverse group of students,” Hamilton says.

Using NYC as a learning lab
New York City itself is the instructional “secret ingredient” at Macaulay Honors College, says Mary C. Pearl, the dean.

Students at the college, part of the City University of New York system, take four interdisciplinary seminars that focus on the arts, environment, people and culture of the metropolis. One seminar is called the “People of New York City.” Students will study topics such as the city’s economy, the daily commute and even food. In the science seminar, students survey animal and plant life somewhere in the city.

And in the culminating course, called the Future of New York, students propose solutions to persistent urban challenges such as housing and transportation, and then make presentations to elected officials.

Macaulay’s 2,200 students enroll in one of eight of CUNY’s other colleges, and take most of their courses on that campus. If they are New York City residents, they pay no tuition.

Pearl says, “We want to be agents of access and transformation.”

Matt Zalaznick is senior writer.
Western Michigan University uses Arrow Payments to identify challenges and offer solutions

Officials at Western Michigan University wanted to streamline payment services for their nearly 23,000 students, thousands of staffers, and active alumni network members.

It would require costly payment system upgrades or implementation of Point-To-Point Encryption or P2PE equipment.

“We realized that we did not have the expertise to determine which devices fit best, and we did not have the physical resources to implement them in each department in a timely manner,” says Jeffrey Long, director of accounting services at the Kalamazoo-based school.

‘Above and beyond’ customer service

At a conference, Long heard representatives from Arrow Payments discuss the unique challenges universities face with payment solutions in a decentralized environment. That was enough for Long to determine they offered a strong solution.

Arrow Payments uses a four-phase holistic approach to illuminate challenges and offer solutions: discovery, solution development, implementation and support.

At Western Michigan, the Arrow Payments team conducted surveys and visited every campus department with payment systems.

“Their customer service has been above and beyond in following up on issues, many of which I would not consider as part of their responsibilities.”

For more information, please visit arrowpayments.com/solutions

Share this story online at UBmag.me/arrow

@arrowpayments
SPONSORED CASE STUDY

Q&A with
Bryan Jurewicz,
Chief Operations and Revenue Officer,
Arrow Payments

Why are higher ed leaders hesitant to adopt newer payment technologies?
Most college campuses are like cities or towns. Every campus department has its own payment processes and software, and as a result, they all have their own needs. It is a complex situation. There is a tendency to stick with legacy systems that are connected to phone lines or segregated campus networks, but those are complicated and expensive. Newer payment technologies are available to save institutions time and money. Among them: Point-To-Point Encryption or P2PE, which makes it easier to accept more payments without being concerned about having credit card data on a network or the related PCI-compliance issues.

What do colleges gain by moving away from legacy systems?
They improve efficiency to process payments faster using fewer resources. Donation systems can use mobile devices to take payments from donors on campus or anywhere. By removing credit card data from networks, institutions do not have to spend time and money on PCI compliance or on protecting systems. In some cases, we have seen schools automate reconciliations. Ultimately, that results in reduced costs and resources that were previously required to manage all the disparate systems.

How can institutions achieve PCI compliance through these transitions?
We talk with schools that are not PCI compliant, and in some cases, they do not even realize that they are not in compliance. They may not be setting up the right systems to securely process payments. If they move to newer technologies, those requirements go away because there are P2PE solutions validated by the PCI Security Standards Council. That reduces the amount of money and resources necessary to achieve PCI compliance. Institutions can start to use their Wi-Fi networks and process payments in more locations without complicated, expensive systems.

How does Arrow Payments help schools adopt modern payment systems and deal with evolving technologies?
There is no single system that can address the full scope of payment needs across different campus departments and the software they use. We come in and assess existing systems from a security, efficiency and user satisfaction standpoint. We do not use any of our own technology. We figure out a range of options and put together strategies to implement and support those solutions. We even work with schools to train users, automate reconciliation and track PCI compliance. Simply put, we are outsourced payment technology experts helping clients reduce the operational costs and resource burdens of managing payment processing.

Achieving and maintaining PCI compliance
Arrow Payments representatives met with each department to recommend appropriate solutions and equipment to become PCI compliant. They gathered information from third-party software providers and reached out to vendors to obtain additional information. Once the appropriate solutions were determined, they ordered and installed the equipment.

“Staff have bought into ensuring that their departments are PCI compliant,” says Long.

Improved reporting and tracking
In addition to gaining efficiencies campuswide, Western Michigan saw processes improve due to upgraded equipment, which has resulted in an overall increase in customer satisfaction.

Lynda Hunt, associate director of foundation accounting and finance for University Advancement, says her department used to have three vendors processing credit card payments and payment devices that malfunctioned at donor events, which cost the school revenue.

“We were struggling to keep track of them all,” says Hunt. “We now have a single vendor, and reporting and tracking is a hundred times better. Also, we no longer have to contact donors and get their credit card numbers again, as the new system stores them for us, and everything is PCI compliant.”

to identify challenges, security concerns and payment needs. Then, they held town hall meetings and discussed PCI compliance, solutions and hardware upgrades.

Arrow Payments team members created an efficient implementation phase for new equipment and improved processes, and continued weekly meetings either in person or via phone. Now, they provide ongoing support.

“Their customer service has been above and beyond in following up on issues, many of which I would not consider as part of their responsibilities,” says Long.
At a growing number of colleges, students buying books or snacks, purchasing tickets to sporting events or even paying tuition can use their digital wallets to complete the transactions. In 2019, an estimated 64 million Americans used their smartphones to make a mobile payment, according to eMarketer research (UBmag.me/emarketer)—and the number continues to climb.

“People are more comfortable doing business online and making electronic payments,” says Vanderbilt University Bursar Chris Cook. “The trend is definitely moving toward digital wallets and online payments.”

At Vanderbilt, more than half of transactions in the bursar’s office are made via electronic payments, and students are increasingly requesting the option to use alternative payment methods (APMs) like PayPal, Venmo, Apple Pay and Google Wallet across campus.

