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The EDUCAUSE 2020 Top 10 IT Issues, Technologies, and Trends
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>> Well, hello, everybody, this is Susan Grajek and I would like to welcome you to the webinar. I'm EDUCAUSE's Vice President and I'll be your moderator for today's event. You're probably already familiar with the interface for our webinar but here's a few reminders. We hope you'll join us in making the session as interactive as possible. Use the Chat window to submit questions and share resources and comments. If you're tweeting, please use the tag #EDUCAUSEwebinar. If you have issues, click on the lower left side of the screen. If you do, that you'll see a drop down menu and you can Select "Start Chat With" and "Hosts.". The session recording and slides will be archived later today on the event site if you want to relisten or share with a colleague. Now let's turn to today collectively, these resources can help you plan for the year and plan for technology's impact and opportunities to institutional leaders. We're delighted to be joined today by six panelists who helped identify the top 10 I.T. issues. They'll join us and reflect on their meaning and uses. We're delighted to be joined by Meena Lakhavani, who is the Chief Information Officer and Vice Provost at Erie Community College. And also, by Sharyne Miller. Sharyne's the associate Vice President and chancellor at UNC Wilmington. Ernie Perez at Boston University. Beth Schaefer is Chief Operating Officer at UITS. Dave Weil is the Associate Vice President and CIO at Ithaca College. So welcome to you.

Welcome to all. Thanks for joining us. And let's get started. All right. First, we're going to start with a little warm-up poll because we want to involve you. And if you could just show the poll right now, we're going to ask you to tell us which organization best describes the organization that you're representing today. So I'll just give you a moment to do that. And it's already clear that we've got a pretty diverse group of attendees. We've got somebody from every place except retirees or unaffiliated folks weighing in yet. And it looks like the largest amount, the largest number of us are from doctoral institutions. And we've got nine people from corporations. So welcome all of you. And let's move on. So let's go here. Sorry about that. If we could close the poll. Thanks, great. So what we're going to do today is I'm going to ask you to tell us which organization best describes the organization that you're representing today. So I'll just give you a moment to do that. And it's already clear that we've got a pretty diverse group of attendees. We've got somebody from every place except retirees or unaffiliated folks weighing in yet. And it looks like the largest amount, the largest number of us are from doctoral institutions. And we've got nine people from corporations. So welcome all of you. And let's move on. So let's go here.

