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MONTHLYDIAGNOSTIC

November 2012

Key Considerations for the Mobile Campus



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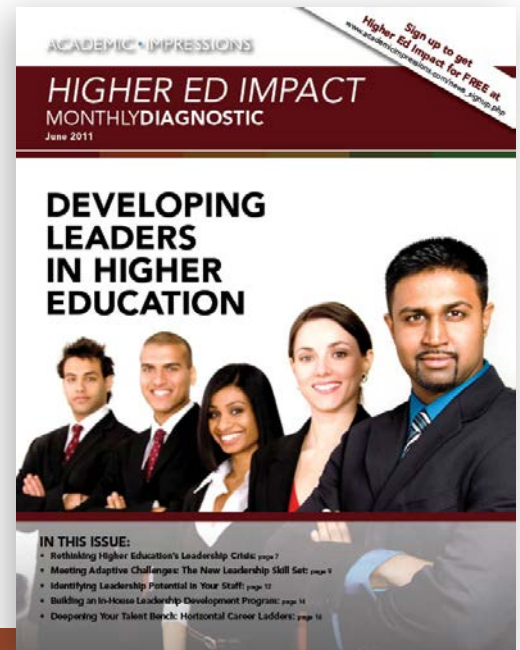
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A LETTER FROM AMIT MRIG PRESIDENT, ACADEMIC IMPRESSIONS

One has only to look to iPhone and iPad sales, the intellectual property battles between mobile device makers, and the fervor that new product launches generate to know that mobile technologies are a big market and are here to stay. That much is well understood.

What most of us are still trying to figure out is how to leverage the unique capabilities of mobile technologies to create new value for users and organizations. And while many highered institutions have begun experimenting with distributing iPads to students and faculty, and developing apps for prospective students and alumni, most institutions are still on the sidelines waiting to see how this all plays out.

We think the time to act is now. Mobile technologies and applications will continue to evolve but so too must your understanding of them in order to generate real and valuable results—whether that's measured by student enrollment, student learning, or alumni giving. In this edition we share some compelling data to support this call.

We spoke with instructional technologists and experts in mobile marketing and communications to gain insights into the unique capabilities of mobile technologies, innovative uses across the higher-ed landscape, and first steps that institutions can take to experiment, learn, and improve their use of this technology. We hope their advice will be useful to you.



MONTHLY DIAGNOSTIC ONLINE

Download this PDF and read this issue's articles online:

<http://www.academicimpressions.com/news/key-considerations-mobile-campus>



UPCOMING EVENTS

USING MOBILE DEVICES TO TRANSFORM TEACHING AND LEARNING

JANUARY 30 - FEBRUARY 1, 2013 :: BOSTON, MA

CREATING A RESPONSIVE DESIGN FRAMEWORK FOR UNIVERSITY WEBSITES

JANUARY 18, 2013 :: WEBCAST

SOCIAL MEDIA STRATEGY FOR HIGHER EDUCATION:

BEYOND THE BASICS

MARCH 25 - 27, 2013 :: DALLAS, TX (FORT WORTH)

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Technologies 13

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Key Considerations for the Mobile Campus



ADOPTING MOBILE: REASONS FOR URGENCY

But how urgent *is* it to move on mobile technologies?

Let's review the data.

MOBILE TECHNOLOGIES IN THE EYES OF STUDENTS AND ALUMNI

In June 2010, Ball State University released [a study](#) showing that of college students owning phones, 49% owned smartphones. An [ECAR report](#) released a few weeks ago documented that this number has since risen to 62%—showing a rapid rise in adoption. A study by the Pearson Foundation found that a quarter of college students owned a tablet as of January 2012, a population that has been growing at 400% yearly.

Projections by technology researchers over the past year confirm the immediacy of this trend:

- In a May 2011 survey, [Gartner Inc. reported](#) that the amount of time people currently spend reading on a digital screen is nearly equal to the amount of time spent reading print
- [IDC reported last year](#) that by 2015 in the US, more people will access online content through mobile devices than through wired Internet connections
- According to a [2012 survey](#) released a few weeks ago from ECAR, 75% of students surveyed indicate they believe that technology is critical to their academic success; 45% cited tablets as important to helping them achieve academic outcomes, and 37% cited smartphones.