Yet, despite a significant uptick in electronic payments being made by consumers and accepted by businesses, colleges are late adopters. After surveying 1,200 enterprises, a report from ACI Worldwide, an e-payments provider, and the research firm Ovum (UBmag.me/acireport) classified just 29 percent of colleges and universities as “advanced” when it came to accepting APMs.

Here are five areas to consider before allowing students and families to swipe, tap or email their payments.

1. Payment options

   The University of Alabama accepts Apple Pay; Indiana University allows students to complete transactions with PayPal and Northwestern University in Illinois takes Venmo. But students who want to use multiple mobile payment services on a single campus might be out of luck—for now.

   Leaders at many colleges not yet accepting APMs have such payments on
their radar. “There are so many [APMs] and we can’t possibly accept all of them,” Vanderbilt’s Cook says. “Before we decided to say yes to one and no to another, we need to research all of the options.”

2. Processing fees
Just like debit and credit card issuers, some mobile payment services charge processing fees for each transaction.
At Vanderbilt, the bursar passes the cost of processing a credit card transaction on to students; Cook wants to be sure that the transaction fees associated with any accepted APM would either be affordable enough for the school to absorb the cost or on par with processing credit card transactions so students are not paying extra.

3. Integration challenges
Although APMs are designed to make paying easier for customers, the behind-the-scenes efforts to integrate the technologies into existing infrastructure might not be seamless.
“The challenge for those accepting these payment methods is understanding that each is different, may have different requirements and, in some cases, require different technology,” says Adam McDonald, president of TouchNet, the higher ed commerce solution provider.
A unified approach to campus commerce can make it easier for multiple campus departments to integrate disparate third party systems.

4. Security matters
Fraud is a risk: The ACI Worldwide report found that 50% of those in the corporate sector (which included higher education) have had their payment data stolen. That’s why experts suggest rolling out mobile payments in departments that process smaller transactions, including the campus store, dining hall and sporting venues.
“Most consumers are comfortable with small transactions flowing through APMs,” says Danielle Egr, chief technology officer at Nelnet Business Solutions, another campus commerce systems provider. “Tuition is a big-ticket item and usually people are more comfortable with traditional payment channels for larger purchases.”

5. Return on investment
Introducing digital wallets on campus can help address student demand for more convenient payment options and also provide significant returns to an institution. Cook notes that the move away from cash and checks have created more opportunities for staff in the bursar’s office at Vanderbilt to focus on student support. Having fewer manual payments to provide means staff “are spending less time opening mail and processing data,” he says.
APMs could also help support fundraising goals. In 2018, iModules, creators of alumni management software, allowed users to start accepting gifts via PayPal, transactions skyrocketed. Their data (UBmag.me/imodules) showed that within six months, 13 percent of online giving transactions were conducted through digital wallets.
As Nelnet’s Egr says, “Institutions want to meet their consumers where they are and payment choice is one of those areas.”

Jodi Helmer is a North Carolina-based writer and frequent contributor to UB.

More online: Providers on the current state of higher ed online payments, UBmag.me/currentstate

DIGITAL WALLETS BY THE NUMBERS

210 MILLION
Number of consumers across the globe who use PayPal

87 MILLION
Number of global users who use Apple Pay

48%
Consumers ages 18 to 34 who have mobile wallets (compared to 29% of consumers in the 55- to 64-year-old age category)

$13,979 BILLION
Anticipated value of the global transactions conducted via next generation payment technologies by 2022

17%
American consumers using mobile wallets

Source: Merchant Machine, 2018; UBmag.me/merchant
Driving Institutional Success Through Data Analytics

Using data to inform strategic decision-making

A University Business Web Seminar Digest • Originally presented on November 5, 2019

Practical data tools and analytics enable institutions to make more effective strategic decisions, gain clearer visibility into finances, gauge long-term sustainability, and use insight to drive institutional and student success.

In this web seminar, a leader from Baker College in Michigan discussed how her school is leveraging data analytics across finance and other departments. The presentation also outlined best practices for building an effective analytics strategy and featured real-world success stories about turning complex data into actionable insights.

Meghan Turjanica
Product Manager, Analytics
Jenzabar

Analytics is taking data and transforming it in a way that will bring forth new action. It’s all about answering questions—to help institutions understand where they are, and then to improve institutional and student outcomes.

Some examples are: Which programs should we cut? Which should we expand? Which students will matriculate? Which will graduate? How is this year’s recruiting cycle comparing with last year’s? Where are we in terms of our goals? How many students do we need to enroll next year? What course sequences lead to success or attrition? What is the financial health of my institution?

The most important thing when it comes to analytics is moving from data to action. You start with raw data points. If they’re of sufficient quality and the right type, you can then transform them in a variety of ways, and you can get a lot of different analyses that help you take the right actions.

It’s about finding the right analysis for the problem that you have. There’s predictive analytics: What will happen? Then, there’s prescriptive analytics, which is a newer area that’s possible because of technology that allows you to take the right action and reduce the chance for error.

If you are considering doing something new with analytics, you are not alone: 66% of all higher education institution leaders envision expanding their analytics capabilities in the next 18 months, 72% of higher education C-suite executives intend to continue or expand their investment in analytics during the next budget period, and 21% intend to invest at least twice as much.
“Our challenges and future plans for data analytics are to continue focusing on performance analytics on a new platform. Initially, we are focusing on finance, retention and enrollment, and we’re going to continue partnering with Jenzabar for strategic analytics.

Our recommendations are to use the correct tools; break down goals into smaller, achievable projects; never stop expanding data governance; and use a data analytics partner.”

Kim Shaheen
Director of Enterprise Application Services
Baker College (Mich.)

As we were preparing for data analytics, we had no institutional reporting strategy. We were using the wrong tools and the wrong data. We thought we had a data governance structure in place, but there were many problems with it. Our IT reporting team’s focus was torn into many different projects, and we kept repeating the same analytics and research every year. We were not following best practices.