Sorry about that. If we could close the poll. Thanks, great. So what we're going to do today is I'm going to give you a quick introduction to the top 10 I.T. issues and then we're going to talk with the panelists for about half of our hour today and ask them to reflect on the meaning of some of the particular issues and to think about how they use the I.T. issues on their campuses. As you listen, please do think about questions that you would like to ask us. And as questions occur to you, feel free to put them in the Chat window and we'll take a log of them so we can come back at the end and answer them and you're welcome to put questions in the Chat window at the very, very end but we want to make sure you get your questions answered. So think about the questions that you might have. Let's get started with our introduction to the top 10 I.T. issues. To set the stage, what I would like to first do is let you know how we started to come up with the top 10 I.T. issues this year. We changed our methodology a little bit. And what we recognized is that more and more institutional challenge and I.T. challenge and vice versa. I.T. strategy is institutional strategy. The two are so deeply intertwined. We thought we would reflect that in this project by starting off and getting perspectives by higher education leaders. So the panelists last
year gave us names of leaders at their institutions whom we interviewed for half an hour each. About half of those leaders with you the presidents of the institutions. We also interviewed quite a few provosts, chief business officers and other folks as well. We asked them about what are the challenges that they’re facing today in the near term and longer term and they identified a set of challenges you can see on this slide, from affordability to thinking about alternative credentials, trying to attract good talent, competition from global higher education, natural disasters, engagement of students, student outcomes, political climate, affordability, improving teaching and research, the whole gamut. We grouped them into four themes that we label grand challenges. The grand challenges are challenges that are common to higher education. They’re challenges that really need to be addressed not by one institution at a time but by all institutions together as well as individually. Then we brought those grand challenges back to the panel and we asked the panelists to think about how information technology can really help institutional leaders address those grand challenges. They identified 20 different ways in which their institutions right now and they anticipate that these challenges are going to play themselves out in and through the I.T. function. You can see the list of 20 challenges. If you took the top 10 I.T. issues survey last September, you got a chance to look at those challenges in detail and vote on them. And I’m just going to put a plugin for the survey every year. I hope next time you see it you really do participate and vote because your vote is important. So 20 challenges. And we had to narrow that down to the top 10. And that’s how you did it. These were the 10 of the 20 that you selected for the top 10. Let’s look at them in more detail. The first 5 EDUCAUSE 2020 top 10 I.T. issues, information, security, strategy, privacy, sustainable funding, digital integrations, student retention and completion. Privacy moved from number 3 to number 2. It’s only the second year on the list. And student retention and completion was a new issue this year. And as we look at the other 6 of the top 10 I.T. issues, student-centric higher education, student enrollment, higher education affordability. Administrative simplification was new. The order of the list doesn’t matter as much as you think it might because all of these were rated by you as extremely important. The top 10 list is nice as a list, but we want to help you tell a story about the meaning of the top 10 list for higher education today. And so the story that we identified this year through our conversations with the panelists, through the reading that we’ve done, through our interviews with the leaders of the institutions, are that one of the things that is happening this year is that information technology is being used in more and more comprehensive and meaningful ways today. And we call that digital transformation, where I.T. is used more than just to improve and automate processes and get more efficient but to introduce new sources of value to the institution and improve the bottom line of the operations. We grouped these into four different themes: simplify, sustain, innovate. The integrative CIO stood on its own. It’ll help drive to digital transformation. The first theme is simplify. And that really is about simple -- simplifying in who different ways. How do we take the data and organize it, integrate it and work for us more seamlessly? The other way is to simplify administrative activities. And that’s really a two-edged sword. It’s trying to simplify the backend so that our processes are more seamless. So we reduce redundancy and unnecessary efforts. But it’s also simplifying the front end, the end-user experience. End users, whether they’re students or administrative assistants or faculty or research scientists or HR staff, all of those will have a good user experience with the institution, which will help them do their work for effectively. When we asked our panelists what their hopes were in three to five years, that we will have identified standards and tools to really simplify all this integration work and help us make better use of analytics, that institutional
services will be as easy to use as can consumer apps because consumer apps are the standard that our constituents judge us by, and that institution us would direct more efforts to students' needs because the baseline student needs will have been met, we'll really be able to focus on student mental health, recruitment, debt avoidance, job placement, the whole smash. Our takeaways for you, it's about breaking down the silos within the institution. Silos are great places to innovate, but if you're really trying to create a seamless good experience and to break down costs and get more efficient, you need to Tibet -- think about creating a whole. Let’s move on to that next theme, sustain. There were four issues in that theme of sustain. And in that theme, we really think about this in two different ways. Of course, we want -- we need financial sustainability. And that's something that has been an evergreen theme in the top 10 I.T. issues ever since we started over 20 years ago. There’s a new currency in town though. And that currency is data. The second part of sustainability is how do we create a sustainability strategy for our new currency, for data. And the two levers to pull there