Rebecca Griffiths ([00:00](https://www.rev.com/transcript-editor/shared/1sR2mS37nz9GCN_2pj6haclCOEKnf8whBjiX-ODllkqNx95m7G5MXSh414_hXhfQnC8Anp_Lpy3x0ewujPCFsxtvzM4?loadFrom=DocumentDeeplink&ts=0.3)):

Welcome everyone. I'm so pleased to be here today with Meaghan Duff, and David Yaskin. We're going to talk about scaling evidence-based practices and products in postsecondary education, which is a really interesting challenge, one that both Meaghan and David have extensive experience with and we're really excited to be able to learn from their past experiences working through these challenges.

([00:27](https://www.rev.com/transcript-editor/shared/C22zW6_wmycCQogTqfkO0-emAUJXUgwLK1EKrVTyswarBITulQKTOVmKro2fin07Nos4JIC0gz8J-Beswq4auSASdcU?loadFrom=DocumentDeeplink&ts=27.72)):

To provide some background, Meaghan, is currently Vice President of Programs at Minerva Project and leads Learning Innovation Strategy Design and Implementation from Minerva's postsecondary education partnerships worldwide. Together with her team of learning experts, she ensures that students and instructors at partner institutions benefit from Minerva's best in class pedagogy, curriculum and tools. Across her career in higher education at Blackboard, the APLU, EverFi, EDUCAUSE, Faculty Guild and as an independent consultant, Meaghan, has worked in partnership with colleges and universities to improve educational quality and access through digital learning.

([01:06](https://www.rev.com/transcript-editor/shared/hQ7RnlOQfn3NZ_CbIkBsyQmHWXjYsAJ-EPJ4S_vZihEkT7FezIuNdoc5uTvM43BAUGl0Cy4sNWNAiDV05KH0LjqgQdU?loadFrom=DocumentDeeplink&ts=66.66)):

And she has also taught online for the University of Massachusetts Boston since 2003. So Meaghan brings a lot of perspectives as a practitioner as well as in her work as an entrepreneur and working with nonprofit initiatives to promote use of personalized learning technologies.

([01:25](https://www.rev.com/transcript-editor/shared/J_GCyZ7uSxNMBSvUPxZF3wxsF8vF5dWWCd14fBrADJhKgwiD0DwKZDZHv8K2p_Vzd153BZBG6tVR11zonJY7sC_vzr4?loadFrom=DocumentDeeplink&ts=85.71)):

Also, delighted to welcome David Yaskin, who is currently CEO Coach and Consultant for Ed Tech Coaching LLC. David Yaskin is a well-known innovator in enterprise education technology. From 1999 to 2007, he ran Blackboard's product strategy, increasing the number of students using their technology for course management to 13 million annually. So that's real scale.

([01:49](https://www.rev.com/transcript-editor/shared/nU_CPZgDbW42BLh9VWSNZUPMrV1DLh6sB06_ap61rUy8R9PqMjciDpbcgExm2bI8CJZqYfprgmnHoe98rh4ejRGAE6w?loadFrom=DocumentDeeplink&ts=109.08)):

From 2007 to 2015, he created and led Starfish Retention Solutions, the first enterprise student success platform, which currently supports over 500 institutions. David has been a frequent participant in student success initiatives sponsored by the Bill and Melinda Gates Foundation, the White House and the National Science Foundation. He is also the author of nine US patents. So all very cool. So to begin with, I want to pose a general question. How would you characterize the landscape for Ed Tech in postsecondary education?

Meaghan Duff ([02:24](https://www.rev.com/transcript-editor/shared/I_kuvs0PhVhHKPzdvAImwqf50diUlqp7YqmP52hMTZkRSD0m-laV7P-k5_0jCRRdeQ1mjCJcHHxSmZCB3LPvXExnFNk?loadFrom=DocumentDeeplink&ts=144.69)):

Thanks, Rebecca. I would say that the current landscape in Ed Tech in postsecondary education is in a stage of transition. The advent of AI solutions has really invigorated a lot of the historic providers of Ed Tech into higher education. It's also because of the fast moving nature of AI. It's created an opening for new companies to come in and to look at the problems higher education's trying to solve with some new angles.

([02:58](https://www.rev.com/transcript-editor/shared/hGBOWAvdhB0c3cijXwOCQHZbs6yCX8vhSrrxiE91z7u1bGT1RTBLIb9facm6FUtTCZ3CA_RJ7wVk73wVTWz9IWcn-Cg?loadFrom=DocumentDeeplink&ts=178.11)):

Although we see a lot of action in the market, it's not clear really who has momentum. We still have a lot of big players first in the large commercial publishers who have brought to market some very compelling technologies or acquired earlier stage companies that had feature sets that they wanted to put into their portfolio.

([03:20](https://www.rev.com/transcript-editor/shared/U7iGLtqna0LZrPqcS9Pw-foDHttSqe_W1ciDH8cSimkUcmU5VK_4n39se8H9zHTkLoDhBg9BHx4TiMYJCnAaRx7rIJ8?loadFrom=DocumentDeeplink&ts=200.4)):

And then we have the big LMS companies, which continue to be a real gateway for higher education institutions, faculty and students to get their actual hands on a lot of these technologies. We see the market is fairly under capitalized, meaning there's not a lot of venture capital and investment dollars flowing into postsecondary education right now. So it's not completely clear who's going to be ascendant. Are we going to see a return to the norms that we've had in the past with large publishers and LMS companies really driving the market or some of these inventive earlier stage companies really going to get traction, build a market, and become larger, more successful organizations?

David Yaskin ([04:07](https://www.rev.com/transcript-editor/shared/8R8TqvSz951hZG7HNZQXERoIv57STd_KCLfM1oHFFyJoW7itYl01owGWBGHEOD9jhfX4jAQVyBuQQW8qn8wL4AoqTZg?loadFrom=DocumentDeeplink&ts=247.8)):

I think their focus of the market has been for many years now on student success, and that's an important focus that they, no matter how you measure it, whether it's graduation rates or using your degree in your first job and getting a decent salary, I think that's an important focus. And for the last few years there's been a lot of traction around equity programs trying to focus on diversity, equity, inclusiveness as an important area of growth in higher education.

Rebecca Griffiths ([04:45](https://www.rev.com/transcript-editor/shared/nwJISxCGAmL-x5ATXZkV1h1fEO5Uo7cRR4vnpPe7HSCxFMeD7bW0O4jW_P6t35KdQlG1A_QWMrqSZQmf0ht3Kxg2tBg?loadFrom=DocumentDeeplink&ts=285.24)):

Thank you both. That's really helpful. Just to kind of get a sense of the lay of the land. David, I want to pick up on something you just said and ask what your perspectives are about whether and how Ed Tech products can be a tool for equity. So for example, supporting students from historically marginalized backgrounds. And I know there are some initiatives underway right now to try to design digital learning products with equity at the center, and I'm interested to hear if you have a sense of what that means, how that process might look different from traditional product development?

David Yaskin ([05:20](https://www.rev.com/transcript-editor/shared/R-SSo4l1ZkkagyMjb_Amke07nnKfBbZup1jfW0g6qqACvvU0bIYNKXphdx6Jc6VrKl_cE_PqYfVmdK_sKfEVYQisXno?loadFrom=DocumentDeeplink&ts=320.4)):

Equity has been an important key component for over a decade in higher education products and the focus of higher education. I've been lucky enough to be involved in companies that have been able to promote equity. So maybe I'll give you an answer to your question by giving some examples.

([05:38](https://www.rev.com/transcript-editor/shared/Ti0Xp3T3jF1qTJgaOiYgxNmmXJGM6Pr68WaUvPPNulO8BpjNljiPMdICXv5Zqq7m7LQEsu6XSrc3S935j43AxSwXi5k?loadFrom=DocumentDeeplink&ts=338.97)):

The company Starfish that I was involved in provided holistic student service support to students across the board. And one of the things that we discovered is that first generation students, which make up 43% of students entering college, their parents did not to college, that they often are reluctant to show the institution their problems and challenges. They feel like if they're identified, maybe that'll be a way in which they will get weeded out of school.