We created an official institutional reporting office. One of its first actions was to do a report cleanup. We added a data dictionary so that the person running a report would understand what the data was. We are in the process of developing our analytics strategy. This is an ongoing endeavor, and we’ve been partnering with Jenzabar on it. We’re selecting the data warehouse platform and business intelligence tools to bring it all together. We’re designing analytical databases for the purpose of strategic dashboards instead of using our standard transactional databases.

We are moving our analytics to power BI and automating our database loads. This is part of getting rid of the wrong tools and the wrong data issues. Now, our analytics requests are aligned with best practices and designed for longevity. We have a formal request process and a team that meets quarterly. We are partnering with Jenzabar for the data cloud and analytics models.

Our challenges and future plans for data analytics are to continue focusing on performance analytics on a new platform. Initially, we are focusing on finance, retention and enrollment, and we’re going to continue partnering with Jenzabar for strategic analytics.

Our recommendations are to use the correct tools; break down goals into smaller, achievable projects; never stop expanding data governance; and use a data analytics partner.

Meghan Turjanica: Jenzabar Analytics is a portfolio of descriptive diagnostic and predictive analytics tools designed to make it easier for campus leaders to get the insight they need to improve data performance and to identify new avenues for success. It’s all about improving institutional and student outcomes. That’s what we’re absolutely passionate about, but we know that sometimes getting from raw data to answers is not always the easiest chain of events. That’s what we do through Jenzabar Analytics. We reveal what happened, why it happened, and how to make the right things happen.

To watch this web seminar in its entirety, please visit UBmag.me/ws110519
The first annual Academic Esports Conference & Expo™, created exclusively for pioneering and innovative education leaders, has exciting conference details to share with University Business readers …
FROM COMBAT TO CAMPUS
LEADERSHIP LESSONS LEARNED IN VIETNAM HELP JACK HAWKINS
STEER TROY UNIVERSITY THROUGH CHALLENGING TIMES FOR HIGHER ED

TROY, Alabama—“Lead from the front, not the rear.”
“I came to serve, not to be served.”
“Eat last.”

A platoon leader who follows those principles of combat command will earn the unflagging loyalty of his troops, says Jack Hawkins, who fought as a lieutenant in the Vietnam War and has been chancellor of Troy University in Alabama since 1989.

“You have to do everything you can to make life better for them, but it’s always mission first, people second,” Hawkins told UB during an interview in his office last September “If you take care of those Marines and they learn to trust you, they’ll do just anything and everything you ask them to do. It’s really no different at a university or in business.”

Some of Hawkins’ Marines visited Troy on a sweltering Saturday afternoon to help their former platoon leader commemorate his 30th year as chancellor—which made him the longest serving president of any public university in the U.S.

Despite decades in higher education, Hawkins said nothing has had a greater influence on him than the U.S. Marine
Corps. “Fear can be a great motivator, and anybody who has ever been in combat knows the fear of combat—the hotter the fire, the stronger the steel,” he said. “Either you succumb to it or grow from it.”

‘Most impressive thing I’d ever seen’ Hawkins grew up in Mobile County in south Alabama, the child of parents who had struggled through the Great Depression. His father, a logger, left school after eighth grade, and his mother completed the 10th.

Hawkins recalls shopping for second-hand clothes at a local church, and that many of the men in his life had fought in either World War II or Korea. One seminal moment occurred when the man who would later become his brother-in-law visited Hawkins’ home wearing dress blues.

“That was the most impressive thing I’d ever seen—a Marine in uniform,” he said. “So I knew at a fairly early age that I wanted to be a Marine.”

But he didn’t enlist right after high school. A recruiter convinced Hawkins to go to college so he could get a commission as an officer. He enrolled in Alabama College (now the University of Montevallo) and participated in an officer training program at Quantico, Virginia, during the summers. He received his commission as a second lieutenant in 1967 and went to Vietnam the following year.

“I never went to an integrated school system—my college was not even integrated,” he says. “My introduction to an integrated community came when I became an officer in the U.S. Marines. One thing you learn in combat is that all blood flows red.”

Hawkins says the U.S. military strategy in Vietnam discouraged him and many others. “Those of us on the ground felt we could’ve won the war on the ground,” Hawkins said. “We lost it in the public and in politics.”

Also disappointing was the way U.S. troops were treated when they came home, and that some people couldn’t separate the warriors from the war, Hawkins says. “Until about two years ago,” he says, “I had never heard anybody ever say, ‘Thank you for your service in Vietnam.’ ”

‘A career killer’ Hawkins had spent some time in college thinking about other careers than the Marines. When he left the military, he got his graduate degree in counseling and guidance from Montevallo and a position as an educational specialist at the University of Alabama at Birmingham’s medical center, which had just split from the University of Alabama.

Rising to associate professor and then assistant dean, Hawkins put together a consortium that allowed students to attend a two-year college as freshmen and then transfer to the medical center to earn an associate’s degree. “It kept the two-year colleges from having to duplicate expensive programming, and gave us the opportunity to distribute health-care workers around Alabama,” Hawkins said.

He finished his Ph.D., in administration and higher education, at UAB in 1976 and a few years later took a job that some of his colleagues described as “a career killer.” Having been inspired by his wife’s work establishing low-vision programs at the medical center’s school of optometry, Hawkins in 1979 became president of the Alabama Institute for the Deaf and Blind.

Many in state government expected the institute to close within a few years. And Hawkins’ friends and colleagues thought that, at age 34, he had left a tenured position just to set himself up for failure. But in the Institute’s dilapidated, un-air-conditioned buildings full of WWII-era furniture, Hawkins saw an opportunity to greatly improve the lives of children. “There was a certain spiritual dimension to the work that you couldn’t find in most places,” Hawkins said.

In fact, it was a life-changing experience for his whole family. His daughters, for example, often had babysitters who were deaf or blind. Hawkins, meanwhile, rebuilt the institute with state bond funds and initiated a statewide early intervention program to better equip parents to prepare their deaf and blind toddlers for preschool literacy. The institute expected 200 students to participate in the first year; 600 signed up.

