Security and Safety
on Campus

Introduction

Security is one of the most important issues for students, faculty members and others.

Faculty members and students (and their parents) want to assure themselves that they live and work on a safe campus. They can't tolerate an unsafe environment. The articles in the booklet summarize some of the strategies used to assure safety on campus, as well as some of the ways colleges are using digital technology to improve safety and spur innovation.

Inside Higher Ed will track these issues and welcomes your feedback on the articles enclosed and other articles on safety issues.

--The Editors
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News

A selection of articles by *Inside Higher Ed* reporters

Preparing Freshmen for Crime Prevention

BY NICK HAZELRIGG // JUNE 19, 2019

Campus security departments across the country are hoping to help freshmen be mindful of crime prevention by integrating information sessions into orientation.

Living on campus and away from home for the first time, many college freshmen are susceptible to crimes like burglary and theft. But on some campuses, security personnel are trying to help students learn crime-prevention tactics early on.

In recent years, many campuses have started or expanded programs to prevent sexual assault of students. But the crimes many will experience relate to theft, which is why some colleges are stepping up programming on the issue

According to data from the National Center for Education Statistics, there were 6,716 reported burglaries in campus residence halls and 5,299 reported in other areas of campus throughout the U.S. in 2016. There were also 1,106 total on-campus robberies. (Robbery is when an assailant induces someone to hand over their property, while burglary is when someone steals property while the owner is away.)

With all these in mind, some universities are working to ensure students have all the tools necessary to avoid theft when they arrive on campus.

At Winston-Salem State University, a historically black college, crime-prevention learning is incorporated specifically into a required freshman classes, taught by a campus police officer.

"Like many college campuses, larceny is the most reported offense on campus," Winston-Salem

John Ojeisekhoba
of Biola University

spokesperson Jay Davis said in an email. "This includes students leaving or misplacing student ID cards. To address this issue, WSSU's Police and Public Safety are taking a layered approach."

The issue of stealing wallets -- not just in the hopes of finding cash but credit cards as well as student and government IDs for the purpose of identity theft -- has become an increasing trend at universities, according to John Ojeisekhoba, campus security chief at Biola University in California. Ojeisekhoba said along with increasing issues of identity theft, stealing wallets with student IDs can allow criminals swipe-in access to areas of campus where they can find more valuable items to steal. Consumer Reports found there was a 20 percent increase in reported identity theft among college students in 2017.

"The trend coming up is mostly wallets, because you can go easily to any store and use someone's card," Ojeisekhoba said. "From a student's single wallet, there are fi-

nancial gains -- if there's money or a card in the wallet, if there's someone's ID, that's icing on the cake for identity theft. Bad guys also know students keep their student ID card in their wallets. They can come back to the campus, access more areas and steal more stuff."

In 2017 Ojeisekhoba was the recipient of the National Clery Compliance Award for his efforts at Biola. As at Winston-Salem State, Ojeisekhoba said informing students early is key to crime prevention, as freshmen are often targets.

"We do things in different phases," Ojeisekhoba said. "The orientation information is generic but also has in-depth details. For the orientation, we cover the current crime trends on college campuses."

At Winston-Salem State, the freshman experience is littered with moments of learning about crime prevention. In addition to the mandatory class, Davis said students periodically break into smaller sessions about crime prevention during the weeklong freshman orientation

prior to the start of classes.

As Ojeisekhoba prepares for the arrival of a new freshman class, he plans to keep them up-to-date on the growing issue of bike theft, which he said is on the rise due to the ease with which bikes can be resold.

Ojeisekhoba even tested as many available bike locks he could find on the market in order to determine which would be best for students to use and determined that a metal U-lock is preferable. Biola will now hand out 200 free U-locks to students who agree to register their bikes with campus security.

Ojeisekhoba said in his experience, informing students early on about crime trends at their university poises them to be more successful at crime prevention.

"Sometimes we'll have events in dormitories to make sure we're reaching freshmen beyond the orientation," Ojeisekhoba said.

"It's helpful for us and for them to use this medium to educate freshmen." ∎

Increasing Cybersecurity and Identity Theft Awareness

BY NICK HAZELRIGG // JULY 10, 2019

Colleges and universities have started using unique approaches to raise awareness among students of cybersecurity threats.

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With college students facing issues such as phishing or identity theft, some university and college security departments are incorporating different strategies in order to raise awareness of cybersecurity issues.

The number of individuals reporting identity theft in recent years has increased, and according to *Consumer Reports*, college students are more susceptible to identity theft than any other age group. Additionally, according to a report from the Federal Trade Commission, student loan identity theft increased in 2017 and 2018.

One of the common ways identity thieves accomplish their task is through email phishing schemes. Such schemes involve sending the target a fake email with the intention of attempting to convince the target to input personal information. However, college security and information technology organizations have begun to realize the dan-

gers such issues pose to students -- who often are not always aware of the dangers of identity theft.

"The younger generations are much more willing to freely give away their information," said Joel Garmon, chief information security officer at the University of Pittsburgh. "At this point in their lives, they don't feel they have the need to be guarding it, so they'll sometimes hand out anything or everything. Their willingness to give out information -- many times needlessly --

is a big hurdle."

Pittsburgh is using unique methods to raise awareness among students about phishing schemes and identity theft. Garmon said each Halloween, at the end of Cybersecurity Awareness month, the university puts on a haunted house that students can only gain access to if they attend various stations where they can participate in activities related to cybersecurity awareness. Such activities included information on secure password creation, iden-

tifying phishing schemes and privacy measures.

Garmon said one of the biggest concerns when raising awareness is that students coming out of high school are often less familiar with using email than expected, as younger students are more frequently using other methods of communication. Garmon said this leads to new students being more susceptible to phishing schemes.

"When we get a lot of freshman students in, they don't know much about email," Garmon said. "They aren't familiar with the appropriate protocols all the time."

Part of efforts to stem identity theft is simply informing students of threats in advance. Orlando Leon, chief information officer at Fresno State, said the university sends out notices in conjunction with the student government association warning students of potential cybersecurity threats.

One recent threat has come in the form of a phishing scheme -- a message to student employees from their supervisors appearing to offer an Apple iTunes gift card. Leon said in an email that Fresno State has also launched an information campaign.

"The division distributes fliers at key events involving students, especially incoming freshmen," Leon said in an email. "The information focuses on how to minimize the threat of identity theft and provides key resources to contact in the event they become victims. Technology Services considers this to be more than a campaign, but a way of life given the enormity of recent cybersecurity threats worldwide."

Ellen Keohane, chief information officer at the College of the Holy Cross, said Holy Cross has started using a method called "self-phishing" in order to help students identify potential phishing schemes. Self-phishing involves the university creating fake phishing schemes based on the templates of real ones and seeing if students fall for it, and informing them of how they can better identify schemes in the future.

Keohane said it was first tried out on faculty and staff to protect university information, but that the college implemented it with students in order to help their awareness of cybersecurity.

"Students aren't yet as concerned about their credit rating when they're young," Keohane said. "So it's a little harder at the beginning to explain the benefits of these programs to them. In general young people are more trusting and don't think about the security or privacy aspects of things."

Keohane said after the self-phishing program was implemented on college employees, they saw a noticeable improvement in the number of employees who fell for the ruse, and the same can be said for the students. Keohane said the college is also implementing a two-step verification process for emails in order to help ensure security.

"We always tell students, who are so immersed in technology, to slow down," Keohane said. "When you see an email, you want to click on it right away, but stop and consider the circumstances. The way all of us use technology is too quick, and that's how you get in trouble and fall for phishing." ∎

Full Shutdown

BY JEREMY BAUER-WOLF // MAY 8, 2019

Johns Hopkins students are refusing to leave administration building until officials cancel plans to form an armed police force. Activists are worried about the potential for racial profiling.

People at the [Johns Hopkins University](#) campus can't walk into the main administrative building, because student protesters have chained its doors shut.

Security stands outside and posters paper the doors and windows -- one reads "No Justice, No Peace, No Private Police." The main entrance is obscured with fliers detailing opposition to the university's plan to bring its own police force to the elite private institution in Baltimore.

The bleak setup conveys the tensions that have escalated between student activists and administrators in the past month. Critics of the police proposal have overtaken Garland Hall, saying that private, armed law enforcement would bring a host of issues. Students have spoken out about the risk of violence and racial profiling, a concern that other colleges and universities have encountered when attempting to beef up their police presences.

