



The hybrid campus:
Three major shifts for the post-COVID University

Contact North | Contact Nord
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EDUCATION
NETWORK

The Forum on a New Era for Higher Education

During the summer of 2020, Deloitte and Strada Education Network convened higher education leaders to discuss pressing challenges facing the sector, looking beyond the immediate response to COVID.

Overview

- Curated small-group **virtual convenings** with 30+ higher ed leaders
- Facilitated by **Jeff Selingo**, renowned author and industry thought leader
- Leveraged survey data capturing **key challenges and opportunities**
- Culminated in a publication that highlights the long-term impacts on the sector

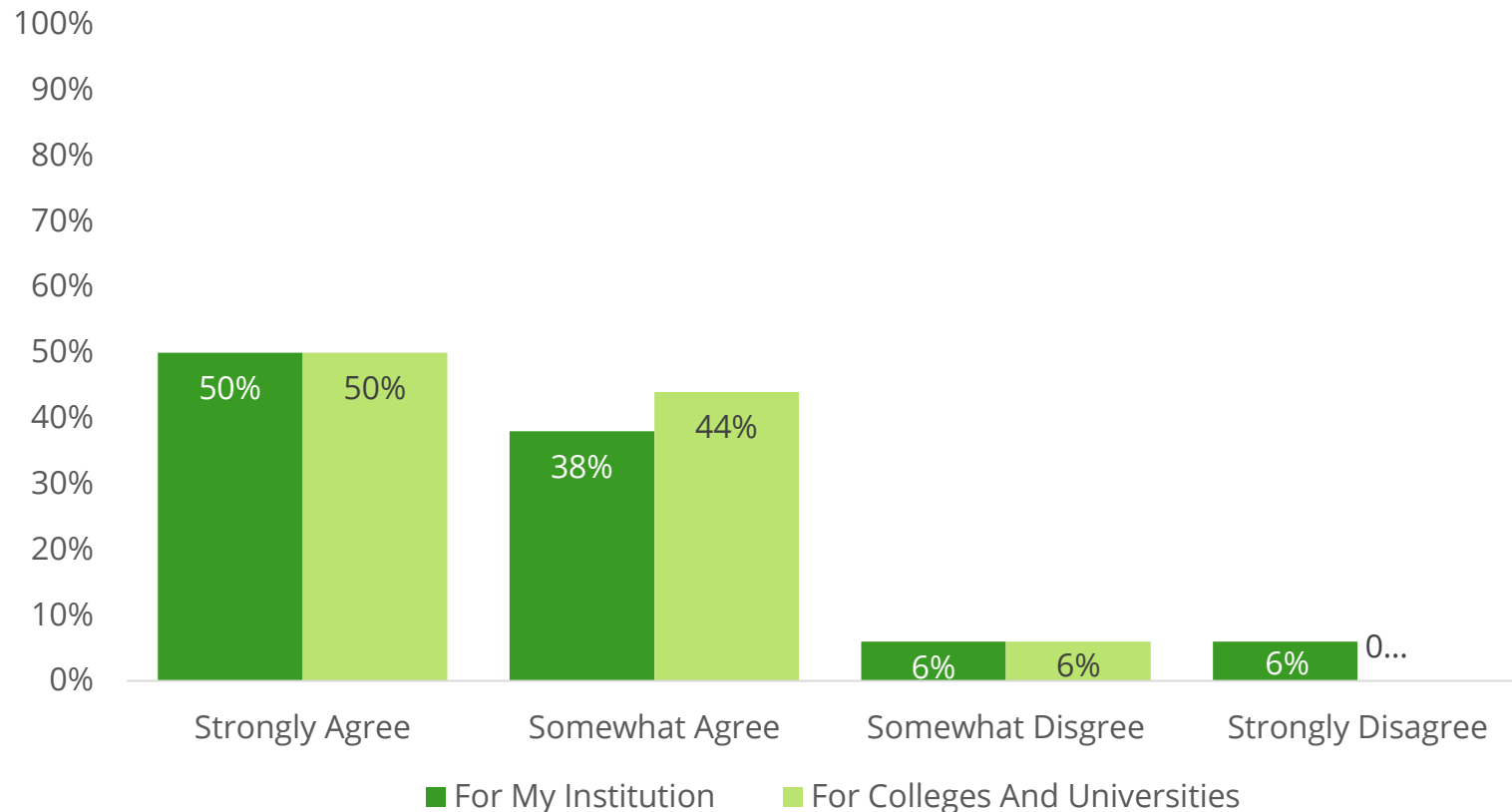
Impact

- 💡 Empowers leaders to **share their vision**, fostering **innovation** for the future
- 🌐 Drives **connection and collaboration**, increasing **resilience** across the sector



“Using a hybrid modality in higher education would be a positive step...”