“Years later, many of the students who had been served early we’re able to read at grade level,” Hawkins said. “I think we made a big difference in preparing them for life itself.”

‘I have never seen times more challenging’ Early in his tenure at Troy, Hawkins de-
declared a war on duplication. The institution was then a system of three schools with two other full-fledged presidents at Troy State University-Dothan and Troy State University-Montgomery.

Hawkins drove to merge the schools after a parent complained that administrators could not tell his daughter whether her credits would transfer if she switched campuses. The eventual consolidation, in 2005, created Troy University and saved the institution about $20 million over the first 10 years. The merger has also better positioned the institution to survive as other institutions of higher education merge or close.

“The scourge of American higher education is debt,” Hawkins said. “In the 50 years since I entered the University of Alabama-Birmingham, I have never seen times more challenging than they are today.”

While the average individual college debt is $35,000, that number at Troy has dropped to around $18,900. Still, the university has to view its students and parents as shareholders, and be frugal with its funds.

“We do not hire eight people to do the work of six, we hire eight people to do the work of 10,” Hawkins says. “Busy people are happy people, and we want everybody at Troy University to be deliriously happy.”

Hawkins has focused on research and athletics to raise Troy’s profile. It has formed closer connections with industry in southern Alabama and the Florida Panhandle to create research programs that meet regional business needs. For instance, the world’s largest plastic recycling plant is located in Troy, but the firm had only a small research and development budget. The university has now partnered with the plant to advance recycling technology.

Hawkins moved Troy into Division I athletics, even though the school had huge success in Division II, winning two national championships in football and one in golf. Since moving to Division I, the football team has scored some major upsets and played in three consecutive bowl games. Men’s and women’s basketball have both reached the championship tournament.

“We might win a national championship in Division II and it might appear on the third page of The Birmingham News,” Hawkins said. “Last year, we beat Nebraska in football, and it was national news. The year before we beat LSU, and it was international.”

More online: Video portrait of Jack Hawkins, UBmag.me/troy
More online: Troy as an international university, UBmag.me/troyworld

SOARING SCHOLAR—Jack Hawkins, shown here speaking at a ceremony recognizing the Tuskegee Airmen, says he knew at an early age that he wanted to join the U.S. Marines. He went on to lead a combat platoon in the Vietnam War and later returned to the country to launch the first U.S. degree program there.
Four main technology trends—the internet of things, artificial intelligence, big data and augmented reality—are poised to shape the future of higher ed.

In this web seminar, leaders from Central Michigan University, North Carolina State University and University of California San Diego discussed how they are embracing these up-and-coming technologies to adapt to a changing higher ed landscape, and provided a glimpse of how these tools could change the future of college and university campuses.

Don Grauer: In today’s world, digital assistant Siri mentions your calendar, Facebook will suggest your friends, computers trade stocks, there’s air traffic control, cars park themselves—and the list goes on and on. A few years ago, The New York Times talked about how artificial intelligence had reached a frenzy at about $8 billion per year. What we’re seeing mostly in higher education is chatbots, which are great examples of artificial intelligence.

Jared Church: Our plan is to continue to innovate and to use things to fulfill the mission of adding value to the community through easier access to products and services. We have an autonomous living laboratory and are using the program for self-driving mail delivery carts. We have partnered with Spin to integrate technology on campus, so we now have 200 bikes and 200 scooters moving around campus.

Another partnership is with Lyft for effectively delivering all the services that support and benefit the campus community, as well as a program called Safe Ride. There’s also a Lyft FLEX Shared program, which eases parking congestion. Friends and family who are new to UC San Diego can use Lyft and share a $5 discount off of one ride. This was designed to encourage the use of the rideshare program for campus visits and events.

One of the reasons we partnered with Lyft is because their rides are carbon neutral. They use direct funding to support larger emission mitigation efforts, which are managed by a third-party organization.

Caitlyn Kolhoff: We have several media production studios in our Park Library, offering a range of services to assist faculty and instructors in creating and using digital media. There are different types of recording studios. The first is the makerspace, where instructors can record their lectures, present with PowerPoint and use the recordings in their courses. There is also a whisper room, which is an audio recording booth. Then, there is a lightboard makerspace, which has a clear Plexiglas board that the instructor writes on to demonstrate concepts, and the viewer can see the concepts from the other side. We also have a full production studio complete with a green screen integrated with annotation tablets to highlight course content.

Another thing that we have is the MakerBot Innovation Center. That is basically a 3D-printing lab that’s available for use by students, faculty and staff. It allows our students to print for personal use, for their courses or for research.

Maria Brown: In 2013, NC State opened a new library, which won all kinds of awards, including for the bookBot, a robotic book delivery system that replaced conventional library
“At the University of California San Diego, our plan is to continue to innovate and to use things to fulfill the mission of adding value to the community through easier access to products and services. We have an autonomous living laboratory and are using the program for self-driving mail delivery carts.”

bookshelves. Mostly throughout the library building, you won't see bookshelves, but rather functional space, with collaborative spaces, quiet spaces, and all kinds of chairs and places to sit. Our bookBot can hold 200 different publications and requires one-ninth of the space of conventional shelving. There are spots where you can look for a book. You punch it in and then the bookBot goes to work. It will grab your book and put it in a delivery mobile, and you can pick it up within five minutes.

We also have a lending library with a 3D scanner and an Oculus stand-alone headset and a brain-sensing headband. You can just walk in and check out 100 different items.

Part of the goal for this library is to have spaces that can adapt as technology continues to advance. There's a gaming lab that's very popular. There's a little idea alcove, a creative studio and a 3D printer.

Don Grauer: We had a gentleman from Navarro College in Texas as part of a web seminar in April. He said, “We are not competing against other colleges and universities; we are competing against the likes of Amazon because that's what students are expecting when they're applying and registering for courses.”