Especially in the last several years, campus police officers have been criticized [for their handling](#) of racial incidents and students with mental health issues -- students elsewhere who are suicidal or experiencing psychotic episodes [have been shot dead](#) by police. Last month, a black couple, unarmed and fully compliant during a traffic stop, was shot by police near Yale University (not fatally). One of the officers was from Yale's department, prompting protests that shut down two campus thoroughfares.

Hopkins currently uses a group of off-duty Baltimore City police, who would be replaced with sworn university police.

Ronald J. Daniels, president of Hopkins and target of the students' ire, had initially said he would not meet with them as long as they occupied the hall, calling their presence a safety hazard that has forced the university to either relocate or temporarily discontinue services such as financial aid and academic advising.

Daniels on Sunday did agree to sit down with the students -- but it's unclear whether this would ultimately change the outcome. The

university has heavily lobbied state lawmakers for a police force, saying that it was needed to mitigate crime close to the campus. The Legislature passed, and Republican Governor Larry Hogan signed into law last month, a bill authorizing the force, which was needed given Hopkins is a private institution.

Public colleges in Maryland -- Morgan State University and Coppin State University, among others -- already have their own police.

"Rather than taking responsibility for the harm inflicted on our community, President Daniels and his administration have chosen to willfully ignore our concerns while directing the vast resources of the university to further entrench a climate of fear, intimidation and surveillance," the student protesters wrote on Facebook.

The protests began in early April, over a prospective police force and the university's contracts with oft-criticized Immigration and Customs Enforcement that total $1.7 million. These contracts, which expire this year, largely are for educational programs in law enforcement leadership and emergency medical training, and aren't related to immigration enforcement.

An initially small contingent of student protesters and other advocates grew into hundreds piling into the hall that also houses Daniels's office. Garland remained open until this month, when students raised the stakes. They chained themselves to walls, railings and staircases, refusing to leave until admin-

istrators negotiated with them.

Students forced a complete shutdown of Garland Hall, and it has been converted to a makeshift den for the core activists who eat, live and work there most of the time. Almost all the doors are chained shut, but not one connected to the president's office. One student told a reporter at the building that Daniels still hasn't been spotted and that he's "probably afraid of black people."

Snacks -- chips, a bulk quantity of Jolly Ranchers -- litter the spaces in the lobby. One table was set up with Chipotle, catering style. One of the hall dwellers said that it's partially paid for by donations, including from a GoFundMe that has raised more than $2,700.

Banners are hung from stairs. The largest reads, "No private police. No ICE contracts. Justice for Tyrone West."

West was a black Baltimore man -- unaffiliated with Johns Hopkins -- who died in 2013 after an altercation with Baltimore City police. He fled from a traffic stop during which officers found cocaine, and the resulting struggle when police caught him resulted in his death. Officers weren't charged in West's death, but his family received a $1 million settlement from the city and state.

The students want the university to marshal its resources and help victims of police brutality, they said in interviews.

Turquoise Baker, one of the students who is leading the campaign, said as a black woman she and oth-

er students have experienced racial profiling. She noted that Baltimore City police have poor "bedside manner" -- indeed, the department has a long history of tense relations with the community.

The 2015 riots over racial injustice and police use of force in Baltimore were in part inspired by the death of Freddie Gray, a young black man who died in the custody of six Baltimore officers.

Baker theorized that the push for armed officers wasn't the result of any spike in crime, but rather the administrator's desire to improve the campus image to potential parents and donors.

"Our goal is to try force them to pay attention, not only listen but acknowledge," Baker said of college leaders.

Cyril Creque-Sarbinowski, a graduate student and another organizer, said that administrators, specifically Daniels, have been "dismissive" of the movement, which forced the students to ramp up their efforts and fully occupy the building. He said that Daniels would walk by the group in Garland Hall and deliberately avoid speaking, or making eye contact, and if Daniels did make a remark, it was snide.

"It was never truly an earnest discussion," Creque-Sarbinowski said. "They were treating us as a problem that would go away eventually."

Daniels wrote a letter to campus on May 3 saying that the protesters must bring their activities "in line with legal requirements and university guidelines" before he would

meet with them. The university wrote in an earlier message that disrupting "events and services" violated campus policy, but did not say whether students would be punished. A spokeswoman did not respond to a request for comment, including whether officials intended to discipline the protesters.

"Reasoned, analytical and open debate is the hallmark of our university community. As this academic year comes to a close, we have an opportunity to reaffirm our commitment to these ideals, even when it appears that the differences in our positions on the issues we care about seem large and unbridgeable," Daniels said in his letter. "Perhaps through open, generous conversation we can find glimmers of understanding that surprise us all. In a time of so much national discord and polarization, that would be truly uplifting."

After the bill to form the police force passed the Legislature, Daniels sent a message to campus, saying it addressed an "urgent" need around increased crime on and around the Hopkins campuses.

"We believe in the end that this legislation reflects an approach to university and community safety that we can be proud of at Johns Hopkins and in Baltimore, setting a standard as the most comprehensive set of university policing requirements anywhere," Daniels said in his statement. "Yet we also know that the true test of this effort lies ahead, as we begin the work of building a constitutional, community-oriented and publicly accountable university police department, with fidelity to the letter and spirit of this law."

On Sunday, Daniels reversed course and agreed to meet with the protesters and have the gathering live-streamed.

But the students wanted assurances -- including that a neutral, mutually agreed-upon mediator would conduct the negotiations and that students, professors and staff who participated in the protests wouldn't be punished. They also wanted to be let back into the building and not be arrested if the talks went awry.

The campus police force, if it comes to fruition, would patrol the main grounds, called Homewood, as well as the Hopkins medical campus and the Peabody Institute. The law allows Hopkins to have a force of up to 100 armed officers.

The law, which also requires the officers to wear body cameras, had widespread support among legislators -- the final vote in the Senate was 42 to 2.

Other colleges have been criticized when attempting to hire police. Student groups at the University of Rochester protested adding armed officers last year, calling the move "disheartening" for minority students. Evergreen State College was condemned for trying to add two police officers last year, too, after cutting faculty positions.

Kushan Ratnayake, another protester, said he is confident that the coalition will be successful. He pointed to recent student victories with sit-ins at Swarthmore College, where students occupied a fraternity house for days over accusations of sexual violence before the two campus fraternity chapters disbanded. ∎

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'Students Are Using Mobile Even If You Aren't'

BY MARK LIEBERMAN // FEBRUARY 27, 2019

Smartphones and tablets are changing how teachers teach and students learn. It's not always a smooth or simple transition.

Two years ago, four instructional designers in the University of California System decided to undertake a research project on "mobile learning." Their first order of business: figure out what that is.

"It's just so new that the researchers who have been trying to define it have found it so dynamic," said Mindy Colin, an instructional consultant at the University of California, Santa Barbara.

They eventually settled on a definition from Educause: "Using portable computing devices (such as iPads, laptops, tablet PCs, PDAs and smartphones) with wireless networks enables mobility and mobile variation related to instructional approaches, disciplines, learning goals and technological tools." But they still struggled to define for themselves the parameters of their investigation.

One professor they interviewed helped them accept the ambiguity of their research subject. His stu-

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dents use iPads in the classroom because, unlike computers, they allow students to interact while working on assignments without a bulky desktop or laptop screen blocking their view of those around them. "He used this device not necessarily for the mobility," said Margaret Merrill, instructional design consultant and educational technologist at the University of California, Davis, but because it's "less disruptive to the look and feel of the classroom."

This anecdote underscored for them that mobile learning means different things to different groups across higher education. Some instructors ask students to answer poll questions during face-to-face class sessions. Social media platforms like Twitter and Facebook can serve as hubs of information and dialogue among students and instructors. Smartphones and tablets can also be used as platforms for creating projects integral to the

learning objectives of a course -- graphic design on an iPad or journalistic interviews on a smartphone recorder.

Professors and administrators at recent conferences report that some students write entire essays on their smartphones or complete homework assignments on the bus commute to campus. Increasingly, students expect course materials to be accessible to them on their mobile devices just as they would be on a laptop.

Beyond its function as a classroom tool, mobile technology is the primary conduit for some students' learning experiences. Broad data on the different permutations of mobile learning are hard to come by. In a 2018 survey by Learning House and Aslanian Market Research of 1,500 exclusively online students, nearly 80 percent said they complete some, if not all, of their course work using a mobile device. More than half of respondents said they access course readings and communicate with professors from their smartphones, and more than 40 percent said they conduct research for reports and access the learning management system on mobile devices.