([06:10](https://www.rev.com/transcript-editor/shared/cC3aT0snJ6zbJuMeIbT9aj5DAJw4_X-Yn-a14MXhbq5GKhkoGANjqq4-mh1MKWuKF850yxzXNFSgZlHoLX7bnr0hZgM?loadFrom=DocumentDeeplink&ts=370.35)):

However, when your parents went to college, you understand that there are vast amount of resources available. So by creating the Starfish product, which was able to make the success network of every student clearly available to them, make it easy to schedule appointments to see when they needed help, to see when they were being successful already, it really helped to simplify that process and include many more first generation students than has been before in the process of receiving help from the institutions.

([06:41](https://www.rev.com/transcript-editor/shared/Liefu57QCruipzkVUS0wMRNcw1Zi3MbKl06TEc00lx2oIHyftneoUYNtH9_ARGq0w7UBh2eKOzGwicVGU_2PVaFXpww?loadFrom=DocumentDeeplink&ts=401.4)):

Similarly, the product that I was involved in, Faculty Guild was focused on improving pedagogy so that if you were a part-time student, if you worked, if had many, many distractions and less time to focus, the quality of instruction was such that it could be more engaging, it could be more relevant to your background, which may be different from others at the institution that these teaching skills brought in through technology and through hard work of faculty was able to really allow for typically marginalized groups of students to benefit in ways that had a bigger impact on them than any other student.

Rebecca Griffiths ([07:21](https://www.rev.com/transcript-editor/shared/rPWrGKCVYM-vxh9a7tZ1m5dtjM9c0F6F6uJgBn8jv8iKGFDbeUAUUnQIzbWK1qzz5ufvX8GXJBPzZGcGfdM3ckuiYMc?loadFrom=DocumentDeeplink&ts=441.09)):

Great. Meaghan, anything to add?

Meaghan Duff ([07:24](https://www.rev.com/transcript-editor/shared/oJxQ8pcBCbm__NGjG4rjb00DovsGhaJZolh9mddgDkA-X0n8h1zwSw7DDl7vu4ysBJ4po9TnMLm5ux8J5nc65yMHeQo?loadFrom=DocumentDeeplink&ts=444.51)):

I'd say that one of the impacts in the last 10 years has been the flow of philanthropic dollars into postsecondary education with a specific focus on historically marginalized populations. Whether that's through Lumina or the Bill and Melinda Gates Foundation or others, the combined impact of those investments has begun to shape the technology products that are coming to market. They have been successful in bringing people of color into the development cycles as product managers.

([08:04](https://www.rev.com/transcript-editor/shared/ilRhNpeBGluYdkGvvZusHd_CwFNGHmC8agifMQJWBzBVM5nqnBg9Q-TrZq1EQsIsE8CxOCGIfLKzmk2amYGD4i3u0bo?loadFrom=DocumentDeeplink&ts=484.35)):

They have invested on the campus side in institutions that are serving large percentages of historically marginalized people in ways that we're building a critical mass of experience that will largely benefit I think one day all of higher education, but is having a disproportionate impact already on what we're seeing in terms of impact on these students.

([08:32](https://www.rev.com/transcript-editor/shared/5gawSuxU9-WMJnYZWVvzXZbm3Xzd12uRxBlC4epnYR25uzUgOodsp6I31sLLHn3wehTpDMLYwQnOturo6-STh4vRJH8?loadFrom=DocumentDeeplink&ts=512.58)):

I think it remains to be seen if they can keep pace. We know there is a demographic cliff coming in higher education and it will be increasingly important for all institutions to reach out and recruit a type of student they may not have welcomed in the past as their ideal student. So it will be interesting to see whether or not the technology is an enabler of that process or maybe somehow disconnected from it, which I think would be a real disappointment.

Rebecca Griffiths ([09:06](https://www.rev.com/transcript-editor/shared/LQlmazXD0O14IPwj17owBi3qWzK5SPqwM34l9_KM8qdcM5Wi1H9T10MS7QrfUj-BjTPH6KuHGskwgHirmzO1lt9qhXE?loadFrom=DocumentDeeplink&ts=546.15)):

As an aside, I think that philanthropic support is really important. I've been for the LEARN Network, which is another effort that SRI leads for the US Department of Education. I've been interviewing a number of leaders of Ed Tech products and one of the things I've noticed about them is they spent years living on very reduced incomes while they were getting their products off the ground.

([09:34](https://www.rev.com/transcript-editor/shared/0pvKB9KHJqgDLvxXoxYFxQGdd1-xlz-R34oG2pjVchQW-mjk2tlieKoYr7YPBwbP9RpbKUfHvk9PD4VZHJdM6KBurXQ?loadFrom=DocumentDeeplink&ts=574.14)):

And there's a long period where they're trying to build a team, they're trying to cobble together some funding from grants, seed funding, some philanthropic sources, but a really important factor for some of them was that they had worked in the private sector before launching these enterprises, had some personal resources that they could rely upon during those years when they were not receiving a lot of income.

([10:00](https://www.rev.com/transcript-editor/shared/vRXK9xc3Y1PkFcv6ObxtH2XE5K6fHFGh4tkv-aLzONvLUGmKYftdIxp6qCyiWMNOcwDZH-r8DbNthTsL4V3_gAdoDHc?loadFrom=DocumentDeeplink&ts=600.18)):

And that's just not feasible for most people. And I think the lack of support for entrepreneurs who are developing these kinds of mission driven products could really limit the diversity of people who are leading these enterprises and thus their understanding of the lives of students that they're aiming to serve and the communities they aim to serve. So I think having that philanthropic investment that hopefully is enabling, as you said, enabling those development efforts to bring together more diverse leadership is really valuable.

David Yaskin ([10:40](https://www.rev.com/transcript-editor/shared/wimiF0FqeX0WOcmQrOnt2QUjw8k6C9o0zTSLFJSMSJ6xyjTzoTFU4b-znVTzjKk-bf5BXCD58COHxEjbqavHAndPGU0?loadFrom=DocumentDeeplink&ts=640.86)):

I think the Ed Tech incubators as well and accelerators are doing a similar thing. It's no longer that you call up your father's friend and meet a venture capitalist. Now you can meet venture capitalists by enrolling in these programs. They provide some financial support for the participants. It really makes it a much broader access to become a great developer within higher ed.

Rebecca Griffiths ([11:05](https://www.rev.com/transcript-editor/shared/G9MCijzZcCpPZ_XLLgCrtLod7fs25cRhbXrAzT5IWfZTzQAjI8DNmmzmyMVV92QmJlEqkrgJ0bXtA9mscVQNZw8z-Hw?loadFrom=DocumentDeeplink&ts=665.28)):

That's a great point. So Meaghan, you identified a number of challenges that face aspiring entrepreneurs in the postsecondary education landscape that you have these LMS gatekeepers, the lack of capitalization. What advice would you give aspiring entrepreneurs who are launching Ed Tech companies into this landscape about breaking into the market?

Meaghan Duff ([11:30](https://www.rev.com/transcript-editor/shared/Gqd4Hykz2B1BTAU2XbHxKRojcf38R_D4C1VvNIl_99T66FXXNqlJZ58OeTUv5LVbfKM47G_dqpmYwV7dM0OyzsTu5vM?loadFrom=DocumentDeeplink&ts=690.18)):

Oh, such a great question. I think it depends in part on whether you are selling to the enterprise. So are you a business to business company focused on perhaps an annual subscription license sale to an institution or a higher education system, in say a state? And if you are, it is important to build relationships at the highest level within those institutions that you can achieve.

