4 Strategies for Overcoming the Challenges of Mandatory Remote Learning and Working From Home
Tuesday, September 15, 2020
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>>Thank you everyone for joining us today. Welcome to today’s Industry and Campus webinar: "4 Strategies for Overcoming the Challenges of Mandatory Remote Learning and Working From Home". This is Jamie Farrell, Online Event Production Manager at EDUCAUSE and I’ll be your moderator for today. EDUCAUSE is pleased to welcome today’s speakers: Arthur Brant, Shinil Hong, Greg Kovich, Jim Noonan, and Arne Saustrup. I will introduce them in just a moment, but first let me give a brief orientation on our session’s learning environment. Our virtual room or learning space is subdivided into several windows. Our presenter’s slides are now showing in the presentation window, which is the largest on the screen. The tall window on the left serves as the public chat space for all of us. You can use the chat to make comments, share resources, or to pose questions to our presenters. We will hold Q&A until the end of the presentation; but we encourage you to type your questions into the chat throughout the webinar. If you have any audio issues, click on the link in the lower left-hand corner. And, at any time you can direct a private message to “Technical Help” by clicking in the top-right corner of the Chat window. A drop-down menu will appear where you can select “Start Chat With” and “Hosts.” The session recording and slides will be archived later today on the EDUCAUSE website. And now I’d like to introduce Greg Kovitch from Alcatel-Lucent Enterprise. Greg?

>> Greg: Thank you so much Jamie and thank everyone for your time today. We got excellent speakers who are going to be handling some I think some topics top of mind for everyone. And today's presentation what we been looking at, what worked during this unprecedented pivot to 100% off-campus teaching, learning, and support? Specifically, how to existing continuity plans help in the transition? What factors contributed to the successful transition to 100% remote learning? What is needed to continue to provide support when 100% remote? And How do we empower student success during this time? To address these topics and answer your questions I am delighted to share with you a group of panelists who were present a wide variety of student populations on demographics. We have From Baltimore, Maryland, we have Shinil Hong, Deputy CIO of Technical Services with Morgan State University; From San Antonio, Texas, we have Arne Saustrup, Associate Director, IT Services with the Alamo Colleges; From Abilene Texas, we have Arthur Brant, Director, Enterprise Infrastructure with Abilene Christian University; And from Long Beach California, we have Jim Noonan, Director, Systemwide Infrastructure Services with the California State University System. with these panelists we are going to address each one of those topics before we do that I would like to resent our first pole we are going to have a poll before each topics that are germane to each of the topics and will help us inform the way we either answer questions and or deliver our content. Jamie, could you please put the first pole up. Today, first pole is how effective we are at academic continuity plans and addressing the pivot to 100% remote learning/teaching/support/administration? I was thinking the middle two that needed prepared for additional training. I think we got a pretty good
mix, let's go ahead and move the pole out and start with our first topic of "what are lessons learned and move to 100% remote learning and how are you applying them for current and future continuity plans?" To address this topic the primary speaker is going to be Jim Noonan from the California State University system. How do you feel about this topic?