- According to the same ECAR report, 66% of students say that accessing course websites and syllabi from smartphones is important, and 64% say that it is important to be able to access the course management system or learning management system from a mobile device.

We are rapidly approaching the point at which most applicants will first encounter your institution's website through a mobile device, most alumni will access university resources from their mobile device, and most college students will access syllabi or online course materials through their tablets, smartphones, or other mobile devices.

Bringing the point home, in an interview with Brett Pollak, director of the campus web office for the University of California, San Diego, Pollak reported that over the past two years, UCSD has seen an average increase of 0.5% each month in the number of website views from mobile devices. Now, nearly 20% of their web traffic is from a mobile device or tablet.

With the proliferation of low-cost smartphones and tablets, and with students on two year contracts on their phones and thus able to upgrade to a new device much faster than they can upgrade their computer, we are seeing a significant uptick in the number of students interacting with our institution through mobile devices. We need to be out in front of this.

Brett Pollak, UCSD

MOBILE IN THE EYES OF COLLEGES AND UNIVERSITIES

Yet...

- An informal May 2012 Academic Impressions survey of marketing professionals in higher education found that less than half have their website optimized or enabled for viewing on mobile devices.
- In an informal October 2012 survey of annual fund and alumni relations professionals, Academic Impressions found that only one third of those surveyed have their giving site mobile-enabled, and less than one third have developed or are in the process of developing a mobile app for alumni; in fact, nearly one half of respondents indicated that mobile apps simply were "not on their radar at this time."
- According to CDW-G's July 2012 "[Learn Now, Lecture Later](#)" report, while 73% of faculty surveyed report using digital content in their classes, only 34% report using tablets in the classroom (a quick note: half of the faculty surveyed were from secondary and half from post-secondary schools).

Clearly, there is a disconnect. Students are increasingly accessing university websites and course materials from their mobile devices, while the readiness of institutions to integrate these technologies into the enrollment or classroom experiences lags behind.

To remain competitive, institutions of higher education will need to begin exploring this new technological environment more aggressively. Within a very few years, most students will be accessing your website through their mobile devices. Most students will be accustomed to capturing, downloading, and disseminating information through smartphones and tablets—and will expect to access course content in the same way. And as alumni increasingly connect with each other and with their world through smart devices, those institutions that are slowest to engage alumni through mobile apps and streamed content will have missed crucial opportunities to engage young alumni in the campus experience during those early years as they move into the donor pipeline.

The rest of this edition will offer pointers on:

- The unique capabilities of mobile devices that can be leveraged to the benefit of students, alumni, and the institution
- Innovative examples of how several institutions have harnessed this new technology for recruitment, teaching and learning, and alumni relations
- Measuring the impact of mobile initiatives and key questions you will need to ask to get started

USING MOBILE DEVICES TO TRANSFORM TEACHING AND LEARNING

January 30 - February 1, 2013 :: BOSTON, MA

**From teaching to assessment to technical support,
gain new insight around how mobile learning can
transform your institution.**

MOBILE LEARNING IS HERE

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WHAT MOBILE TECHNOLOGIES CAN DO

DON'T TRY TO DO RADIO ON TV

A few years ago, as the first institutions were making forays into mobile learning, Academic Impressions reached out to Judy Brown, founder and former director of the University of Wisconsin system's Academic ADL Co-Lab and a key thinker in mobile learning strategies.

Brown notes that when we first adopt a new technology, too often we try to translate what we are already doing in a current medium into the new one, missing the opportunities that are unique to the new technology. She cites the example of early television. Early televised broadcasts often tried to transmit information in the same way information was transmitted by radio, and missed new opportunities presented by the unique capabilities of television. For example, broadcasts presented a static image without panning the camera.

In the same way, many early adopters of online learning missed the opportunities presented by learning management systems because they focused on trying to duplicate online the exact thing they were doing in the classroom. The same risk is present at the adoption of mobile technologies.



We need to look instead at the capabilities unique to the new technologies. Look at the devices students are using every day; look at what these offer.