([11:58](https://www.rev.com/transcript-editor/shared/BNiUTO5eRYZ_sM87P6qBC_kPNINEwMu0uK4erDwMPyFHy2-9mNForMUF5pQWUmbZZG6dMox_idUwdic0Ysv4cOP4r8U?loadFrom=DocumentDeeplink&ts=718.59)):

So if you have teaching and learning focused educational technologies, you want to really think about the provost's office. And large institutions it could be vice chancellors focused on different elements of academic affairs, undergraduate education, general education. If you are a B2C company, you want to think about how can you market your solution broadly to the types of students that are going to be most resonant with the technologies that you're offering and the pains that your solution's going to solve for them. And how do you then do so at a price point that is going to enable them to not just access your product and use it one time, but to have an ongoing relationship with your company.

([12:45](https://www.rev.com/transcript-editor/shared/rbDx8QYruzQniarMI07R_FB7oAYLViEixbmsT_JQXCeqc5GUe4HGQ7w6M8e2yGBxByGgFY3K2ZgLX-sljw3M_16MeHM?loadFrom=DocumentDeeplink&ts=765.57)):

So you need to think very deliberately about what's the cost to acquire an end user, a student user of my platform, and then to maintain or sustain that subscription over time. It can be very difficult. Historically, the most successful companies in postsecondary education in the United States have been B2B companies that have sold at the enterprise level, usually on an annual subscription basis with multi-year contracts.

([13:18](https://www.rev.com/transcript-editor/shared/bltMsedF3bsFK-Nl7CHIYTeDuER3r-27vd16yo1XVp99lRnNFK6JKaSpqGO8-Sy6Qab6LHlO6vsqfgd_oy_NqFXFo18?loadFrom=DocumentDeeplink&ts=798.18)):

The sales cycles for those kinds of relationships can be quite long. And so we usually think that coming into a conference for example, where you're talking to lots of different perspective buyers, trying to figure out what are the institutions that are likely to champion your kind of product? Take a stage at a subsequent conference, have faculty who will present with you on the success of the solution that they've piloted with you and then really be able to amplify those benefits to their peer institutions.

([13:54](https://www.rev.com/transcript-editor/shared/Rc3wk2C8QH0DZk9cyDYKPeLe8tMEU5pULTS8UUhtJZ-zBo0nUuWXfPawkqIbFl-jD489zKX-VgGy2PX9Igf4OJaAasU?loadFrom=DocumentDeeplink&ts=834)):

Selling in higher education for an early stage company with a passionate entrepreneur is an effort that takes just a lot of diligence and determination. There will be many doors that will shut, but it is a big market and you can get important doors to open. But you want to think really hard about which institutions are you investing in your own time and are they likely to be advocates for you and tell your story down the road because those are going to be the most valuable early clients that you can get.

Rebecca Griffiths ([14:30](https://www.rev.com/transcript-editor/shared/kJoFrJE_M1844PJI6S4Tn5ruNfagyqnxS5mtlFmH8ER13awZYPX377Dw_jZ-RPgYSCYz2-c3E4vgmJ-8QoRZF0fGIQc?loadFrom=DocumentDeeplink&ts=870.99)):

I want to come back to the enterprise, the enterprise option because David, I think you have exceptional experience with that. But before we do that, I wanted to come back to your B2C and B2B terminology, which I understand is business to business and business to consumer. But my understanding is that postsecondary is a little more complicated because you have this agency issue where faculty are often making choices about what students should buy for their classes.

([14:58](https://www.rev.com/transcript-editor/shared/RBP9A0jvxjF6aeEu07yG_gBtulZpFXIQ8yzYttENNBDt9grkcvP-_h99YsNSNmK__80gl46JSnjn-7pkpk5k7RCJQ0c?loadFrom=DocumentDeeplink&ts=898.41)):

So can you say a little bit more about how entrepreneurs should think about who their customers are and whose needs they should really be most focused on when they're trying to break into a new market?

Meaghan Duff ([15:10](https://www.rev.com/transcript-editor/shared/dw3QWyRATW-KSt9B9yNf2Oo9oEPFEGGDQ9fhiwr80Ayls20E__ZiAdDrrAqGYOHtYXb7RPMSbdjZHplC-RT92HK8hnE?loadFrom=DocumentDeeplink&ts=910.08)):

Well, I'd invite David to come in here as well. So I'll answer briefly. In a B2B business, you want to think of your faculty as users and adopters first, but they are not the payor, they are not the person that is going to pay out of pocket for that solution. It will either be licensed by their institution or more typically a fee that their students will pay to get access to the technology or other content that might flow through that technology.

([15:43](https://www.rev.com/transcript-editor/shared/uqBS9nvHYdmJIbKLfUjPiuNTErsvQ1DbTbheiy38jUd5BA832uWc8gKljTKkVib8RXKvSfUM9z44T3GvSXKnsDef86w?loadFrom=DocumentDeeplink&ts=943.86)):

So you need to think of those as your first gateway client because without them you will not have access to the larger market of students that would be using your solution. But at the end of the day, it really matters whether the institution will enable your product on their platforms, particularly their LMS platform and whether you have good integration capabilities between your solution and the LMS or the other systems of record that the campus will be using across the institution.

David Yaskin ([16:18](https://www.rev.com/transcript-editor/shared/3OaJCyo0xzbqZl1hw40Fq6goYlw66W4AX9DCcSwI3e6zOk1QVLZF0RjBXirxYVoYnssmISAVMRpuSunCmMZoGQ8xWC4?loadFrom=DocumentDeeplink&ts=978.36)):

I think the question is not whether faculty will use your product, but whether the CIO and the Chief Academic Officer believe faculty will use your product.

Rebecca Griffiths ([16:30](https://www.rev.com/transcript-editor/shared/einGjnC9jJ4N_8gssGykyWuhtp0qgez8sNYwUE0725InisMeZSGbsacshPzML6e1_7dburBJ3WqrpRVLDyhG9j1cTpg?loadFrom=DocumentDeeplink&ts=990.87)):

Can you elaborate on that, David? Because we often think of faculty as having autonomy over what materials they use in their classrooms, maybe what technologies they use in their classrooms. Why do they need the CIO to buy into what they want to do?

David Yaskin ([16:45](https://www.rev.com/transcript-editor/shared/7IjWqMMDh8gzZ_-sCeIhCIP8Z6MxLp_kTjWoDP7vWCcEEfLZ1NVQhd9rUa0NSnpXrHXUeCd-yS7VHQU9sORt5bHn-uY?loadFrom=DocumentDeeplink&ts=1005.96)):

For security reasons, for scalability reasons, for cost reasons. Centralized enterprise technology is becoming more and more pervasive. I remember meeting with UCLA at EDUCAUSE many, many years ago, and they were proud to talk about their 12 different course management systems they had on campus. Institutions no longer allow each department or college to adopt their own technology.

([17:11](https://www.rev.com/transcript-editor/shared/VwmX_rOznU2Pc17Wg4CXQC-W5HYPZcNfLN1mAnptyy5Fyx9BCNnpo6_-yUMA_3Mb35n7dnF8iuDdLeBYCxjUr_j542I?loadFrom=DocumentDeeplink&ts=1031.16)):

There are still some examples of research institutions that are highly well-funded, but most organizations can't afford to maintain 12 different enterprise systems that do the same thing. So there's a lot of centralization and therefore the technology that you're going to use in your classroom has to at least be compatible with the enterprise systems, if not in fact provide it as an enterprise system.

Rebecca Griffiths ([17:33](https://www.rev.com/transcript-editor/shared/JVPugfxp1cjD_TIG3Y4prDbZq3YXYou53_yNWWp6cPU8xKAZQu1w4_JrBlTWAVdgkzpF-Y3QQ4xUpbcn1QBvvNYmXVM?loadFrom=DocumentDeeplink&ts=1053.93)):

Interesting. So as a faculty member, you can't just decide, "I'm going to use McGraw Hill Connect or Pearson, My Math Labs." You would need to run that by the IT department to make sure those products are compatible with their IT systems.