Meanwhile, a 2017 Educause [survey on face-to-face experiences](#) paints a different picture: 70 percent of nearly 44,000 students reported that instructors banned or discouraged the use of smartphones in the classroom -- but more than a third of respondents did report using smartphones in the classroom "to make other connections with the material."

"Students are using mobile even if you aren't," said Ryan Seilhamer, program director of mobile strategy and innovation at the University of Central Florida. "It's something you should be at least aware of."

This new paradigm of teaching and learning also raises plenty of challenges new and old, from developing robust technology infrastructure to supporting skeptical faculty members, ensuring accessibility for all students and keeping up with the increasingly rapid pace of technological advancement.

It's enough to make some professors skeptical or dismissive of digital technology, banning it from their classroom or at least frowning upon students using it. Proponents of mobile learning, like Meghan Sullivan, a professor of philosophy at the [University of Notre Dame](#), don't see much value in retrenchment.

"Finding ways to meet [students] halfway, using what feels normal for them and feels exciting can make

your teaching that much more ef-

Seilhamer's Tips for Mobile-Friendly Courses

- Use LMS tools
- Keep file sizes small
- Inform students if a piece of content won't be available on mobile
- Include sample videos

---

fective, rather than sticking your head in the sand," Sullivan said.

Growing Interest in Tracking

Since becoming an instructional designer at UCF, Seilhamer has been paying close attention to students' relationships to mobile devices. On the strength of his work developing the university's mobile app, Seilhamer in 2017 was promoted to a new position overseeing the university's mobile strategy. Few other universities in the country have someone in this role.

Seilhamer helps design mobile-friendly learning experiences and encourages instructors to adopt practices like "content chunking" that work for students

" Students are using mobile even if you aren't. It's something you should be at least aware of. "

in that format. According to Seilhamer's research, students spend an average of five minutes continuously logged in to Canvas on their phones, compared with 14 minutes on laptops.

"If an assignment doesn't work for 10 percent of the students, that's a big headache," Seilhamer said.

Students remain reluctant to take quizzes and exams on smartphones because they're concerned about losing access in the middle, Seilhamer said. But 20 percent of institutionwide Canvas traffic from students comes via smartphones. When developing course strategies with instructors, he often asks, "Is this how you want to be represented to 20 percent of your students?"

Challenges

For courses that involve providing students with mobile devices, cost and resources can be prohibitive, according to the University of California research team.

Six years ago, Shahra Meshkaty, senior director of Academic Technology Services at the University of San Diego, forged a partnership with Apple that brought 50 iPads to the institution. Each semester, Meshkaty solicits proposals from faculty members who want to use them in their classrooms. Even now, with the institution's iPad stock up to 200, demand always exceeds supply, Meshkaty said.

"The potential for creativity, we're now touching the tip of it," Meshkaty said.

An instructor who incorporates digital tools into teaching has to be prepared to change the activities in subsequent semesters, as technology loses its novelty and in some cases gets outmoded by new inventions.

A few years ago, Jenny Wakefield, an instructional designer and adjunct professor of learning technologies in the Dallas County Community College District, started using the PollEverywhere tool in her classroom, offering multiple-choice questions and posting the results to keep students engaged. But once the novelty of using the tool wore off, Wakefield realized she needed to try harder. In future classes, she split students into group and had them compete.

"I didn't like the idea that they were just sitting in their seats," Wakefield said.

For campus-based experiences, building a Wi-Fi network with enough capacity to support an expanding number of devices per student and per classroom can be a costly and time-consuming investment.

Meshkaty said the information technology team at her institution had to overcome numerous troubleshooting and network issues to project students' mobile device screens on a classroom Apple TV screen.

"There were challenges to start out with the deployment," Meshkaty said. "It was frustrating in the beginning, but we worked around it." The increasing interest in mobile from the tech team has facilitated more interest among faculty members in mobile tools, she said.

Administrators and instructors in the California system also encounter difficulty at times keeping track of classroom devices provided by the university.

Opportunities

At best, mobile technology can facilitate broader improvements to learning experiences. At Notre Dame, Sullivan revamped a general education Introduction to Philosophy lecture course, which used to be geared toward philosophy majors even though few students in the course planned to pursue philosophy afterward.

Instead of subjecting students to "14 weeks going through the intellectual history of Europe," Sullivan wanted to emphasize the importance of leading an ethical life and the social value of philosophical inquiry. Digital tools played several key roles in making that shift.

More From "Inside Digital Learning"

Online students multitask more.

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A campuswide ban on laptops and smartphones in classrooms.

Now, instead of perusing dense texts, students engage with philosophy writing via "interactive digital essays" -- mobile-accessible web pages attached to the online syllabus, with supplemental materials and clarifications embedded in the prose. Sullivan still offers a traditional PDF, but students "really prefer this method."

Sullivan also introduced a live poll at the end of each lecture, in an effort to see whether students had grasped the lesson. A student then gave her the idea of offering the same poll at the beginning of class as well.

Not all attempts at facilitating mobile learning prove equally successful. Sullivan created a "dare" assignment in which students try out new activities with a philosophical dimension. She encouraged them to post their experiences on an Instagram account she created for the course. But results were mixed: some students weren't particularly adept at taking dynamic photos for the platform, while a handful of others didn't want to get involved with a proprietary social media platform.

The California researchers uncovered myriad examples of instructors innovating with mobile tools, from Pokémon Go for collecting samples in an ecology class to Snapchat as a flash-card tool to help students identify rare species of birds.

The value of mobile learning may differ from one context to the next. But one path to making a meaningful impact on student learning is to see the classroom experience from their perspective. The instructor who deployed Snapchat for bird-watching did so after noticing some of her students using Snapchat.

"She said, 'I don't know how to use Snapchat -- this is what I want to do,'" Colin said. "They showed her how, they set it up and she did it." ∎

https://www.insidehighered.com/digital-learning/article/2019/02/27/mobile-devices-transform-classroom-experiences-and

At What Cost Wi-Fi?

BY LINDSAY MCKENZIE // APRIL 17, 2018

Students expect wireless internet access everywhere on campus, and colleges and universities pay millions to provide it.

Gaming consoles, tablets, smart speakers, minifridges that text you when you run out of beer -- these are just some of the internet-connected items students are now bringing with them to their residence halls.

Not every device is for entertainment, however -- phones, tablets and laptops might (at least sometimes) get used for academic purposes.

But with so many Wi-Fi-enabled devices, colleges are struggling to keep up with students' expectation that wireless internet should be free, fast and everywhere.

"We used to hand out a thousand ethernet cables each year; now students don't need them," said Christopher Waters, chief information officer at Elon University. The institution is midway through converting all its residence halls to wireless only.

Instead of bringing two or three wireless devices with them to college, students are now bringing eight or nine, said Waters. "When students come to campus, particu-

Ohio State University

larly at private institutions, they expect Wi-Fi to be ubiquitous."

With such high demand for bandwidth, how can institutions avoid scenarios where students trying to work are slowed down by their neighbors playing video games? At Elon, the institution has created two Wi-Fi networks -- one for primary devices like mobile phones and printers, and a second just for smart devices and gaming consoles.

Keeping up with the latest Wi-Fi standards is a constant challenge, said Waters. Elon has tried to update its network in phases as the campus has grown, thinking about what future needs might be. Performing a campuswide upgrade on Elon's 636-acre campus could

quickly become an "unwieldy" project, Waters said.

Josh Piddington, vice president and chief information officer at Rowan College at Gloucester County, a community college in New Jersey with a 266-acre campus, said that he had taken a similar approach -- updating Wi-Fi space by space to avoid a campuswide overhaul.

Prior to 2010, Piddington said, Wi-Fi at Rowan was spotty. Now every building has Wi-Fi, but with more students using multiple wireless devices, heavy-traffic areas such as the cafeteria have experienced high demand.

Classrooms, too, have had issues, said Piddington. As more students bring laptops and phones to class,

internet speeds go down. The college recently upgraded the Wi-Fi in its nursing auditorium after doubling the size of its nursing class, at a cost of around $3,000 for new wiring and hardware. "As a community college, we negotiate hard on those costs," he said.

At some of the largest institutions in the country, however, Wi-Fi upgrades can run into millions of dollars. Last week Ohio State University's Board of Trustees approved a $18.6 million campuswide update.