Judy Brown, Mobile Learning Strategic Analyst



A mobile device offers so many ways to consume, create, and communicate information—camera, voice, keyboard, motion sensor, location, and a growing number of free applications. These devices offer the ability to have information instantly available, at a touch.

In cases where you *do* want to translate something you are doing already into the new medium, look for those opportunities in which the new technology can allow you to be quicker or more effective. A lot of colleges have purchased clickers for use in the classroom and distributing those during a class, Brown notes, but many students already have mobile devices in their pockets, and there are free applications available that allow students to click in a response via mobile device.

We need to think about what is different. It's not about the devices, it's about the capabilities. It's not about the technology, it's about the opportunities.

Judy Brown, Mobile Learning Strategic Analyst

THE UNIQUE CAPABILITIES OF MOBILE DEVICES

So what *can* mobile devices do that would be far more difficult on, say, a desktop or laptop computer? What are the new capabilities and the new pedagogical affordances?

Ted Hattemer, senior director of university marketing communications at Ohio State University, and Dale Pike, director of academic technologies at Boise State University, highlight these capabilities of smartphones and tablet devices:

- Rapid information retrieval devices
- Apps providing GIS-based technologies and “anytime, anywhere access to stored information”
- The ability to capture and edit multimedia content
- Built-in GPS and location-based services

In that confluence of production and consumption of information, you find the most unique affordances of the digital platforms. It's not that you can't do these things on other devices, it's the ease with which you can do them and the convenience of multiple data flows converging in your pocket.

Dale Pike, Boise State University

PEDAGOGICAL AFFORDANCES

When asked to translate these capabilities into affordances, Pike listed these three:

- **Mobile devices allow students to capture data and comment on it in real time.** This is especially useful for a discipline that includes a practicum in which students go out “into the field” to practice and apply their knowledge and skills. In this case, students can capture data or record an experience and comment on it by adding notes or adding a narration.

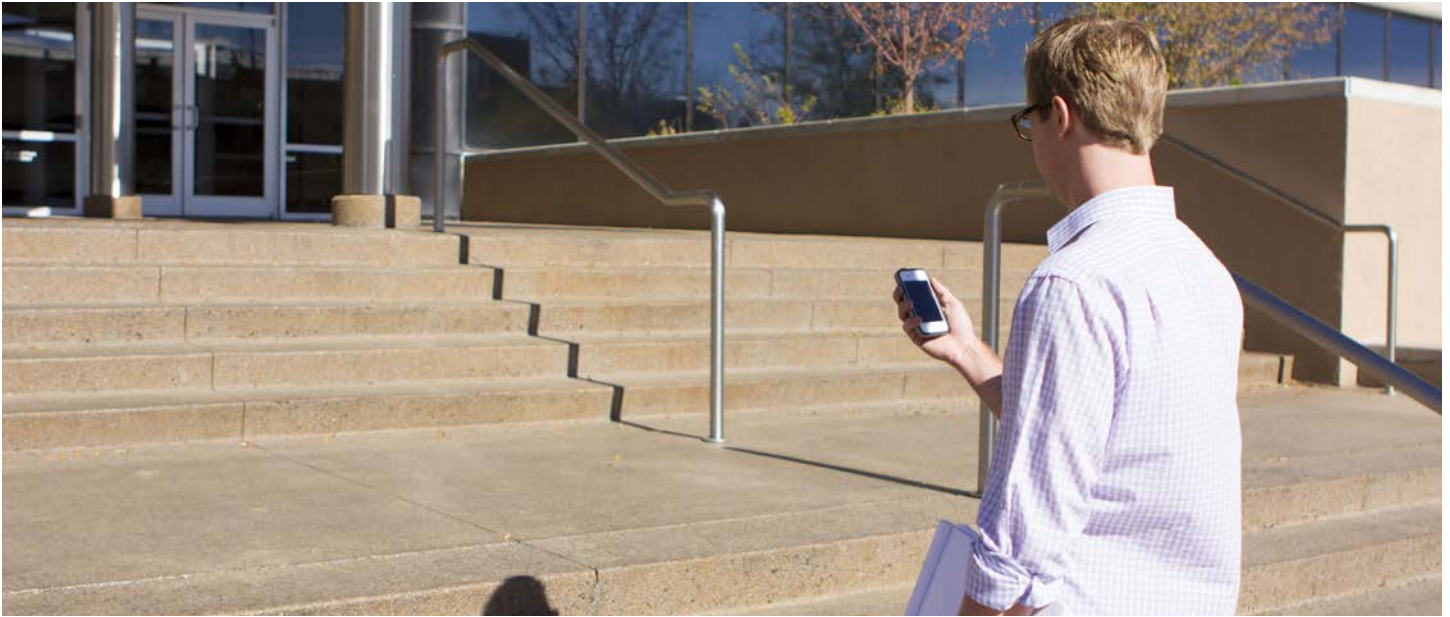
- **Mobile devices allow students to add richness to the data.** The ability to geocode or timestamp information (whether that information is measurements or observations) can help either the learner or the individual assessing the learning activities to discover patterns that would have been harder to identify using past technologies.
- **Mobile devices can be used to accelerate feedback.** The ability to send captured and recorded experiences back for review allows for more rapid and informed coaching and mentoring; for example, a student in the school of education can record a session of student teaching and send it to a faculty member. “In the past,” Pike adds, “recording these types of interactions has been impractical in many cases.”