David Yaskin ([17:52](https://www.rev.com/transcript-editor/shared/rZXaxtLtOTNDz48j1rK5FH2dUeCvjwsaAx0nwetyoBzs_flSAExXKS2R9PNiot0YrLi8r7P17OfL4k0laiT14t2KVY4?loadFrom=DocumentDeeplink&ts=1072.56)):

There are often options that enable individual faculty member to make a local adoption, but then that particular product will not be integrated in, so you have to have separate logins. The grades that are received there may not automatically flow back into the grade book of the class and then ultimately to the registrar system. Those kinds of enhancements often will drive the faculty to not... Just maybe start out experimenting and higher ed loves innovation, they love experimenting, but ultimately there is a shift towards a central approach towards many of these kinds of solutions.

Rebecca Griffiths ([18:26](https://www.rev.com/transcript-editor/shared/slJgJAigmJvZuN8WPeYLrrTzYrYOMme3YFTe7rNh7YyhurscMsv8PZ_3HiKpFNUpxCcA4JjgWXqysOGz5ToLYYIKbbk?loadFrom=DocumentDeeplink&ts=1106.34)):

Interesting.

Meaghan Duff ([18:27](https://www.rev.com/transcript-editor/shared/Sbxb_b7x9Dus0f-p5PG8kMfKo8UVSi7NpmKQl4RZuSqzmaFI_CyYsEbyhwoMqxbZgxnezX-aadxe7wfF-dWLE_XCUQw?loadFrom=DocumentDeeplink&ts=1107.39)):

So if you are an early stage company, it can be very advantageous to recruit faculty from a single institution and try to get, say a dozen or so using your technology and then go to that administration. To David's point, the provost or the CIO, and ask them to enable that technology and a license relationship more broadly because then your sale is more of an adoption. It isn't necessarily getting the faculty member to make a case for you or go themselves to the IT organization and ask them to turn on technologies.

([19:07](https://www.rev.com/transcript-editor/shared/-NncOLoHsAhQIDasvmVdZPEcCZgkBEsLl73I-63ttK-umpv0InjhsGtc5uLJGLWErALAd6kg375cuL8ak561he7ACcQ?loadFrom=DocumentDeeplink&ts=1147.35)):

Most faculty don't understand how integration agents work on LMS platforms or what needs to happen to be able to have a tool available to them. But if you can do the hard work upfront to get a relationship with the school, one of the things that can be prerequisite to that is demonstrating to that school that there's interest among the faculty in a department or a college to use that kind of tool. And so you really have to press on both fronts.

([19:36](https://www.rev.com/transcript-editor/shared/WaJg_xo5eBB-ZyQs9Lwb2Ztpuy7J18l6yNwozVBIBKLrGqIXk4uq5VgoyhQL_R-P9YNZChp79Mtd2AK7UfQMIWq_ptU?loadFrom=DocumentDeeplink&ts=1176.09)):

You have to recruit the individual faculty to be your users and ultimately your champions. At the same time, you have to be working with the institution to enable that technology to be available in a more broad based way and to ease your sales and adoption efforts down the road.

David Yaskin ([19:52](https://www.rev.com/transcript-editor/shared/1xyUT_poFea24Vpp2YfIObfALBpQ8N4S75VVtufvQlVp_iUodygbtleOWunthlYXEbSgR0IDHsIgexHaVMZvIRwmVqA?loadFrom=DocumentDeeplink&ts=1192.29)):

And it expands beyond just that single adoption. Often the way in which higher education learns about technology is they go to conferences and they have their peers and they find out what are you doing? What's new, what's working, what is getting good adoption and good efficacy from your faculty? But often they will actually focus that in on let's look at organizations that are like us technology wise so that I know that that technology won't be a barrier so that once you get a good institution with a given kind of local course management system, then other users of that course management system will hear about it at that local conference and that'll spread. So central technology driven adoption is a wonderful way of scaling.

Rebecca Griffiths ([20:38](https://www.rev.com/transcript-editor/shared/HCMo8cv0JlB-Ane0uV3_z1QjzA6ZnKMJgjoqG3cXUDX2MDarKUvZ1yoVFPS9Smsji71E1CYvVyrOLeVqebvo519v4Rs?loadFrom=DocumentDeeplink&ts=1238.31)):

Yeah, it's interesting. We've experienced this to some extent as researchers in that some of the studies that we have wanted to conduct for the Postsecondary Teaching with Technology Collaborative involved specific technologies with specific affordances. And so we wanted to understand how those affordances were impacting students in those classrooms, and we very quickly found that faculty were not interested in doing tests with technologies that were not already supported by their IT departments.

([21:09](https://www.rev.com/transcript-editor/shared/aiZLvHxBFCGQFfJR4FmdN0P6chuh7nmiML7LtCLWix2x6S7IUnj0qUGT6Yiy00U7x1OZd3kPTVM5rtBBYXjLlITVxQg?loadFrom=DocumentDeeplink&ts=1269.06)):

They wanted to make sure that they could integrate with the learning management system that if they had technical issues or students had technical issues, that there was somebody they could turn to on campus. So I think your point about needing to have central supports or buy-in from the CIO and that unit, that really resonates.

David Yaskin ([21:33](https://www.rev.com/transcript-editor/shared/ndBJJSnnuOatArxsDK72HKmbwXm246FLmJCcq3Zivf_iNmpowBcqTDCQAZjvMslxSCsn2fw_7pj-IAWur4mJPU0fnWg?loadFrom=DocumentDeeplink&ts=1293.93)):

But I want to say though, many institutions are willing to innovate and adopt new technology. So while it is important to have a connection and interoperability with these central components, it doesn't mean that you are shut out from introducing new ideas because both faculty, chief academic officers, CIOs, they want to be on the cutting edge. They want to do what's best for the students and what's new and what is based on the research that's out there today. So that innovation will help you drive adoption too.

Rebecca Griffiths ([22:07](https://www.rev.com/transcript-editor/shared/CuPRg_BK-91fbzouPRLYoB_1kS5TTSnslH0FBmhgn2j1DCiwGetp7xw5V_RCK8OasnZYPWphkClpTfrmsanlJH8t_SU?loadFrom=DocumentDeeplink&ts=1327.86)):

Well, David, coming back to you on the topic of enterprise software, you have done what not very many people have been able to do, which is to launch a new very successful enterprise software company, Starfish. And I wanted to ask if you could share some of the strategies you used in order to get that company off the ground, to break into this new market and really to help create a new market.

David Yaskin ([22:33](https://www.rev.com/transcript-editor/shared/T6QIFhvUqitDIWIvDQ3MrsP5nwCL3XqAXR42p3qR0Mc6RFUhUKaz11A3CW247o_nCzhxCuGu8YXLgzj6gYcn37FG8Ck?loadFrom=DocumentDeeplink&ts=1353.42)):

Thank you for that. One of the things that I think was most important is that we were able to identify an area of higher education that had significant research but had significant lack of support by technology. At the time that we joined the idea of portals was very well known. The idea of course management systems, lecture capture, there were all of these systems out there that there were multiple competitors.

([22:59](https://www.rev.com/transcript-editor/shared/18uCkB3M6mY7Fs9nRt_tgK4hxDSWDZYS0yOizEzHUZxLZkflskPdqmbJteQXwrh2EltXPprk-SIiPPPtjAobKOg5uFE?loadFrom=DocumentDeeplink&ts=1379.31)):

But when you looked across the landscape, there were very few tools for advising and tutoring and those tools tended to be standalone departmental solutions. They didn't integrate with the enterprise, which as we said earlier will limit their adoption. So what we did is we found the greatest, latest and greatest research about what works in terms of advising and student services and started building software to support those capabilities. And the thing that surprised me is we often would reach out to researchers, to heads of associations and they take your call.