During the summer of 2020, Deloitte’s Center for Higher Education Excellence and Strada Education Network convened and surveyed over 30 higher education leaders. The group engaged in a collaborative discussion around the pressing challenges facing the sector beyond the immediate response to COVID and reopening of campuses.

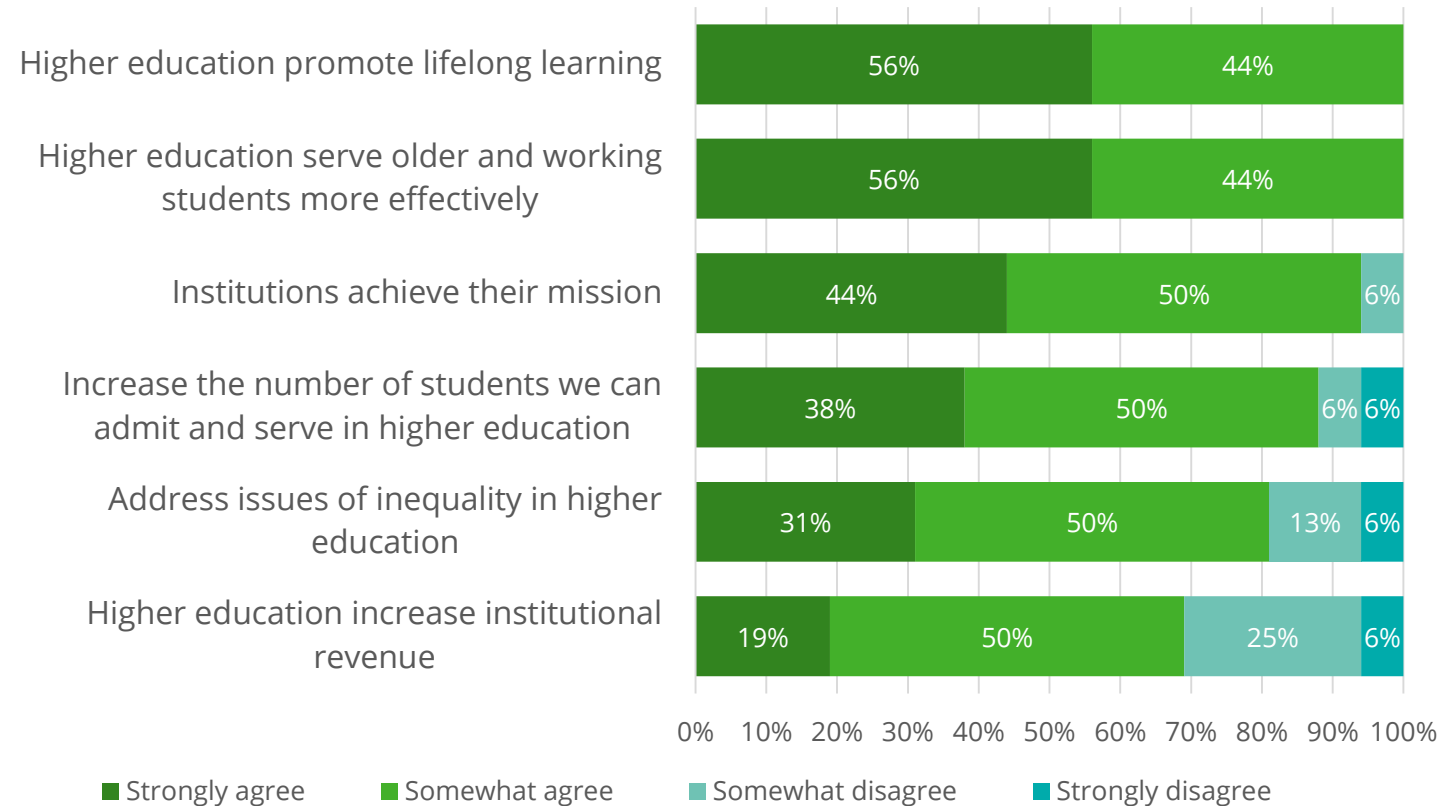


Almost all institutions surveyed agree that a hybrid education would be a positive step.

