

# CONNECTED24

## Exploring the Key Perspectives Driving AI Innovation and Adoption on Campus

Interactive Exercise



## AI and the Future of Higher Education: Five Transformative Opportunities

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Prepare Your Students for the Future of Work by Infusing AI Across the Curriculum



Provide 24/7, Personalized Student Support with One-Stop Conversational AI



Supercharge Faculty and Staff Productivity with AI Efficiency Tools



Maximize Enrollment and Advancement Yield with Hyper-Personalized Content Generation



Transcend Historical Bounds of Innovation in Research by Using AI to Expand Human Capabilities

# High Barriers to Change in Our Sector

## Types of Barriers to Change

### Psychological

- Overreliance on current and internal factors when planning
- Adherence to widely shared vision despite evidence of untenability
- Incremental thinking
- Tendency to default to status quo

### Cultural

- Risk aversion
- Consensus-based agreement
- Participatory norms and processes
- Loyalty to academic disciplines over institutions
- Organizational bureaucracy

### Structural

- Unclear decision rights and responsibilities
- Insufficient capacity
- Misaligned incentives
- Internal silos
- Legacy units and reporting lines

### Outcomes

- 1 Deters leaders from initiating change initiatives entirely
- 2 Stops change initiatives early in their tracks
- 3 Leads to long-term stall-outs and change fatigue

# What Is a Traditional Six Hats Exercise?



## The Original Six Hats Exercise

*Role-Play:* Assign roles to your team to ensure that varying interests are represented in strategic conversations

- Developed by psychologist Edward de Bono in the 1980s
- Logic not necessarily step-by-step—multiple modes of thinking necessary
- Way to get beyond immediate reactions and prevent one type of thinking from dominating

## Thinking Hats Framework



### Perspective

- Focus on data
- Analyze trends
- Identify gaps

### Typical Questions

- What data do we have?
- What is the evidence?
- Is that a fact or a belief?



- Focus on emotion
- Provide skeptics' gut reaction

- What is your gut reaction?
- How do we think people will react?



- Focus on weaknesses
- Be critical

- What is the downside?
- Does this conclusion make sense?



- Focus on strengths
- Be optimistic

- What is the best-case?
- What are the benefits?
- What is the best next-step?



- Focus on creativity
- Brainstorm out-of-the-box solutions

- What are all the possible alternatives?
- Is there any way we can use this idea?



- Focus on steering the meeting
- Direct conversation

- What is the objective?
- Are we getting anywhere in this conversation?

# Senior Leaders Already Assuming Diverse Roles on Campus

## What We Have Been Hearing



### The Designers

*"Too often we get paralyzed by fear of the unknown—I'm getting the right people in a room together and **exploring the possibilities.**"*



### The EQ Masters

## Senior Leaders Already Assuming Diverse Roles on Campus

*"AI's not just about data and algorithms—we need to win the **hearts and minds of the people** it will touch."*



### The Critics

*"Hope for the best, but **plan for the worst**—I need to partly play the devil's advocate for every new, shiny AI tool to turn those bright ideas into bulletproof strategies."*



## How This Exercise Is Designed to Help You



**Prepare for vague AI mandates from senior leadership**



**Reflect on the different roles you are expected to assume**



**Drive creative approaches and surface blind spots in your thinking about AI**



**Collaborate and respond to stakeholders with diverse perspectives**



## Your President Gives You a Mandate

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I want you to build the most impactful AI tool you can think of for our institution.

# Instructions for Our Exercise

## 1. Select an AI Tool to Fulfill Your Presidential Mandate (Individual Reflection + Table Discussion)

- Review and choose an idea from the **AI Promises Infographic** found at your table, or select an idea of your table's choosing.



## 2. Assuming Three Key Roles for Advancing AI Initiatives (Table Discussion)

- We will first assume the role of the Designers followed by the EQ Masters and the Critics (10 mins for each role)
- Discuss your perspectives and answer key questions among fellow participants
- Jot down notes in your workbook

## 3. Conclude with Reflections and Next Steps (Individual Reflection + Full Room Discussion)

- Regroup as a whole and reflect on the roles
- Synthesize insights and next steps

### Keep in Mind

- The roles assigned here are not **categories** of organizational **roles** but modes of **behavior and thinking**.
- **Stay in your assigned role**—resist the temptation to shift into a different role.
- Ensure all group members **contribute equally**—allow time for others to share.