([23:36](https://www.rev.com/transcript-editor/shared/p6Ls919IOvHw27kA1rtxftarvOofO3HSRMoA7VyeZnb1NB5vCDZpdtt6KxY7z_kAU2Dpwq3jVYNNJZ4hFUfSJ4wDJ8I?loadFrom=DocumentDeeplink&ts=1416.72)):

It's higher education, people are friendly, they care about innovation. I was shocked. And so by having access to the people that are on the cutting edge of research that want to spread their ideas, by taking that research and being able to coherently explain to, once again these chief academic officers and these heads of IT, that you are embodying the work that their faculty have done and faculty that they know across the country to make the student experience better, it sparks an interest in them.

([24:09](https://www.rev.com/transcript-editor/shared/tR0Czy_YojBnYn1XeYSnxzLCxm2JItqFS0JEXdP6dcPs6110nb-FWbPnuk2mHC3-WirIhzBoR5gYKKFqR1QUWr5dMcE?loadFrom=DocumentDeeplink&ts=1449.66)):

So I think this idea of having a strong research basis for what you do and collaborating with those researchers opens a significant number of doors and that's what we did.

Rebecca Griffiths ([24:22](https://www.rev.com/transcript-editor/shared/_BKI6V3vSdjpepthboUnIruVb5ERmj51MAanxWCZJnt911mDUZMtoSIB_IXca1H-RslHNH-liMtUy0XiblW0blKZI2s?loadFrom=DocumentDeeplink&ts=1462.53)):

I recall from an earlier conversation that you also were very strategic about in your outreach efforts that you identified certain patterns in when institutions would have funding streams available to purchase advising systems or might be open to trying something new. Can you share a little bit about what sorts of strategies you pursued, what worked well for you?

David Yaskin ([24:49](https://www.rev.com/transcript-editor/shared/yZA4RjxWhFlII6Rxu7zO0ZKgM-evmti-ayFjfR8mkqIi2A0GnUKqYGMpd7ElCklxjfGP4Rh42goAyL8WEFGdA2YMJcg?loadFrom=DocumentDeeplink&ts=1489.89)):

Yes. If we look at the various criteria, performance, reliability, cost, usability. Having performance a good research basis is only the starting point. One of the biggest barriers for adoption is finding institutions that have the budgets. So how can we know of the four to 5,000 institutions out there, which ones are ready to do something about this new technology, about AI, about advising, about a new inequity initiative?

([25:18](https://www.rev.com/transcript-editor/shared/pSB_J3mDDABt64302lZ9_NNBj-Z4rbVj4LVuOfCumZNIjVSf7ZVVMu0bGskDWxMezesHL_FjPZNGFdj2yBvFuytopUs?loadFrom=DocumentDeeplink&ts=1518.03)):

And the way to do that is there's often federal and philanthropic funds that are given out to institutions. Those things like Title V grants, Title III grants are publicly available. You can look at a database of who received a five-year grant and know in the second year they're going to start spending the money on technology. Their synopsis is online, it's so useful or starting to track some of the philanthropic's that often will do pilots of, "Let's take 30 or 40 institutions and try something new on that."

([25:50](https://www.rev.com/transcript-editor/shared/lzD3X1JRRMUW0hLA66HR-_w_B8DMEUHKfkUKCmA8poT31VkkrLpZJ_1z7qooKzvZRG-ZeKSeovS5fHOHhzrXYu2CXnc?loadFrom=DocumentDeeplink&ts=1550.31)):

If your product is compatible with that particular approach, then it's a great door to knock on as opposed to many, many other doors where their funding cycles are, "I'm down." Another approach that was very, very helpful is that unlike most businesses, the strategic plan for the organization is published on the web. A new president provost comes in, they rethink what is appropriate, they create a new strategic plan, get buy-in, and then there's funding sources available to support that strategic plan.

([26:20](https://www.rev.com/transcript-editor/shared/U9OJIGCCb7B5_tTbm-g_1oxLaGQ5S9cvQxvujxgaIhP5o9zzY-3HaippH-7MHfYAfpiV-NKuZ54VnORbVysR6_Cs9u0?loadFrom=DocumentDeeplink&ts=1580.61)):

If your particular product aligns well with that strategic plan or initiative in that plan, then it's much easier to get funding. It's not just important to have a product that performs, but a product that there is money to buy at is critically important.

Rebecca Griffiths ([26:36](https://www.rev.com/transcript-editor/shared/P2tygXdOb5n00igqJZvqgvpPHf4FzOeNSbauH3NoT0JOQs7QgSlBHuRuuHH_UWp0qk5rXCodLA-aK8gtFCxcX7wIQtA?loadFrom=DocumentDeeplink&ts=1596.69)):

Yeah, those are great tips. Meaghan, I wanted to turn to some of the software that that is used within the classrooms. You've had a lot of experience with courseware through the Personalized Learning Initiative. Did I get the name right? At APLU and through the consulting that I think you did with the Bill and Melinda Gates Foundation, I'd love to hear your take on how courseware has evolved and where you see it going.

Meaghan Duff ([27:04](https://www.rev.com/transcript-editor/shared/7r1zdAIZZ3bxySdNumOT2E18zJXVfp9S9nQw97w8KQSvbf_P50TPsWnchqGmL44cZgNmJx89nDsxxlET2JBTwKhvbEg?loadFrom=DocumentDeeplink&ts=1624.89)):

Sure. I was an early, I think, evangelist for courseware. I continue to be a champion for that product category among classroom tools. We know from the research conducted by SRI and Titan Partners and other organizations that the efficacy of those products is quite high, particularly when they have had several cycles of development and improvement over time.

([27:37](https://www.rev.com/transcript-editor/shared/IJr52fKkpgalbzl89gYFWRmRy4IS9xA_jP_K5ry4eelzlT9GKXTsdR1jIrY840JZ09Xi8_iy-BnS--mpMO7Lv4esx0k?loadFrom=DocumentDeeplink&ts=1657.44)):

And we also know from the experience of the COVID-19 crisis that faculty and students who were using courseware already found the transition to fully distance education and virtual learning to be much more manageable than those faculty and students who had been in a primarily face-to-face or even exclusively face-to-face environment.

([28:02](https://www.rev.com/transcript-editor/shared/XDFc_53PrFd-4V08UggnB4awMO_KHgrqGLosMAQ6GU8gs9OxUZXXTS7Vm4VrpD55Gl1ABrWSdEkB3pS4NudL0ZxOGv8?loadFrom=DocumentDeeplink&ts=1682.13)):

I will say that I have been surprised that courseware has not been more ascendant following the pandemic as a result of those learnings and the experiences that people had. Part of it I think relates to the fact that many of the initial companies that were active in the courseware space have been acquired by larger companies, particularly commercial publishers. And they may or may not be marketed as a flagship tool any longer and may simply be a product or even now an enabling technology in a larger portfolio of more content focused solutions.

([28:39](https://www.rev.com/transcript-editor/shared/hrggKNMsEVAEz6ayDUm-9vKADe8x98-fVkG-6Z9q3U-jntdBFz1_8sSTa_1Q5I_Hx_KlrtqSqRYMJW8HGo5ApXD-YZA?loadFrom=DocumentDeeplink&ts=1719.96)):

I think we are also finding that the adaptive courseware and the promise of adaptivity to be able to take content together with embedded assessment and present learners with an experience that's going to meet them where they are and help remediate them in place, give them a kind of formative feedback as they're working through the content in the courseware, has largely been subverted by the promise of AI.