>> Ready to go. Good morning, good afternoon depending on where you are. I don't think it's a surprise based on my title that my focus primarily will be on infrastructure. To set the scope and the scale for the California State University if you're not familiar. We have 23 campuses that represent the one university we have 482,000 students and 53,000 faculty and staff. Going from Humboldt County down to – one in 10 employees in California are CSU graduates, 50% of the California bachelor’s degrees are awarded by CSU. Our smallest Academy is around 1000 students and we have quite a few campuses that are close to 40,000 students. The structure of the CAG we have the Chancellor which I work for in the 23 campuses each campuses have their own president, CFO, CIO with individual campuses they have their IT teams, the majority in the CSU have a central IT structure, this makes the local campuses personnel responsible to the personnel president. A lot of priorities are driven by the campus of sales, but all 23 campuses participate in systemwide initiatives to help benefit the CSU. One of those initiatives that I think helped in some of the things we've done to move to all virtual construction we have a systemwide initiative called, network initiative and this initiative provides network baseline architecture and standards for conferencing around switch security wireless all 23 campuses. The advantages of doing this leverages the buying power for discounts but also prevents campuses that having a different experience are types of equipment on campus so it allows us to provide standard configuration, standard models and troubleshooting so if somebody deploys something at one campus and has issues, they can leverage experience of everybody and our vendors to resolve those problems. The technologies we have are Alcatel-Lucent around switch, Palo Alto networks for firewalls and for video web conferencing zoom. We were leveraging zoom before the COVID pandemic so that was definitely an advantage on our part. Providing Internet service to the campuses as an organization, nonprofit organization called CNET stands for cooperation for education network initiatives in California. Providing our Internet connectivity for all 20 3C issues that attend universities California all community colleges and the K-12 in California one of the things that did help us with our partner CENIT and providing Internet connectivity is around April 2020 just after the March they placed orders due to the COVID pandemic CENIC worked to increase the capacity in our direct hearings with Google hangouts, Microsoft teams and zoom. They also work with local broadband services providers and increasing capacity in their appearance to home services and additional capacity for card services and they improve diversity resilience the resume by adding additional network pathways. To help things go a bit smoother. I think one non-technical thing my personal opinion that helped as Chancellor white the Chancellor for the CSU came out early and talked about this fall semester going virtual and just as of last week already announcing that the issue will be going virtual primarily for the spring semester starting January. I think having leadership that gets out early and makes a decision that helps both from a technology planning perspective and a teaching perspective. Some of the things that we did do starting in March when the seller and place order was put out,
a lot of the campuses and the Chancellor's office initially purchased headsets, hotspots, laptops, chrome books, webcams and distributed all of those to students that would need them I think what everybody experienced in March was what I would call the digital divide. Providing these capabilities to students that may not have Internet at home or high-speed bandwidth hopefully close the gap. Additionally, some campuses leverage some of their cares funding to provide additional coming to students or some campuses even look to expand outdoor wireless coverage.

You have one campus that bought the old iPhones that can be leveraged as hotspots and passed them out to students. Some campuses some students we did find that did get the hotspots returned them because the monthly cost that would occur or the carrier that was providing the coverage was poor so one of the accommodations we would make as we are looking to do hotspots they do a multicarrier approach to mix the hotspot carrier to the students that have the best coverage in that area. Some of the things that we try to do for students to provide connectivity is what they call Wi-Fi parking lots. Some campuses put out specific multiple parking spot on the campus but Mike one location so folks can drive in and connect. There were restrictions in place to limit access to people moving around campus, restricted staying in cars, no facilities open. Some campuses did not do this because the police services didn't want people at campus. The advantage of doing something like this is with the higher Ed you have Jerome so a lot of the campuses for wireless are on our campuses advertise the Jerome wireless SS ID so this allows anybody that has credentials to connect to an Jerome wireless network and gain access to the network and it's nice because if you are not near your home campus you can go to the nearest CSU or UC or community college advertising Jerome and be able to connect and get access to the network. There's a couple of campuses there doing proof of concept pilot of a different technology called citizen broadband radio systems which leverages private LTE one of the campus is working with a company called so low now, that something we keep an eye on as we go forward and see how that fits in the future. Some other options are called open roaming. Any Rome is managed by Jerome, open roaming is for commuters commercial users. If you're not doing it today, as Jerome is available throughout the United States should be able to see if you could set up your institution to advertise if they're not at their home campus they can gain access. One of the interesting things, not something the CSU has done but I heard other institutions do is they provided something they call style on wheels or cows where they parked the yellow school bus in the neighborhood and provide Internet access leveraging cell technology in the area. Some of the other things we look to do was with the campuses being closed and computer software labs not being able to be accessed we worked with AWS this past summer to create an app stream environment that will allow us to build a virtual lab where students will be able to access it at any times so we work with different campuses, the more expensive things that students would need to do to complete their assignments whether AutoCAD or high end graphics work they would need to be able to do. Right now we are actively working with one campus and we are going to investigate as a possibility as a shared service or being able to turn over all the work we did campus wanted to do it on their own. We look to create a repeatable process and scripts and we checked with the campus able to create and build the environment in about four hours. One of the biggest things that's used now with the virtual instruction is the web video conferencing. They already had zoom as a contractor
systemwide initiative that obviously it exploded and became high touch service that we were offering some of the lessons learned you had there was just the training since folks that may be have not leveraged it that much before speaking of licenses as demand increase and to help folks along we created a zoom admin working group which is very active they meet regularly, channels set up to share information we meet regularly with zoom to provide feedback and concerns and feature requests and that seems to be working well. As far as working from home with our fans of the VPN access needed back to the campus leveraging our CI program. As far as voice to all very by R campuses are leveraging the soft IP modes I think one of the things that we don't really control but really do see or hear about is with everybody working from home whether it's your staff or faculty also their family members working from home so typically you will find there are issues at their home Internet bandwidth or having issues around wireless coverage at their house or interference. Which negatively impacts their ability to get work done. Some things we got sucked into was contact tracing. There's been a lot of discussions with that where folks were looking to see how they could leverage the infrastructure data that's available to possibly identify cases where somebody that was identified positive with COVID if they were on campus to see how they could notify other individuals on campus if they were in touch with somebody infected. It's now all just an investigation and some items the biggest area this could be leveraged in the data that's available is through our wireless network. With that I will stop and say thank you. If you have questions, please reach out to me and I can follow up with you.

