

Supporting Higher Education Business Leaders

# EnvisionED

Vol 2 | Issue 1



## DIGITAL TRANSFORMATION:

**BEST PRACTICES FOR  
AUTOMATION ON CAMPUS**

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## SIDE BY SIDE

New obstacles rise up as time goes by. Whether it is the challenges of production, security, or communication, the landscape we all operate in is ever-changing. Therefore, it becomes mission critical for all of us to find people and organizations we can lean on.

Great organizations are known for having great people. At Canon Solutions America, we have embraced the dynamic nature of business by employing the brightest minds. Much like academia, we find that our greatest asset is our people and their corresponding passion for service. While a culture of service is woven into the fabric of our company, we also seek out like-minded partners and clients in order to thrive.

With a combination of the best technology and the brightest minds, we aim to travel side by side with our clients. In other words, we believe that there is a multiplier effect when you move forward with partners that are thoughtful, industrious and sincere.

Our company is robust and our reach spans the globe. My greatest pride, however, is in the intimacy of our client relationships. It can be soul enriching when we help guide a school based on their principles and their specific challenges. So, this note is a thank you to our team and a reminder to you that we are built to be by your side as the landscape of the journey changes.

And we continue to create the kind of content that should help map new ideas and inspirations. In our cover feature, "Digital Transformation Best Practices," we discover that technology is changing the way we teach and learn, but it is also changing every aspect of campus. The article shares best practices around automation on campus.

In our second feature, "Leaning In: The Quest for Continuous Improvement," we discuss one of the faster growing trends, which is implementing continuous improvement. Some schools have been employing "lean" for many years. In fact, committing to lean operating can keep a school in a financially stable position despite declining net revenues. It is a great read.

Warmest regards,

**Peter Kowalczyk**  
*President*  
Canon Solutions America

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# DIGITAL TRANSFORMATION

## BEST PRACTICES FOR AUTOMATION ON CAMPUS

**Bob Turner remembers the question like it was yesterday.** His chief information officer, a little perplexed over a slate of data breaches hitting universities around the country, asked, “What do we need to prevent what’s happening to our peer institutions?” At the time, Turner was six months into his job at the University of Wisconsin-Madison as the director of the Office of Cybersecurity, so the question was relevant across myriad fronts. He remembers the question like it was yesterday because it is a recurring one—not only for Turner and the University of Wisconsin, but for higher education professionals like him and all of the colleges they are entrusted to protect.

The ever-evolving digital landscape is forcing colleges and universities to forever protect themselves against all of the intricate (you could also use words like “sneaky,” “mischievous,” and “criminal”) ways hackers look to get to their data. Over the past five years, Turner has continued to spearhead UW-Madison’s digital transformation effort against said hackers.

Today, he leads a team of 60-plus cybersecurity experts and student interns who deliver governance, risk management and compliance, common systems cybersecurity, testing and cyber defense, incident response and forensics, within a Cybersecurity Operations Center. “Obviously, we need to keep pace from a security perspective with everything that happens here on campus,” Turner says. “It is the entire stream and diversity of that network, which includes administrative research, and teaching and learning business support functions. We have a lot of business that is digitally enabled on our network. That means we have to pay attention to opportunities and transformations that help make things bigger, better, faster.”

The battle is never-ending.

A quick look at the universe that Turner and his team are tasked to protect can be a bit daunting—34 divisions (schools, colleges and institutions) that include more than 43,000 students, 22,000 staff, and scores of affiliated researchers, vendors and other network users. The crux of the blueprint they devised to protect the masses centers on the strategy of People, Process and Tools. “We need to understand the entire realm of what the need is at the university, what our business needs are, what our research and academic needs are,” Turner says. “A better way to say that might be, ‘How do we get there from here?’”

A self-admitted adventurous person by nature, Turner admits the transformation of the business process is kind of the great unknown. “That is why we have to figure out what our customers need, and then determine how we can meet those needs. The weight on my shoulders is to understand that with every new advancement in digital technology comes a corresponding need to assess the risk to the university—not only to the system availability, integrity and confidentiality, but also to the data availability, integrity and confidentiality.”

must thrive on collaboration, i.e., being able to have more than one eye on a piece of data.