# The Designers

“A Different Future Is Possible: Let’s Transform How We Serve Our Students”



## **Responsibility: Drive Purpose and Vision for the AI Tool**

- Construct the most advanced, creative, and impactful AI tool

### **Key Questions:**

- ▶ What problems would this AI tool solve?
- ▶ Whom would it serve?
- ▶ What futuristic features can we envision for this AI tool that would make it truly useful?
- ▶ How would this AI tool truly revolutionize how to serve students/faculty/staff in the future?

### **Guidance:**

*Dream big. Bring forward ideas that might seem futuristic but could set the pace for future AI tools.*

“All About Winning Hearts and Minds: How Do We Keep People Happy?”



## **Responsibility: Consider Emotions and the Human Element**

- Reflect on the human side of deploying an AI tool

### **Key Questions:**

- ▶ How might students, faculty, and parents at my university feel about an AI tool?
- ▶ How do we address potential fears of AI replacing humans?
- ▶ What communication strategies can reassure and inform stakeholders?
- ▶ What mechanisms can we put in place to ensure that AI supports the human aspects of the college experience rather than diminishing them?

### **Guidance:**

*Understand the pulse of the community. AI deployment should consider emotions, aspirations, and apprehensions.*

“Critical Eye, Ethical Steps: We Need to Uncover Risks and Uphold Values”



## **Responsibility: Consider Risks and Ethical Concerns**

- Critically evaluate the proposed AI tool to identify potential pitfalls, ethical considerations, and challenges

### **Key Questions:**

- ▶ What could go wrong while implementing an AI tool at my university?
- ▶ How can we preemptively address potential issues and risks?
- ▶ What ethical considerations must we prioritize when implementing this AI tool?
- ▶ How can we measure and evaluate the success and safety of the AI implementation post-deployment?

### **Guidance:**

*Scrutinize rigorously. Consider not just obstacles but also the broader implications of AI on individual rights, equity, and welfare to ensure responsible implementation.*

# Reflection and Next-Steps (Full Room)

**Pull together considerations from all the roles we considered to think through your AI approach**

## Key Questions:

- ▶ What have you learned from the different perspectives discussed?
- ▶ Which role stretched your thinking or perspective the most?
- ▶ What are the immediate next-steps you will take once you get back to campus?
- ▶ What are the long-term strategies you need to consider?

## Guidance:

*Write down your AI approach, enriched by the diverse perspectives you've considered so far in the exercise.*

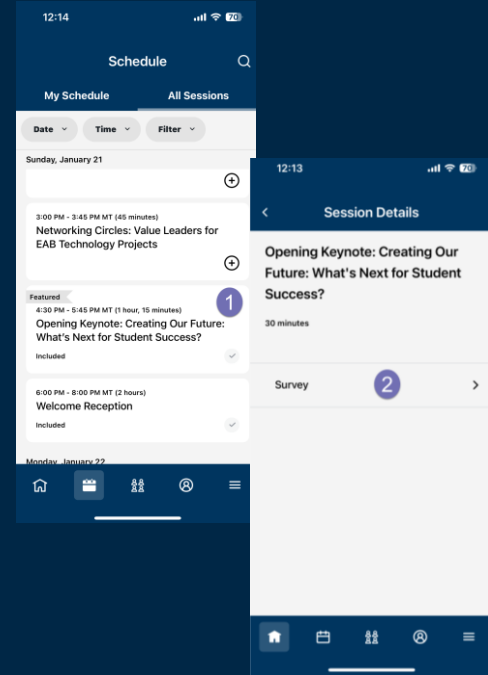
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Join us tonight for a  
**CONNECTED** Celebration!



Join us at **5:00 p.m. in the Aurora Ballroom B-D** to celebrate with your colleagues and peers.

*Bites, drinks, and fun provided*



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## Appendix

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