>> Thanks a lot Jim, that was excellent. I love hearing about the multiple different approaches, as you would imagine, from such a diverse and large campus population like you have. Especially the unique uses of carriers it seems like it all started with leadership. It's incredible. Arne, Arthur, would you have anything to add to this? If you have any questions as Jim asked, please put them in the question section and will get to them at the end. Before we go to our next topic. Jamie, could you please run the pole for topic number 2? Topic number two Mark Paul was what were the challenges you faced supporting your transition to 100% remote learning? Please choose all that apply. With that, Jamie, I think we have pretty good answers there with that. Training and technology investment. Our second topic was, what key factors help your students and faculty help you transition to 100% remote learning? Arne, I would love to see if you could help us how the Alamo college has handled this topic.

>> Arne: Thanks Greg. Hello everyone, it's interesting to hear Jim speak about the statewide system strategy aspects, I think will focus more on our local packet. Alamo college district is a large metro area community college in San Antonio Texas for Five major campuses where quite a number of neighborhood centers and many campuses are Spring 2020 enrollment with 66,161. We have no residential students, that's a little bit of our contact. A quick sense of timetable, we began, our chancellor pulled together a pandemic task force on March 2 as things were getting bad I don't think anybody on that task force, which included me, knew how bad it was going to get, we all thought, for example, San Antonio would celebrate – and a couple weeks and none of those things came to happen. As things got worse than expected but certainly got worse than we expected. We went away for spring break we took an extra week for spring break coming back,
went fully remote classes on March 23. San Antonio has one of the highest levels of poverty of major U.S. cities, we knew student connectivity was gonna be a challenge. In 100% remote environment, connectivity equals productivity. Employees, students, anything. No connectivity, no productivity. Fortunately, we had good foundational elements in place. I think a lot of these came from people business continuity planning or specifically for us IT disaster recovery planning. Our notion of what an IT disaster is has expanded quite a bit since the pandemic. We are thinking about that more than we used to. Got high capacity selectable, redundant multi-side Internet connection while we conducted 70% of our classes in person by policy we been building every quarter section with LMS shell which was a critical factor. Every class had pre-existing LMS shell whether the faculty was using it or not. We had zoom in place. We had a firewall that handled large VPN, didn't have additional VPN licensing requirements, our daily VPN count went average of about 25 pre-pandemic to average 1350 during our remote working period. To better understand our student’s connectivity, we conducted a poll from our whole population to find out what people had in way of devices. While our response was low the responses were very representative of where people of the overall population addressing the equipment, staff and anticipating funding, we distributed 1500 free provision hotspots and over 3000 laptops. Mostly to students but some to employees as well. Jim mentioned we had a program we called Park and Learn we expanded our exterior Wi-Fi coverage into some of our large parking lots and as noted the safety was an issue and we work closely we have an independent police department we had regular police patrols of these areas anecdotally we understand there are hundreds of cars out at some of these parking lots so it was a successful program. Factor number two was training, training was massive. We felt like our students were probably a little more flexible going in than our faculty and staff. Fortunately, we had a full online college team formed up and between them at our HR team they ran nonstop remote teaching and remote work boot camp. The boot camp session were pretty intense they didn't think I needed one but we heard they were pretty rugged and they provided technology aspects of going remote and also remote teaching techniques and remote working techniques and staff management techniques that I think was a big gap. They provided health guides, YouTube videos and ramped up ongoing support and training because they knew the calls would be coming in. Another interesting strategy our HR department started doing direct calling to some 25 to 15 employees a day all classifications and levels, they checked in on how things were going, what issues they were encountering, how the work life balance was going, questions, ideas, suggestions, these discussions were compiled into the daily routing calls emails that went out to folks and widely distributed. It helped people feel cared for, in the loop and shared experiences with the larger community. We ramped up a number of systems, services, and solutions, a big one for us was call center, a commuter college we have massive inbound telephone volume of a large number of telephone call centers, these were actually typical setups, we worked with. By expanding our licensing and call center super licensing we took everything remote. We sent them out via VPN or wrap if you're able to achieve essentially full functioning call center capability remotely with supervision and that was a big success factor for us too. We increased a lot of our investments existing solutions we had associated with online education including things like proctor, remote proctoring, the way of confirming that you got a student the correct student on the other end of the test and another one
that really jumped up, I bet this is a common experience, the Zoom storage was through the roof. Ever but it was recording everything. Then a couple ongoing initiatives we determine, going 100% remote has challenges our ability to monitor, track, administer remote devices. We were primarily on prim prior to this event, we kicked off several projects to improve our remote mobile device management, mobile device security and compliance when they connect to our network, that's a big initiative for us. As Jim mentioned, the San Antonio area like some of the California areas we have lots of high need students with significant digital divide, bandwidth divide challenges. Several collaborative initiatives that kicked up in the San Antonio area K-12, local government participating trying to address these you find these initiatives very interesting. Many focus on the same technology Jim mentioned like LTE. The R's are very interesting and we plentifully produce a bait. With it it's part of the overall San Antonio solution.

>> Greg: That was fascinating. You for sharing with us. It seems to me that like Jim was mentioning with leadership and using some clever use of Kara's money. You guys had some other problems with the connectivity. I love the communications. And the training aspect of it. The team that that seemed to be very much in concert with our audience as well. Anyone else like to add to this 100% remote learning topic? Before we moved to the next one? Okay. For topic number 3, Jamie, would you please push out the poll for topic number 3. Topic number three not, what tactics or strategies help you successfully transition to work from home? Please choose all that apply. We have heard a lot of these things and both from CSU and Alamo. Collaboration software, yes. Okay Jamie, I think can move into our third question. The third question has to do with business continuity. What are your thoughts and experiences on the best practices for business continuity when working 100% remotely? Shinil, I know we talked about this and UNC and Morgan State have a lot of experience with successfully transitioning to supporting 100% Could you share with us and we are Beck's practices and what went on. Shinil?

>> Shinil: I was on mute, can you hear me now?

>> Yes.