### **Knock, knock—Know who's there?**

When someone logs onto the network at Stony Brook University (a video camera, security lock on a door, etc.), it is up to Charlie McMahon and his team to find out who it is, how they landed there and where they want to go. If it is a security camera, for example, protocol enables the user access to certain resources on the network. In a nutshell, that is the essence of software defined networking—one that requires a tight integration between all of the families of products Stony Brook has in its network architecture.

McMahon, who led the Transformation Management Office for the Los Angeles Community College District and was VP of IT and CTO at Tulane University, brought his cybersecurity talents to Stony Brook this past December. As Interim Senior VP and Enterprise CIO, he is on the front lines of the university's battle for network protection.

Ask him about the never-ending task to protect a university's data from the unknown and his

**“The weight on my shoulders is to understand that with every new advancement in digital technology comes a corresponding need to assess the risk to the university.”**

— Bob Turner, University of Wisconsin

And here is the kicker: If you put too many restrictions in place, the business stops. That is why Turner says the process of transformation

answer is simple and to the point: There are more bad guys out there than we have people to keep track of them.

**“If your security policy depends on having an army of people who monitor event logs to see what is happening and where the threats are, you lose. You have to bring automation into the process.”**

— Charlie McMahon, Stony Brook University

“If your security policy depends on having an army of people who monitor event logs to see what is happening and where the threats are, you lose,” McMahon says. “You have to bring automation into the process.”

The recruitment process. Registering for classes. Signing up for parking permits and paying fees. These things are all automated on college campuses. Today’s college-age student is comfortable with these processes and prefers to interact through automation. It also means you have people entering and exiting your network at all times.

“The key of what we do in IT starts with identity,” McMahon says. “You have to have firm control of identity—a single source of truth for identity. Then you have to leverage that identity in ways that are integrated entirely into your security stack. That is the key—when building your infrastructure, you cannot have stand-alone pieces. Everything must be tightly integrated.”

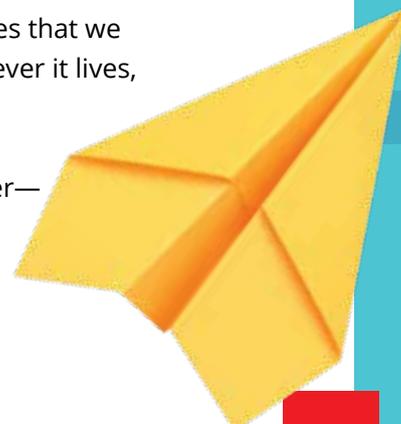
When UW-Madison’s Turner defines the blueprint for digital transformation, he advises choosing a system and process that fits your organization’s technical information architecture, business models, internal dynamics and external communications structure. To meet UW-Madison’s missions for teaching, research and outreach, its cybersecurity program not only had to be

an integral part of its culture, but also mature enough to provide the right people, processes and technology, and transformation(s) at the right time.

“We live in challenging times; they are interesting, but challenging times,” Turner says. “Even in the best of days, just when you think you have reached everybody with the messages that you need to stress—‘Don’t click on the link,’ for example—somebody is going to do it. The thing that worries me the most is that we have a complex environment here. We have a lot of really smart people, but even in the stress of the moment, even the smartest people with the best protection are going to bypass what they are supposed to do. We have had that happen here on occasion. But that is the cost of doing business.”

In the end, you can put protections in place, keep up with digital transformations, but still have something go awry. Turner calls it the COW factor—Conditions of Weirdness. “Just when you think you have everything in place, something weird happens across the network. Living in a digital world requires that we protect our information wherever it lives, plays and rests.”