We know student expectations are sky high. They expect an Amazon-like frictionless experience when they get to campus or when they’re first interacting with your college or university.

To watch this web seminar in its entirety, please visit UBmag.me/ws111319
New Survey Highlights the Challenges and Complexities of Managing and Distributing Academic Digital Resources

Technology is integral to education. Today’s students are digital natives, training for careers that will almost all require some use of tech or software. To meet modern education standards, schools have to provide access to a wide variety of software, eTextbooks, cloud services, and other digital resources.

Kivuto wanted a better understanding of the challenges this involves for academic IT teams. How are digital licenses and entitlements being managed on campuses today? What are the frustrations involved, and what would it take to overcome them? How prepared are school IT teams to face the rising challenges related to security, compliance, and cloud licensing models?

To answer these questions, Kivuto partnered with University Business to conduct a survey of nearly 200 technology leaders from universities and colleges. Respondents were asked about the challenges and complexities of managing and distributing academic digital resources in a time of digital transformation.

Some 63% of respondents said that they found the management and distribution of digital resources to be challenging. When asked to identify those challenges, the leading answer by far was “Lack of integration between systems and workflows,” chosen by 86%. Another 57% said “Security issues,” 55% said “Time management” and 48% said “Compliance issues.”

All respondents were asked if they were concerned about compliance with applicable regulations when it comes to how their institution distributes digital resources. An overwhelming 84% are concerned about compliance, making this a critical aspect of managing digital resources.

“When you have a decentralized model, you don’t have visibility into digital resource adoption, student success, cost optimization, or compliance with regulations and policies,” says Ryan Peatt, Chief Product Officer for Kivuto Solutions. “It is likely that these departments are not distributing these resources in a compliant way. This often leads to unnecessary spending on digital resources and additional costs for the institution and its stakeholders.”

Management and distribution

When asked how they managed and distributed digital resources at their institutions today, the highest number of respondents by far (59%) indicated that “The process varies by department,” while almost equal numbers said that they manage and distribute resources either “Via a third-party solution” (29%), “Via a solution developed in-house” (28%) or “Manually” (26%).

Respondents say:

86% find a lack of integration between systems and workflows the biggest challenge to managing and distributing digital resources.

63% find the management and distribution of digital resources challenging.

84% are concerned about compliance when it comes to distributing digital resources.
Managing cloud-based tools
Of our survey respondents, 49% said that they manage digital resources that require a cloud-based administrative tool. When asked how many of these resources they were managing, the vast majority (62%) said “3 or more,” while 23% said “2” and 14% said they managed just one digital resource with a cloud-based administrative tool.

Those managing cloud resources were asked what challenges they experienced. The top answer by a wide margin was “Multiple processes to manage different licenses,” selected by 60%. This was followed by “Security issues” (38%), “Compliance issues” (32%) and “Managing entitlements” (22%).

“Having multiple processes to manage different licenses can impede cost optimization and limit insights into resource adoption, which can impact an institution’s overall budget tremendously,” says Peatt. “By centralizing this process as much as possible, institutions will gain the insights needed to make more informed fiscal decisions.”

Visibility and insights into usage
Respondents were also asked to describe how much visibility they had into the rate at which their digital resources were being adopted and used by students, faculty and staff. Just 22% said they had “Full visibility,” while the vast majority (61%) said they had “Limited visibility” and another 16% said they had “No visibility” at all.

Of the 77% respondents who said they had limited or no visibility into how, what, and where digital resources are being licensed and distributed, 68% are very concerned by this lack of insight.

“Institutions need to be sure they are purchasing the right number of licenses and that students and faculty are using them as part of the pedagogy,” says Peatt. “Buying too much of an expensive digital resource, or the wrong resource, can have a huge impact on an institution’s bottom line. But these unnecessary costs can be avoided.”

Ryan explains that “Kivuto Cloud brings the licensing and distribution of these resources into a centralized environment where either departmental or central IT can define the roles and policies of each user, while gaining insight into the adoption and usage of these vital resources.”

These results provide interesting insights into the challenge of managing digital resources in higher education. Procedures vary by department, or even by product. Unintegrated systems and limited visibility into end-user activity add to the burden of management – a burden that’s likely to grow as more software moves to the cloud.

But there are options for institutions looking to streamline resource management. Though many still rely on home-grown distribution solutions, which can be labor-intensive to maintain, 29% of respondents have found a third-party solution to take at least some of the work out of managing and distributing digital resources. Kivuto is proud to offer such a solution.

Visit kivuto.com/cloud to find out how Kivuto Cloud can simplify the management of digital resources at your school.
How seriously are higher ed leaders taking cybersecurity breaches?
The level of seriousness isn’t as high as it should be, but there has been a rise lately due to increased awareness. Unfortunately, a large amount of that awareness comes from leadership’s firsthand experience with breaches against their own institution.

Many leaders don’t realize the amount of accessible sensitive data that’s associated with their institution. This doesn’t just include alumni information, but data of prospective students who applied yet didn’t even attend. Most institutions don’t purge that data from their system, which is simply an unnecessary risk.

What is an example of a cybersecurity breach you plan to share at UB Tech®?
We recently had a university fall victim to a phishing email that targeted a student account. Phishing attacks are inexpensive and easy for attackers to employ. The attacker got into the university system, moved unimpeded throughout the whole network and then monetized the breach by encrypting files. If university officials had followed five basic security principles, they could have broken a long chain of malicious events before succumbing to the unauthorized encryption.

1. The university didn’t have an email filter in place that could have blocked most of its potential spam and malicious emails.
2. Even though the university had antivirus software, it was not updated. To be effective, this software has to be deployed on every device in the network and constantly updated to keep up with threats.
3. The university didn’t employ network segmentation. Segmentation minimizes the potential impact of breaches by creating internal barriers that require credentials to access. For example, only give students access to student databases, so if a student account becomes compromised, the attacker’s access is limited.
4. IT wasn’t properly trained for potential security incidents and didn’t have a notification plan. IT misdiagnosed the incident numerous times before bringing in incident response experts to investigate; it was too late.
5. The university didn’t retain security logs so mediation and notifying people whose files were affected or stolen were more difficult if not impossible. If there isn’t enough data to prove what happened, then a legal team has to get involved to notify affected stakeholders and potentially litigate; this is expensive.