Optimism for the future

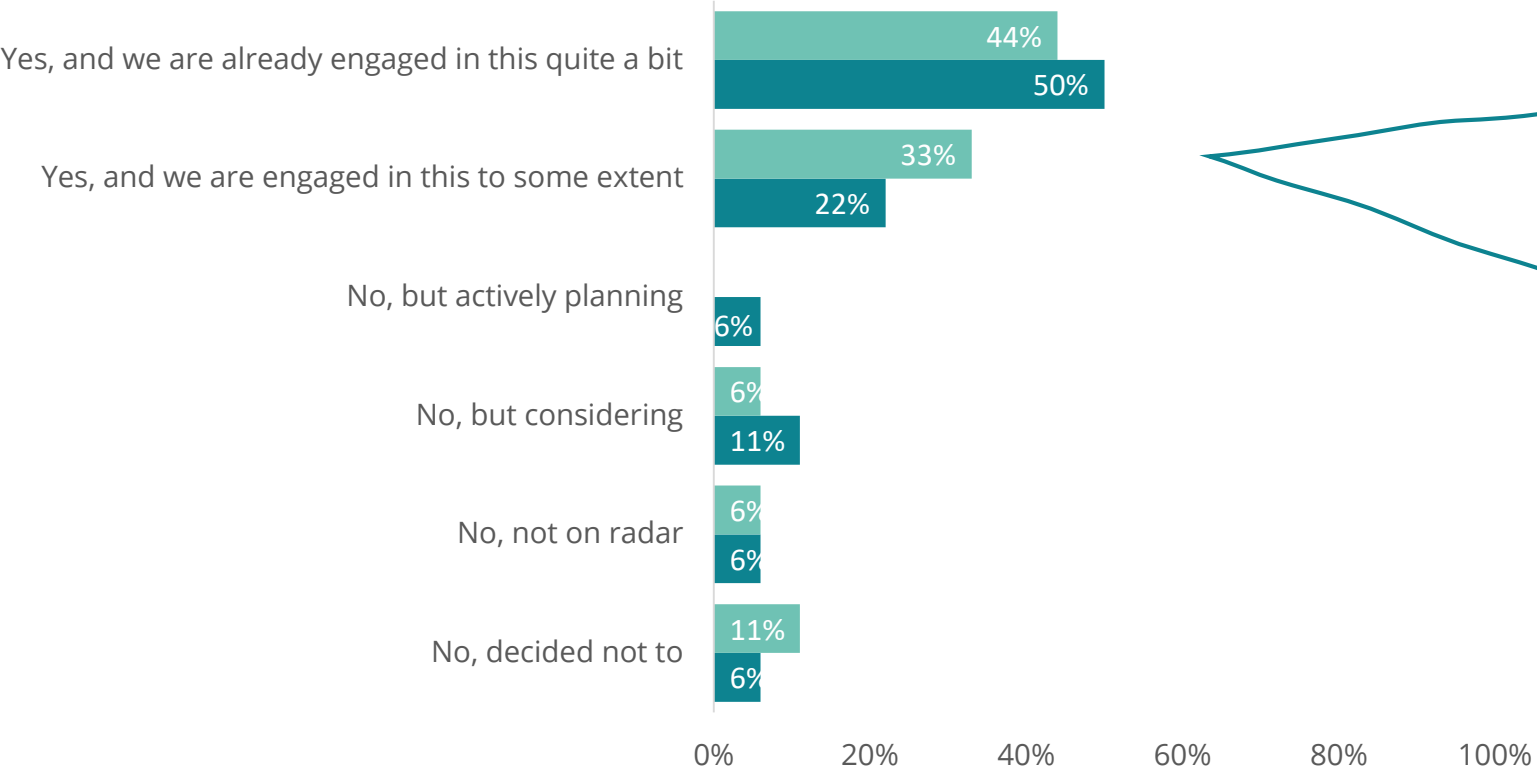
- What we're calling the **Hybrid Campus** transcends our current concept of blended education. Our concept of the Hybrid Campus is a holistic vision for delivering everything an institution offers using a blended approach.
- A hybrid approach will allow institutions to become more resilient during future disruptions, be it a pandemic, natural disasters, or other significant disruption, help institutional leaders better manage costs and pedagogical demands, and ultimately become more student-centered.