>> Shinil: Sorry about that. First of all, it's very interesting how great leadership think alike, how having Arne and my colleagues previously. I want to share a brief background to share my story here. I'm sure the audience has heard many iterations of remote workforce best practices elsewhere. I want to contribute some unique values to our forum today. The Morgan state IT division was given a heads-up about a week or two in advance about going fully virtual in March. All the nonessential employees were ordered to do telework or work from home March 16. All the instructions went online by March 23 just like Alamo colleges, which was Monday after the spring break. We are facing a couple new challenges to not only facilitate, to facilitate continuity of university operations. These are not in any particular order. First and foremost, health and safety of our own IT employees who are categorized as essential workers and they have to report to various worksites even during the pandemic. Getting a hold of PPE, personal protective equipment and supplies is next to impossible. The first lesson learned was working
with the University police the law enforcement and environment and health safety office leadership require and reserve PPE's at least from my IT staff. Still on the people aspect people product and process, 3P's of business continuity the next lesson was the importance of the lateral succession plan, not just typical vertical but lateral. We've had some losses of our own during the pandemic and working from home for those survivors has had work life balance issues so in order to address the reduced staff availability and certain absenteeism, we have to re-reinforce cross training and job shadowing programs. We updated a number of job descriptions for IT staff members because the nature of their duties honestly have to change to a certain degree. But not dramatically. Following the HR and legal counsel's advice we also have to be cognizant of those employees who belong to labor bargaining units. I'm going to leave it at that without getting into legal discussion. The second challenge was how do we provide better mobility securely for 99 percent digital remote workforce. Which is everybody. You know IT based in higher education consists of all types of functional offices, retail, public safety, facilities, healthcare for students, research enterprise, etc. etc. Welcome to higher education IT, right? [LAUGHTER] The VDI and software services in our private cloud or something were something we already had. We had to expand the capacity and offerings to all communities almost overnight. On a technical note, we also learned that investing in GPU's definitely helped running heavy-duty applications like scientific and engineering software for large number of users concurrently. Note that our VDI and staff services are provided without relying on the VPN. All the user needs is a web browser and any mobile device. At Morgan State, I'm not saying this is the right thing to do everywhere, within moving away from the traditional VPN solution or general user community because things are already hard as they are the last thing we need is another overhead. We rolled out cloud IP telephoning, which in our case happens to be a solution called rainbow, you want to be able to enable users to make and receive phone calls using their office phone numbers, not personal phone numbers using any mobile device. Information security, as you've read malicious hackers are increasingly targeting users working from home these days, a security bridge would definitely disrupt the operational continuity. With more employees and students everybody spread out the DLP strategy your data loss prevention strategy should include discovered continuous discovery of sensitive data which is personally identified information, PII and protected health information PHI for those with nursing schools and medical schools. We are launching continuous discovery scan in distributed data assets and partnering with our auditors in the third line of defense and risk management. For follow-up procedures and remediation. Third challenge is preparedness. We started doing backup for even more data to cloud storage we also enhance the VDI to a hybrid cloud model with obvious more redundancy. Also, system and documentation what if something happens again during this crisis we did video recordings of all installations and configurations because we had to move from one project to another, to another, another, very compressed time. Video recordings are not meant to be replaced written documentation it's a quick improvisation for the time being. Here I also want to reiterate the importance of reinforcing the lateral succession people during the pandemic is proven to be an invaluable asset if you will. Finally, challenge number four was how do we drive the option for
the services. We impose an IT change freeze for our change policy. To minimize potential business impacts and unexpected surprises, as everyone was transitioning from office to online and digital platforms. We did a series of advanced communications. Before rolling out anything new and different. Along with training the helpdesk staff, your tier 1 support have time to mitigate the expected call volume increase. We also did a lot of user education and onboarding work straps virtually, every or every other day during the work from home transition. We are still doing that to this day by the way. This is some of the best practice measures we've taken to date and lessons learned for augmenting the discontinuity and going 99 percent remote and virtual. Does anybody have any addition?

>> Greg: Thank you Shinil, that was informative and interesting to see the different mechanisms that IT already had in place that you've done, as you had to make this 100% transition. Any other panelists, would you like to, is there anything you would like to add to what Shinil said before we move on?

>> I'm just jumping in on the leveraging something like at stream or the solution he was talking about, one of the advantages you need low-end devices. To connect via web interface for books and devices that aren't expensive for buying a lot of capability leveraging the web.