The project will improve and expand Wi-Fi access across Ohio State's 1,777-acre campus. Inside buildings, the number of wireless access points will increase from 10,000 to 23,000. In outside areas, access points will increase from 32 to 1,000. The upgrade has garnered significant media attention, because it will also bring Wi-Fi to the stands of the Ohio Stadium, which seats over 100,000 fans.

The update is not a case of athletics over academics, stressed Diane Dagefoerde, deputy chief information officer at Ohio State University. "This is a comprehensive strategy. It's about creating a seamless experience across campus," she said.

The University of Michigan's Ann Arbor campus also embarked on an ambitious multimillion-dollar Wi-Fi upgrade five years ago. The $24.5

> **This is a comprehensive strategy. It's about creating a seamless experience across campus.**

million project is now nearing completion. "What we really wanted was wall-to-wall, basement-to-penthouse coverage," said Andy Palms, executive director of information and technology services infrastructure at Michigan.

The project started with the library, followed by heavily used public spaces, then the rest of the academic, residential and research buildings on campus. Though the focus has been on interior spaces, Palms said it had become clear in the last year that students also want Wi-Fi outside.

The upgrade at Michigan has required meticulous planning. In some areas the wired network had to be extended, and new wireless access points needed new power supplies. Work had to be done with minimum disruption to the campus, and working in heritage buildings (which are numerous at Michigan) was expensive. But the university estimates that it won't need to upgrade the network again for another five years, and next time it will require much less work and cost half as much.

Unlike Ohio State, the University of Michigan doesn't have any immediate plans to put Wi-Fi in the stands of its stadium. The university has done tests, but they didn't go very well. Because the stadium is partially underground, with no tiered structure to attach Wi-Fi access points to, the work would be disruptive and expensive -- likely in the range of several million dollars. *The Sports Business Journal* has reported that many college football stadiums face similar challenges.

Chad Kainz, an educational consulting director and principal strategist at Blackboard, said that it is difficult to talk today about a quality student experience without also considering the digital experience that an institution offers.

"Fifteen to 20 years ago, we were investing in wired networks and 'ports-per-pillow,' " he said. "Now we don't talk about ports anymore -- we think about Wi-Fi coverage, wireless bandwidth and equitable access." He added, "Wi-Fi on campus is as essential as light and water."

Meeting students' expectation that they'll be able to stream Netflix shows or tweet at football games is important from a recruitment perspective, but Kainz notes that Wi-Fi is also essential to many teaching and learning experiences.

Students might have data plans on their phones, but they often don't have the bandwidth to access the digital content that many of their classes require, said Kainz. "If students and faculty struggle with fundamental access to what they need for learning and teaching, the student experience is adversely impacted and diminished."

Joretta Nelson, senior vice president at Credo, a higher education consulting firm, said that investments in technology are important to signal to prospective students and their families that an institution is progressive and aware of students' desires. But she agreed that keeping student learning at the center of investments is vital, particularly if resources are scarce.

Improving the digital learning experience was a key motivation for the Ohio State upgrade, said Dagefoerde. The university recently launched a [Digital Flagship](#) initiative that will see each student receiving an iPad Pro that will form an integral part of their learning. "It can't happen without a robust Wi-Fi network," said Dagefoerde.

Amy Novak, president of Dakota Wesleyan University, said investments in Wi-Fi at her institution have been driven in part by student survey feedback. Students living in residence halls were asked if they would be willing to give up cable TV subscriptions for better Wi-Fi. Around 90 percent said yes. "I was surprised by the strength of their response," said Novak.

Like Dagefoerde, Novak said the investments Dakota Wesleyan makes in Wi-Fi are about meeting student expectations, but also adapting to changing pedagogy. Students register their attendance in class via Wi-Fi and take online polls in class. And faculty are working with digital textbooks and communicating with colleagues via Skype. "Wi-Fi is an integral part of our institutional strategy," said Novak. ∎

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Looking Back on This Year's Classroom Experiments

BY MARK LIEBERMAN // MAY 22, 2019

Last fall, professors told us about their plans to experiment this year with technology-enabled teaching. Now they reflect on the successes and shortcomings.

The end of the school year is a time to reflect on accomplishments and -- ideally -- to abandon regrets, or at least learn from them.

Last September, professors from institutions around the country shared with "Inside Digital Learning" their plans for new classroom initiatives and made some predictions about what they might accomplish. We came back to them recently to ask how they went. A few said they're too busy with an end-of-year crush of grading to reply. Here's what the rest of them reported back.

Sandi Connelly, leader faculty in online learning in science, Rochester Institute of Technology

What she tried: Incorporating Microsoft speech=recognition software and a new learning interface, with the goal of keeping students more engaged.

What worked well: As with all new implementation, there are hurdles. Both Microsoft Translator and JoVE

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Core Bio resources were embraced by the students. In the face-to-face classes, all students benefit from engaging with MS Translator. Many save the transcript, and when coupled with lecture-capture technology, MS Translator has eliminated the "one and done" of lectures, giving students more opportunity to succeed. Online, MS Translator allows me to have real-time office hours with all students, taking away the need to wait for a captionist to

join us. This allows me to be more accessible to them.

With JoVE Core Bio, the students have been engaging with content through the eyes of scientists. The integration of scientific articles directly with the fundamental content affords students the opportunity to learn in different ways -- study the fundamentals and then apply their knowledge, or read the articles to understand the why and then work through the content to understand

the how. This has been a very important change to engage my non-major students in the courses and help them to approach biology more holistically.

I have seen approximately a 26 percent average increase in the time spent engaged with materials after adding JoVE Core to my classes. While I would like to see even more students engage with the materials, this is not an insignificant change and has led, directly or indirectly, to higher exam averages this term.

What didn't work well: With Microsoft Translator, you are dependent on a reliable internet connection! A LAN connection is important for integration with the reference library for my courses. This can be cumbersome, as many institutions are phasing out LAN connections. Further, lost connections stop the captioning, and waiting for re-establishment significantly impacts the cadence of a lecture.

Sandi Connelly

As JoVE is in beta, though building rapidly, there are a limited number of practice questions available. For many faculty, self-check quizzes and homeworks are not something for which they want to spend time writing questions. As the database and teaching resources for JoVE Core continue to increase, this will be a fantastic classroom resource at an affordable price.

What she learned: Students do not want to have to bounce between resources for class content. Minimizing the "traffic congestion" will help everyone keep tabs on the successes and challenges faced but will also make the logistical learning curve smaller -- improving the feeling for students that they can handle the course and ultimately be successful.

Anna Gold, university librarian, Worcester Polytechnic Institute, and Lori Ostapowicz Critz, associate director for library academic strategies, [Worcester Polytechnic Institute](#)

[What they tried](#): Opened a new digital scholarship lab centered on project-based learning.

What worked well: Since its opening, the Shuster Lab for Digital Scholarship has become a popular home for informal and course-related digital scholarship. It is a daily destination for project meetings, study groups and presentation practice sessions, as well as for individuals needing the equipment or specialized software. Our instruction librarians routinely meet students in the lab to conduct re-

Anna Gold

search consultations and to teach course-embedded information literacy classes.

The lab has inspired several successful new initiatives, including a series of digital scholarship workshops on digital exhibits/collections fundamentals, mapping, text mining and analysis, and text analysis. The workshops provide an introduction to the topics, along with an invitation to attendees to seek one-on-one assistance on individual projects. Relationships have been fostered with several faculty members and students.

The WPI Digital Volunteers group also initiated a monthly event series to bring the WPI community together to contribute to digital crowdsourced projects with a global impact. The series launched with a Wikipedia editathon for Native American Heritage Month, and has included a Black History transcribeathon, Humanitarian mapa-

thons, hackathons, and other targeted editathons. Events have been co-sponsored by several student organizations and draw attention to global projects and how to support them digitally.

Lori Ostapowicz Critz

Perhaps the most significant activity in the Shuster Lab was a humanities inquiry seminar taught by associate teaching professor Joe Cullon, titled Urban Digital History -- Parks, People and Politics in Worcester, Mass. This seminar guided students through the use of recent digital history applications, such as Omeka and Juxtapose, and the creation of a complete digital history site. The course helped illustrate the potential of the lab to support research and learning in digital scholarship and opportunities for the Gordon Library to provide assistance and guidance to students and scholars in these endeavors.

What didn't work well: During this first year, attendance for activities was generally low. Students and faculty are very busy during our fast-paced, intense seven-week terms, and it is difficult to anticipate the optimal timing for these add-on activities.