"Hybrid education **will help...**"



Hybrid education is on the minds of most university leaders...

“Is your institution considering...”



72% of institutions are engaged in setting up classes that combine an online component with face-to-face instruction and **77%** offer a combination of fully online classes, hybrid classes, and fully face-to-face instruction classes.

- Offering a combination of fully online classes, hybrid classes, and fully face-to-face instruction?
- More classes that combine an online component with face-to-face instruction?

Hybrid campus – **what? why? And why now?**

What is the hybrid campus?

The hybrid campus transcends our current idea of blended education into a more holistic vision for delivering everything an institution offers from academic advising to courses to career services. This approach, which sits between the physical and digital worlds, is what students (and prospective students) have come to expect outside of the college campus. **The features of a hybrid university will make it a more student-centered university.**

Why the hybrid campus?

A hybrid approach allows universities to transcend the classroom and transform their operations, creating a foundation for higher education that can help institutions remain flexible and agile to learners who have differing needs, react rapidly to shifting demands for skills and competencies in the labor market, and to address the fiscal and demographic challenges that lay ahead.

Why the hybrid campus now?

A shift to broader concept of a hybrid campus could build more flexible institutions, expand access, and improve outcomes by:

- Allowing universities to respond to student demand while personalizing the campus experience.
- Enabling institutions to expand their breadth of programs at a lower cost, improving their competitive positioning.
- Breaking down barriers to access and reaching a broader, more diverse population of students.
- Encouraging innovation and continuous improvements in teaching and learning.
- Employing data and analytics to shape student support services and programs and inform interventions.



Three shifts to the hybrid campus

A rethinking of the academic portfolio

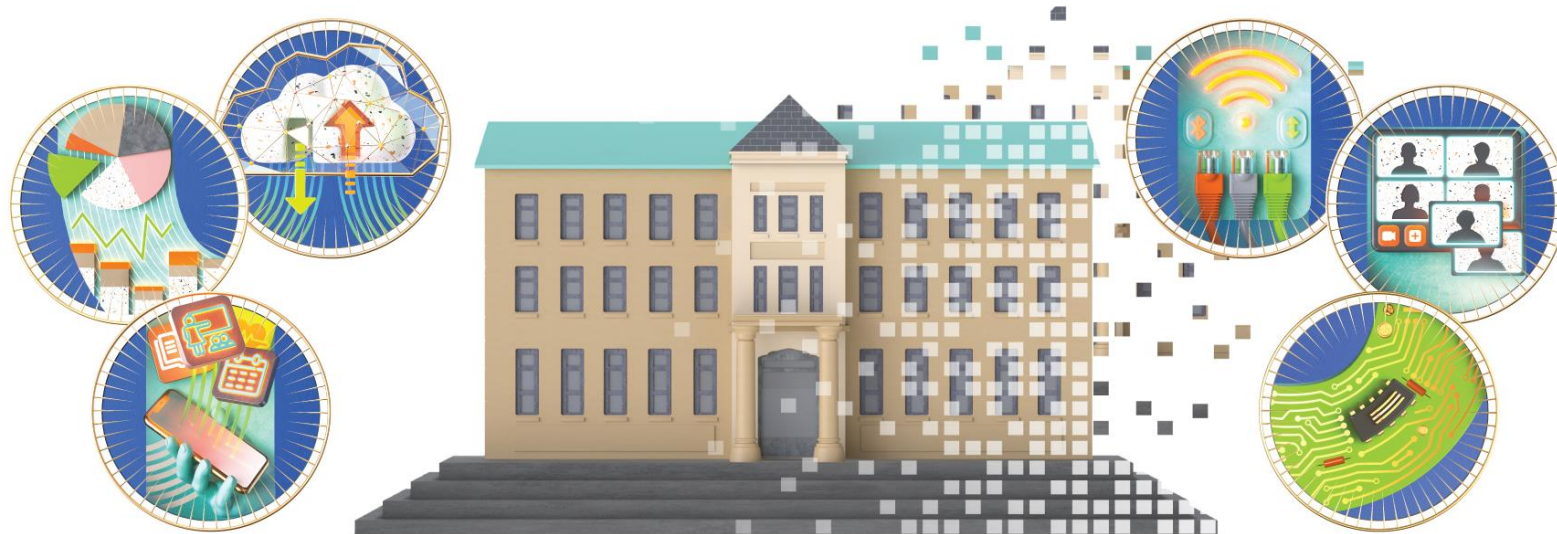
- Establish a nimble governance approach while maintaining quality
- Deploy next-gen tech and training
- Create new alliances and collaborations
- Revise the academic calendar