>> Greg: Thank you, great advice. It seems to be a common theme that our students are not, don't have the latest hardware or maybe the best connectivity either. That's great advice Jim. Anyone else before we move on?

>> Your comment about the staffing resonated with us. I know we have a number of staff positions and 100% remote environment aren't really fully utilized, I don't want to go beyond that but we been kind of walking through the process of how to repurpose people who might have been reception type roles or things like that. And what do we do, I think we had some success but they are looking for more, I wondered about the issue with repurpose and team members, the new model resonated with anybody else, if you guys had any particular solutions out there doing this. It sounds like you have employee representation, maybe a little more than we do here.

>> The question is probably directed at me, Arne? Hello?

>> Yes, I think so.

>> Shinil: We don't have, I don't have a magic bullet. That is not to say we had 100% success on reclassifying or changing people's job description. But we have some success to a degree, but the underlying success factor was definitely job shadowing and cross training, which began years ago even prior to the COVID. That was the foundation. When people became familiar with what's outside their comfort zone, they are willing to take on the job. It was also relatively easier to talk to the labor bargaining units.
>> Greg: Very nice. Great topic. Very good discussion. We are getting close to the end of our presentation, but we have saved the best for last. Before we jump — thank you Jamie for anticipating. We have our last poll. What strategies did you employ to help students during the transition? Please choose all that apply. That fourth one seems to be very popular. I think our numbers are pretty well settling down, let's move to our fourth topic which is all-around student success. As we all know how important student success and student centricity is so this topic, how do you empower student success both in normal and extraordinary times, I'd like to ask Arthur Brant to handle this. Can you share with us your best practices on this?