([29:09](https://www.rev.com/transcript-editor/shared/1tIzzaIs3eUrxRYgN0VhXkxj8gZQ-oW-QNxk1DA-ZM_AfoyIvhxN_Z3Jr-qCjHZG9rR3g2VHvG9gCAY-Mtm5EitzQTQ?loadFrom=DocumentDeeplink&ts=1749.81)):

And vendors are now really thinking about less, how do I make my technology adaptive and rather how do I make my technology powered by AI or in some cases AI resistant, depending on the focus of the tool. And so I won't say that I think the innovation stopped on the courseware front, but it is possible that the energy around courseware has shifted into other directions.

([29:41](https://www.rev.com/transcript-editor/shared/lWHfZGhqFBmtmVMAESzUjUHHqExLXHe0lvd7XKb5CBZ6093Qga25GlwjZ-ifPsPAdSQa9Z69Xjt-MTtScT3xAdUkP-0?loadFrom=DocumentDeeplink&ts=1781.55)):

I think of my own use of courseware as something that I will continue to do, but I have married the courseware products that I've used with other AI powered technologies that are serving some of the other needs that I have for my largely asynchronous courses, particularly discussion type tools that are helping students learn to write better, giving them more critical feedback as they're going through the writing process.

Rebecca Griffiths ([30:09](https://www.rev.com/transcript-editor/shared/caJwYIyxKsnWIwYBpRF8nHq0FYIsm-dvVPpaF02Nlwgq9T19uA3d11NlHcde6x_VJwDgqK2t8FGw3Yj0bAxkzkMEhPs?loadFrom=DocumentDeeplink&ts=1809.66)):

It's really interesting. It's interesting, especially to me that you distinguish between the adaptivity of the courseware and AI powered tools because I sort of imagine that those things would be very compatible, that embedding AI technology in courseware would enhance the adaptivity and using large language models would improve the ability of those systems to predict what kinds of support students need. Do you see that happening or do you think there's sort of a divergence happening there?

Meaghan Duff ([30:44](https://www.rev.com/transcript-editor/shared/rIOM4ne3pCIuf_pCfXRGm3hh3NnaY8-t77hsoK0RFVnz9iXCitp2K3CHLds9Hg3heiwbCyVb1CgiofH163HjZab8KkA?loadFrom=DocumentDeeplink&ts=1844.52)):

I haven't seen that happen yet with the courseware that I have been using myself and following. I think it's likely, it's still very early days to have an AI powered courseware tool that has come to market and been used broadly enough to now have really been demonstrating kind of results, it's early yet. In two years perhaps, 18 months to 24 months I think we'll have more insight into that. But it really will relate to where the investment dollars are going to flow.

([31:19](https://www.rev.com/transcript-editor/shared/rcBZhIyPin8w78z4pDYnucY6aJnv2F_IW84V6HpyL6dnQi75zSsq34EZVP6hjC7CMVN9R6TrAo1UXFPK2Q1B-gjFaTE?loadFrom=DocumentDeeplink&ts=1879.98)):

Will a company that owns a courseware tool or a company that is developing for the courseware market choose to invest its AI efforts into the adaptive presentation of content and assessment, or will they tend to go in a different direction easing the grading burdens for faculty, helping students develop a set of skills that transcend the content, a focus of a particular course or unit or lessen?

([31:52](https://www.rev.com/transcript-editor/shared/-MTpNlODfStwrAeDEHpMScBBrR1ZHHijTg6dpcMIfwbqdB2Ht8MYhFPoEJ5naoDgjQ0OQUrsR2eeZs9vcVL2_vsX-3Y?loadFrom=DocumentDeeplink&ts=1912.98)):

I think we have to really give the market some time to see how it reacts to these new AI tools, which companies survive and thrive, and how do those features make their way into the products that end up having the most mass appeal.

David Yaskin ([32:11](https://www.rev.com/transcript-editor/shared/Ro7p_uE_yL_PN3h2FnalOAYOA4dekvaz5uuODcDfOg6WCXSI_ykmJAytlYUamDFoRw0QrjNcadfuIZlcakwIc70rNlw?loadFrom=DocumentDeeplink&ts=1931.82)):

Rebecca, part of that may be just the packaging and marketing of it. I'll give you an example. Part of our initial research is we found that contact with a faculty member outside of the classroom was a significant factor in a student success. So we said, "Let's create an office hours product that made it really easy for faculty to connect with students and the student to know you'll be available and be able to take notes and have great capability."

([32:40](https://www.rev.com/transcript-editor/shared/UC6Ta6hz2nrvT_GBqkS1t5ehbQp_pR0eZg_7nhkDduXrg5wDuovCYoCcRQbDkawBLpwSd2sd_6LSw1eUcEJnCZkNVHs?loadFrom=DocumentDeeplink&ts=1960.17)):

And it was a great product and nobody wanted it. Faculty simply didn't have enough interest in making office hours better, but we took that same technology and we used it for advisors and all of a sudden it was a godsend and so many institutions wanted it. So it's not necessarily just the technology and the algorithms, but it's the way in which it's packaged within a broader context and marketed that sometimes impacts things. So AI in one box may not be acceptable, but half of that AI in another box may be the best thing ever for an institution.

Rebecca Griffiths ([33:14](https://www.rev.com/transcript-editor/shared/sNkf2JbMHq2rNjMNyn_hFa_MKpudQYcjVvbmC-6Jjqov22-XJzMudfbLeHIxAD5qfmdN7KNyukcS06Oix-yPAu_nWTk?loadFrom=DocumentDeeplink&ts=1994.52)):

That's a really interesting story and it brings to mind so many stories I've heard of entrepreneurs making pivots as they develop products and find out what sticks in the market, what doesn't, and sort of iterating through product development process.

([33:31](https://www.rev.com/transcript-editor/shared/-bn3nMCPMvu-pO3_peZjkY7N20EvRe9XNV94mzxjOTm97sCXpcTo5qAWUU9PsU7zCQTXhchofG1L9kmNNNJ-a7GqCC8?loadFrom=DocumentDeeplink&ts=2011.23)):

I think there's an experience that some students have, especially in online courses where it's sort of a to-do list, and so they sort of have to work through this set of assignments and it's just really just checking things off as they go through them. And I wonder how that might change with AI when there are now options that students might be able to draw upon to tick off a lot of those boxes. It brings to mind a conversation I had with a high school student about how they would feel about their teacher using these sort of automated tools to give them feedback on their essays.

([34:07](https://www.rev.com/transcript-editor/shared/dqcyQaLobLoU3Zgy71nJh8_yaiSRlZqbn7isvaUkrEyrSl-cFZsWPaLRFrvQLbu8Br_odlBK4dQ2Le5kIuQwHCn0z2Y?loadFrom=DocumentDeeplink&ts=2047.32)):

And this student said, "Well, that doesn't make much sense to me because then you'll have students using ChatGBT to write their papers and you'll have teachers using AI to grade the papers and so nobody's really getting anything out of that." Which reminded me of I think what Ezra Klein is called the Boring Apocalypse Scenario with AI.

([34:26](https://www.rev.com/transcript-editor/shared/AGSvj98gO662_OnkLbxFHpGHFTzz7fsbxJ01MrB6cZvBVccdeyF2h9Lw8ipwufkeUAp5vK6Qs8LS_Q2UTz9azy1ZDt4?loadFrom=DocumentDeeplink&ts=2066.04)):

But I think it does renew the importance of figuring out how to inspire students about what they're learning in these classes as opposed to just all the boxes they have to tick off to get through the assignments. And I don't know, Meaghan, if you've had any experience with this in your years of teaching language courses?

Meaghan Duff ([34:48](https://www.rev.com/transcript-editor/shared/-z350vXn_xScmOG2XcVAFAsrCSsO5kYG9VTI7URhO7RL9ToTRolywgnmfSlPsipvcW_bdoJTyTlHYfvYaBlfhBmwwzY?loadFrom=DocumentDeeplink&ts=2088.39)):

I think we should be careful to not over-generalize from a traditional age student's point of view. There are post-traditional age students that deeply value the checklist as they're working through required courses in pursuit of a nursing degree, or a business degree, or the completion of a course that's going to allow them to enroll in a master's program. So I think we need to be careful about audience.