A reshaping of campus work, workforce, and workplace

- Rearchitect existing workflows based on leading practices
- Identify the work that is core to your mission
- Develop a robust technology infrastructure
- Build a supporting data structure and analytics tools

Redefining the students' experience for lifetime learning and success

- Build virtual communities
- Create a technology-enabled student experience (e.g., advising, career services, wellness)
- Design new collaboration spaces for students
- Build deeper ties with alumni





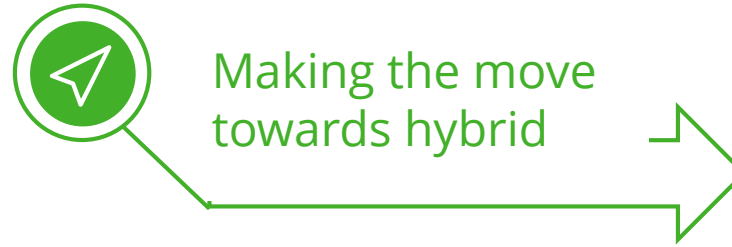
Discussion Break

Do your organizations view the Hybrid Campus transformation as important to your mission in the aftermath of COVID?

Shift #1: A rethinking of the academic portfolio



- Colleges and universities are envisioning the future of their institutions.
- It's clear that **students want flexibility** and an in-person experience in some way.
- Hands-on, experiential learning will become more important in a reshaped job market.



- Rethink the **academic calendar** to cycle students beyond the traditional semester schedule.
- Build short-term **degrees and certificates** and "credegree" programs where a student graduates with both a traditional degree as well as an industry-recognized skill.
- Organize **alliances with other universities** to share courses in low-enrollment but critical courses and create a robust undergraduate research network.
- **Connect with employers** to offer internships in both short and long-term stints during the semester and over the summer.
- Accelerate the adoption of hybrid education by identifying format-focused content.



- Adopt a **campus-wide approach** to the Learning Management System (LMS) so it can be used as the "backbone" of the Hybrid Campus.
- Consider the **next-gen Student Information System** that manages students as lifetime constituents.
- Embrace **new governance** processes and structures that provide speed and agility to institutional decision making.
- Build **support and training for faculty** members to redesign their courses for the Hybrid Campus.

Case study: University of Central Florida



While the concept of hybrid education is a new approach for many institutions during the pandemic, the concept of blending online and in-person coursework has been somewhat routine at the University of Central Florida for more than **two decades**.

Soon after the Orlando institution offered online courses in the mid-1990s, university officials noted many of the students taking the classes weren't distant learners but rather local students who liked the convenience and flexibility of virtual learning. As a result, the university added a blended format, what it calls **"mixed mode,"** in which the class meets face to face only once a week, and the rest of the work is shifted online.

Today, **90 percent** of the university's 59,000 undergraduates take **blended or online classes**. Students at UCF give the highest marks in satisfaction surveys to mixed-mode courses.