Integration of the Shuster Lab into the curriculum has been somewhat slow, although Professor Cullon's class gave us a chance to pilot the use of the lab across a full term and shines a light on the lab as planning for the next academic year gets underway.

What they learned: We are going to use targeted marketing and a personalized approach to identify classes each term that could benefit from utilizing the equipment and/or digital scholarship services available.

Elizabeth Howard, program manager of student affairs, New Mexico State University College of Engineering

What she did: Remodeled an existing classroom space into an active learning environment, via a Steelcase grant.

What worked well: The Active Learning Classroom has been a wonderful asset to the College of Engineering at New Mexico State University. The classroom was used for Introduction to Engineering course and Engineering Statics and Dynamics with a total of 18 sections across two semesters. The professors utilized the active learning environment to conduct mini impromptu design challenges and student collaboration/teamwork. The professors used the mini whiteboards to have students work in teams on assignments in class, which created an environment for students to interact with one another. The classroom really encouraged group learning and communication. Students that typically would have sat in the back of a traditional lecture room were in the middle of a group activity at their table. This increased their ability to problem solve quickly and communicate with one another.

What didn't work well: One of the constraints of the classroom was the actual size. The setup is for 32 students, but due to student mentors in the class, it was difficult to quickly change the setup of the classroom. Ideally the classroom would be arranged differently depending on the course curriculum for the day. The classroom stayed a similar layout due to convenience for the instructors.

What she learned: Utilizing the Active Learning Classroom proved to the College of Engineering and professors that this type of learning environment is conducive to learning. The student and professor feedback was positive -- both faculty and students are hopeful that additional classrooms in the Col-

Elizabeth Howard

lege of Engineering would model a similar layout. Due to the positive feedback in the fall, we remodeled another classroom to follow a similar layout, and it was completed for the spring semester. Based on classroom observations, the most impact the classroom had was increasing communication among classmates and creating a sense of team among the different groups.

Vera Kennedy, sociology and education instructor, West Hills Community College Lemoore

What she tried: Incorporating a new self-authored OER textbook into her cultural sociology class.

What worked well: All students were able to access the textbook on multiple devices (i.e., desktop, laptop, tablet and cellphone). Students reported the OER textbook met their expectations and the assigned readings from the book helped them understand key concepts, topics and ideas from the course. Some student comments included:

Vera Kennedy

■ "I think providing a free online book is a great idea because then students don't have that as an excuse."

■ "I feel like I'm leaving being a lot more confident in who I am and my culture. I think the activities in class really helped us further understand all the topics. Over all, I just really enjoyed and appreciated this class."

■ "The textbook was well put together and all of the assignments in the class reflected what the textbook taught us. The interactive assignments made the readings easier to understand when we were given applications to the concepts."

■ "The book was great because it was straight to the point; it was descriptive but not too long to bore anyone."

What didn't work well: Students expressed challenges in understanding some of the terms. One student explained, "I think the lectures in class could incorporate the actual terminology we learned in the reading more thoroughly." Another student said, "I think there was a lack of explicit definitions for some terms. I never thought I'd say this, but I think it may just have been a bit too short and concise." Others stated learning to apply the

The textbook used in this course met my expectations for the class.

Agreee 21.1%

Strongly agree 78.9%
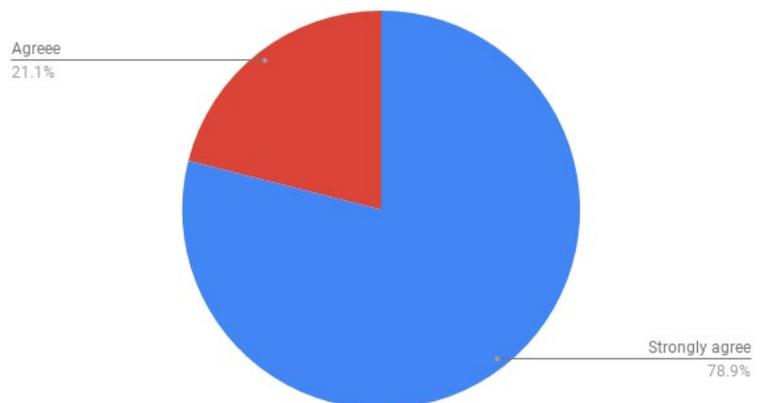
The assigned readings from the textbook helped me to understand key concepts, topics, and ideas from the course.

Agree 36.8%

Strongly agree 63.2%
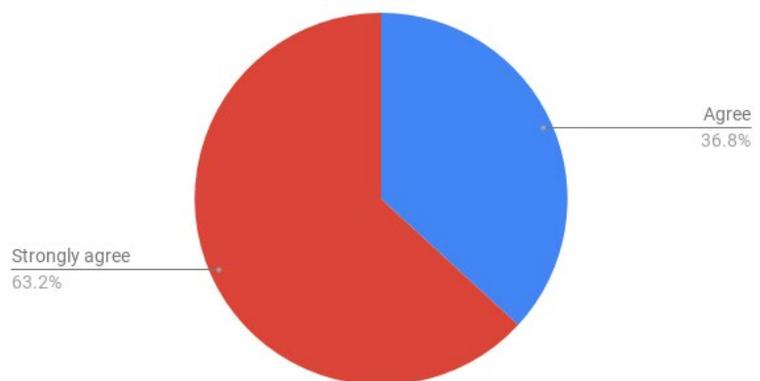
concepts in real world situations was difficult. Finally, some students found the inability to annotate the text inhibited its functionality as an OER material. One student shared, "The only thing I could not do was highlight certain areas."

What she learned: I need to expand the definition of terms with more than one example pertaining to the subject criteria. I also should cover a wider range of topics related to the course material in my examples in the text, lectures and applications. Lastly, I most recently discovered a new application for faculty and students to upload and annotate commercial and OER texts called Perusall. I am test piloting this annotation tool in a couple of my OER courses this semester and am working on refining its use and application in my class for the coming fall.

**Ruben Mancha, assistant professor of information systems, [Babson College](#)**

Ruben Mancha

[What he tried](#): Adding technology kits and other experiential elements to connect students to information technology subject matter.

What worked well: Students enjoyed the fast-paced course dynamics: a combination of short lectures, brief reading discussions and teamwork to build Internet of Things (IoT) prototypes. They gained hands-on experience programming IoT/wearables, managing teams following Agile principles, designing digital interfaces, conceiving business and revenue models for their technology, and presenting their innovations and start-ups to a panel of judges, which included Michael Sullivan from Verizon Innovation Labs and Cheryl Kiser, Emily Weiner and Ken Freitas from Babson's Lewis Institute.

The partnership with Verizon through the Lewis Institute's [IoT for Good initiative](#) brought real challenges and purpose to the course. Prototypes built by student teams included IdBracelet, a wearable using blockchain technology to offer identity-management services to refugees; meQ, a digital platform business that helps companies monitor and optimize their employees' stress levels; and Farmer Bob, a nonprofit that offers IoT solutions and data analytics to optimize yield in small farms.

What didn't work well: In an intensive elective, students have to learn many technical concepts in a short period. The course would benefit from additional in-class time to cover the basics of IoT technolo-
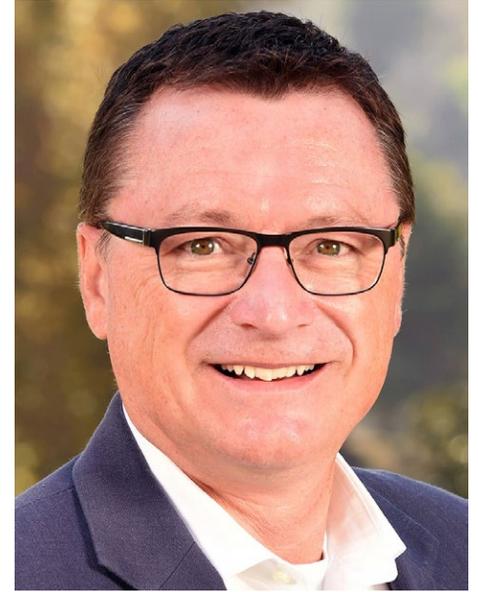
Robert Meeds

gies and their programming and to explore in more detail the connection between physical devices and digital interfaces (e.g., apps, dashboards).

What he learned: The collaboration with industry is an essential part of this course, and I intend to maintain it. Next year, the course will span seven weeks, and students will have more time to explore the basics of programming and the design of digital interfaces.