It is as Turner alluded to earlier—a battle that never ends. ■





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# LEANING

## IN THE QUEST FOR CONTINUOUS IMPROVEMENT

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**There was a time when most colleges and universities did not need to focus on efficiency. They had burgeoning demand, which allowed them to increase the price of tuition annually. Need more money? Raise tuition. Seemed simple enough.**

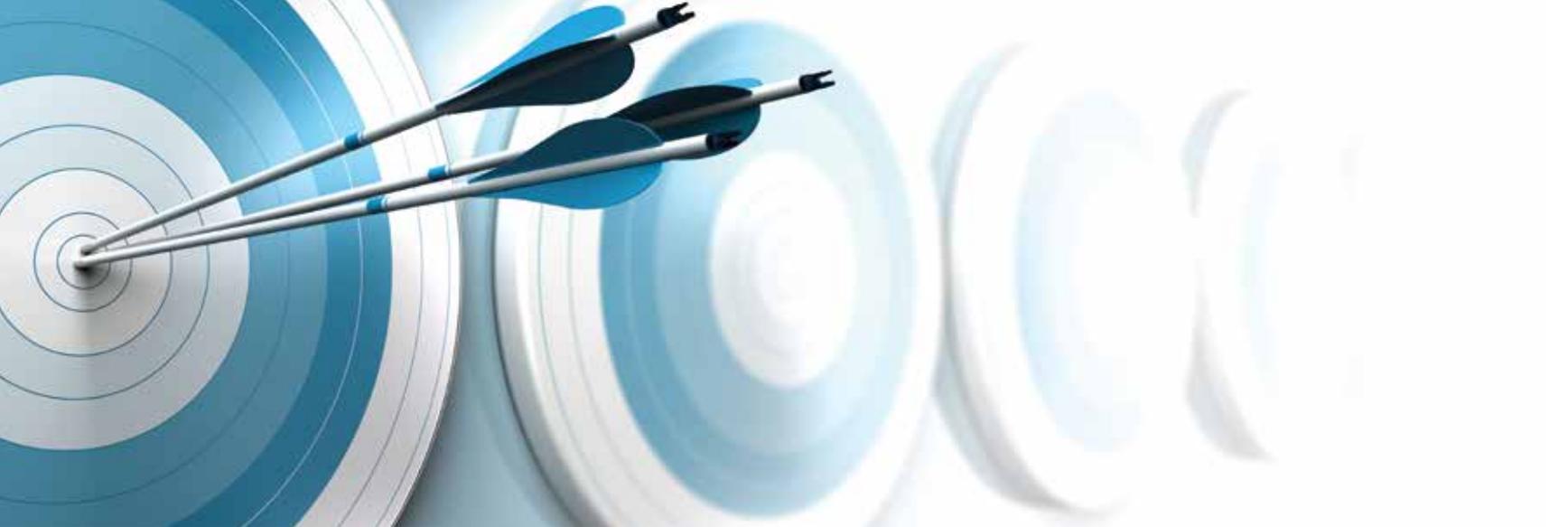
But over the last decade or so, the landscape started to change. On the state level, state-supported institutions saw declining support in funding. At the same time, legislative and societal mandates grew, requiring an increase in administrative staff to monitor new programs and report expectations. Almost overnight it seemed, entire departments (diversity, sustainability, Title IV compliance, etc.) popped up. Tuition increased so frequently and rapidly that it placed substantial affordability pressures on families.



As for demographics, they continue to change substantially. Check the numbers and you will see that fewer and fewer high school students are matriculating to college each year. Do the math and you will find that the same number of institutions are fighting for fewer students.

My, how times have changed. Today, colleges and universities are seeking ways to remove waste, increase efficiency and improve the speed at which they adapt programming to meet demand. Lean management processes—and everything and anything that falls into that—are the new rage for higher education professionals.

This is something that Cody Powell knows all too well. As Associate VP of Facilities Planning and Operations at Miami (Ohio) University, he oversees a 200-person team of employees tasked with monitoring 2,500 acres of grounds and approximately 8 million square feet of building area. Under his watch include departments for Planning Architecture, Engineering, Operations, Utility Enterprise Auxiliary and Environmental Health & Safety Office, the airport, and the Goggin Ice Center and Rec Sports.



It is more than fair to say that the act of thinking and going lean runs through each and every administrative function on the Miami University campus. “Our focus has been to create a lasting culture of continuous improvement where every employee comes to work each day looking for new, better ways of performing their work,” Powell says. “We seek to create a culture where all of our employees are willing to evaluate their approach and be open to adapting new technologies and removing waste. This is not the ‘Program of the Week.’ This is how we operate and sustain our institution.”