How can leaders ensure IT security investments are a good use of funds?
First, universities do not have to equally protect their entire network. Leaders can save money by identifying where the sensitive data resides and condensing security efforts to protect those areas.

Second, many universities unfairly expect too much from their IT department. Let IT manage day-to-day operations and respond to initial crises. Audit and compliance should have a more active role in developing long-term cybersecurity strategies and concentrate on monitoring and ensuring that basics are being accomplished. Requiring IT to do everything relating to the network can easily overwhelm their resources.

Third, realize that most breaches are the result of overlooking basic security vulnerabilities. Instead of concentrating on the most advanced threats, or acquiring the newest technologies, focus on basics, such as ensuring that antivirus software is properly employed.

Taking cybersecurity seriously
How to maintain security awareness and reduce risk

Retired Brigadier General Charles “Charly” Shugg of the United States Air Force provides strategic guidance and insight for Sylint Group, a cybersecurity and forensics firm that addresses breaches and precedent-setting court cases for higher education and multiple entities, including Fortune 500 companies. He was a key architect and strategic planner of the U.S. Air Force’s cyberspace operations program. Shugg will share a prioritized list of cybersecurity measures to reduce risk and maintain security awareness in higher ed at UB Tech® 2020, to be held June 15-17 in Las Vegas (ubtechconference.com). He will also describe the intents, tactics and appearances of cyber attackers.
AVaaS is the latest buzz phrase in the as-a-service marketplace. Under the AV-as-a-service model, college IT departments would essentially have a set cost for their entire AV ecosystem—hardware, installation, integration and support. While the concept is still developing and insiders don’t even agree on exactly what AVaaS entails, some administrators are considering it as a way to improve user experiences on campus. Yet, for several reasons, it appears that widespread adoption of this particular as-a-service may still be some years away.

The AVaaS attraction

Predictable costs. AVaaS would follow a subscription model and, as such, would allow institutions to better control AV costs, says Jim Wellings, the multimedia engineer at Utah State University. Ideally, universities would pay a monthly fee for maintenance and support, which would make it easier to budget each year, he adds.

From a long-term budget standpoint, it makes more sense to come up with small amounts of money every few years than to pay for hefty upgrades. “This is a little easier to swallow than asking for a sudden influx of money” to overhaul AV systems, or replace broken or outdated tools in the classroom, says Kevin Jahnke, classroom services manager at the University of Wisconsin-Milwaukee.

Remote monitoring. AV systems include anywhere from just a few to 30 components or more per room—projectors, sound systems, computer monitors...
and web conferencing devices—making remote monitoring by a third party an attractive approach.

“Lots of schools do remote monitoring, but many of us are still immature in that regard,” says Scott Tiner, director of client services at Bates College in Maine. Having someone else monitor and operate systems would relieve staff from the necessary tasks of knowing when to change projector bulbs or upgrade firmware, which can happen without notice during the academic year.

“We manually do that once a year before classes start, but doing that once a month may prevent a lot of urgent, I-need-to-be-in-the-room kind of needs because it’s going to be maintained more frequently by someone else,” Tiner says.

**Extended expertise and support.** Smaller schools might benefit from AVaaS since their budgets may not allow hiring additional staff or training existing members to manage equipment. On the other hand, all in-house shops could benefit from this model by being able to delegate to integrators the essential tasks, such as installation and ongoing maintenance.

Classrooms, physical and virtual, are complex learning environments with multiple pieces of gear that have various points of failure and require a highly-trained staff to maintain, Jahnke says. “We’ve gotten pretty good at maintaining a certain level of service that we can manage on campus with the staff that we have, but new things come out, along with new expectations of managing firmware while interoperability problems exist, making it hard to keep up.”

Jahnke also sees AVaaS as a way to grow the AV team’s network. Opening up a service line with an integrator via AVaaS may provide access to other audio-visual specialists and engineers, which would allow university administrators to create a vision and execute classroom designs, planning, strategy, and improve communications while leaving the install to vendors, he says.

**Access to the latest technology.** Instead of paying the upfront cost for an HD projector, an institution could pay a monthly fee to an integrator to install an 8K projector—providing access to higher-definition system, Tiner says. In addition, integrators could manage the installation of a system to record and broadcast instructor presentations, turning them on and off remotely, as needed, through blackbox control systems.

Relying on other service providers could take the pressure off on-campus staff to stay knowledgeable of the latest technologies, since the third party is under contract to assist when high-end tools need maintenance. AVaaS could be used to more easily schedule periodic upgrades before hardware becomes unreliable and obsolete without overwhelming in-house support, according to Wellings.

**AVaaS challenges and concerns**

Higher ed tech providers appear to be
struggling to figure out how to deliver AVaaS in a way that makes sense for both providers and clients. Here are areas where administrators anticipate problems.

**Lack of cost savings.** Migrating to an as-a-service model must make sense for an institution’s budget. But administrators can’t imagine how integrators would make services affordable while bearing the responsibility of the upfront sourcing of materials and installation costs. Budgets in public institutions often consist of one-time infusions of money to upgrade aging systems or build new rooms, and ongoing funds for a monthly service are difficult to come by, Wellings says.

When money becomes available, purchasing rules must be followed, which means contracts must go to the lowest bidder in most cases. Even with new installations, some old, but usable parts are reused, Wellings says.

To be considered a viable solution, therefore, AVaaS must provide better quality, quick response times, and be a better return on investment and not exceed the university’s existing maintenance, installation and upgrade budget, he says.