>> Arthur: I appreciate the opportunity. Only think about student success, for the last seven years student success has been highlighted in the annual installment of the EDUCAUSE — there's been three different labels that are associated with student success, for the first several years it was the idea of student outcome, they didn't transition into student success as the label and most recently student retention and completion. I think the fact that you see the different labels really highlight the complex ecosystem or factors in contributors that focus on students as they journey through a college experience. In fact, last year U.S. news and world reports released a set of eight categories in their college evaluating institutions on the focus of student success. NSU has been very proud to be featured in the last two years of the benchmark. The one that was just released in the last week highlighted AHU in the top 10 of the categories including we top ranked 50 in undergraduate research, creative projects. Has evidence by this ranking AHU had a great story when it comes to civic success and aligns with our mission and commitment to students. But I will submit to you that many of us in higher education are struggling now as we pivoted from in person, when did that become available, and person versus on-campus? To know all remote. How do we maintain that student success? I read an article just yesterday and I'm going to post it in the chat, it's titled "half the reason for college is now missing". If you chose to challenge of when students are on campus in the traditional setting of maybe what you and I think of a classroom, and person, on-campus, how do we had here or how do we promote student success? That's a challenge that SU started — we realized our part of the Russell was how do we take the secret sauce if you will that made for an attractive and person undergraduate education and transition that online and make that a graduate online program. I would offer that for intensive conversation about student experiences and SU traditions five years ago that pay dividend as we pivoted to remote learning this past spring and again this summer. Like many institutions we already had the tools and the platforms available to thwart remote learning such as learning management systems. We've already talked about many of the shared experiences we've had with VPN and VDI and learning management's, the platforms most of us had but while platforms were available, our academic leadership recognized that student success was not directly associated with the platforms, rather, aligned with the people or students in the purpose, the mission and educational goals, to that end, our educational leadership allow the colleges and the departments to how best to pivot courses and materials online and the tools. The genesis of that message was that our professors knew our students best and better suited to decide how to continue the educational engagement and maintain learning communities. As you might expect
that frustrated many of us in technology as we preferred to find uniformity in terms of support for the student and faculty members. Finding opportunities to maintain community outside the classroom was probably most difficult. Having the platforms and the materials pivoted online was easier than saying, how do we promote sororities and fraternities engagement when they are all online. My daughter and a sorority she's been on a lot of zoom calls with her sorority sisters, executing elections for leadership positions this past spring. During the month of April and May he leveraged YouTube to stream a weekly virtual chapel service that focused on encouraging and inspiring students in the midst of much uncertainty. Student productions group they set up a portal for students, faculty, staff and alumni to post videos of those in visuals singing the song, the Lord bless you and keep you. That's a him that's a rich tradition here on campus and song that many CU gatherings. They stitch the videos and labeled this the CU virtual course. This video we vent shouted at our graduation ceremony that we pivoted to August from May and we held at our audience so everybody could be socially distant. We aired that as we close out the graduation ceremony. Obviously, this summer we continue to host virtual events online, especially as we tried to maintain that engagement with the students both current and those coming in for the fall semester. To sustain that sense of belonging and community, that was that's what we identified as a significant tribute dominant contributor to student success. I think the Boston global article talks about that. They