

Transcript for HyFlex Session 2: Considerations for HyFlex - What Problem are You Trying to Solve? (CNC)

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Facilitators: Dr. Paula Hayden, Dave Lampron, Grace Dyck, & Mike Ray

CLINT LALONDE:

OK. We are now going to get on to our second session of the day, which is considerations for HyFlex, what problem are you trying to solve? And we have our friends from CNC, College of New Caledonia. I'm gonna introduce you to Paula Hayden, Dave Lampron, Grace Dyck and Mike Ray. And I'm gonna hand it over to them.

PAULA HAYDEN:

Awesome. Thanks, Clint. Hi, everybody. It's great that you all have stuck around, that's great to see. To get us going, I'm here, as Clint said, I'm here with Dave, Mike and Grace, as we like to call ourselves team awesome. And just to get us going, I'm gonna ask Grace to start us off with the acknowledgment of our territory, and Mike's gonna give us some details on some of our activities and then we'll dig into the content. So, over to you, Grace.

GRACE DYCK:

I'd like to give acknowledgement of our territories and Aboriginal partners. CNC is honored to work with the Aboriginal peoples in this region, inclusive of the First Nations, Metis and Inuit peoples. We acknowledge the graciousness of the First Nations people in welcoming those who are seeking knowledge on their traditional unceded territories. CNC has campuses in six communities serving 22 First Nations communities. I acknowledge that myself, the CNC presenter team and the PG campus of CNC is on the unceded traditional territory of the Lheidli T'enneh, "The People of the two Rivers" and we are grateful to have the space to work, learn, rest and play. Thank you.

MIKE RAY:

Thank you, Grace. So, once again, the team that we're gonna be presenting today includes Dr. Paula Hayden, the dean that I get to work alongside, Dave Lampron, our CIO, Grace Dyck, who is a mentor and colleague of mine, and then myself.

We're gonna be using three types of participation. So again, hopefully you're familiar with using the chat because of the previous experiences that you've had in Zoom. So I'll be using that feature. Also, grab your phone. And if you're not familiar with how to use QR codes, all you need to do with most devices is turn on your camera. And then with the camera, if you hold it over the QR code, in most cases, it should highlight it and give you a link that you can click and go to. We'll also be, for these pieces of participation, we'll be putting into the chat, the link, and it is the same link that we're gonna use for each of the participation pieces. So you can keep that loaded up in your browser or you can keep it in your phone and new questions will appear as we get to them.

And then finally, definitely where we call for it or for some of the Q&A, feel free to turn on your microphone. If you feel more comfortable using the raise hand option, I know that Clint will be keeping an eye on that and can bring light to... And call upon people to ask any questions if they would like as well.

PAULA HAYDEN:

OK. And we're back to you, Grace.

GRACE DYCK:

OK. So, this is a picture of our campus in Quesnel, but I just wanted to let you know that over the past 50 years, tens of thousands of people have benefited from the College of New Caledonia education, and it was established in 1969. Our six campuses serve a 117,500 square kilometer area, or 5% of the province.

We serve those 22 First Nations communities including rural and isolated communities, provide in community programming to meet the needs of indigenous partners and learners. And as we move forward, we want to add other programming to those First Nations communities so the students do not have to leave home. Thank you. So which communities does CNC have campuses in? We have campuses in Prince George, Vanderhoof, Fort St. James, Burns Lake, Quesnel and Mackenzie.

So this little map just shows you an idea of the area in which we cover. So, here we are in Prince George, and it is an hour and a half to Quesnel, and it's two hours to Mackenzie. It's an hour to Vanderhoof and another hour to Fort St. James, and two and a half hours to Burns Lake. So we don't travel back and forth very much, especially in the winter, and not all roads are smooth and beautiful.

PAULA HAYDEN:

Thanks, Grace. I imagine that like us at the College of New Caledonia, many of you have either embarked on a HyFlex journey already, whether pre-COVID or since, or you are considering doing so in the near future. Probably that's why you're here to learn a bit more about what that looks like.