You would be correct to define this process as “the right people continuously searching for the simplest and smoothest process in order to adequately meet customer needs.” Every university wants each of its employees to participate and operate in this manner—to meet and exceed customer expectations safely, efficiently and effectively.

Powell drills the process down into four major objectives: safety, quality, cost and productivity.

“If we are focused on getting better, we will be addressing all of these objectives,” he says. “If I am just worried about decreasing cost, I may hurt safety or quality. If I’m just worried about productivity, I may improve cost measures, but also hurt quality and safety. If I am only focused on quality or safety, I am likely to hurt cost measures and productivity.”

#### **WHY LEAN IS MORE THAN CUTTING JOBS**

When you mention going lean in the business process, the first thing people tend to think about is cutting jobs. But it is much more than that. On the university level, lean also means removing waste and improving the quality of services.

John Seibert, Interim Associate VP of Planning, Design and Construction at the University of

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**Every campus culture is different, which means administrators must find ways to navigate through the lean process within their particular culture.**

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Cincinnati, says that his first priority in the lean process is to redeploy talent to more strategic initiatives, which hopefully can generate new revenue. If that is not possible, he tries to address reductions through attrition.

“Most of the major lean practitioners from manufacturing subscribe to this notion,” Seibert says. “I would also say that lean is not particularly complicated or difficult. Many of the hot continuous improvement processes in manufacturing require advanced statistical measures (think Six-Sigma). Lean is not that way. It is a largely practical sense, listening to those who perform the work, and opening your mind to new ways of accomplishing work. The difficult part is managing people and change.”

The most important thing to remember is that there is no prescriptive way to accomplish this successfully. Every campus culture is different, which means administrators must find ways to navigate through the lean process within their particular culture. The soundest strategy is to start small and go for the easy win before migrating to more challenging and complex projects.

“We did not force the process on departments outside of my control,” Seibert says. “Once other departments saw success, they expressed a desire to participate. On the more technical side of things, we found that almost everybody wants to start a project by brainstorming the desired end state, but it is imperative to follow the process.”

That means thoroughly documenting the current state, clearly defining your scope of work, developing a desired future state, and then beginning the process of mapping out the process to achieve the future state. When you short-circuit the process, you leave too much room and could miss something critical.

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**“We seek to create a culture where all of our employees are willing to evaluate their approach and be open to adopting new technologies and removing waste.”**

— **Cody Powell**, Miami (Ohio) University

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In addition, it is important to find the right people to execute your vision. “Be sure to hand select those who are participating so you ensure success from the start,” Powell says. “Spend a little time learning the process and tools available. We hired a knowledgeable outside consultant to assist with this at the beginning of our journey. Once you are up and going, it is unlikely you will continue to need a consultant.”

Powell recalls when the process of going lean hit a moment of validation in, of all places, the human resources front. “We began to identify future leaders in our organization through this process. I set out just trying to remove waste, improve customer experiences and get better at what we do. And then it became a tool to show us who has talent, the right attitude and a drive to improve. While it seems like that would have been already obvious, I was surprised to see how ineffective some of our front line managers were. Those ineffective managers were, in some cases, holding back very capable employees who reported to them.”

And then it happened. As the university's culture changed, it became a pathway for identifying talent from within and offered promotional opportunities for many of the employees at all levels.

The lean process clicking on all cylinders. ■

# BUILDING BLOCKS

## CULTURE OF INNOVATION

“Building a culture of innovation is not just about teaching more people how innovators think. And yes, there are certain skills and habits of mind that contribute to that; and yes, to some extent they can be taught. But building a culture of innovation is also about changing the culture of the organizational environment to be more receptive to change.”