Robert Meeds, associate professor of communications, [California State University at Fullerton](#)

[What he tried](#): Transformed Digital Foundations course from face-to-face elective to online requirement.

What worked well: Creating a YouTube Channel (COMM 317) that functions as an online, easy-to-access content library worked very well. It took a lot of work to create and organize the more than 125 videos we created for this course,

but student feedback about the video content has been really positive. Students also like the flexibility of accessing the lecture and tutorial content when they want to. Though it took a while for the instructors as well as the students to acclimate to the mostly online format, putting all the instructional content online and then using brief 50-minute in-person lab sessions worked well to reinforce key points and review student progress.

What didn't work well: When students are learning in a traditional classroom or lab setting, they have opportunities to help each other and learn from each other. We've lost some of those kinds of interactions under the new format. Also, each of the three course instructors reported that figuring out how best to use those 50 minutes we had in person with the students each week proved to be a challenge. In general, we all tried to cram too much into those 50 minutes in the early going. From a technical perspective, we experienced challenges that are common to other online courses, such as the university's LMS file size limits that forced us to create a lot of workarounds for students to get their assignments to us. This made grading cumbersome at times. And, as you'd expect, there were some students whose computers weren't up to running the required software.

What he learned: Students complete five major assignments as well as some short lab assignments during the semester. We learned that if we break up the major assign-ments into smaller parts and give students concise, timely feedback on their work in the smaller parts, it's a workable alternative to face-to-face contact and they can often make adjustments to improve their work before the full assignment is due. We also learned to be more realistic about what we can accomplish in our 50-minute lab sessions and to really focus on making sure each student gets a little bit of our attention and support each week.

Peggy Semingson

Peggy Semingson, associate professor of curriculum and instruction, University of Texas at Arlington

What she tried: Implemented predictive analytics in an attempt to anticipate students' needs.

What worked well: I've been steadily using the Inspire for Faculty tool from Civitas Learning for all of my online courses. Previously I used it to send fairly generic nudge emails to students based on the predictive analytics data. These emails were primarily sent out to students based on their success and participation levels in the class. I have since learned that within the software there are email templates that are particular to other fac-tors such as point in the semester. So, what has been going well is I have moved from crafting my own emails to using the templates and encouraging language provided by Civitas and then tweaking the emails based on the other variables. I have also started using the software tool to send and track messages apart from the data itself, so using it as a messaging tool in and of itself. Some people may not like email templates, but I find them to be very strategic, and I don't have to start from scratch when thinking of what to say. Students continue to be encouraged, generally speaking, by the nudge emails.

What didn't work well: I still don't have a calendar or overall strategic approach for when to send out the emails, and because I don't hear from too many other faculty, I don't have a very systematic plan for using it. It's easy to get sidetracked from using a new tool when you are one of the few people using it.

What they learned: I have learned, as the old saying goes, to not reinvent the wheel in terms of crafting nudge emails from scratch. There is a wealth of information in the Civitas software that supports faculty as they craft emails. What I need is an overall strategic approach and especially a timeline for when to send out these emails and then how to track them. Another important need is to talk to other faculty about how they are using the tool. I don't see the formal infrastructure for doing that with this particular tool, so I have my own informal back

channels for talking to other faculty about new digital ideas. It's still a new and emerging tool. We need to carve out spaces for conversation about specific ideas.

Parrish Waters, assistant professor of biology, [University of Mary Washington](#)

[What he tried](#): Encouraging student engagement with help from a formative assessment tool, which he'd used in the classroom previously, but without a cohesive strategy.

What worked well: The formative assessment approaches I've ex-

Parish Waters

perimented with over the last several years have changed the way that I approach my teaching. I was able to get a consistent 50 percent interaction rate with the online formative feedback tool BluePulse this year. This was a slight increase compared to previous years, and though small, I consider it a success. Students offered critical and informative feedback on both my teaching style (the pace and complexity of my lectures) and new assignments I incorporated into my course (some were winners, other losers). My interactions with students have become more honest, and they more comfortably offer frank feedback that helps move my teaching forward.

What didn't work well: While my students seemed more engaged with the material, their grades this year were not significantly different from past years -- nearly identical in average and spread. I do not see this as a failure. Students' use of this tool was implicitly valuable, both for me to receive the feedback and for them to feel empowered by giving it. Although my efforts to standardize the polls and increase its use had no direct effect on the

students' grades, their engagement with BluePulse added to their sense of ownership over their education in this class, which motivated them to engage more with the material. This helps them retain and recall the large amount of information conveyed in this course much more than rote memorization.

What they learned: Using formative feedback tools allows me to get immediate, sincere and critical feedback on my teaching practices, more so than just asking students in person. For instance, I used brief, ungraded pop quizzes during the last 10 minutes of my class this semester. Students traded quizzes every few questions, grading and discussing questions as they went, before moving on to the next set of questions. I had never used this teaching strategy before and received such overwhelmingly positive feedback through BluePulse after each iteration that it is now a mainstay of my pedagogy. Formative feedback allows me to comfortably test-drive new and innovative pedagogy in my classroom. The candor of the dialogue gives students an active role in our pedagogical experiment. ∎

https://www.insidehighered.com/digital-learning/article/2019/05/22/professors-reflect-technology-experiments-enhance-student

Views

A selection of articles by *Inside Higher Ed* reporters

Higher Ed's Role in Addressing School Violence

BY KATHLEEN MCCARTNEY // MAY 9, 2018

Kathleen McCartney outlines the key ways colleges can support K-12 students and help advance the movement they have started.

Across the nation, high school students are now selecting the colleges and universities where they will spend the next formative chapter of their lives. They are making their choices against a backdrop of unprecedented public attention to gun violence, thanks to a bold and galvanizing uprising that they themselves have led. While they are high school students today, they will be college students next. Higher education has to be ready.

To understand the students soon coming to our campuses, it helps to acknowledge some essential facts that have shaped their coming of age. The 18-year-old students graduating high school this spring have known schools as sites of violence their entire lives.

They were born the year after the Columbine, Colo., massacre. They were seven years old when a shooter killed 32 people at Virginia Tech, one of the deadliest school shootings in U.S. history. Most weren't even teenagers when a 20-year-old shooter killed 26 people at Connecticut's Sandy Hook Elementary School. And while mass shootings receive wide attention, other forms of ongoing "silent violence" shape the lives of thousands of students in their schools, neighborhoods or homes.

How can higher education support students and help advance the movement they have started to prevent gun violence in schools?

First, as new students arrive on our campuses, we must recognize
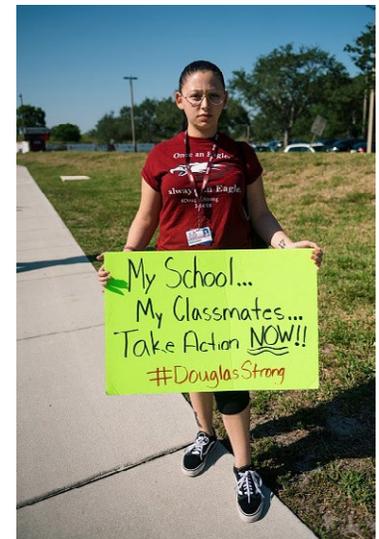
A student protesting the February shooting at Marjory Stoneman Douglas High School.

that many come to college without the sense of a classroom as a place of safety, something we know is

essential for teachers to teach and students to learn. Some students have experienced gun trauma directly, while virtually all have been affected through news reports and social media. They seek -- and deserve -- explicit institutional commitments to their safety. Those commitments might take the form of emergency preparedness drills, active and repeated safety training for faculty and staff members, and detailed planning around emergency protocols in the classroom and residence halls. It involves counseling services and other forms of trauma-informed mental health support.

Second, we must support our faculty in making space in the classroom to acknowledge incidents of violence. Even when the topic is far outside the faculty member's discipline or comfort zone, even if the approach may be tentative or awkward, students feel supported when professors acknowledge traumatic events.

In reference to the Sept. 11 attacks, [research](#) by Therese A. Huston of Seattle University and Michele di Pietro of Carnegie Mellon University has found that students believe it is always best to do something rather than nothing, "regardless of whether the instructor's response required relatively little effort, such as asking for one minute of silence … or a great deal of effort and preparation, such as incorporating the event into the lesson plan or topics for the course." In my experience as a professor and a president, students are grateful when you acknowledge events that are hard for them to process.