are to think about having a good strong information strategy, developing risk-based information security to safeguard our data, but then also thinking about privacy and how do we safeguard constituents' privacy rights and maintain accountability for all types of data. How do we protect privacy? The panel for three to five years in the sustains theme are that we adopt a common data framework because that will certainly help sustainability a long way in the data area. That privacy which is just beginning to grow in importance and in people's awareness of how important privacy is and that it might be slipping through our fingers, the privacy becomes as important to institutions and individuals as information security. That institutions start to really, really recognize I.T.'s value to business models and missions. And rather than to throttle the funding for it, that they fund it accordingly and invest in I.T. because an investment in I.T. is an investment in the missions of the institution. And then finally, that other parts of our higher education ecosystem outside of individual institutions, perhaps vendors and the like, share accountability for affordability as a societal good. All right, our takeaways for sustain is to really recognize that data is a new currency of the institution and that we have to have a sustainability strategy for both of our currencies. Let's move on to the third theme, innovate. And innovate is maybe the most exciting theme because that's really where we start to deliver what feels like direct value, particularly to students. And the three themes in the innovate issue did cluster around improving innovation for students, retention and completion, those outcomes, providing student-centric higher education. You could argue that retention and completion are certainly very, very important and that they are institutional measures of success. And how do we take a student-centric approach and develop a more holistic definition of what success means to an individual student? How do we really think about the student's entire journey or life cycle in interacting with our institution and create a good strong experience and good outcomes all along the way? And then improved enrollment so that we can use technology, data analytics to be able to enroll new learners, the learners we most need in our institutions, and those will be different from institution to institution. Then innovate. The hopes that our panel had for innovate are that institutions start to see how many of the credentials that they provide or products that they produce really need to be refactored. That different institutions will focus on different types of students rather than all going after the same type of student. We could say the same applies to faculty as well and differentiate their offerings. And they give way to more holistically capture the higher education contributions to people's ability to thrive in life. Takeaways to innovation. People process technology. That has been our mantra for years. And we suggest that you add a fourth word to that mantra. And that is product. Really
recognize that so much of what we are producing is a product. And then in order to innovate, you have to move from doing things differently to doing different things. Finally, the drive to digital transformation. And after that I'll tell you more about digital transformation in case you're saying, "What the heck is that?" the intelligent -- integrative CIO is the way the role is changing to reposition or reinforce the leadership as a strategic partner of institutional strategy and to help the CIO move from way back in the old days where the CIO was leading technology organization to more recently where the CIO was leading a service organization and now the CIO is really leading business strategy and I.T. enablement of business strategies at institutions. So let's talk about digital transformation really quickly. Our definition of digital transformation, which is what we're driving towards, we believe, is a series of shifts, deep and coordinated shifts in culture, workforce, and technology. And those shifts do nothing less than enable new educational and operating models and transform the institution's operations, strategic directions, and value proposition itself. Our panel's hopes for digital transformation in three to five years are that CIOs will have the skills and strategic mindset to provide solutions that really propel us forward, that institutions will recognize the value that CIOs bring, even when discussions don't directly involve I.T., and recognize that innovation is a common capability and it becomes a common capability of higher education institutions rather than the ad hoc way that we do it today in many, many of our institutions. Just putting digital transformation in context because sometimes it helps to understand what something is by seeing what it's not. Digital transformation is not digitalization, which is moving data from the physical world to digital format. It's not digitizing processes or taking data that we've digitized and having them move around and interact with one another and being able to do things more efficiently and automatically. It really is that series of deep and coordinated workforce culture and technology shifts. It is about creating new value for the institution. And if you're curious, if we sparked your curiosity about digital transformation, I encourage you to read more. There's a couple of articles in EDUCAUSE Review. And this article that I'm pointing to now is about digital transformation signals. It's a nice checklist, very concise format of some of the shifts that we believe higher education is experiencing. Our take-home message for driving to digital transformation, which changes first the, CIO or institution in because both have to change in order to be ready for digital transformation. Let's take a brief break for a poll and then we'll bring our panelists onto talk with them a little bit. We would like to know from you how are you planning to share the 2020 top 10 I.T. issues on your campus. This is a poll where you can check all that apply. If you’re planning to share with all these groups, check all. If just one, check one. It's great to see so many people, however, intending to share the top 10 I.T. issues with institutional leadership. Indeed, we know a lot of people do that and use the top 10 in their plans. Now without further ado, let's move to our first conversation, our first panelist perspective. And we're going to talk about the issue of higher ed affordability. I would like to invite Ernie Perez and Dave Weil to talk with us a little bit about this. And let's start with you, Ernie. Ernie, could you tell us a little bit about what Boston University is doing to address higher education affordability?