In the next article, we will look at innovative examples of uses of mobile technology in marketing, teaching and learning, and advancement.

CREATING A RESPONSIVE DESIGN FRAMEWORK FOR UNIVERSITY WEBSITES

January 18, 2013 :: Webcast

Learn how you can begin to create an adaptable and mobile-friendly design framework for your institution's website using responsive design.



EXAMPLES OF INNOVATIONS WITH MOBILE TECHNOLOGIES

Here is a showcase of examples from different institutions that have found relatively inexpensive ways to use mobile devices to add real value to key interactions with students and alumni—for example, during the campus tour, in the classroom, and at alumni events such as reunion and homecoming.

FULLY LEVERAGING THE POWER OF THE MOBILE CAMPUS MAP

Our campus footprint is tremendous. Getting onto campus as a visitor, a new student, or a new prospective faculty member, is daunting, overwhelming. Providing a mobile version of our campus map with wayfinding may sound trivial, but actually it's critical. You can use this to create a positive first-time experience on your campus ... or a positive *ongoing* experience.

Ted Hattemer, Ohio State U

Using GPS and location-based technology, you can offer a mobile app that not only pinpoints where a visitor or member of your campus community is, but also provides wayfinding information. The possibilities are extensive.

Ted Hattemer and Brett Pollak offer these examples:

- Chart different possible routes onto and through campus.
- Offer GPS tracking on campus or city buses, so that a student can access real time data on where the next bus is, and how long it will take for it to get to their stop.
- Integrate the app with your events calendar, helping students connect with campus events near their location.
- Crowd-source the map, allowing users to “pin” comments, photos, or other content onto the map, just as they would with Google Maps. In this way, your students, faculty, and/or alumni can create a virtual campus experience, offering information or even ratings on events, locations, services, and campus landmarks.



Suppose that you are a commuter campus looking to get your students more engaged with campus life. Use “whispers,” a technique originally developed for public parks, to record alumni describing exciting facts or stories about campus locations; then install signs at those locations, with a dial-in number or QR code that students can use to access the recordings. Or consider:

- What if your campus tour for applicants includes short, one-minute videos from faculty that students can view on their iPhone or droid?
- What if a donor receiving a tour can pull up short videos of students telling the story of how a particular facility, scholarship, or program helped them?
- What if students attending courses in your new science building can pull up “whispers” describing the unique, green features of the facility?

Rather than simply replicate your campus map for a mobile device, harness the unique abilities of these devices to add content to that map that can better tell the story of your campus.



MOBILE MARKETING & QR CODES

A few admissions offices have begun experimenting with uses of Quick Response, or QR, codes, those black-and-white matrix barcodes that can be scanned into students' smartphones to provide URLs to specific online content. This [Academic Impressions article](#) from October 2011 offers examples and interviews web marketing guru Bob Johnson, president of Bob Johnson Consulting, LLC, for tips on using QR codes in admissions effectively.