**Little to no real-time support.** Most AV departments at universities have a 5-10 minute response time if someone calls for help, and instructors expect prompt in-person assistance. Since the most significant advantage to AVaaS is the ability to manage systems in the cloud without having to step into classrooms, in-person support and, potentially, resolving issues quickly goes away, Tiner says.

If a projector isn’t syncing with a laptop or the sound system suddenly goes silent, instructors expect tech support, says Tiner, who oversees a college help desk that uses a ticketing system to handle reported IT and AV issues. He doubts AVaaS will help reduce wait-times.

“Sometimes we get swamped, and people are put on hold when they call,” Tiner explains. “That’s a dealbreaker. We can’t have an instructor standing in front of a room of 400 people for 7 minutes waiting to find out which button to push.”

**Redundancy and no added value.** Finally, some AV administrators believe their operations already follow an AVaaS model. In essence, the AV department currently serves as the integrator and service provider, Wellings says. They oversee managed networks, enterprise videoconferencing with central scheduling, and remote monitoring and inspections, he adds. His team also handles AV design, and they purchase all equipment and supervise installations across the institution, while doing it cheaply, he says.

At the moment, it doesn’t appear that industry can promise a complete AVaaS package that meets the institution’s needs and do it at a low enough cost to make it worthwhile. “I do think that there’s a possibility down the road that there’d be value in AVaaS,” Tiner says. “But it would require new technologies, with all of the brains of the equipment in the cloud.”

Related session at UB Tech®2020: “AV as a Service: Can It Be Flexible?” by John Pfeffer, Technology Program Manager at the University at Buffalo; ubtechconference.com

**DECIDING FACTORS—** It’s difficult for campus building budgets to include funds for an AVaaS subscription, says Jim Wellings, the multimedia engineer at Utah State University, which is not currently using AVaaS. The model, however, would offer predictable AV costs.
Helping an expanding university operate like a big business

Florida school taps ABM facilities management to streamline operations and make the campus ‘shine’

Leaders at Nova Southeastern University in Davie, Florida, want their institution to be top-ranked. To reach that simple yet all-encompassing strategic goal, the private university is transitioning from an operation run like a small business to one that performs like the thriving, research- and community-based institution it has become.

“Operating in a small-business environment allowed us to be more nimble in decision-making,” says Daniel J. Alfonso, vice president of Facilities Management and Public Safety. “But while it was nice to be able to talk to the owner of the company we worked with before, he didn’t have the resources to deliver what a large organization like NSU needs in terms of employee training, meeting Occupational Safety and Health Administration requirements and providing workers’ compensation insurance at the proper levels.”

Attracting the best and brightest ABM Industries, brought in about 18 months ago, has been able to do all of that and more, Alfonso says. The facilities management company has helped transform the growing university’s physical appearance, while streamlining procurement processes and janitorial and grounds operations, which are central to attracting the best and brightest students, he says.

“When you look at the top universities, they have clean and beautiful campuses,” Alfonso says. “We want students to visit NSU and say, ‘Wow! This is a well-maintained facility.’ A classroom with dirty floors, overflowing trash cans and poor lighting is not a good environment for

For more information, please visit abm.com/highered
“ABM helps us create good environments for learning, and in that way, it is helping us become a great university.”

It’s been quite a ride for the private school that was founded in 1964 with 17 students seeking graduate degrees in physical and social sciences. Today, more than 21,000 students take classes on eight regional campuses, including one in Puerto Rico.

**Improving personnel management and professionalism**
Architects are currently designing NSU Health, which will centralize clinical operations—in optometry, dentistry and other fields—on a 14-acre tract. ABM’s contributions are helping the effort, Alfonso says.

“ABM brought in significantly improved management of personnel, and it retained employees to aid in a smooth transition,” Alfonso says. “The company also trained staff to do good work, especially in the health professions divisions and clinical spaces. There’s an improved level of professionalism, and we’ve gotten positive feedback from deans, professors and teachers who operate in those spaces.”

**Saving time and money**
Part of the successful transition is a partnership built on respect, responsiveness and accountability, says Alfonso and Carlos Jose, the executive director of Facilities Management.

“ABM helps us save time and money and respond better to our customers,” Jose says. “We work together to make our campus shine as we try to make Nova Southeastern one of the best universities in the country.”

Share this story online at UBmag.me/abm
Two years ago, I sat on a cold street corner in Waco, Texas, and found myself muttering—almost in a trance—“We have to do more.” It was the second day of my participation in a two-day, two-night homelessness simulation, and I was undone. I felt dehumanized, invisible and unloved as I tried to obtain food and shelter. People wouldn’t look me in the eyes. The feeling of isolation was overwhelming. But what hit me even harder was the devastation I felt knowing this simulation is a reality for too many people. The emotions of that weekend ignited something in me and transformed my understanding of my role as a college president: If I want my students to succeed inside the classroom, I have to be intentional about what happens to them outside the classroom.

Understanding student homelessness
Many of the individuals experiencing homelessness are no different from the students I work with every day at Amarillo College. In fact, some of my students are or have been homeless at some point. Homelessness and housing and food insecurity are a reality for many students in higher education, and a disproportionate number of these impacted students attend community colleges.

A 2018 study conducted by the Wisconsin HOPE Lab and Temple University found that over 40% of community college students were either food or housing insecure or unable to pay for balanced meals. And 12% had experienced homelessness in the past 12 months. How can we expect these students to show up to class, learn a new trade and succeed when they don’t even know where they’re going to sleep or get their next meal?

Taking action
Immediately following the simulation, I arranged for an open dialogue with students. I now meet regularly with students over coffee or lunch to learn about their challenges: What barriers are they forced to climb to reach their education goals? Where do they need support? What could keep them from graduating?

As we continue these conversations, we’re also putting what we learn into action. When we learn of new student needs or barriers to success, we develop new programs or adapt current systems. Our student support services range from free daytime transportation on Amarillo City Transit to a low-cost daycare center to a food pantry.

We also collaborate with community partners. We have dentists offering free dental care and mechanics helping repair cars at a reduced (or no) cost.