In our context, just a reminder, we have used HyFlex to mean classes that take place synchronously with both in-person and online participants. And of course, while the course materials are available online at any time, we have not set an expectation of asynchronous participation as the main way to take a course. So, to get us started and to provide some insight to us on where you might be on your HyFlex journey, I'd like you to engage with the poll here by giving us one word to describe how people at your school think of HyFlex. And if you don't have a sense of that across your institution, then, of course, you can simply share a word that describes your own feelings. I expect there will be quite a range, probably from curious to maybe not interested.

And oh, I am right, right? And I think that everything that you're putting there mirrors a lot of what we felt and sometimes are still feeling. So yes, if you're feeling that it's overwhelming and challenging, it certainly can be. You might feel that it's unattainable, but I'm here to tell you that it is attainable. And so, yeah, that's very interesting. And whatever your feeling is or wherever you are on your journey, you're definitely not alone. Absolutely. Next slide, please.

You know a little bit about our college now in terms of our location and the areas we serve. And I'd like to set a little bit of historical context for our use of technology to provide students access to learning. So, picture it. The northern central interior of B.C. 2010. You're a would be student from a small community making plans for learning so you can work or continue to work in a field of interest to you. Your local CNC campus offers some courses, but to really get into it, you need to move to Prince George, the biggest center and the biggest campus with the broadest range of offerings.

It's going to cost you something to move, but that's a given. What's tougher is having to leave behind a family that depends on you, either financially or in kind. And then your community college steps up.

They introduce new technology that will allow you to study in your program of interest and stay in your community. Next slide, please.

The Digital Delivery Initiative, or DDI for short, was a technological solution where an instructor with a class in one community would essentially broadcast their class to another group sitting together in a dedicated room on another campus. The technology itself was not new even at that time, but the approach to program accessibility across our region was. Originally, it was conceived as a partnership between the University of Northern B.C. and the College of New Caledonia. DDI grew over the years. Eventually, all six of our CNC campuses had the technology that gave us the ability to both broadcast and received classes. The range of courses grew to include quite a variety, such as Business, Psychology, Social Work and Nursing, among others.

Like all good things, however, DDI would come to an end. And in 2019 or so, talk had already begun about the life of the DDI, excuse me, about the life of the DDI set up and what plans should be made to either maintain or replace it.

These talks weren't very far along when, yeah, you guessed it, we were hit with COVID or with the pivot to online learning, that is. I am sure I do not need to tell any of you what that all entailed. And whatever war stories you have about that experience, we can definitely share another time. Suffice it to say that despite the challenges and the frustrations, we, that is all of us here and our faculty and students, made the move to online learning. Of course, we are excited now by the possibilities of advanced technology, which allowed students to take classes not only in their home communities, but in their actual homes, in those communities, sometimes even from another country. CNC wanted to capitalize on the opportunity forced on us by COVID to continue to meet students needs while still navigating a changing and uncertain pandemic future. Next slide, please.

And so, in the late winter, early spring of 2021 came the directive to me as the then director of teaching and learning to sort out some HyFlex classrooms for the fall semester, so we would be ready for whatever COVID allowed and have students attend classes in-person or online. And that is what we did. Just two classrooms on one of our six campuses, but still, it was a start. The terms of the assignment were met, and in the fall semester, we did offer courses to students across our region and internationally. We gave ourselves a big old pat on the back. Rooms had been renovated. Technology had been installed. Scheduling had been sorted. Faculty had been trained. And students signed up. We should have been so excited and happy, and we were, sort of. But even through all the planning and implementation with the inherent frustrations and triumphs you'd expect from any project, there was that elephant in the room.

Why really are we doing this? Is it the right thing? How will we know? We understood the assignment. We got it done, but it didn't sit as well with us as we thought accomplishing the goal would. Why not? Let's take a step back. I'm going to hand it over to Dave now to speak to that.