MOBILE TECHNOLOGIES INSIDE AND OUTSIDE THE CLASSROOM

Dale Pike cites these two examples.

First, the example of a music faculty member who issued mobile devices to herself and her students. The students recorded their practice sessions and submitted the recording to the faculty member, who then listened, recorded her feedback, and sent it back.

“The time for feedback was shortened dramatically,” Pike concludes. “In this case, the technology didn’t *add* something that we weren’t doing already, but by accelerating the loop-back cycle, it increased the impact of the feedback, as the student was able to improve sooner based on it. This technology also made it possible for the student and the faculty to review the practice session on their own time, rather than limiting that feedback to an event that occurs in a studio room or a classroom.”

Second, an environmental studies course at Boise State found a number of innovative ways for students to work with environmental data in a more hands-on way using mobile devices:

- Students used GoogleEarth on their devices to conduct virtual tours of sites, from lava flows and gravel pits to Chernobyl and Fukushima.
- The app “Paint with Time: Climate Change” allowed students to compare how locations change over time.
- Outside the classroom, students undertook a geolocation “recycling treasure hunt.”
- Students also recorded site-based videos as part of civic engagement and air quality data graphing projects.

Similarly, a geosciences course at Boise State uses the devices to provide the type of hands-on learning activities that are usually conducted in the computer lab. Pike notes, “This changed the way students experienced the content, giving them access to the instructor to ask questions in a way that the traditional lab assignments did not.”



PILOTING THE IPAD

Tablets offer an especially robust array of new opportunities for addressing old pedagogical problems—because a tablet is essentially a highly mobile platform for apps. The key is to help faculty identify specific activities they wish students could do and then locate apps that facilitate that activity. Read these recent Academic Impressions articles for ideas and key considerations in piloting an iPad initiative for teaching and learning:

[Lessons Learned from Piloting the iPad: Part 1 and Part 2](#)



LEARN MORE

While now slightly dated, this October 2010 article “[Piloting Mobile Learning](#)” includes further examples of pedagogical uses of mobile devices, drawn from Duke University. The examples are intriguing and worth a look.

USING MOBILE DEVICES TO WIDEN YOUR REACH WITH ALUMNI

A lot of shops are just beginning to look into how mobile devices can help broaden or deepen alumni engagement, but Ohio State University and Cornell University are among the forerunners. Both are looking at the ways that mobile devices and apps can help connect alumni with each other and with the institution.

For example, suppose that a group of alumni out of state are gathering for a game watch party. Offer an app that allows them to log in, find other fans they might know who are also at or watching the game, and even text or tweet to a group feed while they watch.

Or let's take this further. Can you use mobile devices to capture content at your events—reunions, homecoming, etc.—and then use your social media channels to disseminate that content to a larger group of alumni than can actually attend? Andrew Gossen, Cornell's senior director for social media strategy for alumni affairs and development, suggests leveraging the power of mobile devices to capture multimedia content on the go, in order to widen the impact of a single event.

Have staff or trusted volunteers active during the event, taking pictures, shooting video, and otherwise gathering content that can be pushed out via social media channels (Flickr, Facebook, YouTube) to the larger alumni community even as the event progresses.

In fact, Gossen suggests considering a new category of alumni volunteer—alumni who are responsible for capturing content at alumni and university-sponsored events beyond the campus. In the case of Cornell University, which has a global alumni community, alumni volunteers can capture content around the world—something the institution's alumni relations office is not staffed or equipped to do.



Offline, we are already offering high-value events with content of interest to our alumni. We're already investing in these. We know they work; there's no guesswork involved. So it is an easy and inexpensive step to extend that to our online community, greatly expanding the opportunity for engagement and expanding the audience for the event's message.

Andrew Gossen, Cornell University



CAPTURE REAL-TIME FEEDBACK

Here's one more idea.

Ted Hattemer at Ohio State University suggests using mobile devices to capture real-time feedback during alumni events. "What we *don't* know about our alumni is often more than what we *do* know," Hattemer remarks. "We might know our alumni want tickets to the game. But we need to know more about how we can provide a positive and connecting experience for them. What do they want besides tickets and the ability to park near the stadium? Use mobile technology to poll your alumni and invite their feedback in real time."