Lessons learned

- Plan for students to "swirl" between online and in person
- Support faculty when designing their courses
- Expect better space utilization, but not huge savings
- Changes are needed for student study spaces



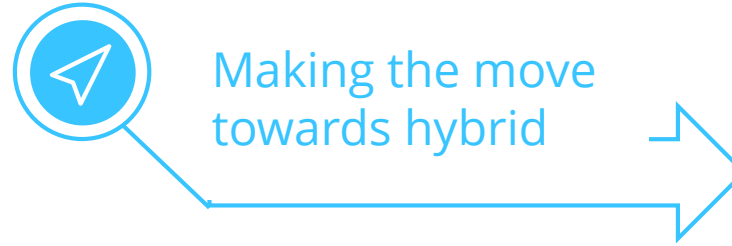
Discussion Break

What are additional benefits and obstacles to pursuing a hybrid academic strategy?

Shift #2: A reshaping of campus work, workforce, and workplace



- Universities are evaluating which capabilities and services need to be delivered in person and when services are more convenient or effective if delivered through a hybrid model.
- This approach gives students, faculty, staff, and other stakeholders the ability to **engage in the format that best supports their needs** at a point in time.

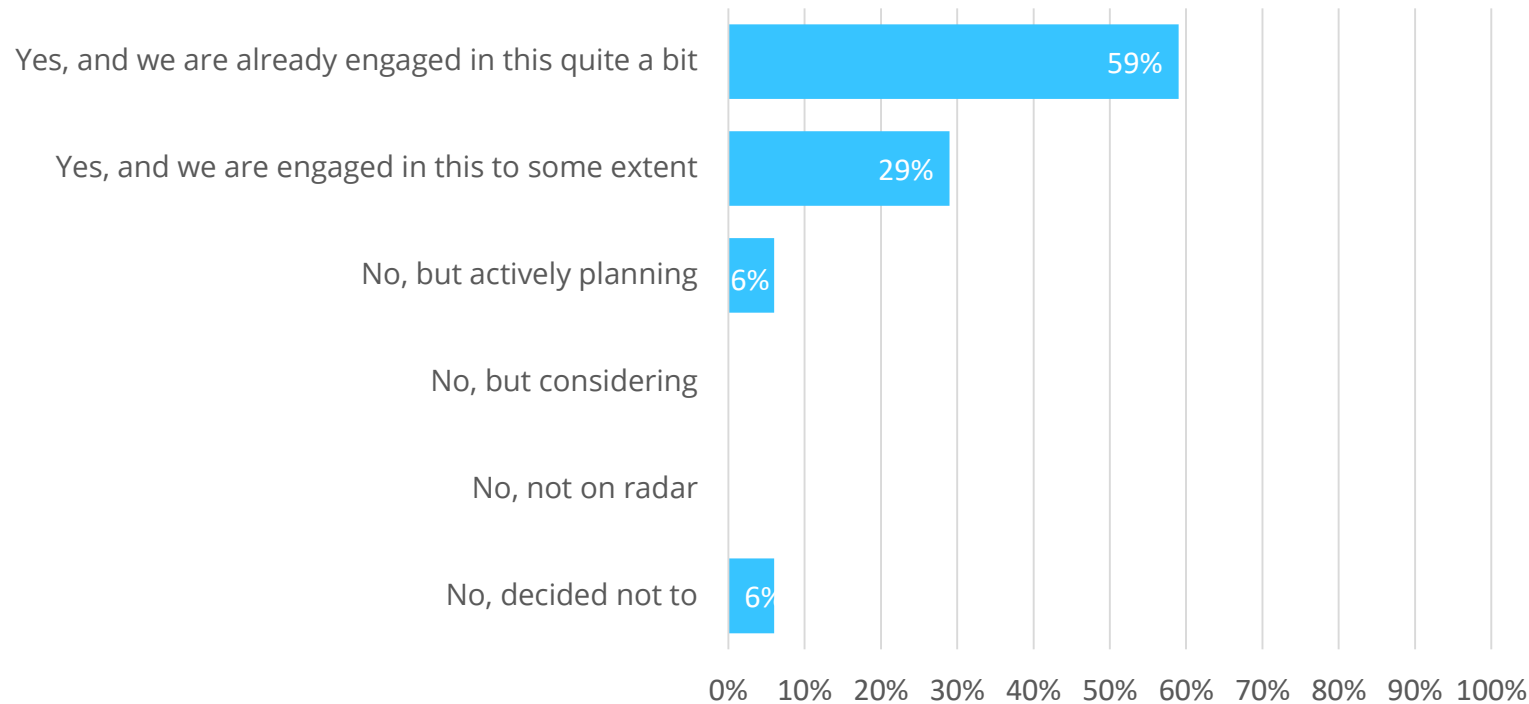


- **Re-architect existing workflows** and push outside the bounds of a department view to better understand how work should be performed across campus.
- Develop a robust **technology infrastructure** to support hybrid and virtual interactions.
- Build the supporting **data infrastructure** to support a culture of facts that can be used to understand which methods work.
- Provide greater **access to Wi Fi for students, faculty and staff** by supporting connectivity at home when needed.
- Develop and deliver **training for faculty and staff** to use new tools effectively.