DAVE LAMPRON:

Thanks, Paula. So, a big part of our presentation is that the sort of thesis around knowing what your goal is or knowing what your problem is, maybe Mike, we can flip over to the PollEv and sort of see, based on our colleagues around the call, you're here to talk about HyFlex and you're interested in HyFlex, what are you trying to solve?

As some of these answers are starting to come in, access to education is a big one, right? And that's how Mary kind of had started us off this morning. She said equity, inclusion and access. Our low enrollment. Yes, you're worried about organizational revenues. You wanna make your education accessible to your international students cohort. We've got too access to educations. Yeah. And then, students can't come into class face to face, so maybe it's some logistical issues. Interesting. So, I'm not gonna point out what's not here. Why see cost of technology, I'll give you a hint as to what I'm gonna talk about in a second. Mike, why don't we go to the next slide?

So, I think folks was pretty common in some of the goals that you have, that access to education or bringing education and to maybe sort of off shore students. So, I've got the benefit of growing a little older and having a few less hair follicles. One of the few benefits that comes along with growing older is sort of seeing cycles and patterns repeat themselves. I've been an I.T. director or CIO or whatever in post-secondary for a couple of decades, and I've seen my share of successes and the opposite of successes when it comes to technology enabled things. And in today's post-secondary institutions, there's very little that isn't technology enabled. So, why do some things actually succeed and why do some things actually not succeed? So, the easiest way, I think, that I could explain sort of what I've seen over those years of successes and not successes is to try to draw an analogy. And the analogy, I think, could be simplified right down to things like, I'd like to get in shape, right?

So maybe your problem is, I don't know, your doctors told you your cholesterol is a bit high and your goal is to get in shape. So remember the previous slide we talked about the goal is access to education as one of the predominant things and then you've got to resolve a few problems sort of in between. So Mike, let's go to the next slide.

So what if you said, "You know what, all I need is to order a Peloton. If I get the Peloton, then we're done. Like this thing, it's gonna get here and it's gonna arrive here, and once I have it here, that's it. My barrier to actually achieving my goal of getting into shape is actually going to be achieved." And so, I'll let you in on a little anecdote. So we live in the central northern section of the province. I can't get to order a peloton in Prince George. They won't deliver here. Which is kind of, I think, related to some of the business problems that you're probably reading about, that they're having, is that they've tried to control their supply chain from end to end.

But how many of you have... Maybe it's not a Peloton, maybe it's a Bowflex, or maybe it's the gym membership, or maybe it's some apparatus that you put in your garage or in your basement. And how many of you have maybe started to use your apparatus for a different reason than what you had originally intended? So Mike, let's go to the next slide.

So, how many of you have perhaps ordered the apparatus and it's now become a kind of an expensive laundry of holding device or drying device. So, was the Bowflex or that fancy piece of equipment sort of the difference between you achieving your goal and you not achieving your goal? And were you perhaps focused on the wrong goal? Were you perhaps focused on the easy things? 'Cause after all, going to Amazon and ordering the Bowflex for some sort of equivalent or Peloton is sort of easy. But the hard part is actually the difference in behavior, the changes that you have to make or had to make to your practices to actually achieve your goals. And so, Mike, we can go to the next slide.

That maybe a good pair of running shoes could have actually just gotten you there. Now, with all due respect to the technology, I get it. Again. I'm in charge of the digital portfolio for our college. If the

technology doesn't work or it doesn't work well, like you've got holes in your running shoes or you don't have running shoes, I get it. Then you can't do the HyFlex stuff. But I think one of the things we often miss, and I think Paula touched on this with our DDI initiative and kind of with our HyFlex phase one, is we can get the technology in place. But will the programming come? Are we picking the right programming for that use? Are we investing time in training our faculty members? Are we measuring? Are we evaluating, and are we using that evaluation to actually feed into a continuous improvement process?