>> Sure. So I have two comments here. For undergrads, Boston university believes everyone should have an opportunity to attend. We ever meeting 100% of administrative need by doing expanded financial aid packages that will make up the difference between the cost and what the student can afford. The BU need base aid will not be reduced for any of the four years the student is attending as long as they immediate academic requirements. On the other side, turning to graduate programs, BU announced last
August we would start a fully online program that would start this fall and be at a cost or $24,000 all in, which is a considerable discount to the on-campus MBA. The idea is to have a low-cost program that can do it anywhere in the world. The idea behind it is that the university is investing in the capability to deliver high quality and potentially large enrollment online programs which could be key in the near feature

>> thanks, Ernie. Dave, can you talk a little bit about Ithaca College and some of the steps you're taking at Ithaca to improve affordability.

>> Sure. So we're looking at both things within the I.T. organization and then broader across campus. So within I.T., we're helping to look at open educational resources or OER and really working with the campus to explore that and see if it's a viable option for providing course materials for students. We have reenergized our I.T. governance operation to roll up their sleeves, looking for duplications, areas for consolidation, and also usage or are we paying a lot of money for applications that are not being used very much. Along with that information, we're renegotiated with vendors, trying to get better terms for our contracts, reduce the annual renewal rates and things like that. From a broader perspective, the college just launched its five-year strategic plan. And within that plan, we are doing academic and non-academic program reviews. So we're basically developing rubrics and methodologies for academic and non-academic programs to be looked at on a regular basis to assess their efficiencies and the way they're working at the campus. We're also looking actively at alternative revenue streams, non-tuition dollars. And we're exploring becoming a year-round campus. So utilizing our facilities and capabilities across the entire calendar year.

>> Wonderful. Thank you so much. Thank you both. Let's move on to the next question or the next topic. And that's information security. And we've got Sharyne Miller and Beth Schaefer to talk a little bit about that. Sharyne, how about if we start with and your perspective as CIO at North Carolina Wilmington. What have you learned?

>> Thank you, Susan. Working through developing our information security program, I realized that many people define an information security program differently. And while we think about information security as a technical issue, what really surfaced was there's a big people problem, where everyone needs to understand the risk and what their responsibility is with regard to information security. And with that, there's no silver bullet, no single person or investment. It's a long journey. Create a vision and a roadmap and hopefully you'll be doing it on a proven standard. And this way you can develop milestones. You want to be able to look at make sure you're making baby steps. Start to check boxes and share the components of the framework are achievable and measurable. Focus on risks that are most significant such as email, ransomware. Make sure enforceable. Ensure all new technologies, or as many as you can, I know it's difficult, and applications meet new and future standards before you enter into that purchase agreement or engagement. And with that, you're engaging with your purchasing department, with general counsel, making sure you're using the tools out there to evaluate them. And lastly, your ongoing training cannot be understated. Really getting that out to the university, to all constituents so they understand it is such an important part of their job. And lastly, establish within your
organization or partner with an outside company to create an incident response team. And that team should be on the ready to respond to any targeted attacks or ransomware or anything you might be experiencing so if something happens you don’t go through those steps while you’re under duress, you’re ready to move forward

>> great, thank you. Beth, let's talk with you a little bit, university of Wisconsin Milwaukee. What are strategies you've used to plan for compliance efforts? Beth, I wonder if you’re on mute.

>> I actually was, thank you.

>> No problem at all.

>> Thanks, Susan. So, to answer your question, some of our first thoughts were around the goals of protecting the assets of the campus and foster good working relationships with those leading the compliance efforts for the systemwide policies that were being communicated to us. We had to decide where it fell in our priority list and we decided to build a program around that. And so one of our first things we did was fill a position for a program manager. We set our initial goals to focus on our enterprise system for compliance and security deterrence and then found ourselves having to communicate about why. We had to familiarize them with our domain of information security and introduce new policies and procedures.

>> Oh, I'm sorry. No, no, go ahead.

>> Just a few more things. We decided some allocation of our upper leadership’s time to continually champion and adjust for needed time and resources was necessary. And then an example of this would be things like the deployments of multi-factor authentication at the scale needed for initial resources and ongoing maintenance and another was the realization was aiming toward building on those efforts.

>> Wonderful. Beth, let's keep you on and let's invite Meena to also join us to talk about improved enrollment. And with improved enrollment, Meena, could you tell us a little bit from your perspective at SUNY Erie what role technology plays at SUNY Erie in improving enrollment?