Finally, as college and university leaders, and as campus communities, we cannot be silent about school violence. Students are leading a bold, essential movement against gun violence, and we must stand with them. We must amplify their voices and join them in demanding change. Many college and university admission deans set this tone pre-emptively in the wake of the shooting at Florida's Marjory Stoneman Douglas High School this spring. They made explicit public pledges [not to penalize prospective students](#) -- even if the students' high schools chose to -- for their activism.

Gun violence is not a partisan issue. It is a human rights issue. Every educator should care about the prevention of gun violence -- indeed, violence in any form -- that cuts short the futures of young people, many as their educations have barely begun. ∎

Bio:

Kathleen McCartney is the president of Smith College.

Why Innovations Fail

BY STEVEN MINTZ // JULY 23, 2019

Ten hard-won lessons

Failed experiments litter the higher educational landscape. Among the most notorious was Robert Maynard Hutchin's attempt, at the University of Chicago, to develop a lower-division curriculum based entirely on the "great books," which deeply divided the faculty and harmed the institution's efforts to maintain its top leadership position in graduate and professional education.

Sometimes – as with Columbia University's Fathom, a precursor to edX and Coursera – an innovation arises prematurely. At other times, good ideas, like cognitive tutors in college math, work, demonstrate results, but are not widely adopted. At the same time, some innovations fade only to resurface years later (like Fred Keller's plan for personalized learning), while other – think online graduate programs – immediately catch on and spread like wildfire.

Still, other innovations fail repeatedly. For example, every generation has had to relearn the lesson that for-profit higher education results in deceptive recruitment practices, the misuse of financial aid, and dismal completion rates.

In response to a recent blog posting, I was asked to provide a postmortem on why innovation initiatives like those that UT Austin and the UT System launched failed to achieve their goals. Let me share ten hard-won lessons.

1. Because institutional leaders and key stakeholders failed to agree on an urgent problem that needs to be solved or a huge opportunity that needs to be seized.

Nothing, said Dr. Johnson, better focuses the mind than a hangman's noose. Without a sense of urgency, innovations are sure to falter, flail, and ultimately fail. The motivation can be existential – a recognition that an institution's survival hinges on innovation – or aspirational – for example, to elevate the institutional profile. It can be imposed from outside, for instance, from accreditors; or from within. Often, it stems from a desire to compete with peer institutions.

2. Because an initiative's leader fails to devise a carefully focused and realistic strategic plan and to effectively communicate an inspiring vision

Without a practical, pragmatic plan with clear benchmarks, priorities fail to get set and individual initiatives fail to be completed. Often, this is not the leader's fault. Sometimes, too many responsibilities are placed on the leader's lap. As a result, energy and attention get diverted and misdirected. Focus is essential. An ability to avoid distractions and diversions is crucial to success.

3. Because the initiative fails to achieve buy-in from key stakeholders.

Nothing is more important than sign-off from an institution's top leadership. Too often, one receives a nod rather than firm, unequivocal backing. When the going gets tough, one cannot assume top-level support.

4. Because the initiative fails to achieve quick wins.

It's essential to establish a record of accomplishment, and that means identifying and capturing low hanging fruit. A sense of momentum and success is necessary to keep an ini-

tiative on track.

5. Because of various institutional impediments, which can be bureaucratic, financial, legal, or technological.

Misplaced incentives, legacy technologies, incumbent processes, entrenched interests, and bureaucratic hurdles all can cripple an initiative. At many institutions, procurement and contracting prove to be slow or derail initiatives.

6. Because an institution plants seeds in a swamp.

Partnerships fail. Interest fades. Innovators depart or shift to other priorities. Investing in individual innovators often proves to be a mistake. Success hinges on getting individual departments or colleges to make a long-term commitment to a particular strategy.

7. Because of a change in institutional leadership or of institutional priorities.

Regents, presidents, chancellors, provosts, and deans come and go, and generally when they do, their successors want to leave their own mark, advance their own agenda, and implement their own vision. Unless an initiative is institutionalized, it is likely to fade.

8. Because time is perishable.

With innovation, the clock is always ticking and there is always a risk that time will run out. Hence, it's essential to institutionalize the initiative before it's too late, and that means achieving financial sustainability.

9. Because the incentives are in-adequate or poorly implemented.

Innovation can be expensive. Innovation at its best is a team sport that requires participation by faculty, staff, and administrators working in coordination. Incentives – money, resources, release time, recognition -- must outweigh the disincentives. Continued confidence in an initiative's leadership's competence and commitment is also essential.

10. Because institutional cultures and systems of governance make top down changes very difficult to implement.

Initiative fatigue, a well-founded sense of skepticism and cynicism, and institutional inertia are powerful forces that impede innovation. Because higher education operates largely by consensus, even a few critics can often bring an initiative to a screeching halt.

Institutional transformation is tough work. Radical transformations often require setting up a wholly new institution (like Western Governors) or a wholly separate division (like Southern New Hampshire's online programming).

But more modest innovations can take root and flourish, and have a big impact.

At UT Austin, many of the most exciting initiative have, historically, come from below. These include UTeach Outreach, a service learning program that allows students to get course credit for teaching hands-on science at local elementary schools; UTeach Natural Sciences, a secondary STEM teaching certification program; the Freshman Research Initiative, which gives nearly a thousand students a year opportunity to conduct research in chemistry, biochemistry, nanotechnology, molecular biology, physics, astronomy and computer sciences; or the Emerging Scholars Program in math and science, which replaced remedial services with problem solving, focused on student strengths rather than deficits, and emphasized community and collaboration.

Why did these initiatives flourish? Because of the passionate commitment and visionary leadership of faculty members like David Laude and Uri Treisman, who had an inspiring and singleminded commitment to student success that proved capable of attracting supporters and collaborators. Because these individuals had a "let's do it" mindset that refused to let impediments stand in their way or to take "no" for an answer. Because these individuals rigorously evaluated their initiatives and offered demonstrated results. And because these innovators knew that the key to sustainability is institutionalization.

Institutions need to encourage this kind of bottom-up approach and faculty experimentation. This is the kind of investment that is most likely to pay off. ∎

Steven Mintz, who directed the University of Texas System's Institute for Transformational Learning from 2012 to 2017, is professor of history at the University of Texas at Austin.

https://www.insidehighered.com/blogs/higher-ed-gamma/why-innovations-fail

Bias Response Teams: Fact vs. Fiction

BY RYAN A. MILLER AND FOUR OTHER SCHOLARS // JUNE 17, 2019

The truth about these teams is more complex than headlines acknowledge, and misconceptions about them abound, Ryan A. Miller and four other scholars argue.

"University of Michigan brings back the Soviet Union with its bias response team," the conservative-libertarian website *The College Fix* announced last spring. Similar headlines have warned that such teams punish free speech and are the latest example of political correctness run amok in higher education.

Claims that bias response teams function as the thought police on campuses are false. The truth about these teams is more complex, and less nefarious, than headlines acknowledge. Through our research, including an article we published in *The Review of Higher Education*, we've sought to understand the purpose and functions of bias response teams from the perspectives of administrators who run them at 19 colleges throughout the nation.

Misconceptions about bias response teams abound. What do these teams generally do? They:

■ Receive reports of incidents that may involve prejudice from students, faculty and staff;

■ Reach out and seek to support those who file reports;

■ Engage those who were the subjects of reports in voluntary, educational conversations; and

■ Monitor trends in the campus climate to inform educational efforts.

They also refer incidents that go beyond the scope of the team's purview -- crucially, those that involve institutional policy violations or criminal acts -- to the professionals on the campus who are already designated to handle them, such as student conduct offices or campus police.

What do bias response teams not do? In the vast majority of cases, they do not have the power to discipline or sanction any campus community member. Bias response teams generally adopt a nonregulatory approach. They do not shut down free speech or charge into classrooms to stop offensive statements from faculty members or students. A federal judge in the University of Michigan case brought by Speech First affirmed as much, remarking "The university considers this

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voluntary and the student has no obligation to come in."

In our article, "A Balancing Act: Whose Interests Do Bias Response Teams Serve?" we report that administrators who lead and serve on teams are well intentioned but often lack sufficient resources and time to carry out their charges. They are frequently caught in the middle of the demands of two groups, neither of which they are typically able to fully satisfy: 1) senior administrators, who would prefer that the negative press generated by

bias on campus would go away, and 2) students demanding action and, sometimes, punishment of those who carry out acts of bias and hate that nonetheless fall short of a policy violation.