And to me, that's the real goal. And the technology is merely a tool. Just like that Bowflex is, or just like those running shoes are, there are a goal to get you there. But unless you've conviction to change and do things different, so to move from a chalk and talk to truly a HyFlex designed experience, we may be missing the point.

So I think the thesis that I'm trying to present is the technology is important, but that's not the goal in itself. It's just an enabler along the way. So, I'm gonna pass things over to my colleague, Mike.

MIKE RAY:

Thanks, Dave. So, one of the things that we wanna recognize is that change is hard. And HyFlex is a change for many, many stakeholders. There's a lot of people involved in HyFlex. HyFlex, if it's gonna be implemented and if it's gonna be successful, we have to be able to walk through that change and we have to look at, well, what are some of the factors that are going to lead to success? So, think about HyFlex at your institution. And if it exists already, what has made it successful or what could have been changed or done differently to make it more successful? So, think about that. And if your institution isn't involved in HyFlex yet, what factors do you believe will need to be considered? What needs to be thought of to navigate this change?

We've got a question up on the screen here, and I would invite you to share your insight and share your experience. Please feel free to use the raise hand feature just 'cause then I should be able to see things as they come in. And maybe Clint, if you can help me navigate that a bit too. If you wanna turn on your camera and mic to share something or feel free to type it into the chat as well. John.

JOHN:

Hey. I always prefer talking rather than typing something in there. I think one of the things that's essential for success is an adjustment to the curriculum that you're delivering. Recognizing that how you delivered it in a classroom where everybody was just in the classroom needs to be adjusted to accommodate for those people who are online only or in that kind of flexible, where they're coming into the classroom but sometimes they're out of the classroom. Making sure that you adjust for that. Recognizing that some activities don't work the way that they used to and recognizing that you might have the opportunity to develop new activities that work in both environments.

MIKE RAY:

Absolutely. Thank you very much for sharing that, John, and we see echoes of that in some of the comments here. I'll create some time if more people wanna put hands up, and I'll just read through some of what I see here.

We see things, a flipped approach to pedagogy support for faculty. Instructional support, tech support. We see training and lots of support. time to create the design. That's got too a little bit of what you were

sharing, John. Instructor readiness and willingness to embrace a change in delivery model. Managing realistic workloads for instructors while they're moving on the learning curve. Access, training and support. Instructors volunteer to adopt the HyFlex model. When there is a will, there's a way, but it has to be collective. Well, that comes with resources and time. Workload expectations for faculty. Pedagogy before a product. There's a whole lot of comments here and thoughts around, well, what are some of the factors for success and how we navigate this. So, I'm gonna jump to the next screen here.

And, one of the things that we saw in these comments, and even with what John shared, is that success, however it's measured, 'cause you could probably measure that in different ways, is many of the comments and many of the themes that we saw come up is that the considerations in these factors go beyond what actually happens in the classroom. It goes beyond that operational pieces that we heard lots of stuff about support and structures in place and redesign. Right? There's considerations that are larger in scope and which the in-class experience will be reliant upon and depend upon.

Most, if not all, of these ideas shared or applicable and relevant within the CNC context. And what I wanted to present here is actually five thoughts to condense and kind of narrow down and scope a little bit. What I think we've seen as some of the factors for success in our pilot and in our growth. Now, Paula had mentioned, was it a success? Did we cheer it? We did. We also recognized, as both Paula and Dave had outlined, that we've got still some reflection and some evaluation and continued dialogue that needs to happen. So, I just wanna present this year is five of many factors for success that we see definitely at CNC.

First is really clarity of the problem for everyone involved. From administrators to instructors and even students. Do we understand what the problem is? And that sometimes involves being introspective and recognizing the reality of the current state and that desired future state. And naming and quantifying the gap. What is the problem that we really see? What is that? when we're clear about what the problem is, that helps us set expectations, measures of success, defines organizational projects, advises resourcing. That was some of what we saw in the comments there. And it helps create a vision.