>> Thanks, Susan. Improved enrollment is I.T.’s issue number 7, categorized under innovation team because this issue has the potential to innovate and digitally transform technology. The technology has leapfrogged to enable development of enrollment management strategy that rely on data analytic and AI models based heavily on machine learning. The goal is to learn from data to maximize the use of AI and technology to support our students. The emergence of new wave of AI tools are enabling institutions to provide services that the legacy were able to provide. The new wave of ERP are enabling academic departments to attract and retain a new generation of students and improve overall students’ academic experience, something that we are in process of implementing. For example, the newer technology tools can help in providing faster and personalized student experience. That could help with recruitment. Technology can provide mobility to the students, so they are able to interact from
wherever they are. Our students are digitally savvy. They have user interfaces. Students expect the institution to meet where they are instead of the other way around. Technology has been playing a big role in enhancing teaching and learning, leverages adaptive learning and nurture student learning, overall success and improve enrollment. These are some of the ways technologies can help with improving enrollment.

>> Thanks so much. Beth, what are the method that is you've been employing at University of Wisconsin-Milwaukee to try to obtain improved enrollment?

>> Hi, Susan. Well, really looking for a balanced portfolio approach. So we've been moving towards workforce, working adults. And we're starting a new unit for workforce development. We're striving for good success through efforts like our flexible option program. We're moving to use more data analytics for more recruitment, retention and successful outcomes for our students. We see the growth will be in working adults. We're looking for more ways to align courses with technical colleges. We have a citywide effort that our chancellor is leading to build these kinds of alignments. In the next 24 months we'll be continuing to build out our high school connections and broaden our enrollment scope by looking at workforce education over a career span through areas to build out pathways as well as experiential learning opportunities for all of our students.

>> Wonderful, wonderful. Now let's have another poll. And this is our last poll of the session. In this last poll, could you tell us -- we asked you before how you're going to -- who you're going to share the top 10 I.T. issues with. But this time actually how do you plan to use the I.T. issues? Are you going to incorporate it into strategic planning process, budget justifications, help people learn, justify the value of I.T. in higher ed, promote a product or service, or use it for your own personal development? And look at that, really a lot of different uses and a wide range. Certainly, strategic planning is the most common use. Helping others learn is right behind it and personal development, helping ourselves learn is up there too. Let's close the poll. And let's move to the next section, panelist perspective on privacy. We're going to welcome back Sharyne and Ernie. Let's start with you, Ernie. How do you see the topic of privacy as it relates to educational technology and student data privacy?

>> Sure. So when you asked me what keeps me up at night, it's data privacy and security around educational technologies. When you think of how many places students go and enter their information or have data that can be daunting. Think of any third-party integrations. Like many of us have, clickers. Think Top Hat. Our faculty using that to take attendance, geo locations for students and how is it stored and where. What about publishers? Ideally you have contracts with these vendors and the university has access to the data and it's clear who owns the data. And we also have single sign-on on all these tools. However, in reality, there are probably dozens if not hundreds of tools out that there you and your staff are not even aware of. An immediate question that I would bring up is look at your LMS. Do faculty have the ability to add LTI's on their own? If they do, you need to start a conversation with data governance groups to get a handle on that.

>> Sharyne, how are you handling awareness?
Yeah, thank you, Susan and Ernie for that lead-in because everything you mentioned ties into how to raise the awareness of data privacy needs on campus. I think we have to face those challenges head on. First, we accept the educational institutions are a top target for that valuable intellectual property. And higher education often has significant turnover in populations within employees. We have so many students passing through our doors. We have a lot of information we need to be responsible for. And the catchphrases that are out there, Susan mentioned earlier, data is the new software, data is the new currency. This is great but we shouldn't assume the message is out there in a meaningful way. Along with what is our roadmap for defense. This ties back to governance. Who are data owners? Building the data inventory and awareness in tandem I think is the first step. You get the data owners together, work together to build that data inventory and build awareness across campus, building relationships with all the stakeholders, understanding that really their input is the most valuable to us making the most progress. Tailor specific tasks to each department and leverage tools where they make sense. I think we have to have those partnerships with our general counsel and purchasing so we understand where our data is going, make sure it's conforming -- conforming and making a campus wide educational effort is critical to the awareness. And it impacts real change. So maintaining clear constant messaging as data privacy is truly everyone's responsibility.