had a great quote that belonging a sense of belonging really encourages better learners and better success from our students. I will close by stating the obvious that virtual isn't a substitute for a person. I think we are all recognizing that, there is a sense of energy when students are on campus that even those of us who are locked away in the back closets of infrastructure and technology operations, we still feel that energy and while we felt like our efforts were good and virtual realm, we never wavered from our desire and our commitment to return students this fall as we are in our fourth week of an person on class at least 75% of our classes are in person this fall, we've made significant changes to the way things were in order to facilitate a safe and productive environment. I think many of these articulated across your campuses as you have those conversations about what does it mean to bring students back to campus. We transitioned many of our nonacademic spaces like gyms or coliseum to serve as classrooms where students learn safely distanced from each other. Hundreds of our staff members are taking time out of their busy schedule each day to go and clean a classroom and an effort to relieve the burden placed on our custodial services team. We've even elected to not invite to discourage alumni succumb to campus during our traditional homecoming facilities in October. We are in our fourth week and we have made extensive protocols in place to retain and certain student groups being tested. We have protocols related to students being quarantined or isolated and individuals identified to help support those students to actually come make sure they have course material and deliver Dora Dash delivered to their doorstep so they feel like they are still connected because we continue to aggressively support social distancing, mask wearing, handwashing and sanitation. All of these efforts are centered around and ensuring students are safe, supported and positioned to be successful this semester. I appreciate the opportunity to share some of the stories about how do we focus on student success in these normal and extraordinary times.
Arthur, that was outstanding, thank you so much. I learned a lot about, nothing that surprises me but that is just amazing what ACU did. I especially love the ACU video choir. Before we transition to any Q&A, this was a great topic and does anyone else, Shinil, Arne, Jim, anything you want to add about student success? Okay. We are now into the Q&A. With about 10 minutes left. We are doing well first time. We have the first question that I see here is actually from John O'Brien it looks like and its most seem to feel leadership work was given, how confident are you that this level of support for technology and technology innovation will continue after the pandemic crisis? Who would like to take the first question? How about Jim, let's go with you. You talked a lot about your leadership. What are your thoughts on that question?

Jim: Sadly I think COVID kind of showed how important technology is in having it in place and you can't wait until the emergency happens but I just think it's an example that can be pointed to all the time about how important it is to have the plans and infrastructure in place to be able to do these things. I would imagine before we get back to "normal" you may change things in the New World. When we are able to go back on campus some of the things that work that people wouldn't have considered kind of changes because you are forced to do it. I think there will be support going forward for innovation. We are not really out of it yet. Listening to news and things people still talking about 12 months before vaccines and things like that. I think long-term IT infrastructure technology is proven that there is an advantage that can help in such situations like this. I think there will be continued support.

I think IT is flying high because of the pandemic and our ability to keep things going we went into the spring semester thinking we just got to get through the semester now we are in the fall and short of trying to maintain that continuity and I think a lot of chancellors and presidents are looking at their enrollment and predicting how their enrollment is going to go moving forward ultimately a lot of this is going to come down to funding are we going to see constriction in higher education in general? That of course will feed over into IT. Think the jury is still out on how long this IT support will go but I would say right now we are flying high and really trying to deliver value for the organization long-term educational trends will dictate that answer.