- Support the workforce transition and consider capabilities in and around the university that are needed to move to a hybrid model.
- **Identify areas where talent is scarce** today and develop a plan to close the gap over time.
- Roll-out additional capabilities and tools to improve the **speed and quality of services**.
- Adapt the workplace to extend beyond physical campus boundaries and **organize work around networks of teams focused on their mission** of supporting students, faculty, and other stakeholders.

“Is your institution considering implementing hybrid services outside the classroom such as career services, advising, counseling, telemedicine, or other campus life activities...”



Nearly 88% of institutions are engaged in implementing hybrid services beyond the classroom

Re-architecting work



List of questions to be asked by executive leadership and governing boards when re-architecting work:

- How can we remove the silos to better support students and faculty?
- What specialized skills and services could be provided more evenly across campus at scale (e.g. cyber security, instructional design, sponsored accounting)?
- How can we make data an “institutional asset” and not the property of any one silo in the institution?
- As more work is done virtually and collaboration occurs across boundaries, how can we share accumulated knowledge?
- How can we harness the collective intelligence of people working across the institution to identify and roll out leading practices?



Discussion Break

What types of hybrid services and workforce arrangements does your institution expect to continue?

Shift # 3: A redefining of the student experience for lifetime learning and success



- The post-pandemic economy will require more reskilling and upskilling.
- Institutions are positioned to provide training and education in small and large chunks if they think of themselves as serving learners throughout their life.
- Serving learners in this manner requires institutions to rethink their current student experience and embrace elements of the hybrid model.



- Enhance academic advising with e-advising and virtual sessions.
- Build a virtual community that compliments the in-person campus.
- Extend well-being services to the virtual world and convey a more expansive definition.
- Offer virtual career fairs and extend virtual career advising to alumni.
- Create call centers and develop virtual chatbots to offer improved customer service in admissions, financial aid, and advising.



- Assess and then double down on those in-person activities that truly deliver value to students and alumni.
- Identify common definitions for student data across campus and metrics to measure student success.
- Create roles that monitor, respond, and improve on key moments along the student journey.
- Design “third-place” spaces that establish space away from classrooms where students can access social synchronous learning experiences.

Areas in which institutions are actively implementing the hybrid model....



Telemedicine



Counseling/
mental health/
wellness



Academic
advising



Financial aid
advising



Job placement



Experiential
learning (clinical
rotations, field
placement)



Tutoring/
learning
resources



Office hours



Student clubs



Orientation

Case study: Georgia State University



Georgia State University has achieved impressive gains when it comes to **student success** over the last 15 years, and its strategies are often cited by other institutions trying to improve their own retention and graduation rates.

Since 2003, the university's graduation rate has **risen by 23 points, to 55 percent**. Those gains were made in part by robust data analytics that led to shifts in advising and instruction. While much of Georgia State's services were delivered face-to-face, they were also built on a **"digital backbone,"** allowing the university to more easily pivot to hybrid models when the pandemic hit.

Lessons learned

- Use data to improve student outcomes
- Offer student services that can be delivered virtually in a hybrid format
- Employ automation tools to enhance the student experience
- Remote work offers opportunities to rethink work

Success factors when building the hybrid campus of the future



Strong and visionary leadership is required from the president as well as vice presidents of every major area of campus from academic and student affairs to technology and human resources to set a vision for the Hybrid Campus in their own context, then align resources and establish the roadmaps.



Put the student at the center of decisions about where to invest in hybrid capabilities. The result is an institution that not only serves existing students well but also helps expand its market to more students. Including those outside the traditional student population.