— Jay Walker, founding CEO of Upside & Priceline.com on the future of digital

## HERE TO STAY Survey shows support for edtech

Laptops. Smartboards. 3D printing labs. If you don't incorporate technology into your learning environment, you are way behind the times. The “2019 Survey of Faculty Attitudes on Technology” by Inside Higher Ed and Gallup found that 80% of faculty fully or somewhat support the increased use of educational technologies. Take a look at the reasons why:



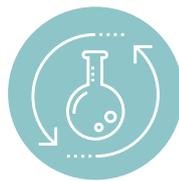
**64%**

Students simply cannot attend a face-to-face class due to work or family



**57%**

I believe my students learn better when I engage them with effective technology tools



**54%**

I like experimenting with new instructional methods and tools



**54%**

I have had success with education technology in the past



**41%**

I like the flexibility teaching online offers me as an instructor



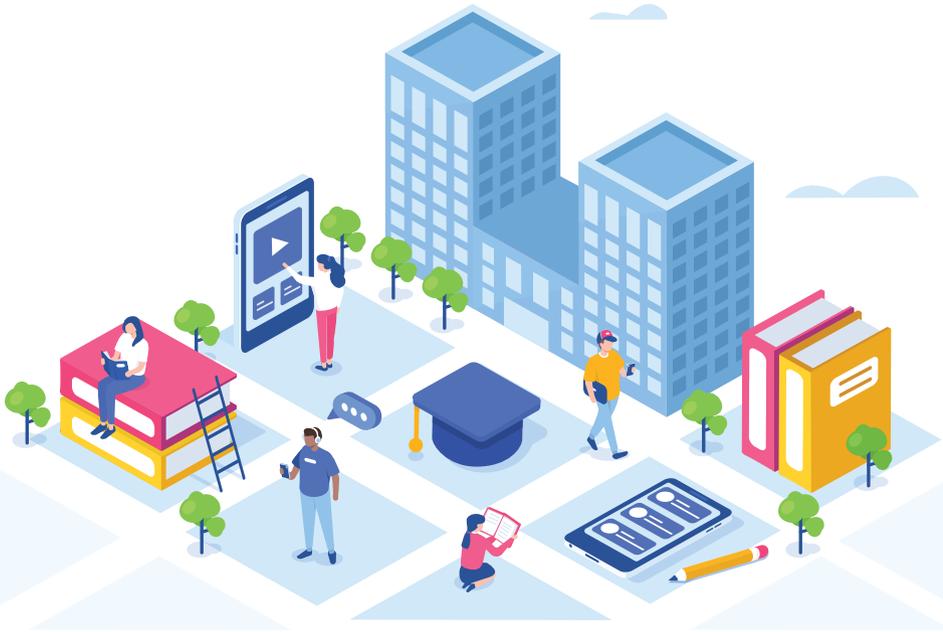
**29%**

My institution provides adequate training on how to use new technologies



**9%**

My institution rewards people who adopt new technologies



## SMART SPACES

### Benefits of a smart campus

Smart environments are overtaking traditional institutions, and the education sphere is no different. The efficiency, increased sustainability and improved working conditions make smart campuses seem like a no-brainer. Today's modern spaces foster innovation and learning for students, faculty and staff. Here is a look at the main benefits of smart campuses from Deloitte:

#### **DIGITALLY CONNECTED**

Collaboration tools, data processing systems and automation create a seamless and intuitive experience.

#### **ADDRESS COST PRESSURES**

Smart campuses increase efficiency through automation, streamlined processes, and new procedural updates. Data is constantly being collected, so any issues can be dealt with quickly.

#### **COMMUNICATION**

All people on campus—students, faculty, staff, alumni, etc., are connected through technology, which enhances communication.

#### **SENSE OF SAFETY**

The high-tech advancements allow for extra security measures including facial recognition, advanced alarm systems, gunshot sensors, location intelligence and mining patterns.

## TOP OF MIND

### Survey shows biggest campus IT priorities

With new technology comes new issues and IT departments on campuses are facing barriers. According to "The 2019 Campus Computing Survey" only 34% rate IT security as excellent, and yet 83% ranked it as their top issue in 2019. Here's a look at what they said were their top priorities:

<b>83%</b>	IT data security
<b>77%</b>	Hiring/retaining IT talent
<b>73%</b>	Leveraging IT to support student success
<b>71%</b>	Providing adequate user support
<b>60%</b>	Data analysis/learning and managerial analytics
<b>57%</b>	Digital accessibility/ADA compliance
<b>53%</b>	Supporting online/distance education
<b>52%</b>	Assisting faculty with the instructional integration of IT
<b>50%</b>	IT business continuity/IT disaster recovery
<b>49%</b>	Professional development for IT personnel



# 5 questions with...

**Brandon Busted,**  
President, Kaplan  
University Partners



## KAPLAN UNIVERSITY'S BRANDON BUSTEED ON THE ROI OF HIGHER ED

Brandon Busted has spent the majority of the past 20 years canvassing the world of higher education. From his work as the founder and CEO of Outside the Classroom to a senior partner at Gallup, Busted's keen educational insights have served as a widely respected voice for the industry at large.