I would wholeheartedly agree with Arne's response. Right now we are flying high, in the middle of the crisis the pocket could open up and say what we need to do let's do it. But as enrollment numbers come in, especially for institutions like AHU that we are dependent on the hours sold, 75%, 70% of our operating budget comes from tuition. So that's a challenge when if we are going to see a drop in students if we are going to see a drop in courses sold because of realistic concerns by parents and students do I really want to come back to campus? What does that look like? Are there other opportunities for me to continue my education somewhere else? I think we are being challenged just like everybody else that says is an online education the same as an in-person education. So those challenges I think that's really where we are going to see the rub is financial in nature, it's not going to be a diminished support from our administrators and senior leadership teams, it's going to be, their inability to say we are going to continue funding at that level. Whether that is getting from tuition like ACU or a diminish in state funding that
occurs because COVID and everything else at the states are trying to support with all of their ecosystems.

>> Greg: Excellent. Thank you Shinil.

>> Shinil: I would like to add that I too agree that there will be continuous leadership executed leadership support, especially the fact that now everybody has seen what IT can do and the tangible experience that we are not just midsize or small college anymore, we now have capabilities to go beyond the local region and even globally to be on a broader stage. From that aspect I think there will be a new leadership perspective.

>> Greg: Terrific. We have one more question I think I would like to squeeze in if we can. We have four minutes left. This is, if you were opening a new school now, what decisions would you make differently about how to architect it? Who wants to be first? I would like to jump in on this but that's not my question to answer.

>> I would be glad to make a couple comments. The Alamo colleges the year before last past a bond issue $450 million worth of bonds and metro area, we had 67 percent of the voters voting in favor, I didn't think you can get 67% of San Antonio voters to agree that ice cream tasted good. We got that money, I think the real question of what you are investing in the capital improvement dollars is very interesting. And do we need as much brick-and-mortar as we have and if you are not going to put it in brick-and-mortar, what you put it into exactly? I think a lot of this goes back to, what's your metro transportation grid, look like? I loved Arthur his comments about in-person versus remote and how do you achieve an outstanding college or higher education remotely, I think as I read the tea leaves as well as I read them, my Crystal ball is a little foggy but I think will be more of a hybrid environment, I think there's real cost associated with brick-and-mortar, I think a lot of people are wanting to back off and not buy into as much is that because. At least go remote to some extent because [INAUDIBLE] I think that will bear out.

>> I would agree with that. [INAUDIBLE]

>> I'm sorry, we are having technical difficulties. [AUDIO LOST]

>> Jamie: It looks like we might've lost the audience. Feel free to write any notes into the chat for any of our presenters. [MULTIPLE SPEAKERS]

>> Greg: Okay, Jamie, I think we should probably, we have one minute left I believe we have exhausted our time here. Arne, Arthur, Jim, Shinil, thank you so much for your time and for sharing your expenses and your institutions experience is. I am Greg Kovich, I work for Alcatel-Lucent enterprise. We are infrastructure providers for every one of the panelists here, moreover, we are here to help you with any of your academic or business continuity challenges that you may have. Please visit us and if you have any other questions, please send me an email, I will
make sure the panelists to receive it and we can get them back over to you.

>> Jamie: On behalf of EDUCAUSE, thank you all for joining us today for an engaging session and conversation. Before you sign off today, please click on the session evaluation link which you will find in the chat window. Your comments are very important to us. The session’s recording and presentation slides will be posted to the website later today. Please feel free to share it with your colleagues. And finally, please join us for the next Industry and Campus webinar on September 17 at 1:00pm Eastern, to hear about Threat Intelligence Discussion with Harvard and ASU. On behalf of EDUCAUSE, this is Jamie Farrell, thanks for joining us today.

>> Thank you Jamie, thank you everyone.

>> Have a good day.

End of Webinar