TEXT2GIVE AND STUDENT PHILANTHROPY

Another example from Ohio State University: during the recent launch of OSU's largest-ever fundraising campaign earlier this month, OSU held a concert for students on their green space, and invited students to participate in the campaign using text2give. The funds raised would go toward a student group. "We didn't expect to raise much," Hattemer notes, "but we wanted to teach students about giving, and how private gifts help to fund the education and the events they benefit from." Students were also able to download ringtones from the artists performing at the event.

SOCIAL MEDIA STRATEGY FOR HIGHER EDUCATION: BEYOND THE BASICS

March 25 - 27, 2013 :: Dallas, TX (Fort Worth)

Learn how to set social media strategy, broaden your tactical reach, and cultivate supportive and engaged communities.



MOVING TO A MOBILE-ENABLED APPROACH

Post-secondary institutions are traditionally both risk averse and slow adopters of new technologies. In facing the rapid adoption rate of mobile technologies by the general population, it can be difficult to know where to start and how to know whether your initial efforts are working.

But this is the time to jump in and learn. These technologies are evolving, and your institution will need to evolve with them—but you will only be positioned to do so if you are already working with these technologies, testing what is and isn't effective for your students and alumni, and working proactively to identify those opportunities to leverage mobile technologies to move your institution forward—whether in recruitment, teaching and learning, or advancement.

Don't be afraid to get started. It's easy to get afraid because things are moving so fast. But if you *don't* jump in, you are really just doing a disservice to your end users, your students and your alumni. At least you can be addressing their needs and moving in the right direction, even if you need to evolve over time. Mobile devices aren't going away, and you need to keep your website and your other interactions with students relevant and accessible to them. Iterate, seek feedback constantly and listen to it, and keep moving forward.

Brett Pollak, U of California, San Diego

THINKING ABOUT RETURN

There are ways to begin measuring the effectiveness of investments in mobile technology, if you identify specific outcomes or specific problems that you want to use mobile technology to address.

For example, maybe one “problem” is the bounce rate on your website. Maybe a perennial issue has been that prospective students arrive at your website and get lost and frustrated too quickly—a situation that is exacerbated when visitors with

mobile devices have to repeatedly zoom and scroll horizontally in order to read the website.

John Devoy, director of website strategy and analytics at Arizona State University Online, conducted a before-and-after study when ASU Online used responsive design to ensure their site could be viewed cleanly on all mobile devices; Devoy set out to document the impact of this redesign. Among his findings:

- Requests for information increased nearly 57% after the redesign.
- The average time on site for visitors who submitted a request for information decreased by 1 minute post-redesign.
- 85% of visitors who submitted a request for information did so on their first visit, postredesign—6% more than did pre-redesign (strongly suggesting, Devoy comments, “that visitors were compelled to take action more quickly than they were pre-redesign”).
- Converting visitors viewed 20% fewer pages before converting, post-redesign.

In this study of prospective students requesting information, Devoy was able to show that the mobile-enabled site using responsive design increased the conversion rate.

MORE EXAMPLES

Similarly, in the classroom, identify the specific problems mobile learning might address. Are you hoping to boost student grades by getting them faster or even real time feedback via their mobile devices? Track grades. Are you hoping to make it easier for students to study their course materials sooner and more thoroughly by making them accessible anytime, anywhere, on their devices? Track access to and downloads of course content—and then track grades.

If you are using mobile devices to widen alumni engagement, track the number of alumni responding to a poll, check responses from alumni on how connected they feel with the institution and why, and note the number of alumni you reach through mobile content. Return becomes very easy to quantify when you are looking at expanding the impact of the dollars you spend on a reunion

event to reach hundreds or thousands of additional alumni through text messaging, recorded video, and mobile apps.

Ultimately, while you may not be able to measure everything, you can measure certain key things—and it’s critical to get started. You can’t stand still, even if it is (initially) difficult to quantify the return on your investment. The cost of missed opportunity in this case is too high.

FIRST STEPS

The key is to act now.