That's a great way to end it. Thank you, thank you so much. And, Sharyne, let's keep you up and we'll have you go first, but now we're going to bring on Dave and Meena to talk about the role of the integrative CIO. And Sharyne, as I said, let's start with you. What are some of the method that is a CIO can use if they don't have a seat on the cabinet right now? How can you still position yourself as an integral strategic partner?

I would like to start off by just saying stakeholder relationships are key. And one of the things that I've done in prior years and have done this year with my direct reports, management team, and I've asked them to do it with their staff, is to conduct a stakeholder analysis. And that is who are our key stakeholders and how are our relationships right now currently with them and where do we want to take them over the coming year? By working together with my team and department, we're going to blanket this campus with an ITS method and involvement and strategy. Understanding their strategic priorities and how they tie back to the university's strategic priority is critical. Jointly developing the ITS strategic priorities, again socializing them, regular communications to campus, which could mean newsletters, emails, meetings, stand-up open forums, attending every meeting you can and listening. Listening is so, so crucial. And then pick a platform, I.T. governance. We know governance is important. Make sure you have the right people in the seats, that you're listening to them, pushing out messages, tasking them with communicating the messages back out to campus, knowing we truly want to understand the pain points, where are your strategic priorities, how to help students get through to completion. I think having constant access to me and to my team and getting constant input from the campus helps in decision-making. I think the chancellor understands that we're fully vested and listening to the campus and working with the campus. I know that I am growing my skills. I need to have more business skills. I am growing them. I'm learning from the campus. And really taking the time to translate all the tech I possibly can into a language that's easily digested by campus. And I see that more and
more I'm getting into the inner circles and places where we really can make a difference.

>> That's great. That's great. So, learning going on -- happening on both sides. Meena, how about you? Can you tell us why you believe that today's CIO needs to be a strategic partner of institutional leadership? And, Meena, you might be on mute.

>> Oh, okay, all right. Is it working?

>> There you go, yes.

>> CIO's role has evolved from being a technologist to more about how I.T. can serve as a strategic partner in helping execute the institution's mission. Like Sharyne talked about. And with so much at stake in higher education these days, I think it is almost a necessity for the institutions to make the CIO a strategic partner by including them on senior leadership teams. Making CIO a part of the strategic institutional discussions and decisions. The CIOs needs to be in the conversation. These conversations are not related to technology. This allows the CIO to make connections, develop collaborations, partnerships towards the development of strategy that can weave together various aspects. In addition to internal institution partnership, the CIO must also focus on external partnerships with organizations and vendors. For example, my institution is affiliated with the State University of New York known as SUNY that consists of institutions serving about 1.3 active students. We meet monthly to discuss strategies for strategic and operational planning. We work together to collaborate on solutions. It has been very helpful in developing connections and solutions. Of course, organization like EDUCAUSE is another fabulous forum to interact and partner at national and global level.

>> great, thank you, thank you so much. As a SUNY alum, I'm glad you're out there meeting with your colleagues and working on this. Thank you. Dave, finally, we'll give you a last word on the topic of the integrative CIO. Can you tell us about behaviors or actions a CIO can take to be seen as an integrative CIO?

>> I think a lot of what Meena and Sharyne said, I'll echo that. But from a CIO's perspective, I think it's critical that we always take the big picture in mind. So as we are looking at things and advocating for things, to do so with the big picture. And that means I.T. doesn't always come out on top. It's looking at what's best for the institution. I think it's important that the integrative CIO connects with all levels of the institution, not just institutional leadership. I talk about in one of the leadership institutes, leading up, down, and across, and I think that's critical for the integrative CIO. You want to leverage your broad knowledge of the institution and connect the dots. It's one of the few positions that touches all aspects of the campus. As both people said before, speak their language. Don't just talk in I.T. jargon. It really is also about relationships. That's the key. And even if you don't necessarily get invited, sometimes you can just ask to sit on broad-based committees, even as a non-voting member. Also take advantage of your skills in higher ed in general.

>> That's great. Thank you, thank you. As we sort of round the curve into the last 15 minutes of our
webinar today, we’re going to end our conversation with our panelists with a lightning round. We’ve got a different question for each of our five different panelists. They’ve got a few seconds to answer them. Let’s start with you, Beth. Beth, I understand that University of Wisconsin-Milwaukee has just shifted to a shared services model for business, HR, I.T. Can you talk about how the top 10 affects change management for such organizational realignments?