([35:18](https://www.rev.com/transcript-editor/shared/ActopYcZP-fZzVLyoLD4oiishN3-vNLycaRhplJLDlmR6VxcSxA6uZyCxkjsyNiI9D4np9DD3fFAmezF0FErXidEJ1U?loadFrom=DocumentDeeplink&ts=2118.54)):

There is some research that suggests that even when students know that the feedback is coming from a chatbot or some other automated tool, that the feedback is still valuable. I think what's important is we are transparent with our students about what is AI powered feedback or engagement and what is human provided feedback and engagement.

([35:44](https://www.rev.com/transcript-editor/shared/0bjpSH4Yfhzd8YooebRVyuuDvg4QTF5DYCtNF2JNhtO3RV9AGD6TCBWj01drB-7sENCw0jdYaXtJNt9cEtyvQByZN6w?loadFrom=DocumentDeeplink&ts=2144.04)):

What the AI can really do for an instructor in service of their learners is help them understand what are my learners curious about and what interventions do they need to see? And instead of me sort of trying to generalize from the demographics of my student community, my class, and throwing a dart at a board and hoping I hit some number of students with the choice I make around our topic for the day, perhaps the AI helps me understand what are the entry points that are going to be most inspirational for my students and gets me there faster, so that it's a little less hit or miss in how I am engaging with them with the admittedly limited time that we have in the context of a single class period or week in a course.

Rebecca Griffiths ([36:36](https://www.rev.com/transcript-editor/shared/BcM75i42roAv1-n1uzM8pIyrlXUHCOs7nwOFWRpfRo1aFVetGyvf5ofWmRKXa6TfaYik7Pn9506QLsyqf5t9THDb2LM?loadFrom=DocumentDeeplink&ts=2196.75)):

That's a great reminder that our students are coming from lots of different backgrounds and lots of different stages of life and just need different things and value different things.

([36:46](https://www.rev.com/transcript-editor/shared/25UP-pTqDlRfyv1HpDZSgyv2CMfixH5NnM-mKVbk5xH3jauBZMzNDArVoTIFdy2vlSA_d-sX99HoBlIt0ys6ddMd4pw?loadFrom=DocumentDeeplink&ts=2206.74)):

I wanted to go back, David, I really appreciated your description of how research was part of the foundation or the inspiration for the Starfish system you developed. I wanted to ask you both if you could talk about the role you see research playing in product design and development and how you would advise entrepreneurs, especially those who don't have a research background, to engage with research in their product design development and testing?

David Yaskin ([37:15](https://www.rev.com/transcript-editor/shared/3noNX5JwwmaD2efBRSWy_ah-4pyCb8u2ZdQ3EMwRZtHiaAUWfk1l_IfFNX79gA0BVMfaDnJ5w2xV1vK-wDE76wnef2U?loadFrom=DocumentDeeplink&ts=2235.03)):

Let me start out with what is not as important in higher ed, but classically very important in K12. Having published research in randomized control trials or a lesser method about the efficacy of your products does not necessarily drive the kind of adoption behavior you would imagine.

([37:34](https://www.rev.com/transcript-editor/shared/FsmrS1N1JeTJh2wCElWeLObRiRlmGfQapRJrLy4Iqj_KTvQYdXudweH-AEsVMVdslHVUBiQFTu6p-tH6U5wJnf5Ysk8?loadFrom=DocumentDeeplink&ts=2254.95)):

Higher ed wants to make sure that when they make an investment in their products, a central product in particular, that there's going to be wide adoption by their faculty. And the evidence that they're looking for is, "Is there another institution similar to mine that was a peer institution that's used that technology and seeded wide adoption and seed some kind of impact?" And if you can have that kind of data, which possibly could be generated through research data, but it's more important than a very clinical approach towards getting that same data.

([38:08](https://www.rev.com/transcript-editor/shared/ePjKjZhuUwGsYuN6igaNk6IGiJsv0MTuIsnnQoigMBSkPOFuBpY5jUW_SrR68yXFRshV7kWPVso-4z5ndhy1uef9hFE?loadFrom=DocumentDeeplink&ts=2288.97)):

Faculty need to use the products and if the product is in fact based on research so that we know if you do A, B and C that classically that will generate the result that you're looking for. As long as your product is following those steps, then higher ed cares so they want to see is the basis of this solution based on research. And you can get so many amazing sources both available online or available through great contacts with innovative researchers that are being very personable and friendly with you.

([38:44](https://www.rev.com/transcript-editor/shared/nmf7kI_OtjUUKDVS9DSdgomo8C2Mf5cz2eRxirS6mOhKqSJ6f6eGJxynJcOFeycG5gM7RUgfdseFe33u__pVtuIGpSg?loadFrom=DocumentDeeplink&ts=2324.43)):

But what's most important is that it ultimately makes an impact and that you can package that impact in the terms of case studies and references so that other institutions then will adopt as well.

Meaghan Duff ([38:56](https://www.rev.com/transcript-editor/shared/-3vac48UOIqgpjal4qnnEQOivnTVyCGen49rCKV78rbh7AB-VR8sFMDh--8n-MZPN81l3Wu6QyxqHX0rYCLWHoN7CfE?loadFrom=DocumentDeeplink&ts=2336.52)):

In a very early stage of recruiting faculty, providing an opportunity for a well-positioned instructor to conduct research with you can be extremely attractive. The Science of Teaching and Learning provides an opportunity for faculty at all different kinds of higher ed institutions to really engage meaningfully as researchers.

([39:19](https://www.rev.com/transcript-editor/shared/sd9mzFFpiTAJ8R5HElUhzgSYpDvzrsXL_vGocfiw6IdAeJ1-JwrG1qXGy1nBZn6HDeickgT5ZUfb6IvI7Q-fpA4vgkU?loadFrom=DocumentDeeplink&ts=2359.23)):

I think we should also look not just at the feature sets of the products from a research perspective, but also the implementation of those products from a research perspective. So when you're working with your early adopter faculty partners, what kind of change management was required for them to use your solution? What are the documented best practices for implementing your technology? How can you reduce the friction for students in gaining access to that technology and having it on day one?

([39:50](https://www.rev.com/transcript-editor/shared/y2ronn4P32l6IgeNxGFBbeVHp0cWuqcTro-0f8kI1a8Sb17Izv4wlxajSvpMlunIsoDnNqhYDxvIYVlbHpe4OqGhUBY?loadFrom=DocumentDeeplink&ts=2390.31)):

These kinds of research questions are not necessarily what we would consider to be a conventional research question in a formal study, but will go a long way in your sales and marketing, to David's point, to help you know how to position your solution and support your partners and then drive that broader adoption as you scale.

David Yaskin ([40:13](https://www.rev.com/transcript-editor/shared/gtNjPynHrG5z6e2Jnks_Fl5dQgyIptKbzZ_D3VY66ns8ZB5Z4aSIVfswInuH8C56mSUr3IR1mnaLS5Shpl82vvRbRdM?loadFrom=DocumentDeeplink&ts=2413.41)):

I'll give another example where we started seeing in the northeast of the United States, just a lot of schools come to us and saying, "We heard about your product, we're really interested in it. We want to see demo of it." And that kept seemed to be happening over and over again for the course of a year.

([40:30](https://www.rev.com/transcript-editor/shared/UBlngoYaR5HgYGPmQ_sHuK4OP7XcTx4TUX5O1oz911aPg6XEb1NDJ3Sa7HagrA6Bhjqsgy5SNq2CbUZ9giS5cjojyWg?loadFrom=DocumentDeeplink&ts=2430.99)):

And as we drilled in and we started finding out like, "Well, what brought you to us?" We were proud and hopeful that it was our marketing that did so, but often it was this single professor who had done research with our products that just went to a lot of conferences and they talked about our product at a lot of conferences and a lot of people heard, and with no voice of our company at all, that simply spread the word about us and generated leads, which were very helpful.