Among some of the steps you will need to take in order to move forward responsibly:

Involve IT early, and start by letting them know what your goals are. They can problem solve with you. For example, if you would like to pilot offering course schedule and location information to mobile devices, make sure you are prepared for the change to your web traffic. On the first day of classes, rather than a single spike in requests to the server in the morning, as students check their course schedule from their laptops in their dorm room, you may now see server requests from mobile devices throughout the day.

Identify a pilot project. This might involve:

- Selecting an alumni event and testing one way to integrate smartphones into the programming. Look to Ohio State University for examples of integrating text2give during a campaign launch, or to Cornell University for examples of deploying mobile devices to record and share content from an event with a wider audience.
- Surveying your faculty to learn who might be interested in piloting a mobile learning initiative in their classes. For examples of pilot projects, read our [recent showcase](#); to learn more about how to manage such a pilot responsibly, read our article “[Piloting Mobile Learning](#).” For a truly in-depth investigation into use case models and effective mobile strategy for teaching and learning, attend our

conference “[Using Mobile Devices to Transform Teaching and Learning](#),” January 30 – February 1 in Boston, MA.

- Investigate your options for mobile-enabled web design. Will you make use of an app or use responsive design to ensure that your website can be viewed cleanly on any device, on any screen size? To learn more from the experts, attend our [Responsive Design webcast](#).

Finally, make sure that you have a plan for collecting feedback on your pilot project and for responding to that feedback.

AI Contributors



Amit Mrig

PRESIDENT, ACADEMIC IMPRESSIONS

Amit co-founded Academic Impressions in 2002 to provide a variety of educational products and services that help higher education administrators tackle key, strategic challenges. Since 2002, AI has designed and directed hundreds of conferences and has served representatives from over 3,500 higher education institutions. Besides designing and leading events for cabinet-level officers focused on strategic planning, budgeting, and leadership development, Amit leads Academic Impressions' ongoing research into the five- and 10-year challenges facing higher education and plays a lead role in outlining each issue of *Higher Ed Impact: Monthly Diagnostic* to highlight how college and university leaders can take an institution-wide approach to answering those challenges.



Daniel Fusch

**DIRECTOR OF RESEARCH AND PUBLICATIONS,
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At Academic Impressions, Daniel provides strategic direction and content for AI's electronic publication *Higher Ed Impact*, including market research and interviews with leading subject matter experts on critical issues. Since the publication's launch in 2009, Daniel has written more than 250 articles on strategic issues ranging from student recruitment and retention to development and capital planning. Daniel previously served as a conference director for Academic Impressions, developing training programs focused on issues related to campus sustainability, capital planning, and facilities management. Prior to joining Academic Impressions, Daniel served as adjunct faculty for the University of Denver. Daniel holds a Ph.D. in English.



Tunde Brimah

SENIOR CONFERENCE DIRECTOR, ACADEMIC IMPRESSIONS

Tunde specializes in Academic Impressions' professional development offerings in instructional technology and academic affairs. His work with AI has included innovative and practical professional development offerings on emerging topics such as accountability for student learning, creating significant teaching and learning experiences, copyright compliance, formative/summative faculty evaluation processes, online/blended and mobile learning, and social media in teaching and learning among others. He researches conference topics, designs the curricula, and selects faculty to offer in-depth and interactive in-person and Web conferences.

Tunde's educational background is in educational technology, leadership innovation, and policy. His professional experience includes years of teaching at the college and graduate level. He has also worked with national, state, and local legislatures as a researcher/policy analyst on educational, health, and legislative management issues. Tunde is a Ph.D. candidate in educational leadership and innovation with a concentration in administrative leadership and policy studies at the University of Colorado Denver. He holds an MPA and MA from UCD and University of Illinois at Urbana-Champaign, respectively, and a BA from Loyola University Chicago.