So, technology... And I love this saying that technology can become a solution looking for a problem. And I think that that can be the case when technology becomes its own entity and it isn't clear about what is the actual thing that it is meant to address.

So this kind of gets a bit to that second part that we've got here, a compelling vision is something that we believe is a factor that is important for success.

And this could come perhaps before identifying the problem. We could cast a vision of where we want organizationally to go and from that we derive the gaps. We can also set that future state and identify the gaps and then create a vision within that too. I think it can probably be a bit of both. But really, the idea with the vision is to create something to rally around, something that's inspirational, drives engagement, drives understanding and frames and focuses efforts and actions. And now that we have really gotten past the pivot to alternative delivery and online, division is something that shows proactivity and strategic thinking and and really gets to how we're going to navigate 2022, 2023, 2024 and beyond.

The third factor is considering technology a tool. And very rarely, are the issues businesses facing, these core issues, very rarely are they technology problems. Often, there are actual business issues at play, or

perhaps some people problems that we're trying to address. And technology is meant to be a tool that serves those business problems, and serves the improvement of our business, of our service, of our product.

And one of the things that is interesting, Paula had mentioned our DDI initiative, that was brand new, I believe. It predates me a little bit, but I believe it was 2013 or 2014. It wasn't that long ago, and now we're seeing the exit of this technology. It's become outdated. We've gone beyond its capacity and its capability. Yet the problems, perhaps, that DDI was meant to serve might still exist. Right? And so, technology is just meant to be the tool that helps us address the problems. And where technology becomes more than just the tool or the way in which we address this, it can be often seen as a flavor of the month. Where perhaps it's, oh, the new tech, we've got to jump on it. When really what we wanna keep in focus and keep looking at in terms of the vision is what is that big piece we're working towards and how do we address that? How do we be responsive to it and proactive to it?

There's another saying that many of us have probably heard, which is, when all you have is a hammer, every problem looks like a nail. And again, that's the piece too where, if technology becomes distant from the vision and if it becomes its own thing, it can become the tool that we apply to everything. And so, this is part of the consideration of it holistically.

The fourth piece that we'd like to present as a factor for success is commitment. And who is involved? Who is supporting it? What does support really mean when things get difficult? In the comments there, we saw support come up a lot. What does that really mean? And when it gets difficult, what does support look like? When timelines don't work as planned, when existing business processes don't align with what is being proposed, when resources are short, that's an interesting piece, too. If HyFlex is hard to code for the registrar's office and for aligning of courses and calendars, what does commitment look like? How do we do that? How do we navigate it? Is the commitment a long term commitment? Is it hinging on a larger vision and strategy? During the pandemic, there was a lot of money redirected as institutions moved into quick pivot survival mode. Let's make sure that we're still going here and finish off the semester and get to the next one. Now that we're past that, how do we be strategic and how do we secure long term commitment? And how does that intersect with HyFlex as a potential delivery method? Within the sense of commitment, do we have the ability to move slow, to move fast? As we pilot projects, do we have the ability to take a step back to really think about the level of preparedness that's required before a go-live date? What does that commitment look like in that sense? And what kind of risk and exposure is acceptable in going into a new method of delivery? Where do things like training, data collection, being data driven organizations training, where did these come into play in the realm of the commitment that we have across the institution to address the potential implementation of HyFlex?

And finally, change leadership. And change leadership is not project management. These are very distinct. Change leadership is about people leadership and navigating change.