Employ a data and technology strategy that understands what should be done face to face on campus and what can be moved online. These data and systems are also helpful to show what approaches are working and to make proactive decisions on how to support students and direct further hybrid efforts.



Explore new financial models and incentives. One barrier to change is often the cross-subsidies provided by certain functions on campus, such as revenues from housing assisting other areas. As universities evolve their hybrid offerings, financial models and incentives need to be aligned.



Clear and frequent communication of the vision of the Hybrid Campus is required. To support a move to hybrid, there should be clarity of purpose for why change is needed and how it better supports students, achieves desired outcomes, and provides flexibility for the university faculty and staff.

Contact us

Our insights can help you take advantage of change. If you're looking for fresh ideas to address your challenges, we should talk.

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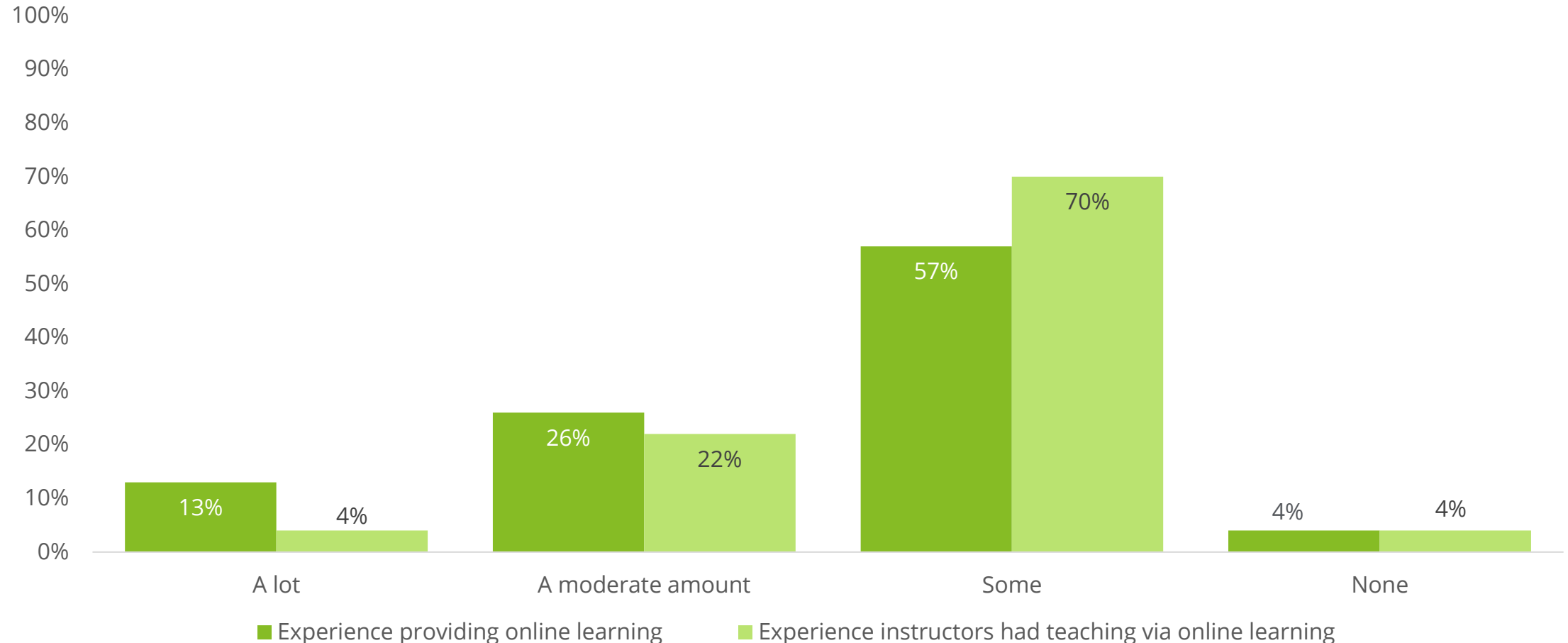
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Appendix

Shift #1: A rethinking of the academic portfolio



Most institutional respondents had **limited previous experience** online:





“When March arrived and everybody pivoted, we greatly accelerated the plans we had developed that were meant to roll out over a period of, say, three years and we implemented many changes almost instantaneously.”

- Mark Becker, Georgia State University