Today, as President/University Partners at Kaplan North America, he is helping leverage the institution's assets across the higher ed spectrum. On any given day, he oversees international student recruiting, pathway programs, student residence development, online program enablement, university hosting, professional education, test preparation, learning platforms, assessment capabilities and supplemental course content.

We sat down with him to get his thoughts on how today's higher education marketers can better gauge the ROI of their endeavors.

### **What are some of the challenges marketers have in selling the ROI of higher education?**

Higher ed is facing its strongest headwind ever. Public perceptions have declined considerably in the past half decade. For example, among young adults (ages 18-24), the importance of college has dropped nearly 50% in just six years. Americans are primarily concerned about two things: the price of college and the work readiness of graduates. Anything a university can do to emphasize transparency in cost—to point toward smart cost management, to emphasize the relevance of what it teaches and how it

prepares students to be successful in the workplace—are key messages that will resonate for most of the market. Everyone is aware of the coming crash in the college-going population age demographic in 2025, but it has already begun for other reasons. Institutions cannot react fast enough.

### **What are some of the solutions to overcoming these challenges?**

They go far beyond marketing messaging. Colleges and universities must move aggressively toward putting "career at the core," so to speak. Among the major steps that will move the needle include ensuring

every student (not just a few) graduates having had long-term projects that took a semester or longer, a job or internship, or co-op experience that was integrated into the academic learning and help students leave with high-value industry-recognized credentials.

I am doing a lot of work helping universities launch Credentialed initiatives. It is a blend of the words "credential" and "degree." The goal is to ensure graduates leave with both a bachelor's degree and an industry-recognized credential. Instead of a major and a minor, it is a degree and a credential. Like an English major who is a Certified

Ethical Hacker. This is a big-time winning combination in the employment market.

**How is marketing higher education changing? What's driving these changes?**

The classic messages about the value proposition of college are not resonating as much. The fight for traditional-aged students is getting more competitive each year. The only answer to these trends is to push the talent identification and recruitment process further upstream. That means providing high-value, experiential marketing for middle school and early high school students. It also means finding new routes to the adult education market through employer-based partnerships. It means thinking about breaking out of the degree-only mindset and thinking about marketing more non-degree educational opportunities.

**How do universities measure the ROI of higher education?**

I sometimes joke that universities have studied everything except themselves. But there is some real truth to this. For as much as we think about conducting rigorous research in our labs, etc., higher education can be better at assessing its own learning outcomes for students. We are still in the Dark Ages of proving our value proposition.

For example, the most common words in college and university mission statements are “lifelong learning,” yet I’m hard pressed to find any solid evidence that graduates are more likely to be lifelong learners. The economic data on earnings for bachelor’s degrees still holds up over the long-run, but it is not as convincing as it was in the past.

When you understand that tuition has increased 393% since 1990, while median earnings for

bachelor’s degree holders is actually below 1990 levels, you realize that something is broken or on the way to being broken very quickly. We have a lot of work to do on ROI. The most important steps we can take are to reduce costs (not just add more aid) and improve the relevance of what is taught by building work-integrated learning into the academic core of higher ed.

**From a marketing standpoint, what is the best thing students get from completing a higher education?**

A degree still has value. But if it does not come with practical work experience and lots of applied learning, we miss delivering on what Americans want most from higher education—which is a good job. This is not mutually exclusive to our goals of teaching graduates to be engaged citizens, critical thinkers and lifelong learners. We need to do both. ■

For as much as we think about conducting rigorous research in our labs, etc., higher education can be better at assessing its own learning outcomes for students.

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