I love the analogy of swinging between trapeze. So if you're a trapeze artist and you've got the one trapeze in this hand and you let go, but you have to let go to grab with this next one. And navigating that time between letting go and reaching hold, I love this. And how do we navigate what we know from whatever our traditional means of teaching look like to something new? How do we navigate that considering all of these people that are gonna be impacted by and required to contribute to the success of HyFlex. What about the registrar's office? What about academics scheduling? What about the

different schools? What about facilities? What about Senate or Education Council to perhaps adjust courses? What about IT? What about the procurement office? How do we navigate all of this within the context of all the individual contractors, internal contractors that might have to be part of making this happen and that we need the commitment from? We think about Deans and program coordinators and faculty, which courses do we do this for? Why those courses? How will the learning objectives and the learning outcomes be assessed? How will the content be delivered? How will faculty academic freedom perhaps be maintained within this type of model? How will programs and courses be marketed to students? Who will teach them? How will they be trained? All of this is consideration under change leadership.

See HyFlex is its own thing. And again, John talked about this. He brought this up in his comment. It's not just moving face to face online and it's not just teaching online. It really is its own thing. Do students even know what HyFlex is? Do they understand what's required? When they sign up for it, how aware are they of what it looks like? Have expectations been communicated? Are the student experiences equitable? What the students in class experience to what they experience online. They don't have to be equal and they probably can't be, but are they equitable? Is what's happening equivalent? Has HyFlex been clearly articulated?

I've got a reference up here for Choi and Ruona's article. It's called Individual Readiness for Organizational Change and its Implications for Human Resource and Organization Development. And I really like what they have presented in terms of a bit of a definition for individual and collective change readiness. And they talk about it in terms of three perceptions.

The individual and collective perception for the need for the change, why do we need to do this? That gets back to the problem. The perception of the capacity to make the change successful both individually. Can I do it? Do I have the training I need? Do I have the support of my Dean? My courses are accredited courses. I'm in nursing. Is this gonna meet the rigor of what's required to maintain public health within my program? Do I believe that I have the capacity in the organization, has the capacity to make it successful? So the perception of need, perception of capacity and perception of benefit. Is this a benefit to me? The what's in it for me?

Is this a benefit to the organization? Do I see how this benefits? Is this really addressing a problem?

And so, how are these three perceptions addressed? How is the problem defined? How is the vision cast? How is the commitment secured? How are people consulted, empowered and supported during the change? And we believe that at least within the CNC context and arguably broader, that change leadership is an essential factor for success of implementing HyFlex.

PAULA HAYDEN:

Awesome, thanks, Mike. And Mike's led into an opportunity for us to reflect on our experience. No, sorry. A chance for us to reflect on our experience a little bit and just to kind of share with you how we got through it. So, I think that, you know, most of us understand that when we take on a project, that despite our vested interest in it, we actually won't be able to accomplish much on our own. And kind of to Mike's point, we're pretty good overall at identifying, what I call, the usual suspects that will be invited to gather around and contribute whatever talent, ability, resource or insight that's gonna bring the project to fruition. Or are we good at that? Next slide, please.

Despite our best intentions and those inclusive invitations, our educational institutions are often described as a series of silos, working independently. Often to accomplish parts of a vision that sometimes come together to complete a whole vision but oftentimes do not. And Mike spoke to this a little bit.

So, in the spring of 2021, the initial iteration of this HyFlex project, we did quickly identify the obvious silos that would need to come together to simply get the classrooms HyFlex ready from an infrastructure point of view.

So, IT services and facilities, easy. Of course, as good as they are, and they are awesome, they can't just make things happen. They need equipment and supplies. Right. So, you better get procurement folks on board. And of course, infrastructure and equipment is necessary, but you have to think beyond that. And you have to think about who's gonna be using or manipulating that infrastructure.

Faculty from a limited number of teaching areas. Right. Better get some academic Deans on side to sort out which courses might best be offered. Oh yeah, and just who will be teaching those courses. Faculty. Right. So we're back to the support question. How comfortable are they with the tech for teaching and the pedagogical thinking that that entails. We'd better get some center for teaching and learning people to train and support those faculty. And with such a small number of rooms available in our context, just two, that limits the number of courses that can be scheduled. So, to Mike's point, the Office of the Registrar will need to know what's going on in order to get that worked out. That's a lot of folks who on any given day of normal business might not have all that much to do with each other. Next slide, please.