Rebecca Griffiths ([40:59](https://www.rev.com/transcript-editor/shared/_EECD_B2CZ0WliXdmiXtsA31P_1zxAAxes4s9ZdRhgU4Tnm6Oi3o5H0me18gZ-5eff0S_I2GHR-_HZqnSHEbWMkz8ec?loadFrom=DocumentDeeplink&ts=2459.55)):

Those are great stories. We need to wrap up, but I wanted to ask if there's anything else that you would like to say about or think it's important for people to know about scaling Ed Tech in postsecondary education, where the opportunities are, how to navigate the challenges, what makes this worthwhile?

Meaghan Duff ([41:24](https://www.rev.com/transcript-editor/shared/jE-nEmCv1sty8h4WMYmYFa27FRBf4xy03aOFj1IcQjDOKoq74fClEo4Ws5wbADFMFj2IsDsJDfriYYbtYfbtwK-QDkw?loadFrom=DocumentDeeplink&ts=2484.06)):

Oh, I think it's worthwhile because of the impact that you can have even in slow moving markets like postsecondary education. We are serving 20 million plus learners annually, and that's just in postsecondary education. If you add in graduate and executive education even more. So, I think impact for sure. I also think it's a deeply exciting time to be working in technology.

([41:55](https://www.rev.com/transcript-editor/shared/9ND6-eHAsA0kyI4QhvDXfOK7KpmivruHaGZdeNjXuV3AUYCfKx3NaiuI_F-0VsRoM6tq_GIBfeB3a6OQQIZVxwxktT4?loadFrom=DocumentDeeplink&ts=2515.53)):

AI is one of those factors, but the globalization of higher education is pushing all postsecondary markets into new frontiers as we really confront what true scale means when we look at the rise of new universities in the global south and other parts of the developing world. So it's a really exciting time to work in this space.

([42:19](https://www.rev.com/transcript-editor/shared/1ibqmVc0JDQy0v9xmsQCZC9Iw-VgKf_qV3WqMdAw4BqVY7bBChp70UQ8yFCZ7inVtfHWLY_CcyKkWccJMzC1CGDAGRg?loadFrom=DocumentDeeplink&ts=2539.74)):

The other thing that really comes to mind around what's it important to think about, and many of David's life experiences, an example of highlighted this, your first idea for what your product is going to be, it may not be the product that ultimately resonates with the market or hits for you as a company.

([42:39](https://www.rev.com/transcript-editor/shared/4FV3d_Y1mh0WUQaieW68ji_4pVg_Z_eVlt8Vv51LhHrR9UdyTZTmxKuKQAYMuDUxJ_L_7UuiWqi6G8EPW04gHX0JIVc?loadFrom=DocumentDeeplink&ts=2559.78)):

And so I think continuing to be flexible and be willing to evolve what you think the necessary solutions are and having that flexibility be a hallmark of working with you can pay dividends down the road. It can keep you in business when your first idea may not get as much traction as you had hoped.

David Yaskin ([43:04](https://www.rev.com/transcript-editor/shared/JWZeIIUlHGA2fpHyvukGiafevKf-H35VO5uxG58kYHf0r9r-AMUT_AfzLEazBZ8n78iuOdnKtysRS6u23Tcd4ZsBq2E?loadFrom=DocumentDeeplink&ts=2584.08)):

And I would keep in mind some of the comments that Meaghan made about the difference between business to consumer versus business to business, business models. In higher ed business to business is one of the best ways to get things to scale. You sell to an institution and they have all of their 500 faculty or a thousand faculty start using it within a few months, that's great. But it's not necessarily the best product that gets the customer.

([43:30](https://www.rev.com/transcript-editor/shared/FFJJdWapoRQFtxYkpcUdBORhB-zsHLgd_IbKHzmJ3_9NMAW2-Mw5N4FujRqxTclEd0MxAIMUhSrV-DMJUOhpBH80C5Q?loadFrom=DocumentDeeplink&ts=2610.54)):

It's the product that is functional based on research, but also has great marketing and sales. So when you're thinking about as an early stage company where you're investing, don't forget the business aspects of hiring a quality set of salespeople.

([43:46](https://www.rev.com/transcript-editor/shared/O3rN0Jh9jtVtg9QY4GCHEKi_lWFUa4oVzgWvOErXLYedDwo8NPAg713hH1kf_KZs_2R4g9QuJtVsxTVY6I2UOEtsNhE?loadFrom=DocumentDeeplink&ts=2626.35)):

The second thing to think about, which we've seen over and over again is once you're successful, all of a sudden you have all these customers and you haven't figured out your business operational practices of how you support them. And things slow down and bugs don't get fixed and customers get angry. So make sure you are ready to support the customer from an operational perspective.

([44:07](https://www.rev.com/transcript-editor/shared/KMsLs6WKNwzfgSLpVIXewmZWYkZNvxaz5lCjhvDZjx9bLsdwECZ6gkwzUq6ld0RNdJc-ErkXTcHY6lJVx32jF3pAgZc?loadFrom=DocumentDeeplink&ts=2647.86)):

But lastly, I would say it's just if you make all these appropriate investments in all these decisions, higher education is the engine that drives society. A student that attends a community college gets associate degree, it's going to earn 300,000 more dollars in their lifetime. A student that gets a bachelor's is going to earn a million more dollars in their lifetime. These things are critically important.

([44:31](https://www.rev.com/transcript-editor/shared/jm39RcujDY698JBQu_GNYZi-7f24QsWVwGk98XjKU0Z46Y2nCbcZwHWU7LEA4b_5jUK2dZojP7pDi44tvRqcnh9Zii8?loadFrom=DocumentDeeplink&ts=2671.95)):

I remember when I went to an important Gates meeting, they asked, what is the single factor that will determine whether a student that's low income will, in fact, when they leave their lives, get into the middle class? What gives you access to middle class? And the answer was, it's not your race. It's not your gender, it's whether your mother went to college or not. So think about that.

([44:59](https://www.rev.com/transcript-editor/shared/IKEO5U-nF7YrxsRuG6nkw2nkRgy3BfisQsGBiJ_m1_jUO3i1SeaunRdkCtzMYQLZUauRsknifFTqZoT9Be5QU1pd-EI?loadFrom=DocumentDeeplink&ts=2699.01)):

If we can have more mothers go to college, we are going to improve society and have more people in the middle class, which is a good thing.

Rebecca Griffiths ([45:08](https://www.rev.com/transcript-editor/shared/bajk7n50Ezt1WtzJ8tuvuYKpdNdELsT2y76sheDUe9Tv6o7KKxqA927cXX6ODBz1XPqzYBoqON8D2yAlLi4KIApeEcs?loadFrom=DocumentDeeplink&ts=2708.31)):

That's a very powerful observation and a reminder about the importance of the work we're doing. So I want to thank you again, both of you. This has been a great conversation. I think you both have so much wisdom and experience. I'm really glad to be able to share it with our community. So thank you.

David Yaskin ([45:27](https://www.rev.com/transcript-editor/shared/8bPLTS5nD9biuQMAGEEGVmBTdZr6ZiM4KGr75cX78UJa2wh-KVRGflf8dVExGn9muWPdl4CfIl_YGPzbevA1rns5iz8?loadFrom=DocumentDeeplink&ts=2727.9)):

It's a pleasure, Rebecca.

Meaghan Duff ([45:28](https://www.rev.com/transcript-editor/shared/f2VjkyPhT4L0NUccB_YR6LP7TktFv8_JXdPeiSbudQM73qtIy_OyIqN1pJjGyVPuZAZhuXmIFYIc2f0cPK__06iwK8k?loadFrom=DocumentDeeplink&ts=2728.38)):

Thanks for bringing this together, Rebecca.