And when all else fails, our emergency fund is available to help students cover immediate financial needs, including rent. Of the students who received emergency aid in fall 2016, 57% remained in school a year later, compared with 48% of the overall campus population. This is particularly impressive because emergency-aid recipients are more likely to have major life distractions or barriers to education.

Working alongside our students to tackle these challenges makes a college degree more achievable. Through loving systems of support, students complete a degree or certificate at significantly higher rates. We help ensure that these outstanding people will be able to contribute to our community.

What I learned
Ten years ago I would have told you: “Addressing poverty is not my purpose or mission; my mission is to educate.” But what I’ve learned about generational poverty is that education isn’t even an option for people unless basic needs are met.

It’s not about handouts or making classes easier for students. It’s about helping them see that a college education is possible and creating a space where they can focus on learning—because we’re helping take care of their other concerns.

The only way to make education possible for more people: help eliminate barriers and literally love them to success.
Keep these details handy to register early and SAVE!

As a University Business subscriber, you already know that the UB Tech® Conference is our annual event exploring the possibilities and innovations in higher education and technology. And this year’s conference is one that academic and technology leaders and professionals will all need to attend 6 dedicated tracks, 50+ sessions, 50+ exhibitors and plenty of time to network with colleagues and experts!

Key dates to keep in mind:

- January 24: Last day to get Super Saver rates
- January 29: Agenda goes live
- April 3: Last day to get Early Bird rates
- May 12: Last day to claim your hotel room in the UB Tech hotel block

What you’ll find on our detailed website:

- A justification letter you can use to get your boss’s approval to attend
- Benefits of bringing your team! Spoiler: After the first team member registers, all other passes are 50% off
- Session track descriptions with details on what they will cover!
- Exhibitors and Expo Hall details, so you can plan ahead as to which vendors you would like to meet in person

All this and so much more is available at www.UBTechConference.com

REGISTER NOW!
Will your institution hold on through 2020?

Unless you are among the nation’s exclusive (and expensive) colleges and universities, you need to focus on affordability and curricular innovations

By Scott D. Miller

Your college has a pretty campus in a rural area. Sometime in the 19th century, it was founded on the theory that students should be free from urban distractions to focus on their studies. Other main selling points: You offer personalized attention, a small student-to-faculty ratio and professors who know their students’ names. Faculty members defend your liberal arts mission.

In recent years, however, full-time residential numbers have plummeted or remained flat. You have considered new professional programs to attract students, but tenured faculty have resisted change, as have some influential alumni. You have a modest endowment and signs of donor fatigue. And your tuition discount rate has climbed to dangerous levels.

If you are still fine with these trends, that is an unwise choice—because within a few years, or less, you will be dead.

Where does higher ed stand?
Recent reports of college closings or mergers have underscored a two-pronged crisis that seriously threatens institutions fitting the above profile: affordability and a lack of programming with appeal to new student audiences. Unless you are among the nation’s exclusive (and expensive) colleges and universities, you will need to focus 24/7 on both.

Higher ed today is largely a buyer’s market. Colleges at risk have relied too heavily on tuition discounting, failed to upgrade facilities to meet students’ expectations, or neglected opportunities for collaboration with other institutions. Another factor: not focusing on making their campuses diverse and inclusive. Most students will bypass or transfer from a college where they do not feel accepted and supported.

What can we do?

Marshall every available resource to promote affordability while generating new sources of revenue.

At Virginia Wesleyan University, we have a wonderful location, minutes from the Atlantic. But we are in a highly competitive enrollment market—the most intense I have seen in my 29 years as a college president. Part of the problem: a dramatic drop in the number of traditional 18- to 21-year-olds, a trend expected to continue until 2026. Now, growth will likely come from transfers; online and graduate students; and the group we once called “nontraditional-aged” students or those older than 25.

Consider these strategies to keep up.

• Adjust marketing and curriculum to appeal to older students. Keep in mind that these students often prefer to study online and at their own pace.

Collaborating with area community colleges can also help. We developed ease-of-transfer agreements with several that are producing strong results. From one such institution, 160 graduates transferred to our baccalaureate programs last year. Our online offerings are flourishing, too, and with our transition from a college to a university in 2017, we were able to create many other curricular innovations, including two new graduate programs. Under the umbrella of “University College,” we combined online, evening, weekend, not-for-credit and early-enrollment/advanced study programs.

• Work with at-risk students. We developed a campus work program for selected students at risk of dropping out because of finances. They work in facilities management, the president’s office or the student center, paying down their tuition obligations. We also created an affordable January term and summer semesters, and we have frozen tuition for full-time students for the past three years. Now, we are ramping up fundraising and auxiliary revenue streams.

• Get creative and differentiate. If your campus is dormant after commencement, you are missing opportunities to generate income from camps, conferences, youth sports and other programs. And remember that valued, small liberal arts institutions too often fail to differentiate themselves.

Those resistant to change are ignoring market realities that can combine to create the perfect storm—and lead to closure.

Scott D. Miller is president of Virginia Wesleyan University in Virginia Beach.

Last Word

Scott D. Miller is president of Virginia Wesleyan University in Virginia Beach.
FROM INCHES TO IMPACT

ZERO OFFSET AND 0.35 THROW

Epson’s Ultra-Short Throw lens lets you place projectors in narrow spaces to get supersized images from just a few feet away. With zero offset and a wide lens shift, our lens offers impressive installation flexibility, minimizes shadows, easily accommodates low ceilings and more.

Epson is transforming what you can do with projection.

Epson.com/LargeVenue
Payment technology for a smarter campus

“Trust is built on the foundation of open and honest communication. This is a core value that we practice daily at Nelnet Campus Commerce. When you trust Nelnet to provide compliant payment solutions for your students, we support you with a level of integrity and service that you won’t find anywhere else. Because that’s what a partner does — and that’s what a partner deserves.”

— SCOTT SPETHMAN, CHIEF SALES OFFICER

Trust Smarter

CampusCommerce.com/Trust