>> Sure. Thanks, Susan. We’re finding through this whole institutional effort we’ve had great efforts with our shared services and that’s meant a lot of changes for business process on campus. The top 10 are things important to us and what technology changes for us will be affecting them as organizational reconfigurations happen. And it enables us to be better communicators for our goals and strategy as the top 10 are reflective of the goals of the mission of the campus. It provides a launching pad about how we can best be communicating with them and working together to carry out the mission of the institution with the technology that either underpins or infuses almost everything we do and just makes us better partners overall.

>> Great, better partners that’s a nice way to put it. Dave, can you talking about Ithaca College, which we know is a private midsized institution? And you’ve spent your career there. How closely do you see the top 10 I.T. issues aligning with what you’re seeing at Ithaca?

>> I think they’re spot-on. Really the question is where are we at with each issue. So we’re at very different stages of thinking for each one. Some we are actually working on. They’re part of our five-year strategic plan, such as funding, security, things like that. Others such as privacy or administrative simplification are definitely being discussed but maybe we’re not as far long with taking specific actions or formal committee work to address.

>> Great, thanks. Now, Ernie, you just moved institutions. You moved from California State University Northridge, to Boston University now. What are some of the differences that you’re seeing when you think about the top 10 I.T. issues and how they play out at two very different types of institutions on two different coasts of our country?

>> Sure. So I think I’ll quickly touch on three things, the centralized versus decentralized. BU has a very large centralized presence. There are many silos of excellence. So you have to work across the aisle and make sure you’re talking to all those colleges and departments to make better informed decisions. Where on the other hand, smaller campuses do things more traditionalized to achieve economies of scale. Cal State at 43,000 students versus 32,000 at BU. When you look at employees, BU has 10,000 employees versus 4,000 at Cal State. When you think of data and security, it’s not just student but also employee data. And then lastly, affordability looks different. While they have 70-plus Pell recipients. I think the affordability piece also plays into that.

>> That’s great, that’s great. And, Meena, I’m going to ask you a question, but first I would just like to note that we’ve got a lot of different types of institutions represented by our panelists but we also have different countries represented by the people who are participating in this webinar. I’ve noted in the
chat room, we've got a listener here from Lebanon, somebody from Canada and somebody from Chile. And I welcome you to share your reflections in the chat room. Please do so that we can all learn and reflect. And Meena, you used to be at Carnegie Mellon and now lead I.T. at SUNY Erie, a community college. Do you find it changes when moving from an R 1 to the community college environment?

>> Yes. I.T. issues do not change, but their rating could change, as David had pointed out. So at Carnegie Mellon, it’s an international multiamp private research and teaching university while SUNY Erie -- so it does make a difference where those top 10 I.T. issues land as far as the ranking is concerned depending upon the focus. For example, at Carnegie Mellon the information security strategy and privacy very well be the top two I.T. issues. And that may not be the case at SUNY Erie. At SUNY Erie, that is primarily a teaching college. They may not rise to the top two I.T. issue level as compared to other top 10 I.T. issues on the list. Perhaps improved enrollment are student retention and completion could very well be the top two issues at the community college. So regardless of the variance in rating among institution, the top 10 I.T. issues are valuable for strategic planning at all different type of institutions.

>> That's great, thank you. And, Sharyne, you made an opposite move from Meena's. You moved from a community college environment to an R-2 university. What challenges have you encountered in making that move and how do they relate to the top 10 I.T. issues?

>> Thank you. Although we served at both universities approximately the same number of students, so community college we at about 17,000 and here we have about 17,000. The top 10 issues are equally applicable to both institutions. The points that I would like to pull out are that at the community college level, it was easier for me to collaborate with the different areas of the community college so we could optimize our I.T. spend, we would have better administrative simplification and resulting in a higher level of system integration. So that reduced some of the complications. When I moved to the four-year research university, we’re more distributed, distributed I.T., systems, distributed budgets requiring more policies and governance, making integrations more important and even more impactful to the university so that we can really focus on student retention and completion. So lots of similarities, perhaps just a different focus in each place.