So, how did it all come together for us at CNC? Well, to be honest, it took us a bit longer than we would have liked. In our dedicated roles, our silos, we understand our own priorities. Our resources. Our workflow. Our timelines. The pressure points. The possibilities. We understand our own. But the understanding of those things across the silos turned out to be a little bit more limited than we thought. And I'm not gonna lie. That did lead to some tension in the early phases of this work. But persevering, listening, caring and focusing got us there. As I've already told you in the fall of 2021, our two HyFlex classrooms were up and running. We had half a dozen faculty or so teaching. I forget the number of students. Pretty good number of students across the whole region and even internationally. And so, it was definitely a success and is continuing right now.

Well, we all learned a lot. And we're going forward now with outfitting additional HyFlex classrooms across all of our regional campuses for use in the fall of 2022. We have a better focus. Next slide, please.

HyFlex allows us to create greater opportunities for learning for our students. We have learned a lot about what excites them about HyFlex possibilities, and here it is, that big word, the support they need to overcome the barriers to successful learning through the HyFlex experiences. We are still on the path of sorting out how to best provide all the necessary support. But if we keep students at the heart of our thinking and planning, I think we'll do just fine.

Thanks, everybody. That's the end of the formal presentation, and I think we have a bit of time left for a comment or question. So, I know there's lots happening in the chat and if Clint wants to help us navigate any live questions, that'd be awesome.

CLINT LALONDE:

That was great. Thank you very much. There is a ton of stuff going on in the chat here. And so, we can go

through the chats. If you have a question, if you wanna raise your hands and take the microphone, please do. If you want to chat to CNC about their experiences in HyFlex.

And I wanted to kind of go back to... Maybe I'll start things off with those factors of success that Mike had shared. Because it came up during during his session there about clarity and the clarity of institutional commitment to HyFlex. And wondering if it's something that is actually here to stay or is it a fad or what. And there was some talk about, is what we have done... It was brought on by COVID and by the pivot, but is this something that's going to be here to stay? And we're just gonna try to get a sense. Obviously at CNC, it is. It sounds like it is. But are you getting buy in from people that this is not just something that was done in response to COVID, but this is something that is going to happen moving forward?

PAULA HAYDEN:

Nobody wants to jump in. I'll say that in my observation, reaction is a little bit mixed, right? So, there is some excitement about it. Absolutely. So, folks who are comfortable with it, who see the potential, who've already had some success. There's definitely some excitement. But like many of the folks have mentioned in the chat and throughout here today, there is that apprehension of, is this a lot of uptake and a lot of work for a potentially very small return? And I think we have to weigh out what "small return" means. Because our students are our students. And if we're gonna think about truly serving all of them, then things like HyFlex must be seriously considered. Is HyFlex itself going to remain the solution? Who knows? Things change. But I think that you've got to be open to that. You've got to be open to providing a reasonable solution and you've got to be open to making further pivots and advances. And I really think you have to keep students, all students. So, not your high revenue generators, not the ones that make you look good on presentations because they've got really cool stuff happening, but all of them. And it's a pretty broad range.

CLINT LALONDE:

All right, thank you. Let's see what we have here. What else do we have? We have time for maybe one more question here.

PAULA HAYDEN:

I just think...got to love our VP, he's chimed in there, but I think it's a true observation that things are continually evolving. And so, we just need to be aware of that, and don't get too comfortable with things. Think about the investment. What does the investment mean for your community, for your school? What does it mean? What is the life cycle of any technological solution? And be prepared to think about are we gonna continue with that solution or are we gonna look at newer solutions? Because has the "problem" remained the same? And I think that's the issue always and that's the point of our presentation. What is it you're trying to address with technological solutions.

CLINT LALONDE:

Great. Thank you. I think that's a great place to end this session and head off to lunch. So, thank you, everybody. I really appreciate your time and sharing the CNC experience. Paula, Dave, Grace, Mike, thank you.