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Courtney is responsible for creating online and in-person conferences in the area of advancement, including needs research, program design, and subject matter expert recruitment. Her focus within advancement is targeted at alumni relations, annual giving, social media, and development communications. Courtney has been with Academic Impressions since 2008, and is currently writing her dissertation on the story of Samson and Delilah. She has taught several courses on subjects such as apocalyptic literature and translation theory and was a Teagle-Wabash Teaching and Learning Fellow at The Graduate Theological Union in Berkeley, CA, where she honed her practical teaching skills and curriculum design capability with a mentor professor for one academic year. She is an occasional giver to her alma mater, Colgate University, and is a Federal Club Member of HRC Colorado.



Julia Nelson

ASSISTANT CONFERENCE DIRECTOR, ACADEMIC IMPRESSIONS

Julia currently researches and designs online and in-person conferences in the area of enrollment management. She completed her BS in Human and Organizational Development with a minor in Sociology as well as an M.Ed. in Higher Education Administration at Vanderbilt University's Peabody College. Before joining AI, Julia led the performance management, recruitment and professional development programs at a private bank. Previously she managed campus recruitment and onboarding programming for an IT company and began her career in regional admissions recruitment.

Contributors



Judy Brown

FOUNDER & FORMER DIRECTOR, ACADEMIC ADL CO-LAB, UNIVERSITY OF WISCONSIN SYSTEM

Judy is an education technology analyst who retired a few years ago as the emerging technology analyst in the Office of Learning and Information Technology (OLIT) at the University of Wisconsin System Administration. She was the founder and director for six years of the Academic Advanced Distributed Learning (ADL) Co-Lab in partnership with the Department of Defense where she conducted research on new computer directions and related technologies for the Wisconsin system. She continues to work with ADL curating a weekly mobile learning newsletter, plus working with other organizations on mobile learning projects of special interest..

Judy was named one of the Top 100 women in computing by McGraw Hill's Open Computing magazine (1994) and wrote a business technology column for the *Milwaukee Journal Sentinel* from 1994 through 2000. She also served three terms as president of the Association of Personal Computer User Groups (APCUG). Judy has been involved in online learning for over 25 years and mobile learning since 1996. She was named to the USDLA Hall of Fame this spring.



Andrew Gossen

SENIOR DIRECTOR FOR SOCIAL MEDIA STRATEGY, ALUMNI AFFAIRS AND DEVELOPMENT, CORNELL UNIVERSITY

Andrew came to Cornell in early 2010 to spearhead the integration of social media and mobile technology into the division's strategic plan. Previously, Andrew spent eight years with the Princeton University Alumni Association in a number of diverse roles. He sits on the CASE Commission on Alumni Relations, co-chairs the CASE Task Force on Social Media, and chaired the 2011 CASE Social Media and Community conference. Andrew holds a bachelor's degree from Princeton University and a doctorate in social anthropology from Harvard University.



Ted Hattermer

ASSISTANT VICE PRESIDENT OF INTERACTIVE COMMUNICATIONS, THE OHIO STATE UNIVERSITY

Ted Hattermer is the Assistant Vice President of Interactive Communications at The Ohio State University. He leads a team providing expertise in all areas of communication technology including web, mobile, social media, electronic communications, digital content creation, and digital/interactive strategy in support of University Advancement goals and Ohio State’s mission. Hattermer has led web and digital communications at Ohio State since 1999 and has worked within higher education communications since 1993. He has a Bachelor of Arts degree from Ohio State and is a frequent presenter for the Council for Advancement and Support of Education, District Five.



Dale Pike

DIRECTOR OF ACADEMIC TECHNOLOGIES, BOISE STATE UNIVERSITY

Dale’s current responsibilities include the coordination of technology-based tools and environments that are used for instruction, support of faculty professional development in the use of these tools to improve student learning, and leading a strategic project to extend Boise State’s Mobile Learning Initiative. Prior to working at Boise State, Dale was the Associate Dean for Instructional and Information Technology in the College of Liberal Arts & Sciences at the University of North Carolina at Charlotte.



Brett Pollak

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Brett Pollak provides leadership to the campus for Web related strategies, including web development, maintenance, and management. The CWO received a 2011 Larry L. Sautter award for innovation in information technology for their centralized web application and website development tools. Brett has presented on responsive design topics at the HighEdWeb conference and is amongst the early adopters who began using responsive design on higher education websites. He has also published articles online through *The Journal of Higher Education Web Professionals*.