>> Mm-hm, some things are easier, some things harder, and some things are just different. And I note that several of you said that the order of the top 10 I.T. issues might change a bit depending on the institution you're at. One of the attendees noted in the chat room that the top 10 are certainly reflective of the environment and maybe a slightly different order. And in fact, we have found that the issues do order differently depending on the type of institution. There is a table in top 10 issues article in EDUCAUSE Review that shows you have different types of institutions have a different ordering of the issue. And in fact, some of the issues that did not make the overall top 10 did make the top 10 in some different institutional types. So you might want to go to the article and read that section, which is in the conclusion part more closely. Well, now we're near the end of the webinar. And I would like to invite you, if you've got any questions that you would like to ask, now would be your last time to get them in the Chat window so that we can answer them. And while you're typing and thinking, or while you're deciding that, gee, you don't have any questions left, which is fine, just like to remind you of the theme
of this year's top 10 I.T. issues, which is simplify, sustain, and innovate. And this is about higher education's drive to digital transformation. And please, encourage you to take the session evaluation. Let us know what you loved and didn't love so much. And let us also know if there are particular topics that you would like us to cover in future webinars. And I'll just pause. Looks like we don't have any questions, which is absolutely fine. John made the point that EDUCAUSE data shows that around 45% of senior I.T. leaders on campus are not on the cabinet. And that certainly does make being an integrative CIO a challenge. And in that case, the job is to lead from where you are. Our data also show that it certainly is an advantage to contribute to institutional strategy through technology if you do have a seat on the cabinet. Question from Joel Edwards, I'm curious has everyone gone about rolling out security awareness training to their faculty and their staff. So would anybody on the panel like to talk about your experiences rolling out information security awareness training? And, Sharyne, how about if you take that one?

>> I would love to. We started off within ITS by first creating our own LMS-based course for ITS and quickly found we couldn't keep up with the questions we actually wanted to educate and highlight to just within ITS. So we moved to a packaged system, which we're in the process of rolling out to all of campus now and I'm working with human resources to see if they want to make this a mandatory course and what type basis. But I recommend a packaged tool to see how we can roll it out at the university.

>> Wonderful, wonderful, thank you. Thank you so much. And I also see that -- oh, and Brian Kelly, who's our director of cybersecurity professionals' program, is going to follow up with you, Joel, offline. Another question, teaching and learning, I'm not sure student-centric higher education captures teaching and learning importance. And in fact, I'm just going to see if I can quickly go back through all these many, many slides. There were another couple of topics in the vote related to teaching and learning. And one was -- let's see, let's see. Improved teaching and engaged learning. So you can see those in the list of the vote. They're both in the left-hand column, engaged learning's halfway down and improved teaching at the bottom. They didn't make the top 10. They were important enough to the include in the vote. However, you can see them in their full detail in the top 10 I.T. issues article. And I believe that one, if not both of them, did make the top 10 lists of certain types of institutions. And so, that would be my response to that. Let's see, privacy is also the top concern for university libraries. Do we have an established joint relationship effort with them? Yes, indeed we do. EDUCAUSE is really excited about a project that we're partnering with the Association of Research Libraries, ARL and The Coalition for Network Information. We're working with them to examine the impact of technology and the emerging role of research libraries relating to the impact of emerging technologies. And a lot of analytics but certainly that's not all of it. If you come the ELI, the EDUCAUSE learning initiative annual conference which is March 2nd through 4th in Bellevue, Washington, in Seattle, we'll be talking more about that and the ARL annual meeting, the CNI spring meeting will feature that project a little bit more. And as we develop actual written materials, we'll publish those. But we're real excited about that. And let's see. Are there any other questions? I think we are all set. Oh, oh, I'm sorry, the question about who do the people who report to the cabinet report up to? It's equivalent to three reporting lines, Kristen. The university president or college president, the other is the chief academic officer and the other is the chief business officer. People lead from where we are. Thank you very, very much for coming today, for
listening, for all of your engagement in the Chat window, your great, great question. I'm going to show those four challenge areas again before we end for Linda. And Linda, those four challenge areas are also in the top 10 I.T. issues article. So, thank you so much. I hope you have a great afternoon.

[End of Webinar]