We also refer to bias response work as a balancing act because team members would like to focus their work on educational efforts that uphold stated diversity and equity commitments of their institutions. But in practice, they often contribute to institutional public relations efforts and find themselves relying on the language of crime and punishment (such as "perpetrator," "victim" and the like), even when they are aware that their teams do not possess the power to discipline anyone.

As we describe in another research article, team members are clear that they must respect First Amendment and state- and institution-level free speech protections. Even though their power lies in education and persuasion, they describe difficulty in finding sufficient time and resources to engage in educational work that might shift institutional culture and reduce manifestations of bias in the first place. Occasionally, a team exceeds the scope set for it, but in such cases, corrective action is usually swift and highly public.

For instance, at the University of Northern Colorado, a team was disbanded following concerns that a faculty member's academic freedom had been violated. Yet there is simply no evidence that such actions are common at the hundreds of institutions now operating bias response teams. We need not abandon bias response work simply because a few individuals misinterpreted their charge. Institutions that have not yet implemented a team, or have disbanded a team, must still ask what institutional actions are being taken to improve the campus climate.

Based on our research, we take a tempered view of bias response work. We reject the loudest claims that the teams are thought police. But we also acknowledge that significant institutional investments must be made to root out long-standing bias and hate on college campuses -- beyond creating teams that, by design, focus on specific incidents rather than the larger institutional culture. One of our participants described the consequences of this incident-driven orientation and the rush to publicly condemn individual incidents:

An incident occurs, and it can get confused with being the disease, as opposed to a symptom ... For example, a single racist act is not the same as racism. Yet, it can be very seductive for an institution or an individual to, in the face of even a horrific incident, to say, "Oh my gosh. That's awful. We need to respond to that." You respond to the incident but don't recognize that that incident was just a symptom of something that was already occurring in more subtle ways.

All students deserve a chance to learn and thrive on campus without being targeted for who they are. But the challenges of combating hate and prejudice in higher education will not be solved solely by appointing a few administrators who are already stretched thin by other obligations to oversee a bias response team. Instead, such a team might be one tool in a broader campuswide equity and inclusion effort, pointing to the frequency and types of bias experienced by campus community members, connecting them with resources, and informing the work of faculty, staff and students working to create more inclusive campus environments.

In short, bias response teams are neither the quick fix that many administrators might desire nor the political correctness police, as some free speech advocates claim. We call on colleges to both accurately articulate their efforts to reduce bias on campus and to stay focused on the larger goal of creating welcoming, equitable learning environments for all students. ∎

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https://www.insidehighered.com/views/2019/06/17/truth-about-bias-response-teams-more-complex-often-thought-opinion

Higher Education Needs to Innovate. But How?

BY STEVEN MINTZ // FEBRUARY 6, 2019

Not for innovation's sake, but to support student success.

Too often, innovation in higher education goes "the way of all flesh."

A headline in a recent issue of the *Boston Globe* says it all: "Experimental colleges once were the future. Now, what is their future?" One after another, the innovators of the 1960s and 1970s are biting the dust, fading, or transforming themselves into pale shadows of their original ambitions. It's not just Hampshire College, but Franconia, Goddard, New College, and perhaps even Evergreen State College.

Innovation within higher education is extremely difficult to sustain. Think of North Carolina's Black Mountain College, whose faculty and students included Buckminster Fuller, Walter Gropius, Robert Motherwell, Robert Rauschenberg, Merce Cunningham, and John Cage. Founded in 1933, it didn't make it to its 25th anniversary.

Higher education needs to innovate, not for innovation's sake, but to increase student success. Except at the more well-resourced, most selective institutions, the status quo is not sustainable. But many of the innovations being instituted undercut the essence of a high-quality education.

These innovations substitute adjuncts for full-time faculty (who then teach highly standardized courses), unbundle the professorial role, sharply reduce or even eliminate humanities programs, and deploy "self-directed, self-paced" correspondence-like courses and screen time for courses that lack rich interactions with a scholar and classmates.

Other innovations include outsourcing programs to for-profits and Online Program Managers, handing off core competencies to outside firms, and redirecting institutional energies away from undergraduates toward potential revenue producers, especially professional master's and certificate programs.

The challenges facing American higher education are not a secret. Higher education needs to:

■ Control costs, not an easy task as new fields of knowledge emerge, standards of student services continually rise, and new technologies appear.

■ Increase completion rates, especially at the less selective institutions where 40 percent or more of students fail to graduate.

■ Address inequities in institutional resources, instructional spending and student support, and student outcomes.

■ Better serve the new student majority, non-traditional students: students who work full-time, who care for family members, who transfer, who speak English as a second language.

■ Better assist unevenly or poorly prepared students to succeed in their chosen major.

■ Better document student learning and better demonstrate the value of a degree.

■ Better prepare students for successful post-graduation outcomes.

■ The barriers to innovation are also clear. These include:

■ Tradition

■ Misplaced incentives

■ Legacy infrastructure

■ Innovation fatigue coupled with skepticism about the motives and commitment of advocates of academic transformation

■ Systems of governance

■ Resource constraints

A major problem at less selective institutions is that students at-risk of failure are not a discrete minority, but, rather, a majority of undergraduates.

What can be done?

The answers to higher education's challenges are becoming increasingly obvious:

1. Make "high impact practices" a more important part of the undergraduate experience

These include practices that emphasize experiential and inquiry-based learning and include mentored research experiences, supervised internships, field, clinical, and service learning.

2. Substitute structured pathways for stand-alone majors

Structured pathways offer a more interdisciplinary, coherent, synergistic, intentionally designed and sequenced path to a meaningful degree.

3. Place a greater focus on skills and outcomes, better aligned with students' post-graduation goals

This approach requires faculty to identify explicit, granular learning objectives and aligning activities and assessments with those objectives.

4. Add greater flexibility by innovating in scheduling and delivery modalities

To better meet the needs of non-traditional students, flexibility is paramount. Answers include block scheduling, intersession courses, modularized courses, hybrid and low-residency courses, synchronous as well as asynchronous online courses (but only if these have a powerful social dimension).

5. Make use of data analytics

Using data on student engagement, performance, pace to identify student confusions and misunderstandings in near real-time; student profile and performance data to target students at risk of failure and target interventions; and using historical data in making decisions about admissions and financial aid allocations.

6. Adopt educational technology that supplements and enhances, rather than replaces, face-to-face education

This might include interactive courseware with embedded simulations, assessments, and feedback that can adapt to students' learning needs and mobile tools to facilitate field-based learning.

7. Adopt active learning pedagogies that emphasize mastery and combine soft skills and hard skills

These are pedagogies that emphasize inquiry, problem-solving, and authentic project- and team-based learning and that seek to produce graduates with the full range of literacies and proficiencies necessary in the twenty-first century, including oral and written communication skills, cross-cultural competence, numeracy, critical thinking, and ethical reasoning.

8. Support greater transparency

Students, parents, and policy makers would greatly benefit from greater openness about program-level outcomes in re-

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Higher education needs to innovate, not for innovation's sake, but to increase student success.

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tention and graduation rates and post-graduation outcomes.

9. Create experimental spaces, where faculty and staff can pilot and scale promising approaches

These promising approaches include modularized offerings, earn-learn models, and maker spaces, sandboxes, accelerators, and innovation catalysts where students can work on novel kinds of projects in conjunction with faculty and support staff.

10. Introduce "Plus" options

These might include joint degrees (like Stanford's, which couple Computer Sciences with a humanities discipline) and short-term skills workshops offering micro-credentials in areas of high demand (for example, in technical writing, data analysis, and project management).

11. Institute new models of student support

These include one-stop service centers, data-driven behavioral nudges, and tiered support structures that includes bridge programs, boot camps, supplemental instruction, peer mentoring, peer-led study groups.

12. Introduce new assessment models better aligned with learning objectives

These include performance-based and project-based assessments that address authentic, real-world challenges and that are modeled on professional practice.

13. Collaborate cross-institutionally

A simple example involves course sharing in important, but low-demand and high cost, areas of study.

High-quality higher education is not cheap, and efforts to "trim the fat" too often result in eliminating the very elements that distinguish a college education from vocational training: Access to foreign language instruction, laboratories, and, of course, intimate interaction with research scholars and engaged peers.

Higher education needs to change, but we must ensure that the changes augment, not detract, from its special mission. ■

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https://www.insidehighered.com/blogs/higher-ed-gamma/higher-education-needs-innovate-how

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